

The Hong Kong Chinese Christian Churches Union

Logos Academy



Annual School Report

2013-14

Campus 1

(Primary Section)

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Campus 2

(Secondary Section)

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1. Our School

The Hong Kong Chinese Christian Churches Union Logos Academy (HKCCCU Logos Academy), sponsored by the Hong Kong Chinese Christian Churches Union (HKCCCU), has been founded and operated as a “Direct-Subsidy Scheme” School since September 2002. The School Management Committee (SMC), which is composed of registered school managers, manages the school for the HKCCCU. The committee holds regular meetings for setting up of school development plans, approving financial budgets, human resources management and review on work effectiveness of the school, etc.

1.1. Education Philosophy

HKCCCU Logos Academy is founded on the Truth of the Bible. It adopts the “through-train” mode of primary and secondary education, takes advantage of the flexibility of the direct-subsidy scheme. The holistic education programme is implemented through a coherent and challenging eleven-year school curriculum. We strongly believe that “the heart of education is education of the heart”. The school is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students’ spiritual, moral, cognitive, aesthetic, physical and social development.

1.2. Mission and Vision

- a. Based on the Truth of the Bible, Logos Academy is committed to assist our students to pursue abundant lives built on truth, goodness and beauty.
- b. The school is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students’ spiritual, moral, cognitive, aesthetic, physical and social development.
- c. For effective education, we trust that life kindles life. On this basis, Logos Academy will bring together talented local and overseas educators, through taking up various positions in the school, working together to provide education. The school will strengthen its connection with external organizations, introducing the research achievements on education and science, with the times, the pursuit of excellence.
- d. The school also cultivates and enhances our students’ ability to inquire, reason, solve problems and to face lives’ many challenges. It aims to nourish a culture of learning whereby learning is an effective and pleasurable undertaking for students.
- e. The school also promotes the learning culture, in order to work closely together, including school board members, the principal, teachers, staff, parents and students, are able to temper each other to achieve self-development and self-improvement realm.
- f. The school has maintained close cooperation with the education authorities and local and overseas universities to actively practice new ideas and explore new directions. The school will actively share experiences with other schools, learning from each other, so as to enhance the pursuit of quality education.

1.3. Our Campuses

Logos Academy is made up of two school campuses that span over a total of 14,000 sq. m. A new annex located at secondary section starts its operation since 2011, which provides more high-quality teaching facilities for the students. The modern school buildings are equipped with 76 classrooms, special rooms (for science, visual arts, music, information technology, geography, etc.), studio, conference rooms, digital piano practice room, counselling rooms, etc. There are also an indoor swimming pool, air-conditioned basketball court, covered playgrounds, multi-purpose rooms, halls and libraries, etc.

1.4. Members of the School Management Committee (SMC)

Service Period	<u>1/6/2013 to 31/5/2014</u>	<u>1/6/2014 to 31/5/2015</u>
Chairman	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Vice Chairman	Mrs. Chan Cheng Mei Chu, Dorothy (Independent Manager)	Mr. Pong Yuen Sun, Louis
School Supervisor	Mr. Pong Yuen Sun, Louis	Mr. Pong Yuen Sun, Louis
Treasurer	Dr. Cheng Sung Ko, Charles	Dr. Cheng Sung Ko, Charles
Secretary	Rev. Chung Kin Kai	Rev. Chung Kin Kai
Managers	Rev. Chan Tak Cheong, Dr. Chan Wai Sang, Samuel, Prof. Cheng Kin Fai, Prof. Kwan Yui Huen, Dr. Law Wing Wah, Rev. Luk Hang Chuen, Rev. Pong Kin Sun, Kinson, Mr. Tsik Pak Sun, Rev. Woo Ming Tim, Samuel, Dr. Cho Hee Chuen, Paul (Principal), Ms Kwong Ka Yin (Independent Manager), Leung Chi Hang Wilfred (Parent Manager), Ms. Lee Cheung Pui, Cat (Alternate Parent Manager), Mr Leung Kwok Keung (Teacher Manager), Mr. Ng Ka Wo, Anthony (Alternate Teacher Manager)	Rev. Au Yuk Kwan, Mary, Rev. Chan Tak Cheong, Dr. Chan Wai Sang, Samuel, Prof. Cheng Kin Fai, Rev. Cheng Sau Ting, Peter, Prof. Kwan Yui Huen, Prof. Law Wing Wah, Mr. Lee Chi Yuen, Rev. Luk Hang Chuen, Rev. Pong Kin Sun, Kinson, Mr. Tsik Pak Sun, Dr. Cho Hee Chuen, Paul (Principal), Ms. Lee Cheung Pui, Cat (Parent Manager), Mr. Ng Ka Wo, Anthony (Teacher Manager), Mr Leung Kwok Keung (Alternate Teacher Manager)

2. Learning and Teaching

2.1. Our School-based Curriculum

Founded on the truth of the Bible, HKCCCU Logos Academy aspires to become a unique school of character with the aims to provide quality education for our students and to nurture future leaders with a global outlook and a cheerful disposition. We aim at developing inquiring, knowledgeable, balanced, caring, morally autonomous and globally-minded whole persons who possess good values, positive attitude, international perspectives, self-directed learning capacity and a passion to excel.

These qualities are to be developed through balanced education in six important dimensions of human virtues, namely, spiritual, moral, intellectual, aesthetic, physical and social. The holistic education programme is implemented through a coherent and challenging eleven-year through-train integrated primary- secondary school curriculum.

The school believes that “the heart of education is education of the heart” and places significant emphasis on the recruitment and development of well-qualified and highly professional staff who all have a heart in education, love for children, a pupil-centred philosophy, a strong commitment in professional development and an international mindset.

Founded since 2002, HKCCCU Logos Academy operates as a “Direct Subsidy Scheme” school. Under this mode of operation, the Academy makes full use of the flexibility given and engineers a unique, broad and balanced eleven-year curriculum coherent with the students’ psychological and cognitive development. The through-train system in Logos Academy establishes a long-term teacher and student relationship, which minimizes the disruption and readjustment that most Hong Kong students have to face in the transition from primary to secondary education. The Logos curriculum consists of three stages – the Foundation Stage (2 years), i.e. traditional junior primary; the Development Stage (5 years), i.e. traditional senior primary and junior secondary; and the Mastery Stage (4 years), i.e. traditional senior secondary. Each stage has its unique and complementary characteristics.

The Foundation Stage is a two-year stage which aims to cultivate motivation for and pleasure in learning. The design of the curriculum takes full account of the development of students’ multiple intelligences, which cover the linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intra-personal, inter-personal and naturalistic aspects in terms of knowledge, skills and attitude. Students participate in activities that develop and strengthen their faculties of

thinking, expressing, creating and organising. Taking departure from subject-based study in traditional schools, thematic learning activities encourage students to integrate knowledge and their own experience.

Our curriculum encourages curiosity and self-motivated learning — it stimulates students to take initiatives and explore the world. During the process of learning and teaching, continuous assessments of students' learning abilities and progresses will be conducted. The assessments will provide timely evaluation as well as informative feedback for students, teachers and parents. With this, the possible undesirable psychological impact of traditional tests and dictations could be minimized.

For some subjects, there are no traditional textbooks for students. Instead, carefully selected authentic and interesting materials will be used. The school has fully utilized telecommunication systems in learning, teaching and administration. Using broadband Internet connections, parents can also download recorded video footages of their children's learning activities and see how their children are doing at school. In addition to conventional writing exercises, students will learn to complete assignments on the web. Students will also learn to access related reference materials in both Chinese and English. They will be using Putonghua and English as they participate in different learning sessions and activities. With Chinese culture as the basis, the school will systematically facilitate multicultural encounters for our students so as to increase their exposure to other cultures.

The Development Stage is a significant five-year stage in the eleven-year curriculum. The main purpose is to foster and strengthen students' abilities for life-long learning, to enable students to discover and develop their strengths and to prepare them for pre-university studies. The areas of study will include: Languages, Mathematics, Natural Sciences, Social Sciences, Information Technology, Art, Music, Media, Family Life Education, Religious Studies and Physical/Health Education. In these areas, students grasp related knowledge, cultivate different skills, acquire broad perspectives and establish the right value systems. Learning and teaching will frequently take place outside classrooms. This includes field trips as well as overseas study trips during long holidays open for students to participate. The course of study is more demanding at this stage. Some learning and teaching materials will be stored electronically for students' easy access, downloading and exchange. Working on different projects and assignments will help students handle pressure and learn time-management skills. Group-based studies and projects will require students to collaborate with team-mates, and to report their progress to teachers. Students may also take up a foreign language besides English. Native speakers are employed to

teach English, Putonghua and other languages so as to maximize students' exposure to the target languages. The school will also provide opportunities for students to perform in public. Through their participation in debates, public speaking, choral speaking, dancing, musical performances and theatrical performances, students will acquire confidence in front of audience. Besides, the school will encourage students to take part in various public contests so that they can accumulate experiences and have their horizons broaden.

The Mastery Stage is a four-year stage. With rigorous training leading to this stage, students are expected to show an ability to consolidate and integrate what they have learned and make preparations for competitive university entrance examinations.

Concurrently, they have plenty opportunities to further develop their leadership skills in becoming executive members in clubs, societies or the student union. In the first two years of this stage, students will follow an integrated curriculum which bears the main overlapping features of the Hong Kong Diploma of Secondary Education (HKDSE) and International Baccalaureate Diploma Programme (IBDP) curricula. In the last two years, some students will follow the HKDSE curriculum with the aim to fulfil the matriculation requirements for entering the local universities in Hong Kong. Others will enroll in the highly esteemed IB Diploma Programme and prepare to participate in the IBDP examination, which will lead to a qualification that can fulfill the requirement for entering either local or overseas universities of their choice.

2.2. Subject and Lesson Allocation

1. There are 191 teaching days in the whole school year.
2. Percentage of lesson time for different subjects and levels is shown as below:

LEARNING DOMAINS	FS1-FS2	DS1-DS3	DS4-DS5	MS1	MS2	MS3-MS4
CHINESE LANGUAGE	18.56%	18.56%	16.85%	16.85%	14.44% - 15.06%	14.15% - 15.06%
ENGLISH LANGUAGE	18.56%	18.56%	16.85%	16.85%	14.44% - 15.06%	14.15% - 16.85%
MATHEMATICS	13.92%	13.92%	14.74%	14.74%	12.91% - 16.51%	10.53% - 18.19%
LIBERAL STUDIES	--	--	--	6.32%	10.31% - 10.76%	Depends on choices of Elective Subjects
NATURAL SCIENCE	4.64%	4.64%	12.63%	Depends on choices of Elective Subjects		
TECHNOLOGY	--	2.32%	--			
PERSONAL, SOCIAL & HUMANITIES	11.6%	13.92%	18.97%			
ARTS	9.28%	9.28%	6.32%			
PHYSICAL EDUCATION	4.64%	4.64%	4.21%	4.21%	4.13 - 4.30%	4.04 - 4.30%
OTHERS	18.80%	14.16%	9.44%	Depends on choices of electives subjects		

Remarks:

1. Chinese Language Education includes Chinese Language, Chinese Literature and Putonghua.
2. English Language Education includes English Language and Literature in English.
3. Science Education includes Natural Science, Biology, Chemistry and Physics.
4. Technology Education includes Information Technology, Information and Communication Technology and Information Technology in a Global Society.
5. Personal, Social & Humanities Education includes Social Studies, Geography, Chinese History, Economics, BAFS, History, Media, Religious Studies, Family Life Education and Psychology.
6. Arts Education includes Visual Arts and Music.
7. Others include morning assembly, weekly assembly, reading, homeroom teacher period, co-curricular activities, and Music Composition/ French/ Spanish for DS4 and DS5.
8. Elective subjects: since senior secondary students study different electives subjects, the percentage of each learning domain varies.

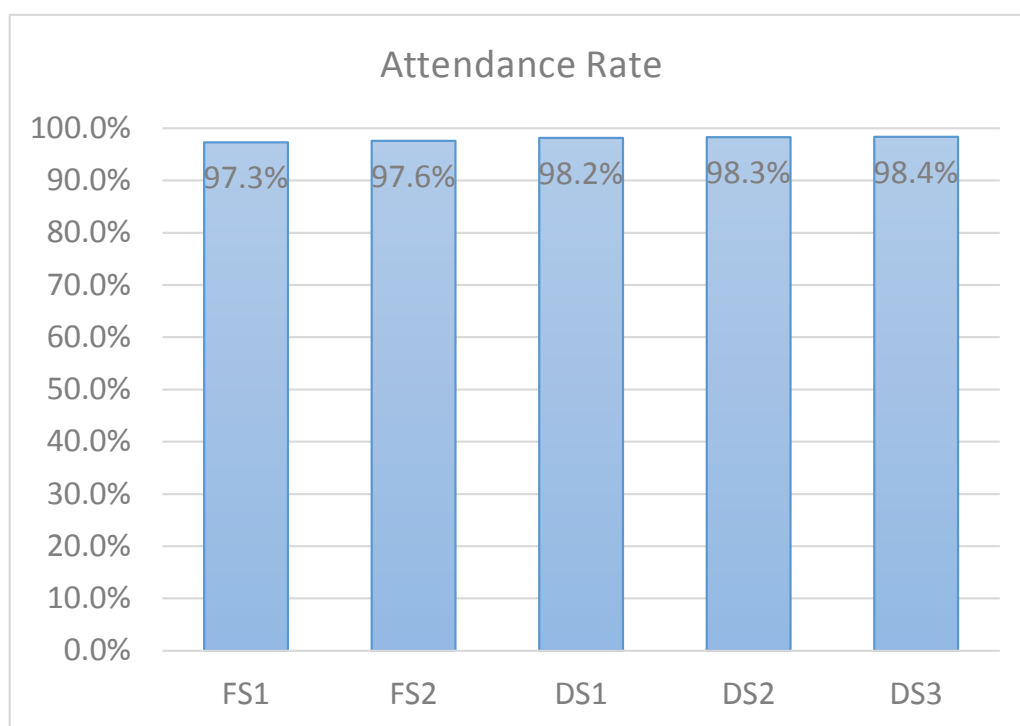
2.3. Our Students

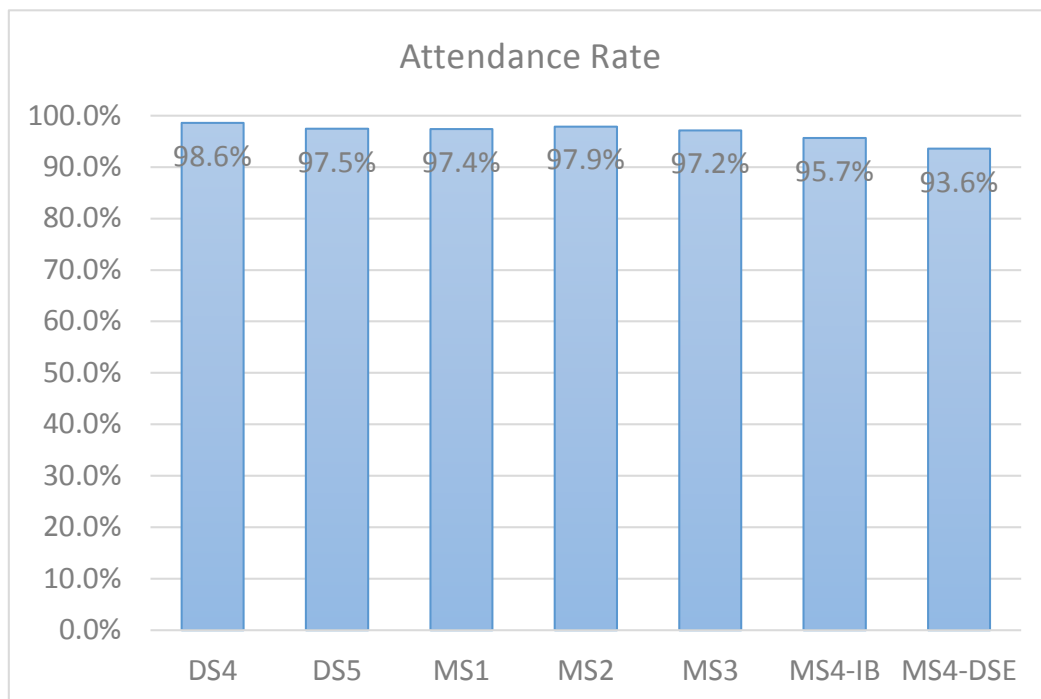
1. Class Structure

The table below summarizes the number of classes and students in each year level in 2013-14.

Year Level	FS1	FS2	DS1	DS2	DS3	DS4	DS5	MS1	MS2	MS3	MS4	Total
No. of Classes	6	6	6	6	6	5 classes 6 groups	5 classes 6 groups	5 classes 6 groups	5 classes 6 groups	5 classes 6 groups	5 classes 6 groups	
No. of Boys	103	100	93	98	100	115	109	106	87	93	58	1062
No. of Girls	92	81	105	74	97	103	91	98	108	86	71	1006
Total no .of students	195	181	198	172	197	218	200	204	195	179	129	2068

2. Annual Attendance Rate





2.4. Our teachers

1. No. of teachers

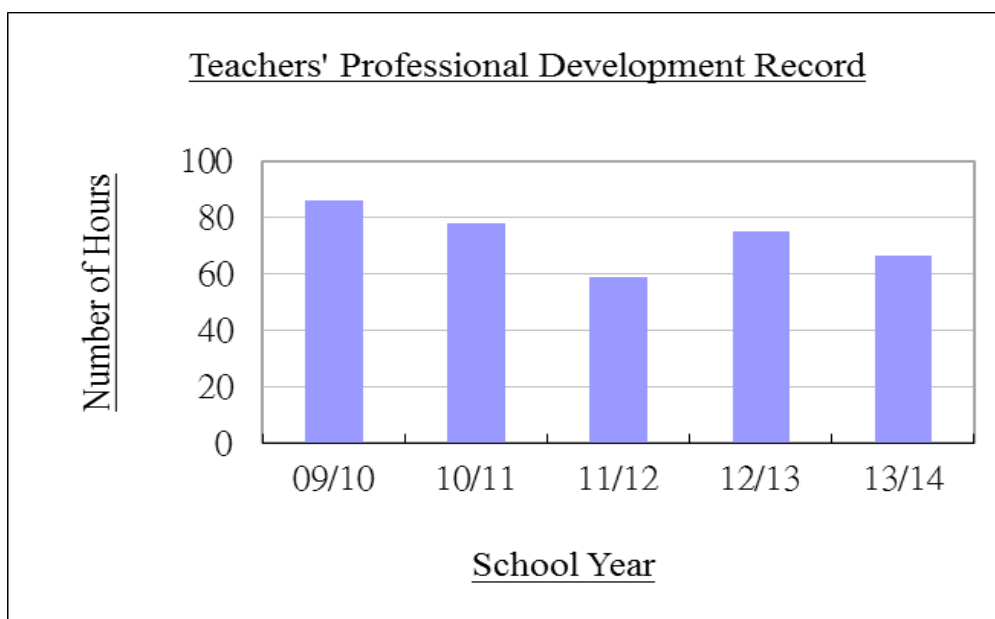
There were 173 teachers (including 16 teaching assistants) in the approved establishment.

2. Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education :	84%
Bachelor Degree	43%
Master / Doctorate Degree or above	55%
Special Education Training	4%

Working Experiences (% of Teachers)	
0 - 4 years	34%
5 - 9 years	25%
≥10 years	41%

3. Continuous Professional Development



2.5. Learning, Teaching and Assessment Strategies

The school is devoted to creating a rich language environment conducive to the development of students’ language abilities in communicating in Chinese and English. The school employs teachers who are native speakers of English and Putonghua. For students who acquire proficiency in languages, they may also choose to study a third language. With the aims of enriching students’ experience, different co-curricular and extra-curricular activities are provided through our formal and informal curricular including outdoor study tours and exchange programmes during long holidays.

Curriculum, learning, teaching and assessment are inter-related; assessment serves as an important measure to evaluate the effectiveness of the implementation of the curriculum and must be treated as an integral part of the learning and teaching cycle. There are five terms in each school year. Students’ academic performance is assessed continuously throughout the year in the forms of formative assessments and summative assessments. The School provides parents with Report Cards three times every year. Following the common practices in advanced countries, the School adopts criterion-referenced method instead of norm-referenced method for assessing students’ academic performance.

Homework, quizzes, project work, uniform tests and summative assessments, etc. are important components of the learning process. They serve to reinforce and consolidate students’ learning

and provide feedback to teachers on the effectiveness of their teaching. These different effective means of assessment are indispensable in understanding students' progress so that timely support to them can be facilitated.

3. Catering to Diverse needs in Growth and Development

Since its founding, the school has adopted a whole-school multi-level approach to meet students' diverse needs. To help the academically weak students, the school had reinforced its support to the weaker classes by strengthening their homeroom support and adding extra teachers to teach the core subjects of Chinese, English and Mathematics. In addition, these students were also provided with more individualized care through the support from two school-based educational psychologists and three school social workers. The education psychology services team offered support on a regular basis to these students often in small groups, and also provided consultation to teachers to help them better cater to students' various individual special learning needs. Apart from all these, the school had also encouraged and trained the more capable senior students through the Big Brother and Big Sister Scheme to provide support to their weaker peers.

3.1. Support at the System Level

To meet the diverse needs of students, the school's different support teams, including the Educational Psychology Team, the Campus Life Team, the Counselling Team and the school social workers had been working in close liaison, joining forces and working in a coordinated manner to help students in need. In 2013/14, many efforts were made to improve effectiveness and efficiency of the school's student support work by reviewing and making relevant changes as necessary to policies and management practices as follows:

- a. Streamlining the student referral procedures to allow referrals from teachers and parents to reach the appropriate parties in a more timely manner;
- b. Discussions were made to allow roles and functions of the various support teams in the school to be more clearly defined and spelt out to avoid overlaps of services;
- c. The registry of students with special educational needs was updated and appropriate information was shared with teachers on a need-to-know basis to enable them to deliver more informative individualized support work to students;
- d. Where deemed necessary, individual students with special educational needs were also given accommodations in terms of reduction in homework load as well as extra writing time during examinations;
- e. For the gifted and talented students with higher ability in learning, the school had also actively sought out for them extra challenges and enrichment programmes, for example, preparing and entering them in competitions such as the Mathematics

Olympiad and nominating students to compete for studentship in the Hong Kong Academy of Gifted Education, the Hong Kong University of Science and Technology, and also other programmes of a similar nature offered by other institutions.

- f. Bringing in from the community extra resources to support our students by providing internship places to educational- psychologists- in -training from both the University of Hong Kong and the Hong Kong Polytechnic University and also to final year undergrad psychology students from the City University of Hong Kong

3.2. Support at the Group Level

a. Support to Teachers

- The various support teams in school had worked closely with teachers, providing consultation to them individually and often in groups by grade levels on a regular basis, such as in form meetings and other ad hoc meetings in handling difficult student cases. The school social workers and counseling personnel also worked with teachers regularly in preparing materials for guidance lessons in homerooms and in delivering school-wide student guidance programmes.
- A series of induction programmes was held in the first semester of the year to acquaint newly joined teachers to the school culture/practices and at the same time equip them with the basic knowledge and skills in handling student cases and providing appropriate help students with special educational needs. The Professional Development Unit had also invited outside experts from time to time to speak to teachers in staff development sessions. Teachers were also encouraged to enroll in other relevant courses offered by the Education Bureau and other outside agencies.

b. Support to Parents

- Talks and seminars catering to the different needs of parents at different form levels were held year-round to help parents understand the needs of children at different stages of their development.
- In collaboration with the Hong Kong Baptist University, the school had also organized within the school several training courses for interested parents wanting to improve on their parenting skills.

- Educational psychologists, school social workers and teachers from the Counseling Team and the Campus Life Team also work closely with and provide consultations to individual parents to help them deliver appropriate home support and supervision to their child.

c. Support to Students

- Support programmes had been organized to provide emotional and learning support to help repeaters and students on trial promotion to a higher level of study to regain confidence in their learning.
- Special Programmes geared towards supporting students with special educational needs (SEN) were also organized often on Saturdays and long school holidays by the Education Psychology Team to motivate and help these students consolidate their basic language skills, acquire strategies and skills in learning and develop good learning habits. Parents were also invited to attend these training sessions so that they could continue on with the training and to provide appropriate support to students at home.
- To help SEN students cope with the stress and demands from examinations, they had been invited to participate in a self-regulatory learning and motivational programme entitled “Exam Made Easy with Good Planning”. Through the support from teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their exams.
- Students with attention deficits, social, communication and /or emotion control difficulties were identified and given relevant training in small groups to help them fit in better with others in the classroom.
- As it had been in the past several years, teachers also participated on voluntary basis in the Journey-mate Programme (同行者計劃) to provide care and support to students at their final year of studies in the school. Teachers served as a mentor as well as a friend to individual students. In close contacts, teachers showed their concern and provided learning, emotional support to students to enable them to cope better with the possible high level of stress these students might experience from public examinations.

3.3. Support at the Individual Level

In collaboration with teachers and parents, the Education Psychology Team worked year-round to provide assessment, counseling and various training activities to individual students. The goal, as it had always aimed to achieve, was to identify students-in- need as early as possible and to provide them with intervention as comprehensive as possible. In the year 2013/14, the Education psychology Team had provided various kinds of support to individual students. A total of 270 learning and other training sessions were organized. A total of more than 110 students with various special educational needs had been actively receiving support service from the Team.

4. Achievement and Reflection on the School Major Concerns

4.1. Major Concern 1: To enhance the effectiveness of learning and teaching

Several measures were adopted to enhance the effectiveness of learning and teaching: (a) develop and enrich the school-based curricula in major subjects for enhancing learning effectiveness; (b) cultivate an atmosphere favorable for the use of English; (c) cater for individual differences in learning in learning; (d) organize Departmental Activity Days to arouse students' interest relating to themes associated with the subjects; and (e) encourage good performances through open public recognition. Achievements and reflections on each measure are as follows:

a. **To develop and enrich the school-based curricula in major subjects for enhancing learning effectiveness**

(1) **Achievements (Primary Section)**

● Chinese Subject :

1. The curricula of all primary levels were reviewed. It was found that the bridging/linkage of basic language knowledge was ineffective and the arrangement was not systematic. This issue should be addressed as soon as possible.
2. The school-based curricula materials were mainly text-based. The quantity and quality of worksheets for modules varied; there was a necessity to amend.
3. Teachers did not have a clear understanding of the teaching of other levels, which thus affected the development of the curricula.

● English Subject :

1. A set of British textbooks, Family and Friends, Oxford (including Grammar Book and Workbook), which is more suitable to students' interest and needs was adopted. Teachers made use of the textbooks and adopted an integrated approach in teaching the four skills of English with the supplement of school-based teaching and learning materials. Schemes of work from FS1 to DS3 were written and an aligned curriculum framework was set up.
2. Different authentic readers were used to enable students to be exposed to stories of different cultures and knowledge about different topics. Pre-reading tasks and post-reading tasks (e.g. writing, mini-project, speaking task) were carried out and supplementary materials (e.g. worksheets) were given to the students in the reader lessons to enhance their different language skills.
3. Most of the teachers found the new curricula effective.

4. Regular department meetings (EDM) were held to collect teachers' feedback on the new curricular and keep track of the teaching progress.
- Mathematics Subject :
 1. The department put the five-year school-based primary curricula into effect. All teachers and Curriculum Officer worked together to review and fine tune the five-year school based primary curriculum.
 2. Curriculum Officer conducted about 230 Normal Lesson Preparation meetings with teachers over 63 topics from FS1 to DS3.
 3. After the preparation meetings run by the Curriculum Officer and collaboration meetings held by level coordinators, level coordinators recorded the detailed teaching plans with clear learning objectives of each unit taught in each topic systematically and thus the school- based curriculum guide could be printed out.
 4. The teaching progress in each level was on schedule basically.
 - Humanities Subject :
 1. New initiatives were conducted in the curriculum of several subjects in the Humanities Department, including:
 - readjustment and fine-tuning of the curriculum contents in Social Studies and Media Education.
 - polishing and enrichment of teaching packages, like power point, notes, worksheets, etc.
 - combining of notes into booklets to facilitate teaching and learning in Social Studies.
 2. Data-based Enquiry approach for developing student's enquiry skills and logical thinking was emphasized.
 3. With this new curriculum planning, better integration among subjects was achieved.
 - Science Subject :
 1. The school-based curricula of FS1- DS2 were further developed and enriched. Coloured diagrams and fine printings were used to facilitate the learning of science in this early stage.
 2. Interactive science textbook was introduced to DS2-DS3 to improve the enquiry skills, reading skills, as well as English writing skills.
 - Physical Education Subject :
 1. Swimming lesson was extended to DS1 and was carried out in May in this academic year.

(2) Reflection (Primary Section)

● Chinese Subject :

1. To strengthen the organization of modules, the contents of the curricula should be restructured.
2. The basic language knowledge for FS and DS levels should be rearranged. The training system needs improvement.
3. Worksheets should be modified to avoid any duplication and strengthen the effectiveness of learning and teaching.
4. To enhance the effectiveness of teaching, reallocation of teacher resources is required.

● English Subject :

1. Students had good performance in summative assessment (around 86% passing rate in average) and continuous assessment (around 95% passing rate in average) in all levels. Although the curriculum was new, most of the students were able to adapt it well.
2. It was suggested there should be more pre-reading tasks before teaching the readers. Reading comprehension exercises of related themes can be given to students to arouse their interest and set up context for the reader. Student should learn more about different reading skills (e.g. making comparison, cause and effect, etc.) and language focus (e.g. sentence structures, prepositional phrase) from the readers.
3. FS1 Phonics Curriculum should be further developed as there was not enough coverage in this area.

● Mathematics Subject :

1. Parents' welcomed the integrating learning materials, including textbooks, school-based worksheets and teaching materials designed by teachers.
2. Teachers could gradually prepare learning objectives of each unit based on the suggestions on the Mathematics Curriculum Guide, but improvement on the coherence of lessons should be strengthened by writing down detailed teaching plans in each topic systematically.
3. Two topics Speed (6M3) and Broken Line Graphs (6D3) should be switched from DS3 to DS4 or higher level so as to leave more time for consolidating basic skills of DS3 students in arithmetic and algebraic manipulation.
4. It was suggested to have teachers attended courses/seminars regarding the learning and teaching of Primary Mathematics conducted by EDB or other education bodies.

- Humanities Subject :
 1. Positive feedback generally reflected from students' teaching and learning.
 2. Further enrichment and polishing of teaching packages are needed; especially those updated figures and data.
 3. Elements on enquiry learning and skill training should be enhanced in the curricula.
- Science Subject :
 1. All curricula were revised and evaluated during the summer break.
 2. Besides the SBC plans, teachers were suggested to complete the scheme of work and lesson plans.
- Physical Education Subject :
 1. It was suggested that swimming lessons should be introduced to FS2 next year.

(3) Achievements (Secondary Section)

- Chinese Subject :
 1. The curricula of DS3 and DS4 were reviewed. It was found that the bridging between the two levels was insufficient. The requirement for learning and teaching in primary and secondary varied. An unsatisfactory result/passing rate for DS4 Chinese Language was resulted. This issue should be addressed as soon as possible.
 2. To highlight cultural elements, the number of chapters for 《含英咀華》 was reduced. However, the learning outcomes were unsatisfactory.
 3. The quality of learning and teaching materials for DS4 was unsatisfactory, which affected the effectiveness of learning and teaching negatively.
 4. The approach of introducing literary texts and cultural modules in MS2 was not effective for weaker students. There was still room for improvement in terms of the selection of materials and teaching methodologies.
- English Subject :
 1. Teacher reported that adopted textbooks were effective:
 - Novels, short story collections and poems helped to promote Language Arts.
 - The common curriculum implemented across the whole department helped teachers with previous continuity problems.
 - Term tests covered the items taught during the term; students responded well to newly structured tests as shown by term test results.
- Humanities Subject :

1. New initiatives were conducted in the curriculum of several subjects in the Humanities Department, including
 - readjustment and fine-tuning of the curriculum contents in Social Studies, Economics, Psychology, Liberal Studies, Chinese History, Media Education, etc.
 - polishing and enrichment of teaching packages, like power point, notes, worksheets, etc.
 - combining of notes into booklets to facilitate teaching and learning in Social Studies and Economics.
 - new BAFS curriculum content is adjusted according to the EBD's guideline.
2. Content of IBDP curriculum was incorporated to the MS2 curriculum to better prepare students for their future exams.
3. MS3 students were able to follow the tight teaching schedule, as well as finishing their SBA.
4. Data-based Enquiry approach for developing student's enquiry skills and logical thinking was emphasized.
5. With this new curriculum planning, there was a better integration among subjects.

● Science Subject :

1. Refinement in the DS4-DS5 school based curriculum was achieved in summer.

● ICT Subject :

1. Comprehensive field reports and assignments incorporating field work data (including both qualitative and quantitative research data), and penetrating data analysis were carried out by students under the teacher's guidance in internal assessment (IA) projects and extended essay (EE).
2. A draft of curriculum guidelines in lower secondary curricula on ICT subject was proposed and new school-based ICT curricula will be launched at DS4-5 levels in 2014-15.

● Religious Studies Subject :

1. The course outline of MS1-4 was restructured and reviewed.
2. The worksheets of the course outline were restructured and slightly adjusted.

● Family Life Education Subject :

1. The MS4 curriculum was refined. Positive feedback from MS4 students was received.
2. Students commented that these lessons strengthened their ability to face the challenges of public examinations.

● Physical Education Subject :

1. Indoor rowing for MS1 and archery for MS3 were introduced to the PE Curriculum.

- Visual Arts Subject :

1. The school-based curriculum of Visual Arts was strengthened through exploration of diverse cultures: teaching topics were related to local and cross-cultures.
2. Arts appreciation was introduced to students at all levels and the teaching of vocabulary in bilingual strengthened student's critical thinking.

(4) Reflection (Secondary Section)

- Chinese Subject :

1. To strengthen the bridging of primary and secondary and get teachers have a better understanding of the curricula, lesson observation should be arranged for primary and secondary teachers.
2. To enhance the effectiveness of learning and teaching, it was suggested that 《含英咀華》 should be merged with other extended reading.
3. To enhance the effectiveness of learning and teaching, participation in EDB school-based support scheme and replacement of textbooks for DS4 to MS4 are required.
4. To help students choose between DSE and IB, literary and cultural elements in MS2 has to be preserved. Practice on textual analysis should be implemented in MS2 curriculum.

- English Subject :

1. The department should continue to monitor the usage of the new textbook.

- Humanities Subject :

1. The modified MS1 curriculum plan was welcomed by students.
2. Majority of the MS2 students were capable of handling the IBDP curriculum
3. The timeline for MS3 students in completing their SBA was satisfactory.

- ICT Subject :

1. Field work preparative works should be done earlier next school year at MS1-4 levels and scale of field works should be extended to DS4-5 levels.
2. More authentic assessment rubrics should be devised differentiating between low-ability, median and high-ability students in future school years.

- Family Life Education Subject :

1. The usual practice of refining the curriculum to meet students' needs whenever appropriate should be encouraged.

2. A talk or workshop for parents of MS4 students was suggested. It aims for enhancing parents' understanding and support their children for facing the public examinations.

- Physical Education Subject :

1. The limited number and malfunction of rowing machine affected the grouping. The number in each group was large and the boys and girls needed to have lesson separately.

- Visual Arts Subject :

1. Some of the curriculum is still focusing on the skill training.
2. New curriculum and homework policy for the arts knowledge can encourage students to use more art language.
3. The result of survey can help teachers prepare a better curriculum in different levels.

b. To raise the standard of spoken and written English

(1) Achievements (Primary Section)

- English Subject :

1. Students communicated in English with the English teachers most of the time.
2. Around 60 English ambassadors were recruited to participate in different English Programmes, e.g. Big Brother and Big sister Scheme, Jolly kingdom, etc. They were asked to talk to their peers in English, help in setting up game fairs, hosting different games stalls and guiding the juniors to do different activities.
3. Two English Weeks (for Junior and Senior Primary) were held throughout the year. A musical about Christmas was performed by students during English Week.
4. Picture-based conversation was introduced to DS levels as oral practice as assessment. It provided the students opportunities to practice natural and authentic real life conversation.
5. English Department joined a radio programme "The Sunday Smiles" organised by RTHK. Around ten students were invited to perform in English in the programme.
6. 100% of students participated in the Extensive English Reading Programme. 100% of FS1 &2 students completed Reading Log (a booklet) weekly and Book Reports every term while DS students completed Reading Logs (Log sheet) bi-weekly and Book Reports every term. Silent reading and book talks were done during English lessons.
7. A recommended reading list was issued and given to the students so that they could borrow books that suit their standard from the library.
8. Upper primary students were required to subscribe a newspaper and had

newspaper lesson per month, in which students read and discussed newspaper articles and were exposed to different text types and social issues. Students were also encouraged to write to the Editor's Column in the newspaper.

9. Some English teachers worked with the librarians and had book sharing sessions with the students in the library during the lunchtime. Students tended to have more motivation to borrow books which teachers recommended them to borrow.
10. An on-line self-learning platform, Achiever was used to encourage students to assess to tailor-made exercises related to the four language skills according to their own level. Rewards (certificates and gifts) were given to the students who performed well.
11. Students were encouraged to write different text types in class (recount, play script, poem, letter, email, etc.) throughout the year.
12. Students were asked to write their writings in their Writing Journal to keep record of their work. Students were required to hand in their corrections of their writings so that they can learn from their mistakes.
13. Students were helped to develop peer-editing skills through implementing the use of a proof-reading code.
14. 83% of students attained at least Grade 4 in the writing assessment.

● Visual Art Subject :

1. Art teachers had put efforts in enhancing students' English proficiency and vocabulary since FS level.
2. Most of the Power Points and teaching materials were in English, which included important visual arts vocabulary items.

(2) Reflections (Primary Section)

● English Subject :

1. Students developed a habit of communicating in English with the English teachers. It was also suggested that teachers should speak in English more consistently with low ability students inside and outside the classroom. HRT should also communicate with students in English most of the time.
2. More than 30 DS students were recruited as English Ambassadors in different English activities. They enjoyed doing the duty very much. It was suggested that more Ambassadors can be recruited next year.
3. Some reward (stickers or stamps) or duty (English Ambassadors) can be set as a positive reinforcement for the students who talk in English.
4. Regular English Speaking Days should be held more frequently. Booths can be set up and hosted by the DS students. FS level students will be encouraged to speak in English with the older peers. They can get a stamp if they answer questions

correctly in English. Reward will be received if they collect certain number of stamps.

5. For DS levels, Book talks were conducted in class as a form of Continuous Assessment. Students were eager to listen to their classmates' Book Talks as they gained new knowledge and insights on books that they hadn't read before.
6. It was suggested that more silent reading time should be allocated to encourage students' habit of reading. More reward should be given to the top readers in class.
7. It was suggested that for FS levels, students should be required to do more book reports throughout the year as they only finished two this year.
8. It was suggested that teachers can make use of the newspapers by having more discussion with students about the current affairs.
9. It was suggested that a Special reading Corner with specific theme that matches with the teaching topic can be set up in the library to encourage students to borrow more books.
10. It was suggested to assign more different types of writing tasks for students to complete outside of lessons.
11. It was suggested to hold a school-based writing competition next year and display students' writing work on the English Department Notice Board.
12. It was suggested to continue to develop students' self-editing and peer-editing skills.

● Visual Arts Subject :

1. The art vocabulary will be taught with teaching notes.
2. Most of the past teaching materials were in Chinese. It takes time to translate them into English.

(3) Achievements (Secondary Section)

● English Subject :

1. English week was implemented using a whole-school approach including:
 - Bible readings and morning assemblies were conducted in English during English Week.
2. The inaugural English Drama was performed during the weekly assembly for the whole secondary section of the school.
3. Continuous SBA practice was proven effective by improved performances in SBA practices for MS2 and actual SBA presentations for MS3.
4. Three writing classes were successfully conducted in summer and participants have shown improvement in their written work.

● Humanities Subject :

1. The medium of instruction for BAFS changed to English smoothly.

2. Teachers from the department were encouraged to deliver lessons mainly in English and students were encouraged to speak in English as well.

- Family Life Education Subject :

1. FLE department established a FLE English specialized vocabulary bank of over 100 FLE English specialized vocabulary items for teaching.
2. The form recording the English specialized vocabulary items was uploaded to POLY Drives.

- Student Activities Team :

1. A pioneer scheme for providing training workshops for our MS3 students to sit for the IELTS examination was conducted. An encouraging examination result was received. MS3 DSE students had an average score of 6.2 and MS3 IB students obtained 6.9.
2. Summer English and Chinese Writing Classes were successfully organised for students from DS4 to MS3. Both Chinese and English Writing Skills were enhanced.

(4) Reflections (Secondary Section)

- English Subject :

1. Students welcomed the new initiatives.
2. All teachers communicated well with students in English and several teachers whose spoken English is of a native level.
3. Greater improvement could be made if English was used across the whole school when communicating with students and teachers.
4. Regular presentation of book reports were completed every term in line with SBA preparation practices.
5. Younger students should have more practices so that when they are in their final year, they will have had 3 years of good practice building up to their actual SBA.
6. In compiling the anthology it was seen that the writings collected from the students were of a good standard. Students should be encouraged to do more casual and creative writing.
7. Some teachers suggested that more enhancement classes (not only writing class) can be organised for the weaker students during summer vacation.

- Humanities Subject :

1. Some students were weak in English; they found learning difficult in a 100% English environment. Therefore, Chinese was necessary to serve as a supplementary language in the lesson, which was not desirable.

- Family Life Education Subject :
 1. The department will keep on collecting the FLE English specialized vocabulary items.
 2. Teachers should observe the response of students when they are introduced to the English specialized vocabulary items during lessons.

- Student Activities Team :
 1. With the help of English Department, MS3 students were encouraged to sit for IELTS examination. It should be treated as one of the services to our students.
 2. School assessment division will take up the responsibility in organizing and implementing the IELTS examination.

c. To cater for individual difference in learning by provision of different programmes for the spectrum of learning needs (i. Through enrichment (gifted) programmes)

(1) Achievements (Primary Section)

- English Subject :
 1. Teachers adopted appropriate classroom strategies to help individual learners develop to the best of their abilities.
 2. Some students were chosen by the subject teacher and joined the gifted programmes organized by the outside organizations.
 3. 98% of the students participated in the e-learning programme.
 4. Enrichment programmes enhanced students' English standard: English and Me (FS1), FS1&2, & DS1 (Jolly Kingdom), Achiever- Self-learning Platform.

- Diversity Catering Team :
 1. One DS2 and three DS students were accepted by the HKAGE this year.

- Education Psychology Services Team :
 1. EP Team assisted Diversity Team in the nomination of gifted and high ability students to HKUST, HKAGE and other outside providers of support service to gifted students.

(2) Reflections (Primary Section)

- English Subject :
 1. Students had high participation rate (average around 70-80%) in the enrichment programmes.
 2. E-learning should be continued as it encouraged student's habit of self-learning.
 3. The department should continue to roll out programmes to promote the genuine usage of English in order to increase students' interests across different abilities.

- Diversity Catering Team :
 1. The summative assessment marks would be collected for the earlier identification of student potentials for different gifted programmes.
 2. The school should work with other local institutes to provide seminars to parents regarding gifted programmes next year.
- Education Psychology Services Team
 1. Clear division of labour between different teams was helpful; enabling specialists to apply their skills more effectively.

(3) Achievements (Secondary Section)

- English Subject :
 1. English Drama performance exposed a wider range of students to literature and generated interest in students who were usually not so interested in class.
 2. English Debate team served as way for higher ability students to apply their subject knowledge and skills in an external environment and exposed them to students from outside of school to whom they can compare themselves.
 3. English club provided a fun opportunity for the whole school to get involved with the language.
- Mathematics Subject :
 1. For the HKUST Dual Programme through school Nomination, 9 students completed Level 1 : 3 Grade B, 4 Grade D and 2 Grade D; 6 students completed Pre-stage Level : 1 Grade A and 5 Grade D; 2 students completed Level 2 : 1 Grade B and 1 Grade D.
 2. For students joining the gifted programmes, study groups were formed to discuss the homework of the course every Friday from 12:30pm - 1:05 pm coached by 2 Mathematics teachers. The attendance rate was high.
- Diversity Catering Team :
 1. 51 students joined the 2013 HKUST Dual Programme (DP) this year and the participation rate was above 99%. Students were supported by seminars provided by 4 teachers in our school.
 2. 9 students were accepted by the HKAGE this year.
 3. There were only 4 students and 1 student sitting for IGCSE and GCE (AL) respectively this year.
 4. Students talked to the teachers concerned in order to provide necessary help to prepare for their public examinations.
 5. IGCSE resource books were purchased and stored in school library.

- Education Psychology Services Team :
 1. EP team assisted Diversity Catering in the nomination of gifted and high ability students to HKUST, HKAGE and other outside providers of support service to gifted students.
 2. Transfer of nomination work to Diversity Catering Team was smoothly carried out with information and continual support provided as needed.

(4) Reflections (Secondary Section)

- English Subject :
 1. It can be seen that both the drama and the debate teams have a lot of potential to develop. More effort and resources should be dedicated to developing these two teams.
- Mathematics Subject :
 1. It was desirable to form a study group for participants of gifted education program as a learning community for mutual support and sharing experience in the Dual Program.
 2. It was difficult to arrange a common time slot during lunch time for all students. Classes should be held after school.
 3. Learning materials were collected from students. Supporting classes can be run before the Dual Program lessons begin so that students can have enough time to prepare for the lessons.
- Diversity Catering Team :
 1. The summative assessment marks should be collected for the earlier identification of the student potentials for different gifted programme next year.
 2. Self-learning platform was set up in the school.
 3. It was found that there were still problems in accommodating the timetable of the internal examination with the students sitting for public examinations.
- Education Psychology Services Team :
 1. Clear division of labour between different teams was helpful, enabling specialists to apply their skills more effectively

c. To cater for individual difference in learning by provision of different programmes for the spectrum of learning needs (ii. Through remedial programmes for weaker students, including special programmes for SENs)

(1) Achievements (Primary Section)

- Chinese Subject :

1. Teachers gave extra tutorials to individual student during recess or lunch time if needed. However, the effectiveness was low; only a small group of students benefited.
- English Subject :
 1. Students got more intensive feedback and assistance from the teachers in the class due to the small number of students and co-teaching.
 2. Some weaker junior students were chosen to join the Big Brother and Big Sister Scheme to gain rapport from their peers and boost their confidence.
 3. Teachers provided extra help to some weaker students during recess and lunch time.
 - Mathematics Subject :
 1. Little teacher programme: More than 12 tutorials were conducted in each level. Most of participants showed obvious improvement in re-tests.
 2. Online learning platform: The login rate from October to December was over 60% in October and November. However, the rate was getting lower from January to July. The decrease was obvious in DS2 and DS3.
 - Humanities Subject :
 1. Based on the results of the first summative assessment, supplementary classes were arranged, with specially designed curriculum and teaching and learning packages, during lunch time for identified students.
 - Visual Arts Subject :
 1. Teachers provided individual tutorials after school or during holidays for students with who cannot achieve the teaching objectives.
 - Education Psychology Services Team :
 1. Social skills training groups for students with Autism Spectrum Disorder (ASD) and other social concerns (Social Anxiety) :
 - Completed a 4-session social skills group training for 6 DS1 and DS2. The groups had different focuses based on individual needs of students.
 - The groups had a joint session at the end with the upper form students serving as peer trainers for the lower form students.
 - Students appreciated the activities in the groups, and acquired some skills that would be helpful in their social daily interaction with peers.
 2. Adaptive classroom behaviour and emotion management training for Autism Spectrum Disorder (ASD) / Attention Deficit and Hyperactivity Disorder (ADHD) students individually and in small group basis :
 - Completed a 5 training session for a DS3 students showing features of ASD to
-

help him adapt better to classroom rules and to gain better emotional control. A similar 6-session training was given to a FS2 student with ASD and ADHD. Both students appeared to have made substantial progress, fitted in and completed better with classroom demands.

- A 6-session adaptative classroom behaviour training was held for 6 FS2 students. Parents and the HRT were involved in monitoring the progress at home and during class respectively. Students responded well to the training.
3. Language Support Programmes for students with dyslexia and other special educational needs :
- Completed two 5-session English learning support programmes for 103 students from FS1 to DS3 respectively with dyslexia or other special educational needs.
 - Students were grouped by their ability level and learn the basic skills in phonics, grammar and writing depending on their level of training. Training is done in small groups, employing a lot of games and using a multi-sensory approach. Parents of these students also sat in the classroom to observe the training so they could provide continual support at home.

(2) Reflections (Primary Section)

● Chinese Subject :

1. Remedial lessons were not easily arranged within school hours as our students were having Extra-curricular Activities at lunch time and taking school bus after school.

● English Subject :

1. More remedial classes or Little Teacher Programmes to help the weaker students can be organised and implemented next year.

● Mathematics Subject :

1. Little Teacher Programme :

- The time allocation for each student group was too long which affected students' motivation. It was suggested that the schedule should be modified from once per week to two or three times per week and restricted to two levels DS1 and DS3 only next year.
- The little teachers reflected that they were benefited from this programme.
- It was a good learning platform to address learning diversity.
- More promotion should be conducted on the on-line exercise.

● Humanities Subject :

1. Some students participated in the programmes were benefited from smaller class

teaching. However, there was no obvious improvement for some students.

2. Yet, it was generally agreed that the practice should be continued.

- Visual Arts Subject :

1. Extra human resources, such as an associate teacher, for the department would be desirable in next school year.

- Educational Psychology Services Team:

1. The service-oriented approach for higher form students from campus 1 provided good motivation and learning focus for them. Such joint group format using higher form students as peer tutors/trainers appeared to be quite effective as the younger students were also very receptive to them and would see their senior counterparts as role model. Similar format could be adopted in other group trainings.
2. More similar training might be needed when time permitted to help student consolidate the transfer of the learning to the classroom.
3. Students appeared to show keen participation and enjoyed the learning process. Parents were supportive to the programme and often provided positive feedback regarding their child's improved skills and learning motivation.
4. The time being on Saturdays also facilitated greater participation by parents when invited to sit in the programme and be more actively involved in their child's learning progress.
5. The multi-sensory approach appeared to be quite effective especially to lower form students learning phonics.
6. The games fair at the end of the programme was also supported by the parents as very motivating to the students. Similar formats of training could be used in future training as well.

(3) Achievements (Secondary Section)

- Chinese Subject :

1. After the first Summative Assessment, remedial classes were arranged for DS4-MS2 weaker students during lunch time. The contents of the remedial classes were mainly in reading comprehension and writing. Although the attendance rate was above 80%, student performance improved slightly as the frequency of arranging remedial classes was low.

- English Subject :

1. Teachers reported that the co-teaching that was implemented in classes proved to be effective as students were able to receive more attention as teacher-student ratio improved. It was shown by a noted improvement in the participation in the

weaker students.

● Mathematics Subject :

1. Sunshine Award Scheme(SAS) :

- 77 MS2 and MS3 students were recruited as little teachers. DS4 and DS5 students who failed in the chapter tests were suggested to join the tutorial and sat for the retest. Both students and little teachers were attentive.
- There were about 50 SAS lunch sessions for retests and the total number of student attendants for the 50 sessions was about 200 in each level. The number of tutorials offered was about 60.
- Through questionnaires and interviews, the little teachers reflected that they were benefited from this scheme. Their presentation skills were improved. They also had the chance to consolidate the material learnt in junior levels.
- Great improvement was made in the 2nd Summative assessment.

2. Saturday Morning Clinic and Saturday Morning 5* classes

- For Saturday Morning Clinic, the number of lessons was 9 and the number of students was 35 (MS2:18, MS3: 17). The attendance rate was satisfactory. Through questionnaires, students found the tutorial useful to consolidate their basic skills.
- There were 23 students in the Saturday Morning 5*. The overall attendance rate was about 75%. The atmosphere in the class was great. Most students were willing to learn and ask during the lessons.

3. Quite a number of students sat for the re-test papers and most of them passed.

4. By reporting students' learning progress to their parents regularly, students were more motivated in participating in the scheme.

● Humanities Subject:

1. Remedial programmes of BAFS were offered to students who failed in the first summative assessment. The programme covered the contents that students learnt in Term 1 and Term 2. More focusing attention was spent on less able students as all remedial classes were conducted in small class. They helped consolidate contents covered in terms 1 and 2.

● ICT Subject :

1. One two-hour remedial lesson for MS1 students was carried out with consolidation exercises. Student verbal feedback after day-time lessons was resourceful and good preparation for following revision test in late Term 4 in 2013-14.
2. Only 45 out of 57 (78.9%) joined the lesson as absentees were going to join

overseas sight-seeing trip.

- Education Psychology Services Team :

1. Social skills training groups for students with Autism Spectrum Disorder (ASD) and other social concerns (Social Anxiety) :
 - Completed a 4-session social skills group training for 3 DS4 and 5 students. The groups had different focuses based on individual needs of students.
2. Language Support Programmes for students with dyslexia and other special educational needs :
 - Completed two 5-session English learning support programmes for 103 students from DS4 to DS5 respectively with dyslexia or other special educational needs.
3. Workshops on English Learning strategies and remedial grammar support for MS students with Sp LD. :
 - Completed two MS3 students and 6 MS1 students participated in the 2-session clinic on English grammars during the Easter break. The workshops increased their alertness to the common mistakes they often made in test and examinations. The students were also provided an overall review on English verb tenses.

(4) Reflections (Secondary Section)

- Chinese Subject :

1. The remedial programme should be started earlier before the 1st Summative Assessment.
2. Different measures should be taken to cater for learner's diversities.

- English Subject :

1. The noted improvement in the weaker students showed encouraging signs of good teamwork among teachers.

- Mathematics Subject :

1. The responses from students, little teachers and teachers were positive. It was suggested that the Scheme could be extended to MS1 next year.
2. The attendance of little teachers was not stable. It was suggested that a group leader should be chosen for better coordination among the students. A record of attendance for little teachers and students is advised for next year.
3. In order to well prepare for the tutorial materials, it was suggested that DS4 and DS5 mathematics teachers should report the number of students failed in their classes after each chapter test.
4. It was suggested that the tutorials for Morning Clinic could be held earlier next

year.

5. Students were suggested to be assigned to different study groups to further develop their self-learning ability next year.

- Humanities Subject :

1. Most students were eager to learn in remedial Classes.
2. As the remedial class of BAFS was relatively small (7-14 students), students were encouraged and motivated to raise questions and learn more actively.

- ICT Subject :

1. After Easter holidays, absentees were given back reference materials and had Q & A enquiry beyond school hours.

- Education Psychology Services Team :

1. Language Support Programme :

- Students showed keen participation and enjoyed the learning process. Parents were supportive to the programme and often provided positive feedback regarding their child's improved skills and learning motivation.
- The time being on Saturdays also facilitated greater participation by parents when invited to sit in the programme and be more actively involved in their child's learning progress.

2. Workshops on English learning strategies and remedial Grammar support for MS students with SpLD :

- Students, especially MS3 students found it difficult to find time to participate in these programmes as their course load was quite heavy and they could not find the extra time. Some follow-up work to be carried out individually and through email might be a solution.

c. To cater for individual difference in learning by provision of different programmes for the spectrum of learning needs (iii. Through special class grouping arrangements (one more teachers for the two weaker classes in the core subjects in the Development Stage)

(1) Achievements (Primary & Secondary Sections)

- Chinese Subject :

1. Special class grouping arrangement was carried out at DS2, DS3, DS4 and DS5. In total, there were eight classes with extra language teachers with two teachers co-teaching in the same class.
2. Classroom discipline improved significantly, but failed to achieve the purpose of

catering for learner diversity.

- English Subject :

1. There were two teachers co-teaching in the weaker classes in DS levels. The special grouping arrangement could help the weaker students.
2. Teachers reported that the co-teaching that was implemented in classes proved to be effective as students were able to receive more attention as teacher-student ratio improved. It was shown by a noted improvement in the participation in the weaker students.
3. The behaviour problem showed improvement as there was more resource in the weaker classes to handle their problems.

- Physical Education Subject :

1. Split class teaching was manipulated in the swimming lessons from DS1 to DS5.
2. According to the students' individual difference, those who were not good at swimming had lesson in shallow water area.
3. Swimming lesson from DS2 to DS5 was implemented.

(2) Reflections (Primary & Secondary Sections)

- Chinese Subject :

1. More collaboration should be held in preparing the lesson and improving teaching.
2. In order to give more support to weaker students, split classes should be carried out in some special classes.

- English Subject :

1. The weaker students still need extra enhancement class to build the foundation.

- Physical Education Subject :

1. The school was suggested to improve the thermostat system in cold weather and has to consider not arranging swimming lessons between December and February.
2. The school was suggested to arrange swimming lessons for different levels at the same time e.g. DS2 and DS4.

c. To cater for individual difference in learning by provision of different programmes for the spectrum of learning needs (iv. Through widening students' range of learning experience)

(1) Achievements (Primary Section)

● English Subject :

1. Some students were chosen to join a broadcasting programme in Radio HK. They made a recording about a drama and it was broadcasted in November.
2. Students were asked to set up fair stalls and host some activities during the English Week.
3. Students were trained and performed a musical on the stage during Christmas English week.
4. Some primary students were chosen to perform in the secondary musical.

● Humanities Subject :

1. Students in different levels were encouraged to participate in outdoor and active learning activities (e.g. Inter-class competitions, visit the Legislative council, visit hostels for the elderly and Coca-Cola factory)

● Religious Studies Subject :

1. In coordination with various activities of Religious Service Team, teachers were actively encouraged to join fellowship, Gospel Week, lunch time activity "Walk With Jesus", etc.
2. Religious assembly was held in coordination with school policies to allow students to reflect on Christianity and life.
3. Teachers explained corresponding meanings of various seasonal worships such as Christmas and Easter.

● Family Life Education Subject

1. 49 DS1 students visited Health Education Exhibition and Resource Centre on 25.4.2014. The purpose of the visit was to raise students' awareness towards environmental and personal hygiene and healthy lifestyles.
2. The participating students enjoyed the visit.

● Student Culture Development Team:

1. 25 DS2 and DS3 students joined "A journey through Drama & Literature" Scheme.
2. 13 workshops were carried out on schedule and run successfully.

(2) Reflections (Primary Section)

● English Subject :

1. More community visits and oversea English learning programme can be organised to broaden students' range of learning experiences, e.g. overseas study tour.

● Humanities Subject :

1. Encouraging feedback was received from students participated in the activities.
2. Department can consider "one teacher, one activity" which means each member in social studies team will at least handle one activity. Diversity of activity can be enriched.

● Religious Subject :

1. Students had positive attitude and comprehension on Christianity.
2. Students were willing to join different Gospel activities.

● Family Life Education subject :

1. Visits to different organisations should be arranged to widen students' horizon.

● Student Culture Development Team :

1. Students enjoyed the Scheme which included workshops on drama training, literature study and visual art. The students learnt basic skills on drama.
2. The Scheme helped students develop their creativity and collaboration.
3. Student participated in Drama training enhanced their self-confidence and sense of responsibility.

(3) Achievements (Secondary Section)

● Chinese Subject :

1. 92 M2 students were accompanied by language teachers to watch Drama shows. This increased students' understanding of drama and raised their interest in drama, which facilitated the inter-class drama competition in Term 5.
2. A field trip to Sai Kung was organized for 7 students taking Chinese Literature. 'Literary walk' aroused their interest in writing.

● English Subject :

1. English Drama performance exposed a wider range of students to literature and generated interest in students who were usually not so interested in class.
2. English Debate team served as a way for higher ability students to apply their subject knowledge and skills in an external environment and exposed them to students from outside of school to whom they could compare themselves.

3. This year, the English club successfully managed to get morning assemblies to be conducted in English for the English Week. All the activities during English Week received a good turn out.
4. A trip was organised to London, England for DS4 and DS5 students to attend an English course.

● Humanities Subject :

1. Students were encouraged to participate in Chinese New Year Fair Stall activities. They applied the knowledge in authentic environment and enhanced their learning.
2. Visits, forums, public lectures, authentic experience learning, workshops, field fields, outside Hong Kong study tour, etc. were arranged to widen students' learning experience.
3. With all these different modes of learning, students were eager to learn and had a good motivation which was reflected by their active participation and involvement.
4. They learnt to be cooperative and collaborative as they normally worked in group, so they could have a chance to develop their communication skills.

● ICT Subject

1. Project works and m-learning reports were integrated into NSS-ICT and IB-ITGS through an online blog corner (at <http://ictlogos.blogspot.hk/>) after an intensive Easter excursion program to Taipei with 36 MS1-3 students and 4 parent collaborators on 23-26 April during Easter holidays to develop a collaborative learning community.
2. The follow-up evaluation using pre- and post-tests found that a collaborative learning community was established by such excursion trip in the perspectives of student and parent participants in May 2014.
3. Besides incorporating field work data into follow-up projects and increasing learning motivation, students did not have deep learning and the learning community could not sustain for longer time.

● Visual Arts Subject

1. Various arts workshops, artist talks and visits were provided to enrich students' aesthetics and arts experience.
2. Students were encouraged to visit museums during holidays.

(4) Reflections (Secondary Section)

● Chinese Subject :

1. More language-related activities should be arranged for students in order to arouse their interest in learning language.

● English Subject :

1. The debate team was a huge success and should be followed up. The department will seek more support from the school in terms of providing for debate training.
2. The English club was a good success but activities were ultimately initiated by teachers. For the coming year, the aim will be to start handle the English club back to students gradually. The department should aim to start a committee of students as soon as the year starts.
3. The English summer trip to London was proved to be hugely successful. Students attended an intensive 2 week English course which incorporated English history into its curriculum. The feedback from students was very positive. Language Arts exposed students to a wider area of learning.
4. Language Arts exposed students to a wider area of learning. Literature is useful in helping students understand issues to do with society and morality.

● Humanities Subject :

1. Encouraging feedback was received from students participated in the activities.
2. Incentive system is needed to promote the idea of authentic learning.

● ICT Subject :

1. More cross-subject learning community and project works through excursion trips to other Asia regions or countries would be organized in future school years to deepen and broaden student horizons.

● Visual Arts Subject :

1. Workshops should be extended to students in DS levels.

- c. To cater for individual difference in learning by provision of different programmes for the spectrum of learning needs (v. Through making use of IT and new online learning platforms to stimulate interests in learning and improve teaching effectiveness)**

(1) Achievements (Primary and Secondary Sections)

● English Subject :

1. 98% of the FS1 to DS3 students participated in the E-learning programme-

Achiever.

2. Students were encouraged to use computers for submission, research and publishing of work. Students were especially motivated to do research on the Internet for project work. The use of IT also facilitated collaborative learning.
3. Teachers used i-tool or e-book and online resources (you-tube, interactive games and stories) to stimulate students' interest in learning English.

● Humanities Subject :

1. IT Services to encourage eLearning were purchased, like the InThinking Psychology website providing teaching resources for teachers.
2. Tablets were purchased for eLearning in classroom, e.g. the Media Education.
3. With all these new implements, lessons became more interactive. Students were better motivated by e-learning platform.

● ICT Subject :

1. After Easter holidays, MS3-4 students effectively used wifi network to maximize their learning effectiveness in classrooms whilst the involved teachers had flexibility in using wifi learning and teaching resources to fulfill student-directed m-learning atmosphere in classrooms.
2. Some computer apps like OneNote, computer notebooks like Microsoft Surface and mobile devices like ipad mini were installed into classrooms, computer laboratories and open laboratories for integration of ICT into formal and informal curricula with full student usage and creative thinking.
3. An ICT teacher proactively presented our school case in Microsoft conference/workshop sharing lots of valuable learning and teaching experience.

● Religious Studies Subject :

1. Teachers made use of multi-media materials such as Bible stories, hymns and etc. to stimulate interests in learning.

● Music Subject :

1. Teachers provided opportunity for DS4 & 5 students to select "Music Composition and Production".
2. Students learned to arrange and compose music by using IT.

● IT & AV Team :

1. E-learning project :
 - Use of remote app for learning and teaching
 - Use of Cloud Computing for learning and teaching

2. Use of remote app was installed.
3. ICT and Mathematics teams widely used the remote App in their teaching.
4. Use of LMS started in this school year.

(2) Reflections (Primary and Secondary Sections)

● English Subject :

1. Better IT provisions for students in the Campuses can encourage students to make full use of e-learning in school.

● Humanities Subject :

1. The services provided were useful to teachers concerned.
2. More apps should be bought by the IT and AV department.

● ICT Subject :

1. Some surveys will be evaluated to testify the effectiveness of wifi network for enhancing student learning.
2. The scale of using mobile devices should be increased and teacher conferences / workshops in ICT education should be enhanced.
3. It would be highly expected that the scale of wifi applications should be extended to other lower studying levels with high degree of Internet security and focused learning in future school years.

● Music Subject :

1. The students' products were satisfactory. Some of them were in high standard.

● IT & AV Team :

1. A teacher training on using mobile device for teaching may be scheduled in the coming year.

c. To cater for individual difference in learning by provision of different programmes for the spectrum of learning needs (vi. Through active participation in internal and external competitions)

(1) Achievements (Primary Section)

● Chinese Subject :

1. 236 primary students took part in the 65th Speech Festival and got encouraging result: 161 (68.6%) students got 203 prizes.
2. Students were encouraged to participate in different internal and external competitions, such as the writing competition, Putonghua Speech competition, etc.
3. Chinese Department arranged different activities for the students such as reading

award scheme, reading report, project learning, drama, etc. The participation rate was high.

● English Subject :

1. Students joined a writing competition (A Tale in Gobi Desert) organised by the Standard.
2. There was a high participation rate in speech festival (in addition to other speech festivals organized by outside bodies). Students performed well in the competition.

● Science Subject :

1. DS3 students joined a Science competition called 走過身然天地專題研習比賽. Students got the 2nd runner up.

● ICT Subject :

1. DS1-3 students proactively joined school-based and inter-school Lego Robotics workshops or competitions in terms 4-5 and summer holidays. Their logical thinking and problem solving skills were fostered.
2. One ICT teacher at primary level received professional training in LEGO MindStorms Education organized by Semia and got ready for inviting potential students to join inter-school competitions in summer vacation.

● Music Subject :

1. Music Festival: 274 students participated in 185 items in the Music Festival.
2. The results of those participators were satisfactory. Some of the participators got 1st, 2nd and 3rd place in the competitions. Over 95% of the participants got 75 marks or above.

● Visual Arts Subject :

1. DS2-3 students were encouraged to join the external competitions; however, most of them were not willing to join because of their heavy workload in major subjects.
2. The school established a reward scheme for students from FS to DS level to recognize their outstanding performance.

● Education Psychology Services Team :

1. The team supported a group of SEN students in an open Project Learning Competition on the subject of Nature and Conservation in collaboration with the Science and Humanities Department: Training was being provided on project

learning skills to a group of 4 DS2 students with SENs who would take part in an Open Project Learning Competition organized by the Ho Koon Nature Education cum Astronomical Centre and The conservancy Association.

2. Students learned skills in doing research work, in collecting data in experiments, in report writing and in doing verbal presentations. They also learned how to collaborate with other students.

(2) Reflections (Primary Section)

● Chinese Subject :

1. More training and encouragement should be given to students.

● English Subject :

1. Students were genuinely interested in these competitions. More opportunities should be opened for them to participate.

● Science Subject :

1. More competition for each stage should be introduced to enhance the interest in learning science.

● ICT subject :

1. The scale of school-based Lego Robotics training workshops or competitions would be increased to lower secondary levels (DS4-5) and more student leaders would be encouraged to join school-based and inter-school competitions by giving internal awards and trophies.

● Music Subject :

1. Students should be encouraged to participate in more competitions.
2. Those participants were invited to perform in Lunch Time Concert before or after the inter-school competitions. They should be given more chances to perform publicly.

● Visual Arts Subject :

1. Students from all levels should be encouraged to join internal and external art competitions at least once a year.
2. There is a need to recognize outstanding students during morning assembly.

● Education Psychology Services Team :

1. Students with SENs seldom had the opportunity to take part in open competition. The project provided exposures to them on some important self-learning and other

generic skills and might help to boost their self-confidence.

2. A sharing session among students from the 3 teams from our school could be organized before or after the competition to enhance learning among all. Teachers with specific subject knowledge could also be invited to give support to the students.

(3) Achievements (Secondary Section)

● Chinese Subject :

1. More than 55 secondary students took part in the Speech Festival or Putonghua Speech competition, most of them got the Good or Merit certificates.
2. One MS3 student went to the final and finally got the Certificate of Merit in the Bi-literate and Tri-lingual Competition (兩文三語語文菁英大賽).

● English Subject :

1. A total of 53 secondary students participated in the Hong Kong Inter-School Speech festival yielding 5 1st runner-ups, 3 2nd runner-ups, 41 were awarded merits and 12 were awarded proficiency awards.
2. The English Department successfully fielded the school's first debate teams and they participated in the NESTA – SCMP Debate competition. The senior team won 2 out of 3 of its debates while the junior team did not register any victories.

● Humanities Subject :

1. The Media Education selected students and participated in:
 - A competition on 「基本法齊齊講」 organized by Radio FM881 and won the Champion Award in the Student Group.
 - A competition on 「惜食 MV 創作比賽」 organized by Friends of the Earth and won the Outstanding Award.
 - Video competition at Logos. 13 videos were chosen and the competition was completed with great applause.
2. Students broadened their horizons by participating in these activities.
3. External awards received successfully strengthened student's self-esteem.

● Science Subject :

1. Two students were awarded Honourable Mention in the HK Physics Olympiad competition.
2. Australian Chemistry Quiz was done in June.

● Visual Arts Subject :

1. Merit Awards in Art Performance were established in MS level together with other

academic subjects, which could really encourage outstanding students.

(4) Reflections (Secondary Section)

● Chinese Subject :

1. More training and encouragement should be given to students.

● English Subject :

1. There was a slight decline in the number of participants and the number of awards received in the Speech Festival. More effort should be put into encouraging students to participate.
2. The debate team was a big success and should be followed up. The department sought more support from the school in terms of providing for debate training.

● Humanities subject :

1. Students could make use of what they have learnt (skill and knowledge) and applied to these competitions. More training should be given before the competition.
2. Students highly appreciated the chances in taking part in these competitions.

● Sciences Subject:

1. More competitions for each stage should be introduced to enhance the students' interest in learning science.

● Visual Art :

1. Students from all levels should be encouraged to join internal and external art competitions at least once a year.
2. There is a need to recognize outstanding students during morning assembly.

c. To cater for individual difference in learning by provision of different programmes for the spectrum of learning needs (vii. Through additional assistance for students for preparing public examinations)

(1) Achievements (Primary and Secondary Sections)

● Chinese Subject :

1. TSA : DS1 students preformed quite well in the TSA exam.
2. DSE :
 - Extra tutorials and talks about examination skill were arranged for MS4 students in Christmas and Lunar New Year holidays. The attendance rate was over 80%. But students' performed quite relaxed in those extra tutorials.

- Extra oral practices were arranged for students during study leave. Students' performance in Paper 4 was acceptable.
3. IBDP: Extra tutorials on Essay writing and text analysis were arranged for students in April. They performed quite well in the examination.
- English Subject :
 1. Informal assistance was given to students as needed.
 - Humanities Subject :
 1. Extra tutorials were arranged at Christmas Holidays and Easter Holidays.
 - ICT Subject :
 1. Remedial lessons in IB-ITGS and NSS-ICT curricula for MS4 were conducted flexibly to cater for students' varying learning needs every weekend / term, besides regular ones during long holidays.
 - Music Subject :
 1. Extra tutorials for MS4 students were held in long holidays and extra tutorials for MS1-3 students were held on Wednesday after school.
 2. The performance of the students was satisfactory. Some of them performed quite actively in tutorials.
 - Visual Arts Subject :
 1. Art room was opened during recess, holidays and after school. Individual consultation and remedial tutorials were provided for the MS4 students.
 2. Reference books were kept increasing in the school library.
 3. Most students showed improvements in their SBA portfolios.
 - Student Activities Team :
 1. Self-Study rooms (for MS4 IB and DSE students) were open from 9am to 9pm on normal days and from 9am to 5pm on Saturdays.
 2. Subjects Teachers were on duty during the opening hour to offer additional support.
 3. Student's utilization rate has been continuously increasing from 2012 onwards.
- (2) Reflections (Primary and Secondary Sections)**
- Chinese Subject :
 1. TSA : The training of TSA should be incorporated in normal teaching.

2. DSE : Extra tutorials in long holidays should be planned in the beginning of the school year.

- Humanities Subject :

1. More tutorial classes should be arranged in the summer vacation to further enhance their learning.

- ICT Subject :

1. Such lessons should be regularly organized on weekends or long holidays.

- Music Subject :

1. As there was not sufficient time for teaching the whole program in regular lessons, some additional lessons were needed.
2. It helped to increase the learning effectiveness for teaching some specific topics such as composing technique in 20th century by experts.

- Visual Arts Subject :

1. More students were encouraged to stay in art room for self-motivated artwork creation.
2. There was a need to accelerate the progress and prepare more reference books for both campuses.

- Student Activities Team :

1. Students and their parents appreciated self-study room arrangement which successfully provided a quiet, comfortable, students' need oriented and supportive learning environment for the MS4 students.

d. To organise Departmental Activity Days to arouse students' interest relating to themes associated with the subjects

(1) Achievements (Primary and Secondary Sections)

- Chinese Subject :

1. Chinese Week was organized in February; more than 450 students (nearly 50%) participated in different programmes. Students were excited and actively involved in those activities in the Chinese week.
2. Reading Award Scheme, Book Report Competition, Writing Scheme, Project Learning, Drama Competition, and Reading Aloud Scheme have been organized for students. DS1 writing reward scheme was implemented successfully. A total of more than 700 pieces of writing were received in Terms 4 and 5. The results were encouraging.

3. Penmanship competitions, Writing competitions, Public Speaking competition were organised for secondary students.
- English Subject :
1. There were two English Weeks this academic year. One was held from 16-19 December (Theme: Christmas) while the other was held from 7-11 April (Theme: Easter). Many activities were organised for the students such as Handcrafts Making, Christmas Card Making, Musical Play, Carol Singing, Matching Game, Movie Appreciation, English Speaking Day, Tongue Twisters, Book Exhibition, etc.
 2. A total of student participants were around 800 in the first English Week while the participants in the second English week were 590.
 3. Students enjoyed and were benefitted from the activities.
 4. The English club made a great leap from its disappointing showing last year. This year the English club successfully managed to get morning assemblies to be conducted in English for English week. All the activities during English week received a good turn out.
- Mathematics subject :
1. During the Mathematics Week, many activities were organised for the FS1 to DS3 students, such as:
 - Game Booth
9 game booths were conducted for DS levels and FS levels. About 40% of students participated in the event. 171 and 229 prizes were awarded to DS and FS levels respectively.
 - Display Boards and Quiz Competition
5 Math boards were displayed. About 35% of students participated in Quiz Competition of the Math boards. Prizes were awarded to the top ten scorers of each level and the class with the highest participation in each level.
 - Speedy Calculation Competition
A 10-minute speedy calculation competition was conducted from FS1 to DS3 levels. At least 95% of the students completed the speedy competition. Prizes were awarded to the top three scorers of each class and level.
 - Online Mathematic Competition – Planetii
Teachers showed how to play it with the demo (pdf file) and trial account. 44% of students participated in the Online Competition. Prizes and certificates were awarded to the top ten scorers of each level.
 - The Maths week was held at Campus 2. Some fun and challenging questions were sent to each class as warm up activities before the Maths week.

- Some game booths , display board were set up for students such as Making of paper Tetrahedron (小三角), Number Ring Puzzle (數字環) ,etc.
- Lower form students' responses were good.
- Three groups of students took part in the Hong Kong Mathematics Olympiad, Pui Ching Invitation Mathematics Competition (with Merit Award) and Hong Kong Youth Mathematical High Achievers Selection Contest (with 3rd Class Honor).

● Humanities Subject :

1. Humanities Week was conducted in Campus I and Campus II at the same period of time. The theme was Key Business Functions, including human resources management, marketing management and risk management. Activities included exhibition (30 boards from all subjects), game stalls (9 stalls), quiz competitions (3 competitions for DS4 to MS1), display of student Work, talks in weekly assemblies and Squatters Life Experience Scheme.
2. 12 student helpers participated in the Humanities Week.
3. Junior students actively joined the games.
4. Student's interest in knowing the subject materials of Humanities was aroused.
5. Junior forms students were provided with a chance for a brief understanding on the subject's content.

● Science Subject :

1. Science -Mathematics Week was held from 7 to 11 April. Interactive Science experiments and demonstrations aroused students' interest in science subject.

● ICT Subject :

1. All MS3 students studying IB-ITGS DP programmes were trained to organize a demo booth for lower form students in Campus II, showing advantages and disadvantages of playing e-games in local and global perspectives during Humanistic week. Their leadership skills and presentation skills were enhanced.
2. On evaluation information about the boards was not abundant and student visitors were not many.

● Religious Studies subject :

1. Students were encouraged to join different religious activities and they were willing to join.

● Student Activities Team :

1. The team tried its best to assist departmental activities such as reserve venue,

audio equipment, display boards, etc.

- Religious Services Team:

1. Around 70% of students on both campuses participated in Gospel Week activities.

(2) Reflections (Primary and Secondary Sections)

- Chinese Subject :

1. To promote a positive language learning atmosphere, secondary campus should organize various activities during the Chinese Week.
2. To encourage students to write, the writing reward scheme should be implemented in levels other than DS1.

- English Subject:

1. It is hoped that English Speaking Day can be organised in primary campus next year.

- Mathematics Subject :

1. Games Booths aroused students' excitement as well as stimulated their interest in learning Mathematics.
2. It was recommended to organize Quiz Competition again for the coming year and remind students to hand in the worksheets before the deadline.
3. For Speedy Calculation, students' overall performance reflected that their basic operational skills were not satisfactory. More consolidation on basic operational skills can be provided in the future.
4. In the Maths Week, public announcement of the top ten scorers of each day could encourage students to be more aggression on the online competition.
5. It was suggested to have a mathematics competition group next year. Teachers in each level (esp. DS4-MS1) could encourage able students to join the group.
6. Geometric construction was weak in general. It was suggested to provide workshops for students in this area.

- Humanities Subject :

1. During the evaluation meeting, it was agreed that the Humanities Week in the two campuses should not be held simultaneously.
2. Student helpers enhanced their BAFS knowledge and other generic skills in the participation.

- Science Subject :

1. The Science Week and Mathematics Department can be held at different time in the next year.
2. More students should be involved in planning, presenting and participating in the activities.

- ICT Subject :

1. Next school year, Humanities Week should be organized without any time clash with other concurrent extra-curricular activities.

- Student Activities Team :

1. An e-class and online reservation system on logistic and equipment was institutionalized in our school system. But some teachers still relied on the e-mail system to reserve venue, audio equipment and display boards. A briefing and training session is needed at the beginning of next academic year to refresh teachers on the usage of e-class and online reservation system.

- Religious Studies Subject :

1. Students had positive attitude and comprehension on Christianity.

- Religious Services Team :

1. Diverse activities were designed to attract different types of students.
2. In the Gospel Week, there were no other extra-curricular activities except those organized by the Religious Services Team. This practice helped a lot in increasing the effectiveness of the activities. Same practice can be done next year.

e. To encourage good performances through open public recognition

(1) Achievements (Primary and Secondary Sections)

- Chinese Subject :

1. Well-planned exhibitions of students' good work were carried out. Students with merit prizes in the Speech Festival were invited to perform in the Chinese week. This helped establish the culture of appreciation.
2. In secondary campus, students' good works were collected and posted on the board outside the school library. This was not effective as there was a lack of coordination and follow-up.

- English Subject :

1. A booklet about primary students' good work was compiled and published before

the summer holiday; students' work from all levels of the secondary section was successfully published in the inaugural department anthology of good written work named 'Space'.

2. Students' works were displayed on the notice board for recognition in primary campus.
3. Speech festival winners were invited to perform during morning assembly and received a good reception from the whole school.

● ICT Subject :

1. Proactive student leaders joined some inter-school competitions / contests in computer networking, computer ethics, Lego programming and project-based presentations in T1-T4, e.g. some successful students got numerous local and international awards such as Gold and Silver Awards in the 9th Cisco Hong Kong-Macau Youth Networking Skills Competition and Champion and 1st runner up in 2014 Piracy & Malware IES Competition: Champion.
2. By joining Cisco Networking Academy activities, some talented students got internal awards e.g. certificates issued by Cisco on Aspire Games in Computer Networking.

● Music Subject :

1. 9 Lunch-time Concerts were held on Campus 1 and over 60 students performed in the concerts.
2. The performance of the students was satisfactory. Some of them performed with high standard.

● Visual Arts Subject :

1. Primary 3D artwork was displayed next to the lift lobby.
2. Secondary students were encouraged to present their learning outcome with more internal, external exhibitions and publishing art collections souvenir.

(2) Reflections (Primary and Secondary Sections)

● Chinese Subject :

1. More performances can be arranged in the morning assembly next year.

● English Subject :

1. More students' work can be displayed more frequently on the Department Notice Board.

- ICT Subject :
 1. More thematic inter-school competitions / contests should be organized in future to other lower secondary students, besides current higher form ones.
 2. Related generic skills should be thoroughly exercised in daytime lessons or remedial training sessions before joining those competitions / contests to increase winning chances.

- Music Subject :
 1. It is quite impossible to promote Lunch Time Concert in Campus II as students are busy at their course works and activities.

- Visual Arts Subject :
 1. There is a need to accelerate the progress and find more possible space for artworks display.
 2. There is a need to increase the budget for publication of students' artworks next year.

4.2. Major Concern 2: To enhance teachers' professional development

In this academic year, many measures were adopted to enhance our teachers' professionalism: (a) co-planning of lessons; (b) peer lesson observations; (c) establishing a systematic teaching resources bank for sharing teaching and learning materials; (d) encouraging teachers to undertake continuing education and attend relevant professional development activities or workshops organised by EDB, HKEAA, IBO or local tertiary institutions; (e) nominating teachers to become examiners or markers of public examinations such as HKDSE and IBDP examinations; (f) improving the nine staff development days; (g) utilizing the open class initiative for staff development; (h) and sharing of good practices and micro-teaching resources. Achievements and reflections on each measure are as follows:

a. To conduct co-planning of lessons to develop teachers' capacity and foster a sharing culture

(1) Achievements (Primary and Secondary Sections)

- Chinese Subject :
 1. The panel chairperson and the teachers made use of the co-planning period as panel meeting, so there was not much professional exchange.
 2. There were 13 times for teacher's professional exchange this academic year because of the preparation of Open Class.
 3. More than 10 meetings were held for co-planning of lesson in each level.
 4. Regular meetings were conducted in all levels throughout the year.
 5. The time of the CDM was too limited and mainly used for departmental briefing.

- English Subject :

1. Teachers met regularly to co-plan lessons and collect feedback about the curricular.
2. Teachers actively shared their ideas.
3. All resources were uploaded to POLY Drives including powerpoints, worksheets, and online resources.
4. There was an extensive use of the POLY Drives for sharing resources.
5. Weekly department/level meetings were conducted to make sure that curriculum was constantly reviewed and revised. This enabled the department to get effective feedback of changes made to the curriculum.

- Mathematics Subject :

1. More than 12 collaboration meetings were conducted in each level.
2. Before each collaboration meeting, teachers sought professional opinions from Curriculum Officer.

- Humanities Subject :

1. Collaborations among teachers teaching both the same level and different levels started in all subjects in the Humanities Department.
2. Co-planning of lessons and learning materials conducted throughout the whole academic year.
3. There was a better cooperation and collaboration among teachers in the same level in terms of lesson planning, resources deployment, uniform marking criteria and sharing of their experience.
4. The culture of co-planning and co-teaching was facilitated and the Culture of Learning Community was initiated.

- Science Subject :

1. Co-planning of DS4 Chemistry lessons was arranged to develop teacher's capacity and foster a sharing culture.

- ICT Subject :

1. Two teachers co-taught MS1 lessons with their teaching and knowledge specialties with mutual sharing on their specialties.
2. After some field trips / works, more than one teachers shared their understanding of field data about new ICT applications into daily lives and various societal sectors with other teaching colleagues.
3. In some field trips / works, more than one teachers acted as volunteer to gain some understanding of field objectives and the extent of integration of field trips / works into formal school curricula .

- Religious Studies Subject :

1. Regular collaboration meetings were conducted and teachers actively shared ideas among themselves.
2. Assistance was offered to new colleague.

(2) Reflections (Primary and Secondary Sections)

- Chinese Subject :

1. Co-planning of lessons should be conducted more frequently.
2. Teachers should do more professional sharing or more discussion in unifying the learning materials and worksheets during the meeting.

- English Subject :

1. More collaboration can be facilitated by better pre-set common free lesson time-slots for teachers.
2. Teaching became effective and the setting of quality papers was easier with the tighter teamwork.

- Mathematics Subject :

1. Teachers could exchange ideas on how to make the teaching flow more smoothly and cater for students' learning diversity.

- Humanities Subject :

1. Time constraints were major obstacles in the professional exchange among teachers.
2. More systematic arrangement is required to improve the effectiveness and efficiency.

- Science Subject :

1. Co-planning should be done earlier during the summer break before the school started to allow more room for preparation.

- ICT Subject :

1. It would be highly expected that more updated course contents absorbed from previous co-teaching courses / field trips / works could be integrated into formal school-based ICT curricula at various studying levels.

- Religious Studies Subject :

1. Teachers were encouraged to share experiences of teaching.

2. Experienced staff helped the new colleagues settle into the working routine quickly and efficiently.

b. To conduct peer lesson observation and provide was of improvement to teachers to enhance teachers' professional development

(1) Achievements (Primary and Secondary Sections)

● Chinese Subject :

1. 100% of the teachers in the primary section observed and being observed by other teachers of the same form at least twice; 90% of the teachers also finished the lesson observation across different subjects.
2. 100% of the teachers in the secondary section successfully fulfilled the requirement of peer lesson observation.

● English Subject :

1. Every teacher observed other teacher's classes and being observed by another teacher at least twice throughout the year.
2. Teachers also observed open class and filled in the evaluation form to give constructive ideas.

● Mathematics Subject :

1. The total number of class observations was 152 times (16.89 times per person on average). Comments and suggestions were given after each observation.
2. Each teacher conducted observation or opened his/her class for observation at least once.
3. Six open classes were performed with high appreciation from parents.
4. The total number of class observations by inter-departments was 47.
5. There were about more than 50 class visits of in secondary section.

● Humanities Subject :

1. Peer lesson observations were conducted, which were successful in initiating the cultural of learning community by realizing the strengths of our colleagues and by identifying the areas teachers need to improve.

● ICT Subject :

1. In T1-T4, informal lesson observations at some studying levels were made to nourish a collaborative learning and teaching cultures, besides regular teacher accreditation exercises in term 4. Fruitful advices were given to enrich pedagogy and learning / teaching media.

- Religious Studies Subject :
 1. Some teachers were being observed by other teachers twice in this school year.
 2. Teachers gave constructive ideas in lesson observation forms.

- Music Subject :
 1. 5 teachers were observed and the lessons were well prepared.
 2. All teachers in panel observed other teachers' lessons.

- Visual Arts Subject:
 1. The peer lesson observation was done during Open Class or appraisal period.
 2. Valuable feedback from observation was received from peers.

(2) Reflections (Primary and Secondary Sections)

- Chinese Subject :
 1. More sharing and discussions should be arranged for enhancing teachers' professional development.

- English Subject :
 1. Peer lesson observation improved teachers' teaching skills. It should be carried on to the next year.

- Mathematics Subject:
 1. Peer class observation enhanced teaching and classroom management skills. This practice has become Mathematics group's culture to have a better preparation of the Open Classes.
 2. Peer class observation has been conducted for years. The culture of class observation has been well developed.
 3. In secondary section, a summary of general comments on class visits will be shared by Curricula Officer during MDM as a professional development program.

- Humanities Subject :
 1. It was suggested that at least one more observation should be conducted in an academic year.
 2. Peer lesson observation arrangement needs to be further enhanced and promoted as this arrangement only applies to certain subjects.

- ICT Subject :
 1. Informal lesson observations should be further developed to all studying levels.
 2. Student survey evaluations need to be developed to let teachers realize learning and

teaching effectiveness.

- Religious Studies Subject :

1. Class observation was implemented to share professional ideas among colleagues.

- Music Subject :

1. The response of FS and DS students was quite active. However, the response of MS students was quite passive.
2. Group observation was suggested for the coming academic year so as to have a better sharing among teachers.

- Visual Arts Subject :

1. All team members should at least do the peer group observation once a year and examine students' work with colleagues to analyze and adjust instruction.

c. To encourage the sharing teaching and learning materials using the newly built intranet system (POLY Drives); establishing of a systematic teaching resources bank

(1) Achievements (Primary and Secondary Sections)

- Chinese Subject :

1. Resource bank was set up in the POLY Drives. Teachers were encouraged to share teaching and learning resources.

- English Subject :

1. All the teaching and learning materials of different levels were uploaded to intranet. Teachers reported that the POLY Drives was very useful in providing a platform for sharing of resources.
2. Teachers were required to share ideas and materials when planning lessons. Teaching resources were uploaded to POLY Drives for future reference.

- Humanities Subject :

1. Teaching and learning resources were uploaded to POLY Drives and they were accessible to all members. Teaching and learning sharing platform was established with an aim of cultivating the concept of cooperative and collaborations.

- ICT Subject :

1. All valuable learning and teaching resources, and administrative stuff on ICT subject were uploaded to POLY Drives in public folders (documentation) and

personal folders (sharing of learning and teaching experiences).

- Religious Studies Subject :

1. Although not all resources were uploaded to the POLY Drives, hard copies of teaching materials were openly available to teachers as reference.

- Music Department :

1. Some teaching materials for various levels were uploaded to intranet system.

- Visual Arts Subject :

1. Not all team members used internal network drive for sharing ideas, resources and methods with others.

(2) Reflections (Primary and Secondary Sections)

- Chinese Subject :

1. Teachers should use the POLY Drives and intranet more frequently for communication and sharing purposes.

- English Subject :

1. More sharing among teachers can serve the development purpose of the department

- Humanities Subject :

1. This can facilitate sharing in an efficient way. However, more systematic filing system should be built.

- ICT Subject :

1. Many tasks were done with the help of the POLY Drives.
2. After evaluation, refined filing or sub-categorization of folders in POLY Drives should be further developed.

- Religious Studies Subject :

1. All teaching and learning materials and worksheets in all levels were uploaded to intranet.
2. Simple communication media and channels were adopted to maintain close communication between teachers and to raise efficiency. This should be carried on to next year.

- Music Department :

1. Music teachers may choose some of the materials for teaching from intranet system.

2. Music teachers should be encouraged to upload their teaching materials or references to intranet system.

- Visual Arts Subject :

1. Teachers should be encouraged to build up a positive sharing culture.
2. Teaching resources should be stored in POLY Drives in a systemic way.

d. To organise in-house subject seminar and workshops

(1) Achievements (Primary and Secondary Sections)

- Chinese Subject :

1. Three in-house subject specialist seminars and workshops were organized for primary teachers. Most of the teachers found the seminars and workshops useful.
2. Four in-house subject specialist seminars and workshops were organized for secondary teachers, most of the teachers found them useful.

- English Subject :

1. A few in-house subject specialist seminars and workshops on different topics were organised for the primary teachers: Teaching Literature, Use of short stories, Picture-based conversation and Accents in English (by IED).
2. The secondary teachers attended lectures on the subject of English teaching.
3. Teachers had full backing of the department and school to attend seminars and workshops.
4. Teachers shared teaching strategies during staff development days. POLY Drives were used to share resources and materials of the sharing session were uploaded.

- Family Life Education Subject :

1. A FLE specialist, Dr Timothy Leung Yuk Ki was invited (Associate Professor of Practice in Social Work, Department of Social Work, CUHK) as curriculum reviewer to review the concepts and structures of the FLE curriculum in general with special concern to DS4-MS4 level. The meeting with Dr Leung was held on 8.3.2014 & 17.5.2014
2. According to teachers' feedback, the advice of the reviewer was inspiring and contributing to the teachers' professionalism. Teachers gained information of up-to-date development and insights for the new direction in the FLE domain.

- Visual Arts Subject :

1. Three workshops were provided for MS level students to enhance their artwork skills.

(2) Reflections (Primary and Secondary Sections)

● Chinese Subject :

1. Seminars of lesson planning and classroom management should be arranged for our language teachers.

● English Subject :

1. Teachers felt encouraged to attend seminars and workshops. Teachers may need more encouragement to make sure that the department is continuously improving itself.

● Family Life Education Subject :

1. An in-depth discussion with Dr Leung on teaching methodology was held in May.
2. Review of the FS1-DS3 curriculum will be conducted in the coming academic year.

● Visual Arts Subject :

1. The workshop strengthened the student's skills in basic drawing and the usage of materials.
2. The workshops should be extended to DS students.

e. To encourage teachers to undertake continuing education and attend relevant professional development activities or workshops organized by EDB, HKEAA, IBO or local tertiary institutions**(1) Achievements (Primary and Secondary Sections)**

● Chinese Subject :

1. 12 primary teachers (92.3%) finished the requirement of the department attended at least one course or professional development activity.
2. For secondary section, 3 teachers attended the IBO training in September, 2 of them took the teaching duty of IBDP programme.
3. 14 teachers out of 30 teachers (46.7%) attended more than twice relevant professional development activities organized by EDB, HKEAA or local tertiary institutions.

● English Subject :

1. Leaflets were circulated around the department regularly; and the Head of Department announced relevant workshops in departmental meetings to encourage the colleagues to join the professional development activities.

- Humanities Subject :

1. Teachers, especially those teaching MS levels, actively participated into talks, seminars and workshops organized by the outside bodies.
2. Teachers were successfully equipped with the latest curriculum development trend.
3. Updating and refreshing teacher's mindset on the ways of how lesson can be conducted.
4. All teachers undertook subject-based development organised by EDB and HKEAA continuously.

- ICT Subject :

1. All senior teaching staff members continuously took in-step professional training programs and got international qualifications in computer networking and ICT literacy e.g. attendance certificates and testimonials awarded in IBDP-ITGS teacher training in category 2, Cisco CCNA1 and IT Essentials instructor training programs and Microsoft Office MOS instructor training programs

- Religious Studies Subject :

1. All teachers attended one seminar held by CUHK on 8 Mar 2014.

- Music Subject :

1. One music teacher undertook the training on IB organised by IBO.

- Visual Arts Subject :

1. In order to widen the scope and perspectives of learning and teaching experiences, journals of Hong Kong Society for Education in Art were subscribed for teachers' reference.
2. Two team members attended the seminar organised by EDB and training course organised by IBO this year. They made use of the good ideas learnt and put into practice.

(2) Reflections (Primary and Secondary Sections)

- Chinese Subject :

1. Teachers should attend more professional activities organized by outside bodies in order to improve their professional in teaching. Sharing sessions should be arranged within department.

- English Subject :

1. It was a good way of sharing of information and teachers were encouraged to participate in the professional development activities.

- Humanities Subject :
 1. Attempts should be made to examine how to disseminate the information learnt from those activities to other members.

 - ICT Subject :
 1. If possible, more local in-step training programs and overseas conferences should be undertaken by ICT teaching colleagues.
 2. In catering for individual learning differences, teachers should be encouraged to attend some special training programs for enhancing SENS students' learning in ICT.

 - Visual Arts Subject :
 1. It is hoped that teachers will join the Society next year and attend at least one seminar every year.
- f. To nominate teachers to become examiners or markers of public examinations such as HKDSE and IBDP examinations**

(1) Achievements (Primary and Secondary Sections)

- Chinese Subject :
 1. 4 teachers were nominated to become examiners or markers of public examinations. These experiences helped enhance the quality of teachers' marking feedback.

- English Subject :
 1. Some of the teachers were nominated to be the markers and examiners of TSA.

- Humanities Subject :
 1. The subject coordinators were nominated and would become the marker of 2014 HKDSE.

- ICT Subject :
 1. Two senior form teachers received professional training programs and became NSS-ICT and IB-ITGS open exam markers and modulators.

- Assessment and AA Logistics Team :
 1. In order to enrich teachers' experience in conducting public examinations, the school nominated 6 teachers as Centre Supervisors or Deputy Centre Supervisors and 16 teachers as internal or external invigilators, 21 teachers as HKDSE markers

in various subjects, 8 teachers as HKDSE Oral Examiners in 2014 HKDSE. The school also nominated 3 teachers as 2014 TSA markers in Primary 3 section.

(2) Reflections (Primary and Secondary Sections)

● Chinese Subject :

1. Most teachers will be encouraged to become examiners or markers of public examinations.

● English Subject :

1. Some of the teachers were nominated to be the markers and examiners of TSA. Some other teachers will be nominated in the next school year.

● Humanities Subject :

1. Other teachers will be encouraged to be marker in the coming years.

● ICT Subject :

1. It would be expected that more valuable marking experiences would be shared with other colleagues to generate genuine school-based assessments in future.

● Assessment and AA Logistics Team :

1. The school will continue this practice since it will develop the teachers faster.

g. To conduct and improve the effectiveness of the nine staff development days to enhance teachers' professionalism

(1) Achievements (Primary and Secondary Sections)

● English Subject :

1. For primary section, teachers agreed that the effectiveness was improved by the workshops and seminars organized related to the subject professional knowledge.
2. For secondary section, the department made use of the development days to exchange teaching ideas on topics such as: SBA, Creative Writing, and Literature. Teaching strategies were shared through devices such as microteaching.

● Humanities Subject :

1. Two 1-hour seminars on assessment were organized in Staff Development Days in December and January respectively. These development sessions have updated and refreshed our teachers about the marking criteria both for DSE level and IB Level; equipped themselves by sharing the experience with other colleagues.
2. Internal staff development on 8th March, was conducted by experienced teachers.

Contents included: handling diversity of learning styles; how to motivate students to learn; importance of activities outside classroom.

- ICT Subject :

1. All subject teachers not only attended most school-based workshops / programs on most staff development days but also spent other times to make alternative choices to attend some other professional training related to NSS / IBDP reforms and assessment with school attendance records and external attendance certificates awarded.

- Physical Education Subject :

1. Outreach professional training was organised for the teachers.
2. A bowling training course was arranged on 8th March.

- Visual Arts Subject :

1. A 4-hour basic Leather workshop was organised on one of the staff development days and teachers in turn provided a similar workshop for the students in May.

(2) Reflections (Primary and Secondary Sections)

- English Subject :

1. Teachers thought that department staff development was useful and teachers should be encouraged to put the shared knowledge to use in actual classroom situations.

- Humanities Subject :

1. The feedback in the evaluation survey was encouraging.
2. Speakers from outside organization can be invited to share their experience.
3. More focusing or specific aim oriented staff development should be organized.

- ICT Subject :

1. It would be desirable for teachers to attend more outside professional training programs to cope with new technology and global trends in ICT education, besides regular school-based staff development days in future.

- Physical Education Subject :

1. Only half of the PE teachers attended the course because of taking other official duties at the same time. This influenced the effectiveness of the training programme.

- Visual Arts Subject :

1. Professional workshop during staff development day was very effective.

h. To utilize the open-class initiatives for staff development, sharing of good practices and micro-teaching resources

(1) Achievements (Primary and Secondary Sections)

- Chinese Subject :

1. In preparing for the open-classes, CO discussed the lesson plans with those teachers involved as staff development. Teachers found the comments made by the CO useful in improving their teaching design.

- English Subject :

1. Some of the open class videos were shared among the colleagues as the micro-teaching observation.
2. Lesson observation forms were filled out to give constructive ideas and reflect on the teaching practices.
3. Teachers were encouraged to attend as many open-classes as they can. Practical teaching skills could be observed through the open class and teachers conducting the open class received valuable feedback from observers in the form of forms filled in during the observation.

- ICT Subject :

1. One teacher in primary session staff successfully conducted his open class using ipad mini to teach some software applications with close didactical interactions and warm parental feedback and collegial feedback.

- Religious Studies subject :

1. Coordinator observed lesson of the new teachers and gave him professional advice before his open class in May.

- Quality Assurance Team :

1. A total of 35 Open Class sessions were held in Terms 2 and 3, 2013-14, with a total of 1927 participants including 1317 parents, 303 pre-FS1 parents, 150 visitors (local and overseas), and 157 teachers.
2. The completed evaluation /survey forms starting from 2013-14 were saved in POLY Drive and/or returned to the teachers concerned, Head of Departments and Curriculum Officers for staff development, and sharing of good practices. The majority of the feedback of the different open class sessions was splendidly positive.

3. Teachers were also requested to tailor the video recording of their sessions to 15 minutes, mainly used for professional development, as micro-teaching resources and promotion materials. All the updated video clips were kept in POLY Drives.

(2) Reflections (Primary and Secondary Sections)

- Chinese Subject :

1. The videos of the good practices in the open-class should be used as staff development and micro-teaching resources.
2. Professional discussions among teachers on teaching and learning should be made more frequently.

- English Subject :

1. These kinds of sharing were useful in building the capacities of the teachers in the department.

- ICT subject :

1. More open classes should be extended to secondary sessions for inviting more constructive comments from parents and teaching colleagues.

- Religious Studies Subject :

1. These kinds of sharing were useful in building the capacities in the department.

- Quality Assurance Team :

1. Open-class initiatives were a very useful platform for intra- and inter-departmental staff development, sharing of good practices and as micro-teaching resources.
2. Open-class initiatives were a very effective vehicle for improving the effectiveness of teaching and learning, especially for novice / veteran teachers.
3. It was suggested that Open-class initiatives should work in collaboration with “Mentorship” and professional development programs, so that the opportunities of “quality assurance” and cross fertilization of good practices may be more effectively and systematically implemented.

4.3. Major Concern 3: To nurture good habits and develop the potential of students

Several measures were adopted to nurture students’ good habits and develop their potential by: (a) providing systematic value education for students; (b) organizing formal talks and seminars related to good habits and moral values; (c) nurturing good habits of completing homework assignments and developing self-management skills through a whole school approach; (d) formulating and implementing simple classroom guidelines to encourage good habits and promote self-discipline; and (e) implementing a “Homeroom Cooperation

Scheme” to promote sharing and class-ownership spirit. Achievements and reflections on each measure are as follows:

a. To provide systematic value education for students

(1) Achievements (Primary and Secondary Sections)

● English Subject :

1. DS4 English adopted various collections of stories which focused on moral issues relevant for adolescents and teenagers.
2. Through the exploration of literature, students discussed the relevance of the language to the ethics, morals, culture and society.

● ICT Subject :

1. The students’ ICT literacy was nourished through formal curricular and established informal activities.
 - Social and ethics impacts of ICT issues at local and global levels were raised in class works, projects and assignments at MS1-4 levels especially in IB-ITGS programs.
 - Computer ethics were also stressed at DS1-3 levels and in NSS-ICT track at MS3-4 levels.
 - Senior students organized some yearly thematic talks e.g. advantages and disadvantages of playing electronic and mobile games through demonstration boards during Humanities Week.

● Religious Studies Subject :

1. The systematic moral value in alignment with Christian faith was added into school-based curriculum and assignments, and students were encouraged to implement morality in daily life.
2. According to the student survey, it was reflected that students had positive attitude and comprehension on Christianity and good value.

● Family Life Education Subject :

1. Classroom activity of making “Thanksgiving tea bags” was organized for parents.
2. The activity for Parents of DS5 students was conducted in January.
3. Feedback of students and parents was written on the worksheets was positive.

● Students Activities Team :

1. IB-CAS workshop was conducted for MS3-IB students.
2. Service-to-learn training camp was conducted to all MS2 students
3. MS1-MS3 students were facilitated to join voluntary service programs organized either by our social service team or other NGOs.

4. Students with leadership potential were nominated to join the Leadership Training Program conducted by The Hong Kong Federation of Youth Groups and Other NGOs.
5. Some students were elected and nominated to be the candidates of student ambassadors for the 6th Global Conference of the Alliance for Healthy Cities organized by the Medicine Faculty, CUHK.
6. After the training programs, students demonstrated their leadership abilities by realizing their role in serving our community, by taking initiative in organizing programs and by bearing their responsibilities as a student leader.

● Campus Life Team :

1. For Primary Section, regular school assembly programmes started on September 10 in Campus 1.
2. A Guidance & Counseling Team with 5 members was established in this academic year.
3. For Secondary Section, regular morning assemblies for all secondary students were held every Monday at the basketball court. (1st Monday of every month, students have to raise the flag of PRC, HKSAR and the school.) Every Tuesday and Thursday, teachers had an eight to ten minutes sharing with the students. (Junior secondary students at 2nd floor school hall; senior secondary students at the 5th floor stadium.)
4. Regular meetings (1-2) of each level were held every term to discuss the performance of students. There was an integrated approach with the collaboration of subject teachers, homeroom teachers, members of the campus life, students counseling team and the Educational Psychologists.

● Religious Service Team :

1. Christian value was taught in Student Fellowship through Bible study, discussion and experiential games, with the guidance of Religious Services Team teachers.

● Health and Safety Team :

1. Waste-recycling Scheme: A set of three waste separation bins was placed on both campuses in October for recycling of waste paper, metals and plastic. Teachers from Humanities Department helped promoting this scheme to every class.
2. School Greening Scheme: FS2 students were encouraged to plant on the primary campus. The scheme started in January and students brought the plant home in April for follow-up.

(2) Reflections (Primary and Secondary Sections)

- English Subject :

1. Students could reflect on the moral aspects from the stories.
- ICT Subject :
 1. It should be expected that systematic curriculum guidelines or a holistic curriculum handbook for developing ICT literacy or value education in ICT would be designated at all studying levels for students to develop good practices of ICT in school and daily lives.
 - Religious Studies Subject :
 1. Close observations on the behavior of students were conducted but the behavior and habits of students were difficult to measure.
 2. RS teachers joined Campus Life – “Character Builder Program” (品德工程師) and “Moral Education Team” (真道珍品) as panel members to motivate various moral education activities in the frontline.
 3. Panel members were involved in guiding representatives from Campus Life and counselling students.
 4. Moral development of students in alignment with the Christian faith should be continuously upheld.
 - Family Life Education Subject :
 1. The activity provided opportunity for students to show appreciation and gratitude to their parents. Follow up measures to the students whose parents do not reply on the worksheets should be carried out in order to confirm that these parents have received the tea bags.
 2. In coming years, teachers will continue to incorporate this activity into the curriculum.
 - Students Activities Team :
 1. Various types of IB CAS programs were initiated and planned by our MS3 and MS4 IB students. They were all quite familiar with the CAS requirements and procedures needed to be fulfilled.
 2. Evaluation meeting was held to review services and supports provided by Student Activities Team.
 - Campus Life Team :
 1. For Primary Section, some of the assemblies were cancelled due to rainy days, wet-ground or cold weather.
 2. The discussions among the five parties (subject teacher/homeroom teachers/ members of Campus Life/Members of student counseling team & EP) were not
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thorough enough because of time limit. Other ways should be explored to take care of SEN students.

3. For Secondary Section, many assemblies were interrupted by bad weather and public exam.

- Religious Service Team :

1. Students were willing to learn in the Student Fellowship programs.

- Health and Safety Team :

1. Teachers and students will continue to monitor the usage of the collection bins.
2. The promotion of environmental protection will be strengthened.

b. To organize formal talks and seminars on topics related to good habits and moral values

(1) Achievements (Primary and Secondary Sections)

- ICT Subject :

1. Students attended seminars on computer ethics, organized by some external educational bodies in their spare times with warm feedback.
2. Some proactive student leaders got numerous local and international awards in computer ethics competition such as the Champion and 1st runner up in 2014 Piracy & Malware IES Competition.

- Religious Studies Subject :

1. Behaviour and habits of students were improved by observation.
2. The Talk “問世間性是何物” on a biblical perspective was held at secondary campus.

- Family Life Education Subject :

1. In collaboration with YWCA, school organised a parallel program, the “I can do it” Fun Day, for FS1 students and parents. 120 persons from 49 families joined the Fun Day.
2. According to the parent survey, 97.4% participating parents agreed that the objectives of the Fun Day were met.
3. Workshops on healthy relationships with the opposite sex for DS5-MS2 students were implemented from April to May. 10 MS1 students participated in the weekly lunchtime shops.
4. Talks on topics related to intimacy and love for DS4 to MS3 students were organized. One was held for DS4-MS1 on 2.4.2014 weekly assembly by the social worker of Harmony House and the topic was “Dating Violence”.

5. Another talk of the same topic for MS2 and MS4 students was held.
- Campus Life Team :
 1. For Primary Section, two talks were organized for FS1 to DS3 students to explain the Code of Campus Life.
 2. A devised programme, called “Character Builder Program”(品德工程師) in campus 1 was organised for developing students’ character. The main theme of the programme was “Cherish everything around you”. There was a series of talks, contests and activities. These talks and activities were held to enhance positive value, healthy relationship among students and develop good habits. Positive verbal feedback from students and parents were received.
 3. A survey was conducted on the ‘New Comers Welcome Program’. 71% of participants showed a better understanding of the school.
 4. A survey on the Parent talk on “How to Cultivate children s’ ‘Self-Management’ was conducted. 100% of participants showed satisfaction to the speaker’s presentation. 97% of the participants showed satisfaction to the content.
 5. There was a good response from the students and parents on the following activities: “Book Exchange”, “New Toy Donation” and “Treasure & share Carnival”. The participation was high. 391 students participated in the “New Toy Donation”; 477 pieces of toys were donated to the Salvation Army; 279 students participated in the “Book Exchange”. Positive feedback among students and parents were received.
 6. For secondary section, regular talks and seminars on topics related to good habits and moral values were organized for junior secondary students nearly every Wednesday and for senior secondary students every Friday.
 - Religious Service Team :
 - 1 Evangelical Assemblies during Gospel Week in Campus 1 and 2 were organized.
 - Alumni Association Team :
 1. Totally four morning sharing talks by alumni were organized in secondary school campus; covering topic varies from study strategy to university life.
 2. A special seminar was held for MS3 students on 30th May, 2014, specializing on the sharing of post-graduated path such as career life and experience by alumni.
 - Education Psychology Services Team :
 1. Two parent talks were conducted in December 2013. The focus of the talks was on promoting students’ motivation and self-regulation learning.

- Health and Safety Team :
 1. Education talks for Prohibition of Drugs, Anti-drugs Display and stall games were arranged.
 2. A seminar for senior secondary students on “No Drugs in Life” and a seminar for junior secondary students on “Crisis during festivals” were held on 29.11.2013 and 11.12.2013 respectively.

(2) Reflections (Primary and Secondary Sections)

- ICT Subject :
 1. IT would be highly desirable for those participants to share their valuable opinions in computer ethics in future so as to let other students develop all-rounded ICT literacy during Information Era.
- Religious Studies subject :
 1. Students’ horizons was broadened and their interest in Christianity was aroused
- Family Life Education :
 1. This parallel program provided a platform for parents and children to work together to enhance children’s sense of competence as well as parent-child relationship.
 2. It was highly recommended that similar program can be carried out next year.
 3. Shortage of teachers as facilitators was a problem. The participating students were reluctant to have facilitators who have not taught them before.
 4. Teachers who taught DS5 this year and have counseling training were suggested to be invited as facilitators in next year
 5. Talks shared by FLE professionals have widened students’ horizons and aroused students’ interest in themes related to FLE.
- Campus Life Team :
 1. A teacher survey and a student survey about the “Character Builder Program” were conducted at the end of June.
 2. “Book Exchange”, “New Toy Donation”, “Treasure & Share Carnival” can be extended to both primary and secondary sections of the school.
 3. The morning sharing talks provided by the alumni was adversely affected by the weather condition because the venue of the sharing activity was at basketball court of secondary school campus which is of outdoor nature. Better presentation was expected if the venue can be changed to indoors place such as hall.
 4. It seems that a concise round-up session was needed by teachers after the sharing of alumni, for better focus on the related topic.

c. To nurture good habits of completing homework assignments and develop other self-management skills through a whole-school approach

(1) Achievements (Primary and Secondary Sections)

● Chinese Subject :

1. Slight improvement was made in primary section. 90% of primary students handed in their assignment on time.
2. For secondary section, 90% of DS4 to MS1 students handed in their homework but only 80% of students submitted their homework on time. 70% of MS2 students handed in their homework but only 70% of students submitted their homework on time. 90% of MS3 students handed in their homework but only 70% of students submitted their homework on time.
3. 100% of students handed in the Chinese Literature homework but only 80% on time.

● English Subject :

1. All teachers implemented the homework policy whereby there was a mark penalty for late submission. There was an obvious decrease in the number of late submissions of homework.
2. Teachers gave constructive feedback to students on homework assignments rather than rubberstamping generic remarks. Students reacted positively to the meaningful feedback on their assignments which was reflected by the improved student relationship between teachers and students. There were fewer disciplinary disruptions in lessons and more out of class interactions.

● Mathematics Subject :

1. 90% of students built up the habits of doing assignments daily so as to consolidate what they learnt.
2. Most teachers always gave positive and constructive feedback to encourage students to do better. Some of them showed clear ways or steps to help students to improve in learning mathematics.
3. Most teachers returned the marked assignments to students within 3 to 4 days.
4. The frequency of full markings was quite enough to support students learning. Rather than homework, most teachers gave varieties of assignments such as worksheet, short quizzes and chapter tests to assess student.

● Religious Studies Subject :

1. 80% of primary students and 70% of secondary students worked hard on their assignment and handed them in on time.

● Campus Life Team :

1. A ten minutes lesson was set for subject teachers to supervise students to write down items of homework everyday.
 2. The homeroom teachers were encouraged and given about ten minutes of time to supervise students to hand in their homework every morning.
 3. HRT lessons every Wednesday (for senior forms) and Friday (for junior forms) were set for class master to nurture good habits of completing homework assignments and develop self-management skills.
- Education Psychology Services Team :
1. Foster parent child relationship and develop organization, self-regulation and habit of planning ahead to meet examination challenges: Trained students through the programme ‘計劃做得好，考試有難度(Exam made Easy with Good Planning Work)’ to work out study plans with their parents well in advance of their exam. Students and parents participated in a learning motivation games day and a BBQ dinner after the exam.
 2. Enhance learning motivation and build self-regulated learning habits in students with ADD or ADHD and other difficulties: Individual and small group after- school support were provided on a weekly basis to about 20 individual students from FS1 to DS4 to enhance their learning motivation and to foster more planning and self-regulation in their learning habits. Parents of these children were actively engaged in monitoring the progress. Students’ motivation in learning was noted to have shown improvement.

(2) Reflections (Primary and Secondary Sections)

- Chinese Subject :
1. There is room for improvement in submitting homework assignments.
- English Subject :
1. Teachers need to be strict about the mark penalty policy. If teachers are not uniform, then students may see enforcement of this rule as unfair.
 2. FS1 and 2 students handed in their assignments on time while late submission occurred frequently for DS levels.
- Mathematics Subject :
1. All teachers did well requesting students strictly in doing corrections and gave them follow-up as well. Some teachers in the secondary section should put effort in this aspect next year.

- Religious Studies Subject:
 1. Teachers should request students to hand in assignments on time and tightly follow up with students who fail to do so.

 - Campus Life Team :
 1. Some teachers did not execute the 10 minutes task before school dismissal every day.
 2. Many homeroom teachers fulfilled their tasks but some of them only prepared films for their students.
 3. Some measures should be taken to reach the standard of the whole-school approach.

 - Education Psychology Services Team :
 1. Most students would be motivated to do study plans for their exams. Both parents and their children welcomed the chance to celebrate success and to build stronger ties between themselves through games and BBQ.
 2. In some of these cases, parents were also helped to develop more effective skills in parenting to support their children at home. This area of work could be further strengthened.
- d. To formulate and implement simple classroom behavior guidelines to encourage good habits and promote self-discipline**

(1) Achievements (Primary and Secondary Sections)

- ICT Subject :
 1. Classroom behavior guidelines were formulated and implemented to encourage good habits and promote self-discipline in e-learning and m-learning.
 - Appropriate regulations governing ethical uses of wifi and student behavior in computer laboratories were developed in the whole school campus in collaboration with Campus Life Team.
 - Students gained effective understanding of those regulations.

- Religious Studies Subject :
 1. Teachers were able to control class order effectively.
 2. Rules and orders were set in class (e.g. Students should tidy up things of the previous class and prepare Bible and other materials for the next class) which helped students nurture good learning habits and attitude, and to pursue excellence.
 3. Reward and punishment were given to students in order to put both counselling and discipline in place.

- Music Subject :
 1. Music teachers promoted “reward” system so that students behaved well and learn more actively.

- Campus Life Team :
 1. Regular interclass competitions were held to strengthen students’ self-discipline and self-management such as Interclass discipline competitions in November and July and interclass discipline competition in April.
 2. Through the competitions, students of both campuses could learn to pay more attention and to class tidiness and self-discipline.
 3. A simple guideline for classroom regulations was given to each class.

- Visual Arts Subject :
 1. 90% of students were able to keep the art room hygienic with self-discipline.

(2) Reflections (Primary and Secondary Sections)

- ICT Subject :
 1. More open sharing sessions during morning assembly should be used to brainstorm abuse of or misusing wifi in school life.

- Religious Studies Subject :
 1. Students behaved well in class and respected their teachers.
 2. Teachers should be well-equipped with classroom management skill.

- Music Subject :
 1. Students always showed their potential through competition. It was effective for teaching and learning in lessons.

- Campus Life Team :
 1. For primary section, the results and effects were only in short term.
 2. For secondary section, the results and effects were different from class to class.

- Visual Arts Subject :
 1. Some students’ attitude and discipline still needs improvement.

e. To initiate a “Homeroom cooperation Scheme” to promote sharing and class-ownership spirit

(1) Achievements (Primary and Secondary Sections)

- Student Activities Team :

1. Various types of Class-building activities were organized to create an inviting learning environment and thus promoting a harmonious relationship. A sense of harmony was successfully built up among students.
- Campus Life Team :
 1. For primary section, a Homeroom Cooperation Scheme was launched at the very beginning of September to promote sharing and class-ownership spirit. DS3 homeroom teachers arranged a series of activities for their students.
 2. For secondary section, a Homeroom Cooperation Scheme was also launched at the very beginning of September to promote sharing and class-ownership spirit. Various class associations were formed to organize activities to nurture the sharing and class-ownership spirit. Most of them succeeded through the participation of various ball games competition organised by the Student Union.

(2) Reflections (Primary and Secondary Sections)

- Student Activities Team :
 1. An increasing number of class-building activities were initiated and organized by class teachers and other supportive staff.
 2. Students and parents enjoyed having class-building activities which successfully promote a sense of harmony among students.
 3. Some classes were quite active in promoting the class cohesion, but some classes did not. Further enhancement is needed by encouraging homeroom teachers to initiate, organize and implement their class-cohesion programs.
- Campus Life Team :
 1. For primary section, the activities organized were confined only to DS3 and many of the activities only focused on visiting.
 2. Many homeroom teachers still did not arrange activities for their own classes.

4.4. Major Concern 4: To nurture leaders of tomorrow

Several measures were adopted to nurture leaders of tomorrow: (a) develop students' leadership qualities through strengthening the roles of executive members and encourage the pro-activeness of executive members of clubs, societies and Student Union; (b) nominate outstanding students to attend leadership training programmes; and (c) recognize the roles of student leaders publicly in the Campus through inauguration and oath-taking ceremonies. Achievements and reflections on each measure are as follows:

- a. **To develop students' leadership qualities through strengthening the roles of class executive members, and encouraging the proactiveness of executive members of**

clubs, societies and the Student Union

(1) Achievements (Primary and Secondary Sections)

- **ICT Subject :**

1. Some proactive student leaders (like chairman, vice-chairman and other executive committee members) of Information Technology Society (ITS) helped organize extra-curricular activities during lunch and after school and even field works during weekends and long holidays with high degree of leadership and creativity e.g. re-cycles of computer wastes, data communication centre, mobile game tactics and ICT expo.
2. On evaluation, ITS organized some extra-curricular activities with low student rates.

- **Physical Education Subject :**

1. Teachers helped students strengthen their teamwork by establishing organizations in class and competitions.
2. Students were encouraged to conduct various competitions like Dodgeball, football, basketball, badminton and table-tennis.

- **Visual Arts Subject :**

1. The executive members of creative arts clubs were MS levels students. They were responsible for all activities for over 100 club members.

- **Student Activities Team :**

1. Class Unions were organised with the help of the homeroom teachers. They were responsible for their class-based affairs such as class activities, decoration of notice-boards, etc.
2. Class cohesion can be further strengthened.
3. Trust was successfully built up among students.

- **Campus Life team :**

1. Monitors and subject helpers were selected at the beginning of September in FS1-DS3. This helped the HRTs and subject teachers to set up the daily routines in the classroom.
2. “Big Brothers and Sisters Program” was designed for MS2 students as a school volunteer service to the campus 1 students. They taught festival art & craft during lunch time. The program was popular among primary students; the quotas were filled up very quickly every time. Positive verbal feedback was received from participants every time.
3. “Book Exchange”, “New Toy Donation”, “Treasure & Share Carnival” 【珍惜・分

享嘉年華】 which was another volunteer program run by MS2 students under guidance of 3 social workers for primary students in campus 1 on 26-28.Feb. , 10 to 14.March.2014. MS2 students learned the design, preparation, and execution of a large-scale volunteer service at school.

4. For secondary section, under the Homeroom Cooperation Scheme, many class associations were formed to run activities for the class. Members learned how to hold meetings.
5. Executive members of the class also learned how to keep the class in a tidy way. They also learned how to collect homework for the subject teachers.
6. Inauguration and Oath-taking Ceremony of the monitor and monitress was organized on September 16.

● Religious Services Team :

1. Student Fellowship was set up. Committee members of Student Fellowship were supported and guided by teachers of the Religious Services Team teachers and School Chaplain.

● Alumni Association Team :

1. The election of Alumni committee was successfully held on 21st Dec, 2013, and the committee was formed by there 9 members.
2. The Alumni Reunion Day was successfully held on 21st Dec, 2013, with over 70 alumni participated in the activity.
3. Advice and guidance was given to the 2013-2014 MS4 graduates on different aspects such as the arrangement of graduation dinner and the compilation of graduation books.

(2) Reflections (Primary and Secondary Sections)

● ICT Subject :

1. Subject teachers would be highly expected to lead students in future to devise innovative programs or interesting activities on new topics

● Physical Education Subject :

1. The organizational ability of the chairperson and the committee members sports-related clubs were nurtured by organizing the inter-class competitions.
2. The competitions were popular with students; many classes participated. However the schedule was very tight due to the limitation of time at lunch break.

● Visual Arts Subject :

1. More group projects will be added so as to enhance student's ability of cooperation and leadership. (At least once a year (DS-MS1))
2. Students were too busy for their study, so the attendance rate was not really

satisfactory.

3. Most of the students enjoyed the process of working with others.

- Student Activities Team :

1. A staff development workshop of “what make you as a successful homeroom teacher” is needed at the beginning of next academic year.

- Campus Life Team :

1. “Big brothers and sisters program” strengthened both primary and secondary students’ belongingness to Logos.
2. The Carnival was smoothly run under the coordination between the school social workers and the Student Activity Team. Regular meetings were held with the MS2 volunteers to ensure the procedure was on the right track. Evaluation and verbal reinforcement to the volunteers’ performance gave a kind of recognition to the volunteers.
3. The response from the carnival was in-line with our current school theme “Treasure”.
4. Through different arrangement under the Homeroom Cooperation Scheme, students had better understanding on how to learn from first-hand experience.

- Religious Service Team :

1. Students showed improvement and team spirit was improving.

- Alumni Association Team :

1. Earlier propaganda is expected for the next election for better participation of alumni.
2. The Alumni Reunion Day should be held twice a year (i.e. July and December) so as to allow more alumni to participate from local and overseas areas.

b. To nominate outstanding students to attend leadership training programmes

(1) Achievements (Primary and Secondary Sections)

- ICT Subject :

1. Outstanding student leaders joined numerous local and international competitions for gaining honorable awards and global recognition on computer networking, robotics, 3-D publishing and e-project learning, organized by local educational bodies and international IT organizations such as Cisco and Microsoft.
2. Attendance certificates were awarded by most student leaders when they joined outside activities and competitions.

- Visual Arts Subject :

1. 3 students (both primary and secondary) were nominated as Arts Ambassadors (6th

Arts ambassadors in School Scheme AAiSS).

2. AAiSS organised the annual Creative Arts Workshop for Arts Ambassadors during holidays e.g. cultural leadership youth camp.

- Student Activities Team :

1. Students with leadership potential were nominated to participate in Leadership Training Program run by NGOs.
2. “Workshop for Tomorrow Leadership” was held by our school social worker.
3. “Qualities for good leaders” were shared with students.
4. After receiving training, students took up more responsibilities both in school level and community level.

- Campus Life Team :

1. A Leadership Training Programme was organized on November 30 for the Prefects and Prefect Captains in DS1-DS3.
2. A leadership Training Programme for all secondary school prefects was organized. 113 prefects participated in the programme.

- Diversity Catering Team :

1. 4 students were nominated to the Leadership domain of the HKAGE programme.

(2) Reflections (Primary and Secondary Sections)

- ICT Subject :

1. More sharing sessions would be conducted in morning assemblies or lunch times to appreciate student leaders’ achievements, besides prize-awarding ceremonies in school.

- Visual Arts Subject :

1. More students will be encouraged to apply for the AAiSS every year.
2. The Art Ambassadors will be encouraged to share their artistic passion with students in the school.

- Student Activities Team :

1. As there were around 500 MS level students, our social service team could not take care of the need of each student. Therefore, outsourcing services from NGOs or voluntary bodies are needed.

- Campus Life Team :

1. Students benefitted from the practical programmes. These programmes should be

continued.

- Diversity Catering Team :

1. The team will work closely with Campus Life Team and SU for the early identification of students' potentials.

c. To recognize the roles of student leaders publicly in the Campus through inauguration and oath-taking ceremonies

(1) Achievements (Primary and Secondary Sections)

- ICT Subject :

1. Students' leadership skills and ICT skills were fostered before and after graduation.
 - Some internship programs / workshops for senior form MS2-3 students and school graduates like MS4 students after public exams were launched in summer holidays in catching up current ICT trends and adaption into ICT working environments organized by some ICT frontier companies and firms like Madhead and Wharf T & T.
 - However, facing tight activity schedule during long holidays, most internship programs / workshops were doomed to failure.

- Student Activities Team :

1. A democratic election for Student Union was held on October.
2. Public nomination was made for all members of Student Union.
3. The values and principles associated with a democratic election were well established in our school.
4. It facilitated the formation of leadership.

- Campus Life Team :

1. Inauguration and Oath-taking Ceremony of the Prefect Team was organized. There were 95 Prefects and 10 Prefect Captains in this academic year.
2. Inauguration and Oath-taking Ceremony of the Prefects and the Student Union of the Secondary Section was organized on November 4.

(2) Reflections (Primary and Secondary Sections)

- ICT Subject :

1. Better launching times should be generated which would not be in time clash with other big events during long holidays in future.

- Student Activities Team :

1. A democratic election for Student Union (Chairperson and Cabinet members) was a good traditional practice of our school. Students highly appreciated their chance of

exercising their voting right.

- Campus Life Team :

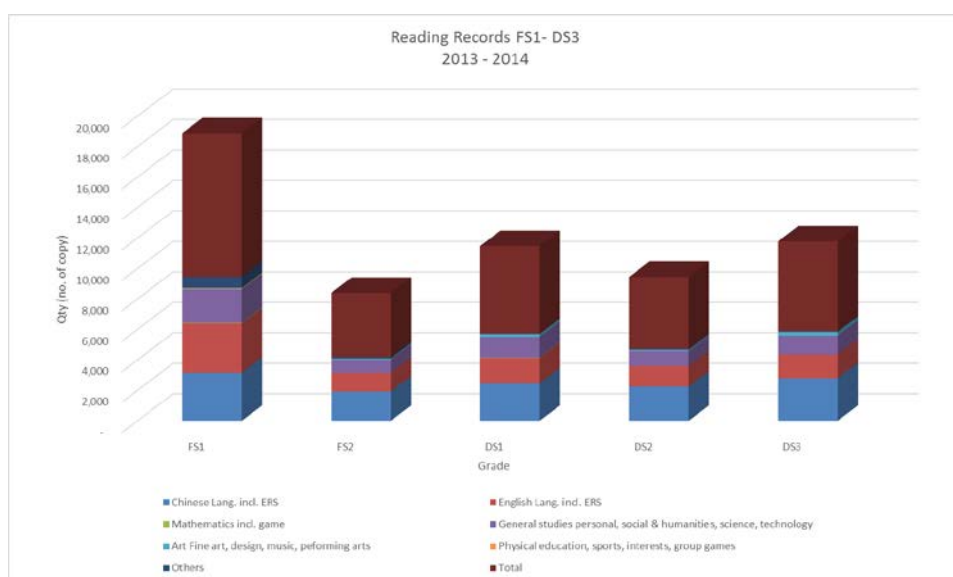
1. Students got a sense of pride from these ceremonies. It should be established as parts of our culture.

5. Students' Performance

5.1. Reading Habit

a. Primary Section

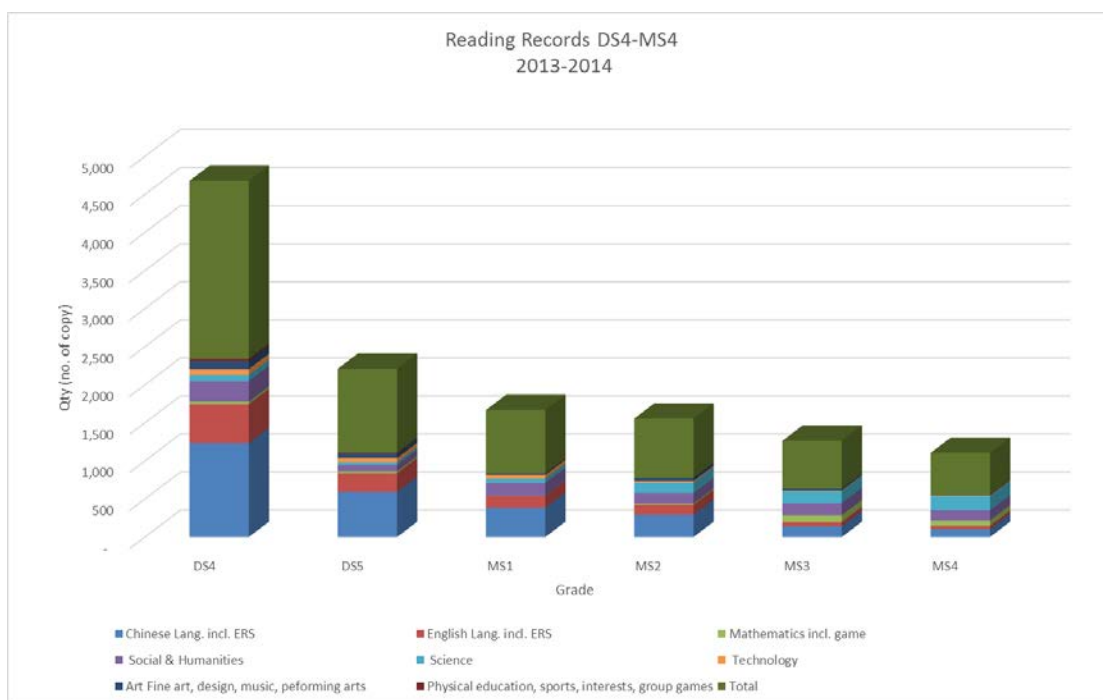
	FS1	FS2	DS1	DS2	DS3
Chinese Lang. incl. ERS	3,152	1,917	2,463	2,252	2,791
English Lang. incl. ERS	3,250	1,239	1,668	1,355	1,564
Mathematics incl. game	29	3	26	-	-
General studies personal, social & humanities, science, technology	2,203	857	1,350	978	1,234
Art Fine art, design, music, performing arts	31	58	164	77	231
Physical education, sports, interests, group games	56	13	19	6	9
Others	718	111	45	54	59
Total	9,439	4,198	5,735	4,722	5,888



Item Type	No. of Item(volume/set)		Total
	2013-2014		
	Chinese	English	
Book	7,715	7,305	15,020
Serials	434	34.00	468
Audio	103	27	130
Visual	224	84	308
Computer/E mat.	-	10	10
Attached item	111	-	111
TOTAL	8,587	7,460	16,047

b. Secondary Section

	DS4	DS5	MS1	MS2	MS3	MS4
Chinese Lang. incl. ERS	1,234	589	386	292	138	104
English Lang. incl. ERS	509	248	152	129	58	42
Mathematics incl. game	33	25	3	17	90	72
Social & Humanities	272	86	168	139	157	131
Science	80	34	58	137	157	186
Technology	77	53	47	20	10	10
Art Fine art, design, music, performing arts	105	56	16	42	21	8
Physical education, sports, interests, group games	29	14	4	2	1	-
Total	2,339	1,105	834	778	632	553



Item Type	No. of Item(volume/set)		Total
	2013-2014		
	Chinese	English	
Book	9,841	9,630	19,471
Serials	1,315	625	1,940
Audio	457	611	1,068
Visual			
Computer/E mat.	-	-	-
Not in use	12	52	64
Attached item			-
TOTAL	11,625	10,918	22,543

5.2. Academic Performance

a. HKDSE Examination Results 2014

The overall passing rate (level 2 or above) of the third group of our candidate was 95.5%. Most of the subjects were above Hong Kong average. The passing rates of each subject are shown below:

Chinese Language	94.2%	English Language	100%	Mathematics (Compulsory Part)	99%
Liberal Studies	100%	Biology	82.5%	Chemistry	89.7%
Chinese History	100%	Economics	93.5%	Geography	93.8%
Information and Communication Technology	100%	Chinese Literature	100%	Mathematics (Extended Part – Algebra and Calculus)	75%
Mathematics (Extended Part – Calculus and Statistics)	89.5%	Music	66.7%	Physics	87.1%
Visual Arts	100%	-	-	-	-

The highest score (in best 5 subjects) of our students was 33 marks. 6 students (5.8%) scored 25 marks or above. 53 out of 103 candidates (51.5%) achieved the basic requirement for entering local government subsidized university.

b. IBDP Examination Results, May 2014

The second group of our candidates achieved good results in IBDP Examination in May, 2014. The overall passing rate was 100%, the average score was 38.4 and the best result was full mark (45 marks). 92.3% of students scored 36 marks or above while 34.6% of students gained 40 marks or above. All of our candidates attained Bilingual Diploma Programme. Each of the mentioned data was far above global results. It was anticipated that all of the 26 students could be admitted to local institutes or famous institutes over the world. 5 of them could even enter university before the age of 17.

c. Continuous Education of Graduates

43 (33.3%) out of 129 graduates were accepted by local Bachelor degree programmes. More than last year, 24 (18.6%) students had offer from overseas Bachelor degree programmes. The total percentage of studying Bachelor degree programmes was 51.9%. Another 42 graduates (32.6%) were admitted to local Associate degree / high diploma / foundation programmes. 9 students (7%) had offer from overseas Associate

degree / high diploma / foundation programmes. The total percentage of studying Associate degree / high diploma / foundation programmes was 39.6%.

5.3. APASO

In 2013-14, there were 602 lower secondary (DS4-5, MS1) students and 480 upper secondary (MS2-4) students joining the APASO surveys concerning their attitudes to the school involving seven measurement items of 'achievement', 'experience', 'general satisfaction', 'negative affections', 'opportunity', 'social integration', and 'teacher-student relationship'. The student samples represented 95.0 % of the whole student population in the secondary section.

[A] On 'achievement' (concerning 6 items), there has been a slight decrease (0.02) in lower secondary student perceptions whilst there has been a minor decrease (less than 0.005) in upper secondary ones from 2012-13 to 2013-14. In comparison with the whole Hong Kong student population, lower secondary students earned lower values (less than 0.14) whereas upper secondary students earned higher values (greater than 0.02) in 2013-14.

On 'experience' (concerning 5 items), there has been a slight decrease (0.04) in lower secondary student perceptions whilst there has been a slight increase (0.03) in upper secondary ones from 2012-13 to 2013-14. In comparison with the whole Hong Kong student population, lower secondary students earned much lower values (less than 0.22) whereas upper secondary students earned higher values (greater than 0.08) in 2013-14.

On 'general satisfaction' (concerning 6 items), there has been a slight decrease (0.05) in lower secondary student perceptions whilst there has been a slight increase (0.01) in upper secondary ones from 2012-13 to 2013-14. In comparison with the whole Hong Kong student population, lower secondary students earned much lower values (less than 0.19) whereas upper secondary students earned much higher values (greater than 0.15) in 2013-14.

On 'negative affections' (concerning 7 items), there has been a slight increase (0.05) in lower secondary student perceptions whilst there has been a slight decrease (less than 0.02) in upper secondary ones from 2012-13 to 2013-14. In comparison with the whole Hong Kong student population, lower secondary students earned higher values (greater than 0.04) whereas upper secondary students earned much lower values (less than 0.07) in 2013-14.

On 'opportunity' (concerning 7 items), there has been a minor decrease (less than 0.005) in lower secondary student perceptions whilst there has been a slight increase (0.04) in upper secondary ones from 2012-13 to 2013-14. In comparison with the whole Hong Kong student population, lower secondary students earned lower values (less than 0.17) whereas upper secondary students

earned higher values (greater than 0.08) in 2013-14.

On 'social integration' (concerning 7 items), there has been a slight decrease (0.09) in lower secondary student perceptions whilst there has also been a slight decrease (0.03) in upper secondary ones from 2012-13 to 2013-14. In comparison with the whole Hong Kong student population, lower secondary students earned much lower values (less than 0.16) whereas upper secondary students earned higher values (greater than 0.06) in 2013-14.

On 'teacher-student relationship' (concerning 7 items), there has been a slight increase (0.03) in lower secondary student perceptions whilst there has also been a slight increase (0.02) in upper secondary ones from 2012-13 to 2013-14. In comparison with the whole Hong Kong student population, lower secondary students earned much lower values (less than 0.32) whereas upper secondary students also earned lower values (less than 0.03) in 2013-14.

[B] To sum up, in comparison with the whole student population in the same year 2013-14, lower secondary students earned much lower values in most items such as 'achievement', 'experience' and 'general satisfaction', 'opportunity' and 'social integration', and higher value in 'negative affection'. However, upper secondary students earned higher values than Hong Kong counterparts in most items except in lower values in 'negative affection' and 'teacher-student relationship'.

5.4. Inter-school Activities and Competitions

Our students have participated in a number of activities and competitions in 2013-14. Awards that students obtained (only include championships, first winner-up and second winner-up) are summarized in Appendix 1.

6. Financial Report

Financial Summary for the 2012 / 2013 School Year :

	Government Funds	Non-government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	62.15%	N.A.
School Fees	N.A.	35.80%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	2.05%
Total	62.15%	37.85%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	79.74%	
Operational Expenses (including those for Learning and Teaching)	9.38%	
Fee Remission / Scholarship ¹	5.62%	
Repairs and Maintenance	0.86%	
Depreciation	4.35%	
Miscellaneous	0.05%	
Total	100%	
Surplus/Deficit for the School Year [#]	1.5 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	9.96 months of the annual expenditure	
<i>[#] in terms of equivalent months of annual overall expenditure</i>		

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

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

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

7. Summary and Suggestions

Summary

1. Major Concern 1: To enhance the effectiveness of learning and teaching.

Several measures were adopted to enhance the effectiveness of learning and teaching: develop and enrich the school-based curricula in major subjects for enhancing learning effectiveness; cultivate an atmosphere favorable for the use of English; to cater for individual differences in learning in learning; organize Departmental Activity Days to arouse students' interest relating to themes associated with the subjects; and encourage good performances through open public recognition.

In this academic year, major subjects like English, Chinese, Mathematics, Humanities, Science, Visual Arts have successfully reviewed and fine-tuned their school-based curricula. Teachers as well as Curriculum Officers worked together to make the linkage of curricula of different levels more closely and made the transition more smoothly for the students from primary level to secondary level. Some subject panel chairpersons and curriculum officers even prepared a curriculum guide and teaching packages for teachers for teaching reference. After a certain refinement on curricula, most teachers find the new curricula of their subjects more effective. However, the content of the curricula of some subjects, the quality of learning and teaching materials like worksheets for modules, organization of modules, etc. still need refinement and improvement.

In order to raise the standard of spoken and written English of the students, the English Department played a major role in creating an atmosphere favourable for the use of English and organizing a lot of internal and external activities for the students. For improving spoken English, students of both campuses were encouraged to speak English during English Speaking Days, English Week, Book Talks during lessons, sharing sessions in library, English Drama, and while serving as English Ambassadors who were encouraged to talk to their peers in different English activities. They have developed a habit of communicating in English with the English teachers.

For improving written English, 100% of primary students participated in the Extensive Reading Scheme. They not only completed Reading logs weekly but also finished book reports every term. Primary students were encouraged to write different text types in class throughout the year and participate in an on-line self-learning platform which was used to encourage students to assess tailor-made exercises related to the four skills of learning according to their own level. 83% of students attained at least Grade 4 in the writing

assessment. Writing classes were successfully conducted for secondary students in summer and participants showed improvement in their written work. In secondary section, continuous SBA practice was proven effective by improved performance in SBA practices for MS2 and actual presentations for MS3 students in secondary campus.

In addition, some students were invited to perform in English in the radio programme "The Sunday Smiles" organised by the RTHK. A lot of primary and secondary students participate in the Speech Festival and their results were encouraging.

Apart from the English Department, other subject departments were cooperative in raising the spoken and written English of the students by establishing specialized vocabulary bank for teaching, training workshops for MS3 students to sit for IELTS examination, and the Medium of Instruction for Humanities Subjects is English.

In order to cater for individual difference in learning, different subject departments and functional teams provided different programmes for the spectrum of learning needs through enrichment programmes, remedial programmes for weaker students and SENs, special class grouping arrangements, widening students' range of learning experiences, making use of IT and new online learning platforms, active participation in internal and external competitions, additional assistance for students preparing for public examinations and open public recognition.

Teachers adopted appropriate classroom strategies to help individual learners develop to the best of their learning abilities. For enrichment programmes, 4 primary students and 51 secondary students were selected to join the programmes organized by HKAGE and the HKUST to gifted students respectively. Their participation rate was above 99%.

Many weaker students were identified and encouraged to join the remedial programmes such as Little Teacher Programme, Big Brother and Big Sister Scheme, on-line learning platform run by different subject departments and functional teams during lunch hour, after school and on Saturdays. The Education Psychology Services Team (EPST) provided Language Support Programmes for students with dyslexia and various training to other students with special educational needs such as social skills training and adaptative classroom behaviour and emotion management training for those ASD and ADHD. The participation rate of students in the remedial programmes was high and they made obvious improvement especially the SEN students. Parents were very supportive to the trainings and programmes given by the EPST and provided positive feedback regarding their child's improved skills and learning motivation.

Special class grouping arrangement was carried out in upper primary and lower secondary levels. Two teachers were co-teaching in the same class. It was proved to be effective as students were able to receive more attention as teacher-student ratio was improved.

Students learnt effectively through participation in different learning activities in different levels. Inter-class and inter-school competitions (e.g. debate competition) , community visits (e.g. Legislative council, hostels for the elderly, Coca-cola factory, Health Education Exhibition and Resource Centre, drama show) and Overseas excursion and study programmes (a study trip to London) could widen the students horizon and enhance their self-confidence and sense of responsibility. The feedback of the students attending the above activities was very positive.

Both teachers and students made use of IT and online learning platform in improving the learning and teaching effectiveness. Teachers used i-tool or e-book , remote App. and online resources to stimulate students' interest in learning English, Religious studies, Maths, Music and ICT, etc. while students were encouraged to use IT for submission of assignments, research projects and publishing of work.

Both primary and secondary students actively participated in internal and external competitions. For external inter-schools competitions, both primary and secondary students participated in English and Chinese Speech Festival, Music Festivals, art competition and science competitions. They performed very well in the competitions. Some primary students participated in the Lego Robotics competitions which foster their thinking sand problem solving skills. Some students with special educational needs participated in the Open Project Learning Competitions in which they can learn the skills in doing research work. Some secondary students won the HK Physics Olympiad competition, art performance, SCMP Debate Competition and video competition. Internal competitions such as reading award scheme, reading report, project learning, drama, writing competition, singing contest, ball games competitions, cleaning competition, etc. were organised for students of different levels. Their participation rate was high. Students enjoyed the competitions and collaboration of class was enhanced.

In order to help the students prepare for the public examinations such as TSA, DSE and IBDP, extra tutorials for the subjects concerned were arranged during recess, after school and long school holidays. Students and their parents appreciated self-study room arrangement for the senior students who would participate in the DSE and IBDP exams.

Many subject departments organized their department activity days for the students like Chinese Week, English Week, Maths Week, Humanities Week, Science-Maths Week, Gospel

Week, during which many activities such as games, quizzes, display of student work, etc. were organized for both primary and secondary students. The participation rate of the students in these activities was high. All the activities during the week received a good turnout.

It is a good way to encourage students to perform further well through open public recognition. Both primary and secondary students' English and Chinese good works were displayed on the notice boards for recognition. Speech Festival winners were invited to perform during morning assemblies and department's activity days. An anthology of good written works of primary and secondary were published. Lunch time concert were held in campus 1. Artworks were often displayed in the lobby of both primary and secondary campuses. However, finding spaces for display and good coordination for display of good works and performance have to be observed.

2. Major Concern 2: To enhance teachers' professional development

In this academic year, many measures were adopted to enhance our teachers' professionalism including co-planning of lessons, peer lesson observations; establishing a systematic teaching resources bank for sharing teaching and learning materials, encouraging teachers to undertake continuing education and attend relevant professional development activities or workshops organised by EDB, HKEAA, IBO or local tertiary institutions; nominating teachers to become examiners or markers of public examinations such as HKDSE and IBDP examinations; improving the nine staff development days; utilizing the open class initiative for staff development; and sharing of good practices and micro-teaching resources.

In order to develop teachers' capacity and foster a sharing culture, many subject departments such as Chinese, English, Mathematics, Humanities, Science, ICT and Religious Studies started co-planning of lessons among subject teachers. Many collaboration meetings were conducted within department and teachers actively shared ideas among themselves. However, common free lesson timeslots for teachers and systematic arrangements for collaboration meetings are required to improve the effectiveness and efficiency.

All subject teachers conducted peer lesson observations at least once throughout the year and some major subject teachers did twice. Constructive comments and suggestions were given after each observation and thus enhancing teaching and classroom management skills. Some comments on class visits were shared by the Curriculum Officer as a professional development programme.

This year, the IT team of the school built up an intranet system (POLY Drives) which served

as a resource bank for teachers and staff for storing their learning and teaching materials. All the teaching and learning materials of all subjects were uploaded to the POLY Drives for future reference. Teachers were encouraged to share their teaching and learning resources. However, it is hoped that teachers and staff can develop a habit to upload their teaching and learning resources constantly and make use of the POLY Drives to find the relevant materials for their teaching. In addition, refined filing or sub-categorization of folders in POLY Drives could be further developed.

In-house subject specialist seminars and workshops were organized for both primary and secondary teachers in English, Chinese, Family Life Education and Visual Arts subjects. Most of the teachers found them useful and inspiring. It is hoped that more workshops and seminars can be held in the coming year and more subjects organize such kind of specialist seminars and workshops.

Apart from fulfilling the requirement of the department, many subject teachers attended talks, seminars, workshops by EDB, IBO, local universities, HKEAA and other institutions to upkeep their professional knowledge. After attending the relevant professional activities, they did bring back the ideas and tried them out in their teaching. However, in catering for individual learning diversity, teachers should be encouraged to attend some special training programs for enhancing SEN students learning.

In order to help the students to tackle the public examinations such as IB, DSE and TSA, many teachers were nominated to become markers or examiners. In addition, some teachers were nominated as Centre Supervisor or Deputy Centre Supervisor and invigilators to conduct public examinations. Their experience could be shared with other colleagues to generate school-based assessments in future. It is expected that more teachers will be nominated to become markers and examiners in the coming year.

Most teachers found that the staff development days were useful, especially the workshops or seminars related to the subject professional knowledge. Teaching strategies of their subject could be shared. The feedback in the evaluation survey was encouraging. It would be desirable to invite more speakers from outside organizations to share their experience on some specific topics.

Open-class initiatives have been a very useful platform for intra and inter-departmental staff development, sharing of good practices and as micro-teaching resources. Practical teaching skills could be observed through the open classes and teachers conducting the open class received verbal feedback from the Curriculum Officer as well as written feedback from the observers. Teachers were encouraged to attend as many open class sessions as they could. It

is suggested that Open-class initiatives should work in collaboration with “Mentorship” and professional development programmes, so that the cross fertilization of good practices may be more effectively and systematically realized.

3. Major Concern 3: To nurture good habits and develop the potential of students

Several measures were adopted to nurture students’ good habits and develop their potential by providing systematic value education for students; organizing formal talks and seminars related to good habits and moral values; nurturing good habits of completing homework assignments and developing self-management skills through a whole school approach; formulating and implementing simple classroom guidelines to encourage good habits and promote self-discipline; and implementing a “Homeroom Cooperation Scheme” to promote sharing and class-ownership spirit.

Systematic value education elements were added into the school-based curriculum outline and assignments in both Religious Studies and Family Life Education Subject. Christian values were taught in Student Fellowship through Bible Study, discussion and experiential games under the guidance of Religious Services Team teachers. Social and ethics issues of ICT issues at local and global levels were raised in class work, projects and assignments at MS1-MS4 levels while DS4 teachers adopted various collections of stories which focus on moral issues relevant to teenagers and adolescents. Regular morning assemblies were organized for both primary and secondary students in which teachers had an eight to ten minutes sharing with the students on moral values. There was an integrated approach with the collaboration among subject teachers, homeroom teachers, members of Campus Life, Students Counseling Team and the Educational Psychologists. Regular meetings of each level were held to discuss the performance of students.

IB-CAS workshops were conducted for MS3-IB students. MS1–MS3 students were facilitated to join voluntary service programmes organized by the school Social Service Team or other NGOs. Waste–recycling Scheme and School Greening Scheme were promoted by the Health and Safety Team to stimulate students’ sense of environmental protection.

Close observation on the behaviour of students were conducted, however, the behaviour of habits of students were not easy to measure. Sometimes, the discussion among the five parties was not thorough enough because of time constraint. It is expected to strengthen the collaboration of the five parties in the coming year. In addition, more ways to explore in taking care of SENs. Teachers were encouraged to receive more training on teaching SENs.

Various talks, workshops, seminars and activities on topics related to good habits and moral values were organized by different subjects such as ICT, Religious Studies, Family Life Education and functional teams such as Campus Life, Religious Service, Alumni Association, Education Psychology Services and Health & Safety throughout the year. All the speakers and professionals could widen students' horizon and arouse their interest in themes related to the subject. They received positive feedback, from both students and parents. Surveys on the feedback of some talks reflected that the participants were satisfied with the content as well as the speakers.

However, it was desirable for those participants to share their valuable and constructive opinions after the seminars. Sometimes, shortage of teachers as facilitators in some programmes was another problem. Concise round up session for some talks was also desirable.

In order to nurture students to develop good habits of completing homework assignments and other self-management skills through a whole school approach, Campus Life Team suggested a new measure which was to set aside ten minutes of the last lesson for subject teachers to supervise primary students to write down homework items every day and ten minutes to hand in their homework every morning. For secondary students, one HRT lesson on Wednesdays (for senior forms) and Fridays (for junior students) were set for HRTs to nurture good habits of completing assignments at school. However, some primary school teachers did not carry out his/her duty and went on teaching instead. Some secondary school teachers performed well in this issue while some prepared films for the students. It was far from the expected standard of the whole school approach. However, this issue on homework assignments should be considered thoroughly in the coming year.

Simple classroom behaviour guidelines were formulated and implemented by many subject teachers like ICT, Religious Studies, Music, Visual Arts and Campus Life Team to encourage good habits and to promote self-discipline. Regular interclass competitions such as Clean & Tidiness and Discipline and some "reward" schemes were held to strengthen self-discipline and self-management. However, the results and effects were different from class to class. More open sharing sessions of good practices should be done during morning assemblies and teachers should be more equipped with classroom management skills.

A "Homeroom Cooperation Scheme" was launched in September to promote sharing and class-ownership spirit. In primary section, DS3 homeroom teachers arranged a series of activities for their students. Students and parents enjoyed the class-building activities which successfully promoted a sense of harmony among students. However, this scheme was confined to DS3 students. It should be extended to other class levels. In secondary section,

many class associations were formed to organize activities to nurture class-ownership and sharing. Most of the classes succeeded through the participation of various ball games. However, many classes still did not arrange any activities on their own. The scheme needs more promotion.

4. Major Concern 4 : To nurture leaders of tomorrow

Several measures were adopted to nurture leaders of tomorrow: develop students' leadership qualities through strengthening the roles of executive members and encourage the pro-activeness of executive members of clubs, societies and Student Union; nominate outstanding students to attend leadership training programmes; recognize the roles of student leaders publicly in the Campus through inauguration and oath-taking ceremonies.

In order to develop students' leadership qualities, subject departments, functional teams and HRTs encouraged students to become members of Class Unions, Club or Committee, Student Unions and Alumni Association Committee. Monitors and Prefects were also selected at the beginning of the year and an Inauguration and Oath-taking Ceremony was organized for them publicly by the school. After becoming Club or Committee members, they were encouraged to conduct various competitions such as ball games competitions, singing contests, speech contests, and perform various services such as "Big Brothers and Sisters Programm", "Book Exchange", " New Toy Donation", "Treasure and Share Carnivals, etc. Most students enjoyed the process of working with others and serving others with commitment and happiness. Verbal reinforcement to students gave a kind of recognition to them. It also enhanced their self-confidence and discipline.

Students with leadership potential were nominated by the school to attend various leadership training programmes or programmes for gifted children or serving as Ambassadors. After training, they were encouraged to share their achievements and feelings in the morning assemblies or lunch breaks. Such kind of leadership training programmes should be continued in the coming school year.

Inauguration and Oath-taking Ceremony for Monitors and Monitresses, School Prefects and Executive members of Student Union was organized by the school respectively and publicly. These ceremonies should be held every year. Students got a sense of pride from these ceremonies. The recognition of the roles of the student leaders gave much encouragement to the students and developed their sense of belonging.

Suggestions for 2014-15 Areas of Concern

In view of what have been achieved and reflected by the subject departments and functional teams regarding their work in 2013-14 school year reported above, the areas of improvement and good practices for the school had been identified and summarized as follows:

- (1) Teachers' professional capacity on diversity catering should be further enhanced as it was noted that many teachers had not received formal training on teaching SENs. There is a need for the school to arrange common timeslots for co-planning of lessons, and to strengthen the sharing culture among teachers.
- (2) Passivity in learning among students is a matter of concern judging from the habits of submitting homework by some students. Thus, it was considered important that students' self-learning abilities and motivation can be further enhanced so as to achieve a proactive learning culture in the school as well as to meet challenges of future public examination and to develop life-long learning attitude.
- (3) Moral development of students in alignment with the Christian faith is an important part of school's vision and mission. Some work was done by different subject departments and functional teams to nurture students' moral values and good life habits. It was considered that better results could be achieved if all these efforts from different parties could be better coordinated by further enhancing the collaboration among the five parties concerned i.e. teachers, members of Campus Life, Social Workers, Students Counseling Team and the Educational Psychologists. This important area of work should therefore be further developed in the school year 2014-15.
- (4) Through participating in a lot of student activities in the past year, students had been seen gaining much self-confidence and discipline. However, there is a greater need to develop students' sense of commitment to serve others. These leadership qualities are part of the IB curriculum as well as DSE curriculum. It is considered important to further develop and strengthen these qualities in our students.

A series of School Senior Management meetings, Subject Department Committee meetings and Staff meetings were held to discuss these suggestions. The final major concerns for the school year 2014-15, agreed by the School Senior Management Team, subject teachers and members of the functional teams, are as follows:

1. To enhance professional teaching skills with the aim to motivate students of different learning abilities;
2. To nurture proactive learning attitude among students at different stages;
3. To nurture good moral values among students;
4. To nurture leaders of tomorrow.

HKCCCU Logos Academy
2013–2014 (Year-end summary of external awards)

Classification	Physical Education	English Language	Chinese & Putonghua	Maths & Science	Media, IT & Music	Civic education & Uniform Teams
Events	<ul style="list-style-type: none"> ● The 16th All Hong Kong Inter-Area Primary School Athletics Competition ● Inter-School Swimming Competition ● Inter-School Athletics Competition ● Inter-School Table Tennis Competition ● Hong Kong Inter-School Basketball Marathon 2014 ● Ying Wa Primary School Basketball Invitation ● Inter-School Volleyball Competition ● Inter-School Basketball Competition ● Inter-School Football Competition ● Inter-School Badminton 	<ul style="list-style-type: none"> ● The 65th Hong Kong Inter-schools Speech Festival ● 2014 Hong Kong Kids Speech Festival 	<ul style="list-style-type: none"> ● The 65th Hong Kong Inter-schools Speech Festival ● The 2nd Hong Kong Inter-School Novella Writing Competition ● The 16th Hong Kong Primary and Secondary Schools Putonghua Speech Contest ● The 39th Hong Kong Youth Cultural & Arts 	<ul style="list-style-type: none"> ● Pui Ching Invitation Mathematics Competition ● Tuen Mun Join School Junior Mathematics Competition ● Hong Kong Physics Olympiad 2014 ● Australian National Chemistry Quiz ● Nature Walk Through 2014 - All Primary Project Competition ● Hong Kong Youth Mathematical 	<ul style="list-style-type: none"> ● 2014 Piracy & Malware IES Competition ● 2014 Piracy & Malware IES Competition Best PowerPoint Presentation Award ● Mobile Coins Kiosk Design Competition ● Friends of the Earth "Waste No Food" MV Competition ● Hong Kong International Handbell Olympics 2014 	<ul style="list-style-type: none"> ● 13-14 Flag-guard Competition ● Ming Pao News Writing Competition ● Hong Kong Inter-School Team Chess Championship 2014 ● The ISF Academy 2014 Chess Open ● Hong Kong Junior Chess Championship 2013 ● "Let's Talk Basic Law" Competition

	<p>Competition</p> <ul style="list-style-type: none"> ● The 16th Sai Kung Area Inter-Primary Schools Swimming Competition ● The 42nd Open Dance Contest Chinese Dance ● The 50th Hong Kong Schools Dance Festival Chinese Dance ● A.S. Watson Group Hong Kong Student Sports Awards ● HKFA Futsal Competition ● Inter-School Table Tennis Competition ● 2013-2014 Christmas Rope Skipping Carnival ● Double Dutch Speed Contest ● Hong Kong All Age Masters Rope Skipping Championships 2014 ● Hong Kong Inter-School Rope Skipping Competition 2014 ● Jump Rope for Heart 		<p>Competition:</p> <p>The Hong Kong Youth Putonghua Speech Competition</p> <ul style="list-style-type: none"> ● 2014 Hong Kong Kids Speech Festival 	<p>High Achievers Selection Contest</p>	<ul style="list-style-type: none"> ● The 66th Hong Kong Schools Music Festival ● The 10th Cisco Hong Kong-Macau Youth Networking Skills Competition 2014 ● IT Challenge Award 	
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	Inter-School Rope Skipping Competition ● All Hong Kong Jing Ying Basketball Tournament 2013-2014					
No of Awards	598	200	252	45	99	47

The above summary just counts, Champion, 1st-running up, 2nd-running up, Gold, Silver and Bronze award or equivalent.