

The Hong Kong Chinese Christian Churches Union

Logos Academy



Annual School Report

2014-15

	<u>Campus 1</u>	<u>Campus 2</u>
	<u>(Primary Section)</u>	<u>(Secondary Section)</u>
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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’ abilities 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 realms.
- 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 started 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, counseling 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>1/6/2014 to 31/5/2015</u>	<u>1/6/2015 to 31/5/2016</u>
Chairman	Rev. Chung Ka Lok	Rev. Pong Kin Sun, Kinson
Vice Chairman	Mr. Pong Yuen Sun, Louis	Rev. Woo Ming Tim, Samuel
School Supervisor	Mr. Pong Yuen Sun, Louis	Mr. Pong Yuen Sun, Louis
Treasurer	Dr. Cheng Sung Ko, Charles	Mr. Lee Chi Yuen
Secretary	Rev. Chung Kin Kai	Rev. Chung Kin Kai
Managers	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)	Dr. Chan Kwok Wong, Dr. Chan Wai Sang, Samuel, Prof. Cheng Kin Fai, Rev. Cheng Sau Ting, Peter, Rev. Cheung Kai Ming, Rev. Chung Ka Lok, Prof. Kwan Yui Huen, * Prof. Law Wing Wah, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Dr. Cho Hee Chuen, Paul (Principal), Ms. Yang Sze Man (Parent Manager), Ms. Lee Cheung Pui, Cat (Alternate Parent Manager), Mr. Tai Kin Fai, Alvin (Teacher Manager), Mr Ng Ka Wo, Anthony (Alternate Teacher Manager)

* Prof. Law Wing Wah has tendered resignation which has been accepted in the SMC and took effect from 1.9.2015.

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 hearts in education, love for children, pupil-centered philosophy, 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 which coheres 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 re-adjustment 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 online. 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 which are 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 fulfill 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 choices.

2.2. Subject and Lesson Allocation

- a. There are 190 teaching days in the whole school year.
- b. 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	18.03%	18.03%	16.84%	16.84%	14.42% - 15.05%	14.13% - 15.04%
ENGLISH LANGUAGE	18.03%	18.03%	16.84%	16.84%	14.49% - 15.05%	14.20% - 16.87%
MATHEMATICS	13.52%	13.52%	14.74%	14.74%	12.90% - 16.48%	10.48% - 18.17%
LIBERAL STUDIES	--	0.00--	--	6.32%	10.30% - 10.75%	Depends on choices of Elective Subjects
NATURAL SCIENCE	4.51%	4.51%	12.63%	Depends on choices of Elective Subjects		
TECHNOLOGY	--	2.25%	--			
PERSONAL, SOCIAL & HUMANITIES	11.26%	13.51%	18.96%			
ARTS	9.02%	29.02%	6.32%			
PHYSICAL EDUCATION	4.51%	4.51%	4.21%	4.21%	4.12 - 4.30%	4.04 - 4.30%
OTHERS	21.13%	16.62%	9.48%	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.

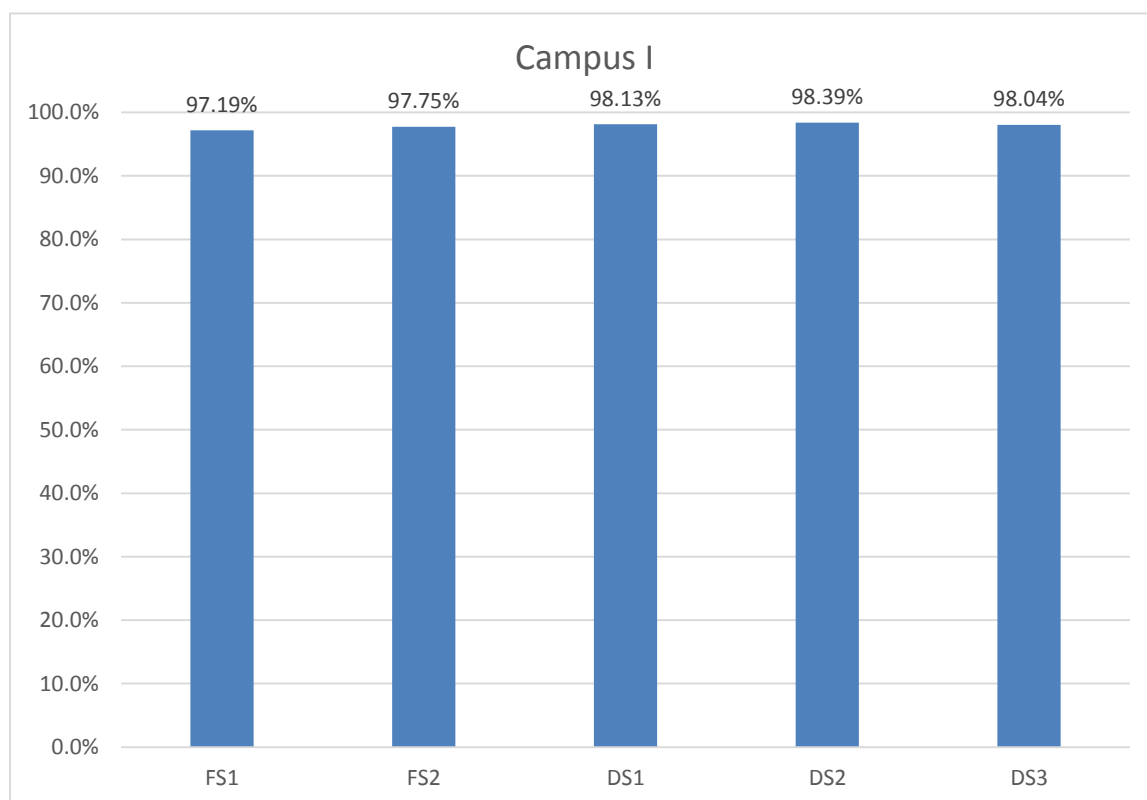
2.3. Our Students

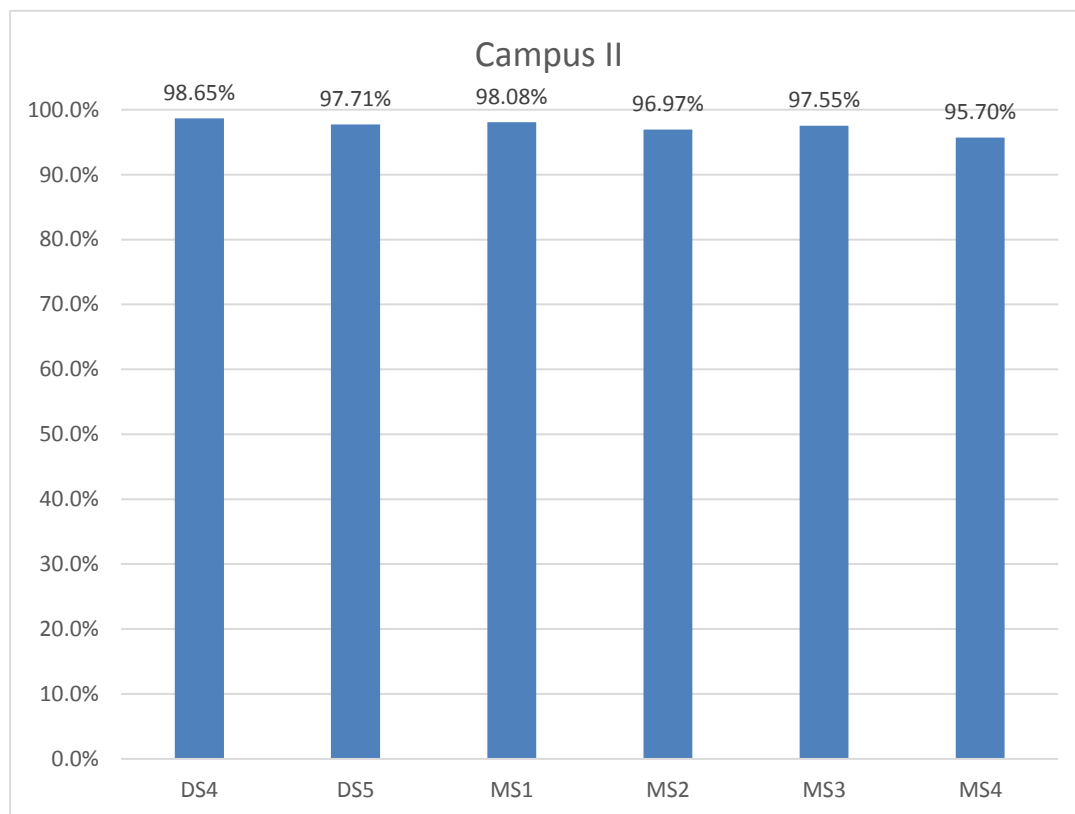
a. Class Structure

The table below summarizes the number of classes and students in each year level in 2014-15.

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	98	103	104	95	97	107	114	104	96	95	71	1084
No. of Girls	99	93	84	102	80	98	102	89	95	113	69	1024
Total no .of students	197	196	188	197	177	205	216	193	191	208	140	2108

b. Annual Attendance Rate





2.4. Our Teachers

a. No. of teachers

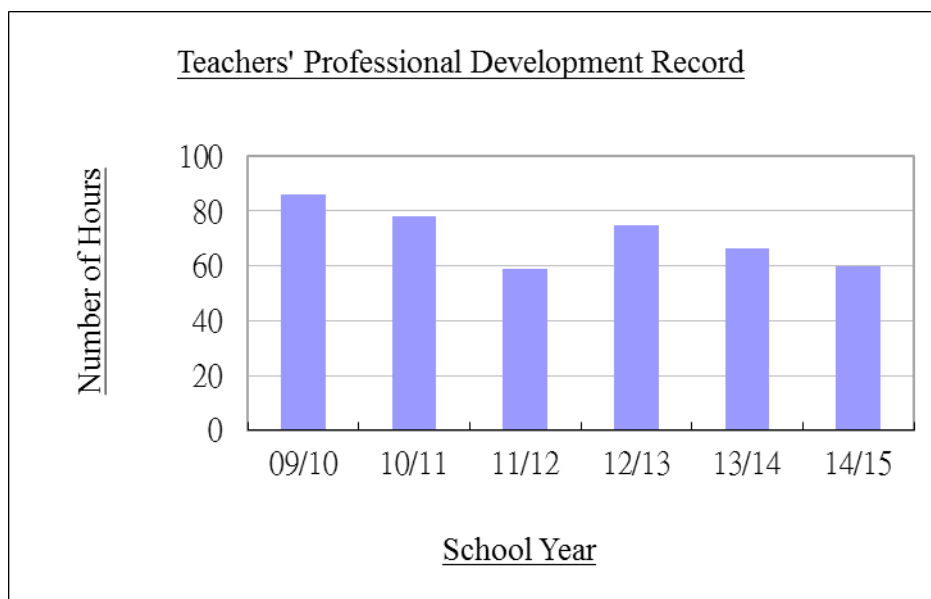
There were 167 teachers (including 14 teaching assistants) in the approved establishment.

b. Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education :	96.73%
Bachelor Degree	99.35%
Master / Doctorate Degree or above	62.75%
Special Education Training	15.68%

Working Experiences (% of Teachers)	
0 - 4 years	19.61%
5 - 9 years	32.68%
≥10 years	47.71%

c. 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 assessments 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 two school social workers. The education psychology services team offered support on a regular basis to these students often in individual sessions, small groups, and also provided consultation to teachers to help them better cater to students' various individual special learning needs.

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 Counseling 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 2014/15, 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 programs, 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 programs 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 undergraduate 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 programs.
- A series of induction programs 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 to 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.
- 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 children.

c. Support to Students

- Support programs 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 group programs geared towards supporting students with special educational needs (SEN) were also organized often after school 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” in 2014/15. Through the support from teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their examinations.
- To help SEN students with more severe difficulties, day-to-day individual coaching sessions were arranged for them after school or during lunch breaks by the Education Psychology Team. With the support of parents, students under such coaching programme were encouraged to work on individualized goals in areas related to learning motivation, study skills, good learning habits, self-management of behavior and emotion.
- 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 classrooms.
- 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 mentors as well as friends 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 the Team aiming 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 2014/15, the Education Psychology Team had provided various kinds of support to individual students. A total of 303 learning and other training sessions were organized. A total of more than 110 students with various special educational needs had actively received support service from the Team.

4. Achievement and Reflection on the School Major Concerns

4.1. Major Concern 1: To enhance professional teaching skills with the aim to motivate students of different learning abilities

Some measures were adopted to enhance teachers' professional skills with the aim to motivate students of different learning abilities: (a) make use of in-house and external resources, (b) further develop a learning community culture of sharing and professionalism. Achievements and reflections on each measure were as follows:

a. To enhance teachers' professional capacity on diversity catering using in-house and external resources

(1) Achievements

In this academic year, the school invited guest speakers to give talks on different topics on the staff development days such as "Introduction to Gifted Education", "Steps and Acts in Handling ADHD Students" and "Sharing of Good Practices on Handling SEN students". In addition, our school's Educational Psychologists organized several SEN workshops for teachers from FS1 to DS5 levels.

In the school survey of 116 teacher participants, 74% of teachers agreed that the school provided adequate resources and logistic support for teachers of all levels to attend external courses of various durations on diversity catering organized by different universities and the Education Bureau. 88.8% of teachers successfully enrolled in external courses. In addition, 72% of teachers expressed that they attended in-house workshops on diversity catering while 47% attended external courses or seminars on diversity catering. 77% of teachers expressed that they could apply what had been learned in internal and external workshops and seminars in classroom settings.

Teachers of core subjects attended both internal and external courses. They include:

● Chinese Subject :

1. 100% of primary school teachers attended the internal workshop on diversity catering and staff development day.
2. 100% of DS4 teachers attended the talks about ADHD and hyperactive and their cure.
3. 100% of primary school teachers attended at least two external courses.
4. 64.7% of secondary school teachers attended two external courses.

● English Subject :

1. A few primary and secondary school teachers attended external seminars on diversity catering specifically on English Language teaching and subsequently held a sharing session with the rest of the English Department of both primary and secondary campuses.

● Mathematics Subject :

1. 95% of subject teachers attended courses on including Math curriculum, pedagogies, IB workshops and 5-day workshop for catering for diverse learning needs run by the EDB.
2. 95% of teachers felt that the climate on encouraging teacher training in department was good and the procedure for applying for training programme/seminar/workshop was simple for teachers to follow. All teachers agreed that the training program was resourceful for them.

● Humanities Subject :

1. More than half of Humanities teachers took the initiatives in participating in courses organized by the EDB, HKEAA, IBO and tertiary institutions on topics related to diversity catering with focus varying from pedagogies to assessment practices, from subject specific courses to general ones.

● Science Subject :

1. Two teachers were assigned to attend external courses and seminars on diversity catering.
2. Over 90% of subject teachers attended the in-house workshops on diversity catering.
3. Teachers felt that the courses were fruitful and helped them identify SENs and become more able to handle them.

(2) Reflection

According to the survey, the percentage of whole school teachers participated in the internal and external courses or workshops did not meet the target. Apart from the core subjects, the school will encourage teachers of other subjects to enroll in both internal and external courses or workshops in the coming year.

● Chinese Subject :

1. Primary school teachers' attendance on external courses was quite effective and could grasp the basic knowledge in handling learning diversity.
2. Some secondary school teachers had room for improvement in attending external courses on diversity and some did not meet the target of participating in external training.

● English Subject :

1. At least 4-5 teachers from primary school should attend external courses on handling SEN students.
2. At least one to two sharing sessions should be held after attending any external courses.
3. More support from Teaching Assistants (TAs) for lesson substitution was needed so that teachers could attend external seminars. Lesson swapping was not really practical due to the packed time-table.

● Mathematics Subject :

1. It was difficult for teachers to arrange time to attend courses due to the tight teaching schedule and different administration work.
2. Disciplinary problems might happen during their leaves, so follow-up action should be necessary.
3. About 75% of teachers were satisfied with substitute teachers/lessons swapping during the periods of attending the training programme.
4. The Department could arrange teachers to attend more than 3 days training programme in the period of school assessments so as to reduce the negative impact to minimum.

● Humanities Subject :

1. Teachers showed initiatives in diversity catering.
2. There was a divergence between what had been learnt and the actual practice. Catering diversity seemed to be easier in assessments than in daily classroom practice.
3. Compromise had to be made between differentiated approach in handling students/classes of different abilities and parents' expectation of "equality". Communication with parents or education was needed at the beginning of the school year.

● Science Subject :

1. Sharing of teaching skills was done.
2. Teachers were aware of the needs of preparing different types of worksheets to students of different abilities.
3. Teachers were becoming more confident in handling students with SENs in lessons.

● Educational Psychology Team :

1. A case-oriented workshop approach geared to specific grade levels of teachers was adopted in the training. The approach was found to be able to better meet the needs of the teacher participants. Similar approach could be considered in future training.

b. To further develop a learning community culture of sharing and professionalism

(1) Achievements

According to the survey conducted by the school, 89% of teachers expressed that it was useful for the school to arrange common time slots in the master time-table for all major academic subjects from FS1 to MS3. Subject teachers could make use of the common time-slot for co-planning of lessons. 78% of teachers agreed that co-planning of lesson was useful. In addition, 87% of teachers expressed that the common free-time slots in the master time-table for departmental meetings were useful. They could share with each other what they had learnt or acquired after attending the external workshops. 88% of teachers agreed that the open-class resource bank materials were easily accessible and 70% of teachers found that the open-class resource bank materials were useful. 78% of the teachers often participated in the peer lesson observation and 86% of teachers could benefit from the peer observation on teaching skills.

Different subject departments made use of the common time-slots for co-planning of lessons, departmental meetings and sharing of teaching skills and materials. Their achievements and reflections were as follows:

- Chinese Subject :

1. There was a common time-slot for co-planning of lessons of all levels in both primary and secondary school. The subject head and the co-ordinators of primary and secondary school would try their best to attend the co-planning of lessons.
2. All levels of teachers of primary school could make use of the time-slot for co-planning of lessons, adjusting the teaching schedule, analyzing the learning condition of the students according to the assessments and the adjustment of the Chinese curriculum. There were nine meetings for co-planning of lessons this year.
3. All levels of teachers of secondary school could make use of the time-slot for lessons co-planning and discussion on teaching schedule, designing of worksheets, and test papers, etc. There were ten meetings for co-planning of lessons for lower secondary and eight meetings for upper secondary.
4. As the time for departmental meetings was limited, teachers used it for internal affairs and sometimes for level co-ordination work.
5. As the majority of primary school teachers observed the open classes, so there was no need to use the open class resources for sharing.
6. As there were not many open classes in the secondary section, the Chinese Department invited six teachers to give internal sharing of teaching.
7. 100% of primary school teachers met the target for peer observation (at least two times for the same level and one time for other levels). In order to improve learning and

teaching, they would give feedback to their colleagues after lesson observation.

8. 100% of primary school teachers were observed twice by the department head.
9. 100% of primary school teachers filled out the self-evaluation forms.
10. 94% of secondary school teachers were observed by the peer colleagues. 69% of teachers of the same level completed the lesson observation while 69% of teachers of different levels completed the cross-level lesson observation.
11. All secondary school teachers conducted a self-evaluation survey and majority of teachers recognized their promising profession.

● English Subject :

1. Weekly departmental meetings and level co-planning meetings were held in both primary and secondary sections to ensure that all teachers received the same information and had chances to voice out opinions on issues regarding the curriculum.
2. Minutes were taken in each meeting which were kept in the POLY Drive.
3. Review of booklists for secondary for next year was conducted in these weekly meetings in a level by level basis as well as an overview of the booklist to ensure vertical continuity and cohesion.
4. Teachers were encouraged to attend open classes and to give constructive feedback of the lessons observed.
5. A resource bank was created and panel members could assess the feedback forms and video clips easily.
6. Each panel member has to observe other teachers and be observed by another teacher.
7. Some teachers observed their peers through open classes and gave constructive comments.
8. Detailed feedback forms were filled in after the observation and were given to the teacher who was being observed.
9. Teachers were required to complete the self-evaluation forms of the lessons conducted.
10. Post lesson discussions helped teachers evaluate and improve their teaching skills.

● Mathematics Subject :

1. All teachers agreed that the Head of Department (HoD) and Curriculum Officers (COs) organized well and supervised the co-planning of lessons among subject teachers of common levels. For the lesson preparation, Curriculum Officers held about 200 meetings with teachers. Referring to the level meeting records, there were about 193 meetings from Term 1 to Term 4 at all levels.
2. All teachers fully supported the departmental policies that teachers should share what they had learnt after the training programs and they enjoyed very much the professional exchanges of experience and knowledge on learning and teaching after the training programs.
3. All teachers appreciated that the Department frequently organized different platforms

including MDM, PDD, Level of Preparation Meeting and Open-Class Resource Bank to conduct professional exchanges in teaching and learning.

4. All teachers agreed that the HoD, COs and peers frequently gave constructive feedback to teachers after class observation.
5. 95% of teachers agreed that peer class observation was helpful to teacher on professional development.
6. Total frequency of class visits was 55 times in primary division while total frequency of class visits was 51 in secondary division.

● Humanities Subject :

1. Co-planning of lessons was mostly not applicable as usually one teacher responsible for one level in FS and DS levels. For MS levels, if more than 1 teacher teaching 1 level, informal communication was adopted as they were usually sitting next to each other, e.g. Economics, or theme/topic-based meetings were organized, e.g. Liberal Studies.
2. Periodical departmental meetings were arranged for teachers of social studies in Campus I (FS1 to DS3) and campus II (DS4 to DS5) respectively.
3. A one and a half hour session of Staff Development Day in November was assigned for the sharing of teaching skills using the open class resource bank among panel members.
4. Apart from subjects having the tradition of peer lesson observation like Liberal Studies, History, TOK etc., the practice was extended to other subjects like Psychology, BAFS, Economics, etc. which organized at least 1 round of peer lesson observation with post-observation discussions among members.

● Science Subject :

1. Subject coordinators led teachers to co-plan lessons in the common free period. Sharing of ideas in teaching among teachers was done. Teachers found it useful in improving the quality of their lessons.
2. Regular departmental meetings were held. Teachers used these time-slots to discuss the teaching progress and preparation of the assessment papers.
3. Sharing sessions were arranged on the professional development day.
4. Peer lesson observation was conducted.
5. Teachers found the resource bank of open classes useful in helping their teaching and learning.

(2) Reflection

It was found that the common time-slots for co-planning of lessons, departmental meetings, and sharing of teaching skills and materials among the major subject departments were useful and beneficial. It was suggested that the school should continue to allocate the common time-slots for the subject departments next year. It was also suggested that the school should provide more

support to teachers to attend external workshops and seminars. In addition, more inter-departmental sharing on teaching strategies e.g. classroom management skills and learners' diversity catering skills was expected.

● Chinese Subject :

1. The target of the time-slot for co-planning of lesson was met. It was convenient for the teachers of same levels to discuss and adjust the teaching schedule, design the worksheets and work out the guidelines for setting test and examination papers.
2. The atmosphere of sharing of teaching skills and techniques was not yet formed.
3. It was suggested that the experienced teachers should be invited to be the level coordinators to plan the teaching schedule and other learning matters of those levels.
4. Level coordinators should inform the subject teachers about the time and agenda of the meetings in advance so that the subject teachers can prepare for the meetings.
5. It was suggested that it was necessary to review the purpose, quantity and principles of the open classes. There was no need to arrange the open classes for every level and class for the sake of parents' expectation. Open classes should not be held in Term 5.
6. Teachers of the same levels selected their good friends for peer lesson observation and sharing of teaching skills, and so it was not so effective.
7. Peer lesson observation should be maintained but the arrangement should be done by the panel head. Teachers should also be encouraged to have peer lesson observation with other subject teachers.
8. In order to strengthen the sharing of teaching, it was expected that the teachers could observe the lessons of the panel head and the coordinators in the coming academic year.
9. In order to improve the teachers' teaching skills, the focus of lesson observation in the coming academic year will be on questioning skills, the handling of small group activities, etc.

● English Subject :

1. Co-planning meetings allowed effective communication between level teachers and created a sharing culture.
2. Often time was insufficient for in-depth discussions about lesson planning.
3. Subject head could use 1 to 2 videos as professional development materials in the departmental sharing session on Staff Development Day, and colleagues could learn from one another.
4. Teachers could focus on the questioning skills when observing the lessons. An extra column on the observation form should be added so that teachers would put more emphasis on it.
5. Making better use of staff development days for departmental lesson planning would be appreciated.

6. As the English Department had its own staff room, the sharing of materials and the discussion of teaching ideas and skills were frequent and more casual.
7. Good teaching practices needed to be shared to a wider audience rather than just the observer. A sharing session for such purpose should be arranged.

● Mathematics Subject :

1. The Curriculum Officer could be arranged to sit with teachers in the same staff room so as to organize and supervise the co-planning of lessons more conveniently.
2. Peer lesson observation could be aligned with co-planning so that a more effective outcome could be achieved.
3. The culture of professional sharing formed a learning community which is a good practice in professional development.
4. Teachers should be encouraged to suggest on how to implement what they have learnt in their daily lessons.
5. The Math Department had already built up the learning community. All Math teachers agreed that these platforms were helpful to teachers in teaching and learning.
6. It was a usual practice to have peer lesson observation for professional development in the Math Department. All teachers felt very satisfactory on such professional exchanges. The Math Department should focus on one to two items on specific teaching skills each year.

● Humanities Subject :

1. The co-planning meetings, both formal and informal ones, marked the beginning of collaboration and in long term help to cultivate the spirit of learning communities.
 2. Sometimes, the departmental meetings were mainly concerned about administrative issues 亓
3. More could have been placed on exchanges of ideas on pedagogies and tactics in learning and teaching.
4. More could have been done to focus on the generic attitudes of the videos so that teachers of all levels could benefit from these open class valuable resources.
5. The practice sounded to be supportive and feedback was generally positive. Clear observation focus should have been set with prior input on those skills/attributes given in advance.

● Science Subject :

1. This year, many teachers were responsible for teaching several different levels. Teachers found that it was difficult for them to co-plan lessons with different groups of teachers. The issue of teacher allocation for teaching the same level needed to be addressed.
2. Senior form lessons ended at 5:00 pm. Time was very tight for teachers to have meetings.

Regular meetings were good for teachers to have sharing on teaching skills, arrangement of student activities and teaching progress. If possible, these free time-slots could be arranged in future.

3. Teachers were encouraged to use the resources which were kept in the school server.
4. Some teachers reflected that peer lesson observation would be more effective than using the open class resource bank.

4.2 **Major concern 2 : To nurture proactive learning attitude among students**

Some measures were adopted to nurture proactive learning attitude among students: (a) motivate students to acquire the habits of self-learning in preparing for lessons, (b) motivate students to take initiative in acquiring knowledge through reading, (c) use different strategies including the use of IT to raise the interest of students of different learning abilities in proactive knowledge acquisitions. Achievements and reflections on each measure were as follows:

a. To motivate students to acquire the habits of self-learning in preparing for lessons

(1) Achievements

This year, the school wishes to nurture proactive learning attitude among students. The message to inform students the importance of self-learning and the school's initiative on "preparation of lessons" to motivate self-learning were conveyed to all teachers and students at the beginning of the school term. According to the school survey, 84% of teachers said that they followed the school's initiative on student preparation for lessons, and 46% of teachers found that students were aware of the school's expectation on their preparation for lessons. Besides, 53% of teachers understood what the "flipped classroom strategy" was important. 32% of teachers attended sharing sessions on "flipped classroom strategy" while only 20% of teachers used "flipped classroom strategy" for their lessons. 44% of students were aware of the importance to their self-learning. Different subjects formulated their policies on making "preparation for lessons" as an important means of homework assignment and developed different modes of "homework assignments" that contributed to self-learning of students. Some subject departments arranged sharing sessions in departmental meetings on "flipped classroom strategy". Details were as follows:

- Chinese Subject :
 1. Although subject teachers asked students to prepare before class, students' performance was unsatisfactory.
 2. Circulating worksheets designed for each level before teaching and let teachers of same level propose amendments and mass printing for whole level after finalization.
 3. Half-yearly assignments inspection with feedback for each level, sample assignments

with better marking for teachers were displayed for teachers' reference.

4. The International Baccalaureate Diploma Programme (IBDP) encouraged independent learning, teachers' designing different types of assignments, with division of labor among students in completing papers outline writing, and making peers modification and sharing the learning outcomes and preparing for the examinations.
5. To strengthen the requirements of students' attention in lessons, conscientiousness and timely submission of homework, according to the student survey conducted in January, the data was as follows:
 - Students of DS4 and DS5 were required to prepare and finish preparation worksheets for each chapter. According to the student survey, 54% of DS4 students and 49% of DS5 students agreed that they could conscientiously prepare before lessons.
 - The condition of MS1 to MS4 students preparing before lessons went from bad to worse. For MS4 students who did lesson preparation dropped from 45.7% to 37.8%, showing that high school students had not yet established the habit of preparing before lessons.
 - As for students studying IB program, 59.7% MS3 and 56.5% MS4 students prepared before lessons which was also unsatisfactory.
 - Literature students' performance was more ideal. All MS1 and MS2 students prepared before lessons. MS3 and MS4 on average 66.7% of students could make preparation before lessons.

● English Subject :

1. Departmental meetings were held to establish the minimum level of homework to be given to students.
2. Teachers often felt that the minimum amount was adequate for the low-achieved students, but the higher ability groups needed more work to challenge them.
3. Departmental meetings were held to discuss how to promote self-learning and the effectiveness of the flipped classroom.
4. Different types of homework assignments were discussed among teachers as well as the effectiveness of the assignments when coupled with different teaching styles.
5. Students were asked to do researches at home to find related learning materials and bring to class, and this helped them to make preparation for the lessons.
6. Students were asked to do exercises and listen to stories on the online self-learning platform, "Fun & Friends". It provided extra English learning resources and students could learn self-learning skills at home. Prizes were presented to the top-performing students.
7. In departmental meetings, the advantages of flipped classroom by project learning and different class activities were illustrated.

● Humanities Subject :

1. Pre-reading materials in paper or e-format were distributed to students as the preparation for lessons, e.g., “Economic Journals” (信通) for Liberal Studies lessons, video clips in moodle or Internet as the basic information for making presentation in History, TOK, etc.
2. Various formats of assignments with the expected levels of difficulty were re-emphasized in departmental professional development sessions.
3. Both informal and formal sharing on student-centered assignments, like presentation, project learning, Extended Essay (EE) and Internal Assessment (IA) in IBDP and School-based Assessment (SBA) and Independent Enquiry Study (IES) in the HKDSE, were held especially among teachers of the same subject.
4. Teachers attended seminars and workshops on “flipped classroom” conducted by the CUHK, HKEdCity and PolyU.
5. Tryout was made in MS3 IB History on flipped classroom by using moodle as the platform, with disappointing outcome. The experience was shared in departmental professional development session.

● Mathematics Subject :

1. About 79% of teachers agreed that the existing departmental policy promoted flexible design on the homework assignment and lesson design to cater for learning diversity, but the habit of self-learning in preparing for lessons was still not shaped.
2. About 73% of teachers agreed that the Department gave clear and helpful guidelines to and share with teachers on different modes of “homework assignments” that could contribute to self-learning of students but only 55% of teachers always asked students to prepare for lessons with suitable worksheets/learning materials and 69% of teachers frequently designed homework/assignments for initiating students’ self-learning.
3. The Department did not frequently promote “flipped classroom strategy” in departmental meetings so that only about 30% of teachers had trials on implementing “flipped classroom strategy” in normal lessons. But 95% of teachers believed that “flipped classroom strategy” was helpful in encouraging students to acquire the habits of self-learning.

● Science Subject :

1. Issues of students’ self-learning were addressed in the department handbook.
2. Various modes of assignments, worksheets were designed by teachers for the students to prepare for lessons.
3. Some teachers even gave PowerPoint notes and some materials for students to prepare for the next lesson e.g. for MS1 Physics classes.
4. However, teachers also found that it was quite difficult to persuade DS level students to

read before lessons, especially the lower ability classes.

5. Weekly common free-period was used among teachers to discuss the teaching skills, such as using clear guidelines and choices of words. Teachers found that it was useful and fruitful in the discussions.
6. Teachers kept sharing the “flipped classroom strategy” throughout this year and some teachers attended the relevant seminars. Sharing was made with some ICT teachers and Chinese Language teachers about how they used the strategy in their lessons. However, it was found that students’ attitude towards learning was one of the crucial factors for its success. Sharing was also made after lesson observation.
7. Teachers set aside some parts which required preparation in the assignment. Moreover, preparation work for the next lesson was given to students at the end of each lesson. However, the results were not quite satisfactory as expected (in terms of students’ attitude and academic performance).
8. For FS1 and FS2 students, classwork was given instead.

● ICT Subject :

1. In Oct 2014, subject panel head received a training session on using “Office Mix” for creating flipped classroom materials through MVT 2015.
2. In Mar 2015, subject panel head was invited to join a “Flipped Classroom Pilot Scheme” hosted by Web Organic (NGO). This program was supported by Google. In this program, teachers received a series of training workshops and would share the teaching strategy of flipped classroom in HK.
3. In Logos, MS1 started the use of flipped classroom strategy. For every single lesson, students completed the online session before attending the class. In the online session, a short video (not more than 5 minutes) was watched and the online exercise completed.
4. From mid-April to 1st May 2015, over 90% of students completed the online session before the lessons, which enabled the teachers to have a smooth teaching flow.

● Music Subject:

1. Some questions were raised before the end of the lesson and some students could answer the questions in the following lesson.
2. For recorder learning, students learnt to play the song by themselves before lessons and the majority of students could play the song.
3. For MS students, they were requested to read relevant materials or books before lessons.
4. Different modes of “homework assignments” were introduced in panel meetings such as book reports, projects, worksheets, essays, creative work and performance, etc.

● Family Life Education Subject :

1. “Preparation for lessons” in FS1, DS1, DS2 and MS1 levels was carried out once as a

trial attempt.

2. Students in primary levels did quite well while the performance of students in MS level varied.
3. As this was the first trial, teachers assessed the students' performance by homework and classroom performance. Through observation, students in primary levels did quite well while the MS1 students' performance varied.
4. In MS1, students tried to use "Preparation for Lessons" to gather relevant materials for discussions. This arrangement let the students grasp the theme of the topic concerned and could arouse their interest and motivation to learn.

● Liberal Studies Subject :

1. The LS teachers of MS2-3 had made use of the selected Economic Journals (i-know, 信通) news-cuttings and asked the students to do news analysis based on the news-cuttings and make group presentation on selected topics in Term 2 and Term 5. Some assignments required the students to source from the news-cuttings.

(2) Reflections

It was noted that many subject teachers followed the school's initiative on student preparing for lessons and made efforts on designing different forms of worksheets, homework assignments for the students to do preparation before class, but the result was unsatisfactory. For example, according to the survey done by Chinese subject, only 54% of DS4 students and 49% of DS5 students admitted that they could conscientiously prepare before lessons and the figures for the higher forms MS1 to MS4 students are worse. For Mathematics subject, only 55% of teachers always asked students to prepare for lessons with suitable materials and 69% of teachers frequently designed assignments for initiating students' self-learning. Some teachers reflected that the implementation of lesson preparation was not successful due to the fact that students who failed to complete the preparation had no consequence. Some suggested that subject department policies of constant requirement of students to prepare before class should be established.

Only 20% of teachers used the "flipped classroom strategy" for their lessons since it was not compulsory and this was rather a new teaching approach. The school should encourage more teachers to attend sharing sessions on "flipped classroom strategy" and subject departments should further study how to implement "flipped classroom strategy" in the coming year so as to set up an important learning platform to facilitate student learning.

● Chinese Subject :

1. Subject teachers mostly advised and encouraged students to do preparation before class. Students who failed to complete the preparation had no special punishment. So, the implementation was not successful.
2. It was suggested that a set of subject policies should be established and consistently asking students to prepare before class.
3. Teachers had improvement in designing worksheets.
4. Making use of incentive programs to encourage students to write which helped promote self-learning culture.
5. The International Baccalaureate Diploma Programme (IBDP) homework design encouraged students to do more and to think more, which enhanced learning.
6. Considering display excellent worksheets or schoolwork design, which resulted in students learning from each other.
7. The Writing Rewards Program could be started earlier.
8. There was no unified school homework policy leading to different requirements for different subjects, which was unfavorable for students to develop habits of lesson preparation and finishing homework.
9. FS1 students mostly completed coursework in the lessons. Other levels students, apart from finishing writing and listening in class, had a lot of homework. DS3 students had preparation homework in some texts.
10. Most of our students had not met the requirements of self-discipline and self-learning.
11. Students were expected to prepare before lessons from lower levels, helping them develop this habit so as to improve the learning and teaching effectiveness.
12. Upper level primary students were required to finish not less than 2 pieces of homework each week, in order to cultivate the habit.
13. The teachers still needed to chase homework, not to be too lenient.
14. The school should have a more clear homework policy and all subjects colleagues should also abide by the policy.

● English Subject :

1. A review of the current levels of homework was made and the levels could be adjusted accordingly.
2. The “flipped classroom strategy” was met with mixed opinions. General consensus was that student motivation differed from class to class and that the success of “flipped classroom strategy” heavily relied on strong motivation to learn.
3. The "flipped classroom strategy" could be useful in classes which had already established a strong learning motivation. For classes which still needed a lot of guidance regarding learning motivation, the "flipped classroom strategy" would not be effective.

4. It was good for students to be in charge of their own learning and cultivated the habit of self-learning at home, especially for the less able students in need of more practice and context setting
5. During the co-planning meetings, guidelines (e.g, amount of homework) could be shared among the teachers.
6. Sharing sessions could be arranged during the level co-planning meetings.

● Humanities subject :

1. Pre-reading with clear follow-up tasks usually found more effective. On the whole, there was still room for improvement for students' motivation in self-learning.
2. FS and DS levels students highly appreciated the higher degree of flexibility in setting different modes of homework assignments, while MS levels assignments were usually confined to the public examinations formats.
3. "Project Learning" as a cross-curricular project will be introduced in the coming academic year as a trial run project to train up students' self-learning ability.
4. "Flipped classroom" serves only as the platform for self-learning, while students' motivation may not necessarily be raised with this platform.
5. Besides, both teachers and students felt insecure by only learning through online platforms and doing follow-up exercises in classes. More sharing sessions with experienced teachers in flipped classroom will be recommended to teachers.

● Mathematics Subject:

1. The Math Department should need more strategies to encourage less-abled and low motivation students to follow the scheme of "preparation for lessons" next year. The Math Department should have a strong homework policy in making "preparation for lessons" as an important means of homework assignment next year.
2. There was still room for improvement on the design of different modes of "homework assignments" that could contribute to self-learning of students with different learning abilities.
3. The Department should devise substantial plans to develop systematically various types of assignments with different levels of difficulty that can contribute to self-learning of students.
4. The Department needed huge amount of resources to support the implementation of "flipped classroom" learning mode such as learning videos, assessment tools and professional development. It was worth having further discussion next year.
5. The Department should further study how to implement "flipped classroom strategy" in normal lessons in the coming years so as to set up an important learning platform to facilitate students learning.

● Science Subject :

1. Although teachers gave worksheets and preparation work to students, it was reflected that not all students completed the worksheets before the lessons. It was suggested that this initiative should be continued but it would take time for students to have such habit.
2. As not all students were used to complete the preparation work and there was a need for students to learn self-study, especially for students who were aiming for IB classes in future. It was a long-term effort for teachers to train up students.
3. Teachers reflected that FS1 and FS2 students were too young to adapt to this policy. Some teachers reflected that the teaching schedule was too tight; thus it was hard for students to prepare for their lessons well beforehand.
4. Some page numbers in the assignments were highlighted to help students prepare and train up in self-learning initiatives. However, some students were not well trained to have the habit of preparing before lessons. Much more would be done in coming future regarding this.
5. In preparing the homework assignments, some questions should be designed and should be exam-oriented, in order to prepare MS level students for public examinations.
6. Learning platforms should also be well-prepared for students and the effectiveness of introducing the "flipped classroom strategy" in the classroom had to be addressed.
7. Students' habit of preparation for lessons had to be trained. Their writing skills should also be enhanced, which was a long-term goal for both students and teachers.
8. Learning materials for pre-lesson preparation could be very time-consuming. Some students were not motivated to complete the tasks given to them before the lessons. Some teachers reflected that classwork might be preferable to homework.

● ICT Subject :

1. The "flipped classroom" teaching approach is popular in Hong Kong. However, most of the teachers focused on video-shooting. Through the training from Web Organic & Microsoft, we found out the key points on building flipped classroom materials and relative support on building the flipped classroom exercises. An online platform could be used for monitoring students' progress and analyzing the students' watching time and performance in exercises which could help in refining the learning and teaching progress.
2. The Department keeps on joining working groups of flipped classroom in Web Organic & Microsoft. The school will exchange the teaching practice on flipped classroom with other primary and secondary schools.

● Music Subject :

1. The policies will be implemented in the coming school year so as to motivate students to

acquire the habits of self-learning before lessons.

2. These “homework assignments” could contribute to self-learning of students.
3. Some students could complete their works by themselves and their works were in high quality.
4. It was suggested that the use of different modes of “homework assignments” in assessing students’ learning performance should be implemented in the coming school year.

● Family Life Education Subject :

1. For MS students, some were not willing to do the “preparation for lessons” as it cast extra workload on their already heavy homework workload in general.
2. Detailed planning on the policies and selection of topics for the practice was suggested to be carried out in summer.
3. It was suggested that the assessment mechanism to assess students' opinions on "Preparation for lessons" and "Self-learning" should be set up.
4. It was suggested that the school should provide more information on "flipped classroom strategy” for teachers' exchanges.

● Liberal Studies Subject :

1. All the students at MS2 and MS3 had the opportunities to take part in the group presentation. They were allowed to select topics of presentation.
2. High commitment and good preparation were observed in most of the groups.

b. Students are motivated to take initiatives in acquiring knowledge through reading

(1) Achievements

In recent years, the school has been promoting reading and tried to motivate students to take initiatives in acquiring knowledge through reading. According to school survey, 80% of teachers agreed that there had been an increased collection of books in the school library promoting reading for every subject. 60% of teachers agreed that the Extensive Reading Support Team had implemented effective strategies in motivating students to read regularly in the primary campus. 62% of teachers agreed that they had encouraged students to self-learn through extensive reading program for language acquisition. Apart from the increased collection of library books for different subjects, students were encouraged to participate in different reading schemes and build up a regular reading habit. Subject departments actively helped the students take initiatives in acquiring knowledge through reading.

● Chinese Subject :

1. Reading activities and book fair were co-organized with the Library in the primary section and the atmosphere was very good.
2. The “Chinese Culture Book Fair” was held in March 2015 in the primary section with overwhelming response and the two days sales of nearly \$60,000.
3. FS1 students had new reading class this year, with a total of six reading topics, including: Hans Christian Andersen fairy tale, Christmas books, Chinese fairy tale books, Chinese culture, Aesop’s Fables and the Brothers Grimm fairy tale. Students thought that reading books helped raise interest in learning.
4. To cooperate with the Library in purchasing appropriate books for the School Library in the secondary campus.
5. Junior and high school levels students were asked to complete a certain amount of book reports.
6. Book fair was held during the Chinese Week in the secondary section, with two days sales amounted to \$30,000 or more.
7. The Chinese Department cooperated with the Library in the primary campus and organized the “Attaining Richness through Reading” scheme, encouraging students to participate in the competition and enhance interest in reading.
8. This year, the inter-class “Ranking for Most Borrowed Reading Items” was set up and in each semester teachers would stamp or with stickers affixed to show the amount of books students borrowed. It was expected that through inter-class competition, students would encourage each other, to promote reading.
9. Students of all levels were required to complete a certain number of book reports.
10. From FS2 to DS3, there were two different “Star” level reading programs:
FS2 : Fable series & poetry series
DS1: Idioms series & local conditions and customs series
DS2: historical figures series & scientific discovery series
DS3 : writers description : 何紫、冰心
11. The teachers observed that most of the primary students loved to read and actively participated in classroom reading program activities with book reports diligently done.
12. There were 100 pieces of good work of DS1 local conditions and customs series “small book” displayed on 22nd April 2015 in the 2/F School Library.
13. Good work of all levels was displayed in July as planned.

● English Subject Team :

1. New books were bought by the Library to attract students to read different types of books.
2. A new set of readers-Wide Range Readers was added to the curriculum.
3. FS and DS students were required to hand in Reading Logs and Book Reports regularly.

4. Top Reader Competition, Bookmarks/Posters Design Competition and Reading Day were organized by the English Department and Library to motivate students to read.
5. World Book Day was organized in cooperation with the Library and school reading team.
6. Several departmental meetings were conducted concerning the revision of the booklist.
7. Novels chosen for the IBDP program received good feedback from students and former students.

● Mathematics Subject :

1. 90% of teachers agreed that the purchase of books by the Department could raise interests of students in the subject and about 85% of teachers always read books/articles relating to the subject. However, the rate of students borrowing mathematics books in the Library this year was obviously low.
2. 88% of teachers in primary division agreed that the pilot extensive reading programme this year could raise interests of students in mathematics and all teachers also agreed that the scale of the pilot extensive reading programme in the primary division was appropriate.
3. But only 45% of teachers believed that the extensive reading programme in the secondary division would be helpful in motivating students to take initiatives in acquiring knowledge through reading.

● Humanities Subject :

1. Budgets were assigned for the purchase of books and were regularly monitored.
2. Books, e.g., “新版十萬個為什麼”, “Ye Yucky Middle Ages : There’s a Rat in My Soup”, etc. that would arouse students’ interest were purchased and put in libraries in both campuses.

● Science Subject :

1. Books were purchased and kept in the Library this year. Some teachers introduced the relevant books to students during lessons.
2. Some students who joined the HKUST gifted programme requested eBooks from teachers.

● Media Education Subject :

1. There were some reference books purchased for enhancing students’ learning interest.
2. There were some books about certain media types purchased previously in the School Library. However, the number and variety of books were limited.

● Extensive Reading Support Team :

1. Floating library cabinets have been provided for substitute teachers to freely use in classes to increase pupils' reading time.
2. A "storytelling lesson" was arranged to each class of FS1 and FS2 on Monday's HRT lessons to arouse pupils' interest in reading. Two story-tellers visited each class of FS1 and FS2 twice a year. The total number of storytelling lessons was 48.
3. "Classroom Reading Corner" was reconstructed in each classroom. Each pupil was suggested to donate at least 3 books to the reading corner. Each class collected at least 20 books. The average collections of 30 classes was more than 30.
4. The "Most Favorite Story Characters" activity including the "Dress Up Day" and "Catwalk Competition" were held. There were approximately 30% of pupils participating in the "Most Favorite Story Characters" activity including the "Dress Up Day" and "Catwalk Competition". Pupils in FS1 and FS2 levels were more likely to participate in the activity.
5. The number of book collections for Chinese and English reading corners were increased in the primary School Libraries. The total number of Chinese and English books was increased to more than 850. The number of book collections was increased to more than 400 in each subject of Chinese and English.
6. Mathematics reading materials suggested by the EDB were increased. The number of Math book collections was increased to more than 140 for pupils to borrow.
7. Suggested Chinese and English reading booklists were provided to each pupil from FS1 to DS3. Pupils were encouraged to borrow books according to their reading abilities.
8. 20 minutes silent reading time in HRT period was increased for FS1 and FS2 pupils. In HRT periods they spent more than 20 minutes on reading in average. The reading atmosphere was basically created in the FS1 and FS2 classrooms.
9. Parents were encouraged to leave the playground before morning assemblies to allow their children to read books with their classmates.

(2) Reflections

In order to sustain the students' interest in reading, it was suggested that the libraries should organize whole-school reading activities or incentive schemes to promote reading habits. The closing time of the libraries should be extended to enable students to borrow books or use the library resources. The libraries should purchase more interesting books, journals, magazines and CDs and videos for different subjects and should have close connections with different subjects in promoting reading. Last but not least, parents' involvement should be greatly encouraged.

- Chinese Subject :

1. The opening time of the Library in secondary section was too short, especially after school hours. Students could not easily borrow books.

2. The collections of books in the libraries in primary and secondary sections were inadequate, with a lack of variety.
3. Promoting whole-school extracurricular reading to help raise students' interest in learning language subjects.
4. Libraries should hold whole-school reading activities or incentive schemes to promote reading habits.
5. Libraries' closing time should be extended to enable students to borrow books or use the library resources.
6. Libraries should have clear books purchasing plans and let different subjects know the budget for books purchase.
7. Libraries should have close connection with subjects and should coordinate different subjects as much as possible in promoting reading.
8. The school hours were long. In the past, parents always reflected that students had no time to read, but now fewer parents have such views. The students were also willing to read the texts in class.
9. Increasing the reading class time to attract students to read more classics.
10. The program results were encouraging.
11. The extensive reading program could be extended to DS4 and DS5, to strengthen the reading atmosphere.
12. Starting from the coming academic year, the number of Chinese lessons in DS4 will be increased to 9 lessons per week. If the overall curriculum changes little, the secondary section will start from DS4 to establish reading programs, such as book-sharing during reading class, to encourage students to read.

● English Subject:

1. Different types of books could be bought to motivate students to read.
2. A survey could be conducted on the interest levels of the books.
3. Parents' involvement should be encouraged.
4. A lot of activities and competitions were organized this year. Most of the students enjoyed and participated in the activity.

● Mathematics Subject :

1. The number of interesting mathematics books purchased in the libraries in both campuses was increased in the past two years.
2. The Department might set up some reading schemes to promote reading mathematics books at some levels.
3. The extensive reading programme was appropriately implemented in DS2. It was suggested that extensive reading programme would be appropriately implemented in both DS2 and DS3 next year.

4. The depth in the promotion of reading programs may be different depending on the abilities of students in different classes.

- Humanities Subject :

1. The Department thanked teachers for purchasing interesting reading materials and thanked the librarians for the newly purchased books being promoted in the School Library website.
2. Teachers should play more active roles in encouraging students to get access to those books.

- Science Subject :

1. Activities such as introducing different books to students during assemblies could be done.

- Media Education Subject :

1. The students had to improve their learning motivation. They expected more reference books relevant to Media Education in the School Libraries.

- Extensive Reading Support Team:

1. As substitution teachers made use of the floating cabinets, the reading time in the classrooms was highly increased in comparison with last year's arrangement without cabinets. It was also suggested that the number of collections in each of the cabinets should be increased.
2. Most pupils enjoyed listening to stories and showed their interest in reading. Feedback from homeroom teachers was very positive. It was suggested that the storytelling lessons should be maintained in the next school year.
3. It was suggested that the school should keep promoting the rationale of developing reading corners in classrooms, e.g. in parents' meetings, parents' nights, open classes and orientation days, to ask for parents' support for books donation.
4. Both "Catwalk Competition" and "Dress Up Day" were strongly appreciated by the parents. The positive comments from teachers and parents were more than what the reading team expected. It was suggested that the school should run both "Dress Up Day" and "Catwalk Competition" in the next year and extend the activities to whole-day activities.
5. It was suggested that the number of book collections should be increased in the coming year.
6. The School Library should continue to increase the Mathematics reading materials.
7. It was suggested that more guidance should be given to the students by teachers after receiving the Chinese and English reading booklists.

8. It was suggested that the school should keep 20 minutes reading time in the HRT periods in the next school year.
9. Pupils paid more attention in reading without parents around in the playground. The number of pupils spending their own time in reading was apparently increased. The reading atmosphere early in the morning was basically created.

c. Different strategies including the use of IT are employed to raise the interest of students of different abilities in proactive knowledge acquisition

(1) Achievements

According to the school survey, 57% of teachers agreed that the school had provided sufficient resources for e-learning initiatives. 40% of teachers often attended sharing session of e-learning strategies in classroom teaching. 40% of teachers used the Moodle platform for the promotion of self-learning for students while 51% of teachers agreed that students of different abilities could make use of the Moodle platform for self-learning. Different subject teachers employed e-learning strategies for classroom teaching and students used the Moodle platform for self-learning. They include:

- Chinese Subject :
 1. There were two classes under The International Baccalaureate Diploma Programme (IBDP) using the Moodle platform to submit assignments and for materials sharing.
- English Subject:
 1. Teachers regularly made use of the IT solutions such as PowerPoint and online resources (e.g. videos, news articles, Facebook).
 2. Students were requested to use PowerPoint to present their projects.
 3. Students were encouraged to login the e-learning platform “Fun and Friends” at home.
 4. Apart from a whole-school session in which teachers were given a lecture about the use of the Moodle platform. No other initiatives were given to teachers on the use of the Moodle platform.
- Mathematics Subject:
 1. About 79% of teachers agreed that teachers teaching the same level could be coordinated on e-learning initiatives in the level meetings, so as to encourage teachers to employ e-learning initiatives in normal lessons to arouse the interest of students of different learning abilities in proactive knowledge acquisition.
 2. About 88% of teachers believed that they appropriately used IT to facilitate students in

classroom learning.

3. 100% of teachers believed that the e-learning initiatives were helpful to arouse the interest of students of different learning abilities in proactive knowledge acquisition.
4. About 73% of teachers teaching the same level used the Moodle platform or other web-platforms for self-learning (from DS4 to MS4).
5. Less than 40% of teachers always used the Moodle platform or other web-platforms for learning and teaching. It was because they hesitated in the acceptance that the Moodle platform or other web-platforms was helpful

● Humanities Subject :

1. The Moodle platform was widely used in MS levels for delivering reading materials and collecting assignments, e.g., IBDP Geography, IES in Liberal Studies, EE and IA (for IBDP courses).
2. Notes, revision materials, test papers and marking schemes were uploaded to the Moodle platform for DS4 and DS5 students' revision purposes.

● Science Subject:

1. The Moodle platform was set up and some teachers put in their teaching and learning materials. For example, MS1 Physics teachers used the Moodle platform for lesson preparation. Learning materials were put on the Moodle platform for the IB Chemistry students to use.
2. MS1 Physics teachers used Moodle as a platform for students of different learning abilities, e.g. more able students could try advanced learning materials.
3. Lecture PowerPoint slides and Chemistry-related articles were put on the Moodle platform for the MS4 IB students.
4. Some teachers were using Facebook instead to share materials with students.

● ICT Subject :

1. For DS4, MS1 and MS3 levels, group projects were assigned to these students. The project titles were listed below:
DS4 – Develop a mini rover program –robotics (01/2015-03/2015)
MS1 – Develop an android App Math quiz for FS1 & FS2 (02/2015-03/2015)
MS3 - Using students' own devices for senior form study (SBA pre-work) (02/2015-03/2015)
2. Teaching subject contents through project help:
[Ref: <https://sway.com/J4xchi-N4-1dcmJU>
extract from a parent evening presentation – BYOD for DS4, MS1 & MS2 IT students]
It could arouse students' interest in learning and keep students on tasks during lessons.
3. For MS4 students, they had completed an individual project work (SBA) on developing

an online fitness platform.

4. For the MS3 project, students presented the learning and teaching approach in “Microsoft in Education Hong Kong Forum 2015”. The learning activity was assessed by Dr. Kong (HKIEd) and the Chief Curriculum Officer from the EDB, and our team was the champion of the event.
5. For DS1 to DS3, simple tasks were assigned in each level. The topics were:
DS1 - 心意卡製作
DS2 - 百萬富翁電腦遊戲製作
DS3 - Scratch 程式製作
6. For MS2, an individual work was assigned to our students. They followed the teachers’ guidance on working simple task with App Inventor.
7. In DS4, MS1 to MS4, a “learning course room” was created for each level with Office 365. The “course room” was used in collaboration with the co-editing coursework, online exercises/quizzes, project work, assignments collection, etc. Apart from this, a “flipped classroom” module was implemented in MS1 IT online “course room”.

(2) Reflections

According to the school survey, 57% of teachers agreed that the school had provided sufficient resources for e-learning initiatives. 40% of teachers often attended sharing sessions of e-learning strategies in classroom teaching. 40% of teachers used the Moodle platform for the promotion of self-learning for students while 51% of teachers agreed that students of different abilities could make use of the Moodle platform for self-learning. Different subject teachers employed e-learning strategies for classroom teaching and students used the Moodle platform for self-learning. In fact, e-learning provided a convenient platform for self-learning. Some teachers were more skillful and felt comfortable in utilizing them than the others. It also seemed that many MS levels teachers and students, especially the students studying IBDP, would like to use the Moodle platform for the promotion of teaching and self-learning. More experience sharing could have been arranged among teachers. In the coming year, ManageBac system will be introduced in the IBDP, which benefits the communication between teachers and students and the collection of coursework, cultivating students' autonomous learning.

● Chinese Subject :

1. If teachers were familiar with the operation of that platform, it would be helpful for students studying the IBDP and for enhancing students’ self-learning abilities.
2. In this coming year, ManageBac system will be introduced in the IBDP, which benefits the communication between teachers and students and the collection of coursework, cultivating students’ autonomous learning.

3. The IT Department could organize training courses for other teachers to master the operation of the platform; and also organize sharing sessions to show how to use the platform.

● English Subject :

1. Advanced IT hardware such as mini-iPads could be bought and used in classrooms.
2. The use of IT varied a lot from teacher to teacher, depending on the teaching style of the teachers.
3. Students expressed difficulties in using a new platform.
4. Some teachers used Facebook (a platform which many of the senior students were already a part of and are familiar with its functions) effectively.

● Mathematics Subject :

1. It looked quite natural for our teachers to employ e-learning initiatives in normal lessons.
2. It was suggested that the level coordinators should record what useful IT programs for future reference and strongly recommend teachers to use them next year.
3. Rather than just by observation, questionnaires should be designed to measure whether the use of IT could arouse the interest of students in learning mathematics.
4. It seemed the school introduced too many different web-platforms for self-learning.
5. It was suggested that the Department should integrate all the ideas on using the Moodle platform/Microsoft 360 platform and “flipped classroom strategy” into a feasible action plan.

● Humanities Team :

1. E-learning provided a convenient platform for self-learning. Some teachers were more skillful and comfortable in utilizing them than the others.
2. More experience sharing sessions could have been arranged among teachers.

● Science Subject :

1. The platform was only another storing location in school. However, the structure of the platform (and the server) needed further enhancement.
2. Teachers were very busy to manage and update the Moodle platform regularly. IT support may be required.
3. Promotion of using the platform and encouragement of students using the platform needed to be enhanced.

● ICT Subject :

1. Two subject teachers used two different approaches (project learning and mini tasks) on

integrating their learning contents.

2. For theme-based project learning been run for over a month, students could plan for projects with creativity. The subject teachers monitored the students' progress and provided advice on refining their projects. Apart from this, the subject teachers taught new learning topics during this period and students might integrate the learning topics in their projects. For the theme-based projects, students were assessed in project presentations with rubrics.
3. For mini tasks, students followed the sample designed task. Most of the students could integrate the learning contents to develop their own products.
4. It was suggested that in the next school year, teachers would like to schedule the project study between the Lunar Chinese New Year and Easter Holiday. This arrangement could help the students work on projects continuously.
5. For MS1 students, the use of assessment rubrics might be new to their learning experience. Thus, they needed more time to adapt to the new assessment method.
6. For DS3 students, we might adopt the theme-based project instead of mini tasks.
7. In the past, we did not establish an effective way in collecting students' individual work and group work. With the use of the new online platform, students' learning progress could be traced both inside and outside school.
8. Use of new learning platform could easily be extended to outside classrooms setting.
9. The subject panel head worked with other school teachers on developing good practice on using learning activities with cloud solution (Office 365).
10. The outcome of using online platform depended on the subject teachers. In DS4, MS1, MS3 and MS4 online platforms, various learning activities were carried out. For MS2, the subject teachers might plan more learning activities via learning platform for extending learning boundaries.

4.3 **Major Concern 3 : To nurture good moral values among students**

a. Students receive moral values education in alignment with the Christian faith as stated in the school vision and mission

Achievements and Reflections on this concern were as follows:

(1) Achievements

As Logos Academy is a Christian school, it is hoped that students receive moral values education in alignment with the Christian faith as stated in the school vision and mission. According to the school survey, 73% of teachers agreed that students were aware of the importance of moral values being promoted in various activities. 89% of teachers agreed that the Character Builder Program could help student development through care and support and the Character Builder

Program could encourage school ethos as well. 82% of teachers agreed that students found the talks and seminars organized by the school relating to the promotion of positive moral values meaningful to them. 78% of teachers found that the talks and seminars organized by the school relating to the promotion of positive moral values were effective. 52% of HRTs said that "Homeroom Cooperation Scheme" promoted sharing and classroom spirit. 84% of teachers said that they had infused moral values in their lessons.

● Chinese Subject :

1. Establishing the appreciation culture: Implementing in primary and secondary levels students peer assessment in writing and using appreciation perspectives to write the parts that are worthy of appreciation.
2. All primary levels teachers selected about 20 pieces of good work in the classroom display, and selected about 10 pieces of good work for Chinese Department G/F notice boards display.
3. The teachers of primary and secondary sections provided students' excellent works of classes taught for excellent works publication at the end of the semester.
4. Morality and affection education was embraced in the primary and secondary language curricula, and was reflected in the daily teaching of moral education.

● English Subject :

1. A lot of moral values were infiltrated into the curriculum like textbooks (Family and Friends), readers, worksheets and projects. The values include helping and caring for others, be responsible persons and the importance of honesty. Some of the moral questions were added in the worksheets to ask for students' reflections on different matters.
2. Newspaper articles sharing sessions were effective for students to learn moral values from the news.
3. Moral education was monitored through lesson observation, homework inspection and worksheet inspection. It was shown in students' reflections in book reports and reader worksheets.
4. It was also reviewed at departmental meetings and teachers could give feedback to the Head of Department and coordinators.
5. Junior secondary students were using the reader "Stories of Here and Now" so that students would have more chances to discuss the moral issues that concern them.
6. The curriculum was reviewed at departmental meetings and teachers could give feedback to the Head of Department and coordinators.

● Mathematics Subject :

1. About 84% of teachers agreed that the Department gave direction to teachers on how to

infuse moral values education in their normal lessons such as money, statistics, abused statistics, taxation, etc.

2. About 90% agreed that they had successfully infused moral values education in normal lessons for those chapters and was helpful to students to nourish their moral values (FS1 to MS4 levels).

● Humanities Subject :

1. Values and attributes stated in the SBC plans were stressed when delivering the lessons and in extracurricular activities whenever appropriate, e.g. “respect (the nature)” in DS3 Social Studies topic on Organic Farming, “honest/business ethics” in BAFS, “equity/fairness” in “I am the Boss” and extracurricular activities by Economic and Business Studies Society, etc.
2. It was done through lesson observation

● Media Education Subject :

1. Moral values education was included in every lesson according to the Media Education ACE Model.
2. Moral values education was included in the worksheets, for example, items of Media Literacy.

● ICT Subject :

1. The ICT team encouraged the students to participate in the “全港校際網上個人資料私隱保障問答大賽 2015”. Before the competition, teachers and students studied the related materials to understand the data privacy and Internet safety. The first round was hosted in mid-March 2015. Our school passed the first round and entered the final round on 9th May 2015. Finally, students got the top 10 (ranks 6 to 10) in the competition.
2. Inter-School Mobile Application Design Competition – Theme: “Social Inclusion”
Through the event, students developed a concept app on promoting social inclusion. This helped them explore the social needs of the people especially on social inclusion. Our school got the second runner-up in the competition.

● Religious Studies Subject :

1. Curriculum planning and teaching activities were co-ordinated in order to help students develop proactive value system. In addition to the Biblical elements, also coupled with moral issues, students could establish good value system in the Christian faith which applies to their daily lives.
2. Understanding students’ grasp of values through their reflections in class and introspection in assignments, in order to make reasonable accommodation, in strengthening the effectiveness of moral education.

3. Through the lesson observation and assignments inspection systems, there was a clearer understanding of the condition of students learning and the implementation of moral values education.
4. Feedback from the student survey showing, 90% of students agreed or strongly agreed that “I am able to apply the acquired knowledge/attitude in life”; 94% of students believed that “Classroom learning helps me promote good moral character”, which sufficiently reflected classroom effectiveness.

● Campus Life and Ethos Team:

1. The theme of the Character Builder Program of this year was “GO GO Caring”. Various activities were organized in this year: Inter-class Disciplinary Competition, Inter-class Cleanliness and Tidiness Competition, Boards Decoration Competition, Talks – orphans in Cambodia, Sharing Red Packets Activity, Inter-class Singing Competition, Film Appreciation: “Mr. Peabody & Sherman”, Class Activity about Interpersonal Relationship, Photography Competition and Thanksgiving Week.
2. To enhance understanding of school life, Orientation Talk was conducted in August 2014 for FS1 students and parents in the primary campus. School regulations and daily routines were explained. A talk on Road Safety for DS1 to DS3 was conducted by the Police in November 2014. DS4 training camp was organized on 14th to 15th September 2014. Over 93% of students and all subject teachers joined the camp. 94% of students agreed that the camp enhanced the cooperation between them. Also 94% agreed the camp helped them develop self-discipline and perseverance.
3. To reinforce positive values and attitudes, talks were organized to promote positive values and attitudes. Talks about Road Safety and Theft for DS4 to MS1 were conducted by the Police in November and December 2014. Talks about “Unruly and Delinquent Behavior in School” for DS4 to MS1 were held in April by The Hong Kong Federation of Youth.
4. To foster the development of class atmosphere: 3 sets of board games were distributed to each class in September; class photos were taken in November and photos were sent to all students; lunch gatherings including ice-breaking games and sharing sessions were held for the transfer students in December in the primary campus and in October for students in the secondary campus. Students shared their feelings about school lives. All DS5 to MS3 classes shared in the morning devotion. About 50% of teachers agreed the activities could increase students’ sense of belonging to class.
5. Adaptation Programs for DS3: Three sessions of activities were conducted on 2nd and 3rd of July for DS3. Precious memories were recalled by touching videos and photos of students in the first session. And then each student got an armor as graduation gift. They were encouraged to write down previous themes of Character Builder Program and names of their supporters on the shields.

6. Talks were held in February 2015 for all students to review their performance in Terms 1 and 2. And students were reminded of self-discipline and respect for others. Inter-class competition: “Being Polite to Others” was held in March.
 7. To encourage communication and mutual respect between students, talks were conducted by speakers from Hong Kong Lutheran Social Service in March.
 8. Sharing sessions by class teachers and briefings on classroom management skills were held on Staff Development Days. Sharing was conducted by two HRTs of DS and MS levels. Handbook of campus life was distributed and explained to teachers on Staff Development Day. And statistics about conduct awards and misbehavior of each level were shown to teachers.
 9. Level meetings will be held to foster the communication among class teachers in both primary and secondary campuses.
 10. Joint meetings with the Ethos Team, Counseling Team, Educational Psychologists and Social Workers were conducted bi-weekly. Team members reported on the progress of the cases and then discussed the new referral cases. Individual programs were held for addressing issues about bullying and class cohesion for DS4V and DS4Y. In order to encourage students to fight for their future, film shows and booth games were held for all DS5 students.
- Education Psychology Team:
 1. The Education Psychology Team attended Form Meetings and regular joint meetings with the Campus Life Team, Counselling Team and School Social Workers to provide consultation and coordinate support work on student cases.
 - External Relations Team:
 1. The students exchange programme in Easter was carried out on 1st to 4th April 2015. 225 students (DS1 to DS5) visited 9 schools in China, accompanied by 391 parents and teachers.
 - CAS Team
 1. Local as well as foreign moral and civic activities were launched this year, including visiting the elderly, providing tutorship to social minority children, building houses for poor families in Vietnam.
 2. A CAS workshop was conducted at the beginning of the year to familiarize students with the requirements of the IBO. The importance of taking initiatives and to take the lead in implementing activities was emphasized throughout the year as well. In the numerous CAS activities organized by the students, members in the groups have opportunities to do what they are good at, and take turns to be the leaders in the groups for different activities.
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- **Counseling Team**

1. The Team organized an activity on “Groups on Healthy Relationships with Opposite Sex”. 5 MS1 students participated in the group (one boy and four girls). There were 5 weekly lunchtime sessions. Discussion topics were initiated by students about sex and homosexuality. They were very open in attitude.
2. The Team collected 50 pieces “Words of Comfort (mottos)” from teachers with the theme “家 Team 愛”. For the “Words of Comfort Competition” for students, the winning students produced very good designs. The mottos were framed with acrylic boards and posted in the corridors.
3. The Mentorship Program aimed at providing support and encouragement to MS4 students facing the public examinations. In response to last year’s recommendations, an adventure-based activity was organized on 14th January 2015. Two lunch gatherings were held on 6th to 12th November 2014 and 26th to 30th January 2015 respectively. The events were extremely successful. All MS4 students joined the program. They were divided into 37 groups. More than 42 teachers joined the program voluntarily to be mentors.

(b) Reflections

As various activities involving moral values education were organized, students were aware of the importance of moral values. Morality and affection education was embraced in the primary and secondary language curricula, e.g. a lot of moral values were infiltrated into the curriculum like English textbooks (Family and Friends), readers, worksheets and projects. The values included helping and caring for others, being responsible persons and the importance of honesty. Some of the questions about moral values were added in the worksheets to ask for students’ reflections on different matters. For Religious Studies subject, curriculum planning and teaching activities were coordinated in order to help students develop proactive value system. In addition to the Biblical elements, also coupled with moral issues, students could establish good value system in the Christian faith which applies to their daily lives.

The Character Builder Program could help student development through care and support and could strengthen school ethos as well. The theme of the Character Builder Program of this last year was “Go Go Caring”. Various activities were organized such as Inter-class Disciplinary Competition, Inter-class Cleanliness and Tidiness Competition, class activities about interpersonal relationships, etc. Students found the talks and seminars organized by the school relating to the promotion of positive moral values meaningful to them. Orientation Talks for new FS1 students and parents, Talks on Road Safety for DS1 to DS3 students, Talks on Road Safety

and Theft for DS4 to MS1 students by the Police, Talks on “Unruly and Delinquent Behavior in School” for DS4 to MS1 students by The Hong Kong Federation of Youth could enhance their understanding of school lives and promote positive values and attitudes to the students. Talks were held in February 2015 for all students to review their performance in Terms 1 & 2 and they were reminded of self-discipline and respect for others. "Homeroom Cooperation Scheme" could promote sharing and classroom spirit. All DS5 to MS3 classes shared their feelings about school lives in morning devotion. Teachers agreed that the activities could boost their sense of belonging to class. Many subject teachers said that they had infused moral values in their lessons. Language teachers could have more chances to instill moral values in their lessons. They could expose students to moral issues through the selection of comprehension and reading materials. For example, junior secondary students were using the reader “Stories of Here and Now” and students would have more chances to discuss the moral issues that concerned them.

Although many subjects and functional teams tried their best to nurture moral values among students, there was still room for improvements. Campus Life Ethos Team remarked that talks and training helped students understand more about the expectation of the school and the training camp for DS4 students achieved its purpose in enhancing class spirit and teacher-student relationships. However, due to large-scale manpower needed, it was suggested that the school organized orientation activities and day camp instead. Besides, due to the tight schedule of assemblies and availability of speakers, no special talk was organized for MS2 to MS4. Reservation of assemblies will be made earlier next year. More guidance will be given to junior levels students for adaptation to a new school culture and setting. As the number of school-days in Term 5 were less than the other terms, it was suggested that all programs should be held before Term 5. In addition, the remarks from the Counseling Team was worth consideration that more than 80% of students found the Mentorship Programme helpful in providing “emotional support” and “further study support”. It was suggested to set specific targets for teacher group leaders to facilitate the depth of sharing. The programme should be continued.

After all, moral values education is an important part of language education and must be implemented in the teaching. Morality and affection education should still permeate in all other daily teaching. Although it was sometimes difficult to measure the effectiveness of moral education, teachers could, through observation or students’ introspection, measure the dynamics and depth of the moral education. Most important of all, the role model of teacher is the best tool to impart moral values to the students.

- Chinese Subject :

1. Students' peer assessments helps promote the writing culture, and also promote the appreciation culture. Over the years, all primary levels (except FS1) have had peer assessments, even parents' review, with good effect, but the secondary section is yet to be developed.
2. Some teachers failed to provide masterpieces timely and lead to difficulties in masterpiece collection.
3. Secondary teachers were required to post masterpieces in classrooms consciously but the progress was ineffective.
4. Clear requirements should be set, or to count the masterpieces quantity according to the semester.
5. Moral education is an important part of language education and must be implemented in the teaching.
6. Morality and affection education should still permeate in daily teaching.

● English Subject :

1. Moral values such as showing respect to others and patience could also be added in the curriculum.
2. Wide Range Readers which have more moral values will be added to the booklists next year.
3. More moral questions relating to reflections and discussions could be added.
4. Teachers could expose students to more moral issues through the selection of comprehension and reading materials.
5. Cross-curricula cooperation with the FLE and RE Departments could strengthen the message that the school was trying to send.

● Mathematics Subject :

1. Due to the nature of subject, mathematics was not the best subject to have deeper discussion of the moral values. It was suggested that our students needed to be trained to complete their assignments seriously and punctually.
2. The teachers of mathematics might share their ideas on how to implement moral education in normal lessons in the MDM next year.

● Humanities Subject :

1. Teachers' awareness of their roles in values/attributes education was raised.
2. Teachers sometimes felt confused about how and how deep their teaching on values/attributes should go in lessons, especially for the classes facing public examinations.
3. Besides, there were queries on how values/attributes should be assessed and/or could be truly assessed.

4. More professional training, especially on how to assess values education was needed.
- Media Education Subject :
 1. The design of courses was composed of the ACE Model.
 2. Sharing of teaching materials was needed.
 - ICT Subject :
 1. To nurture students' moral values, the ICT Department joined competitions relating to social and ethical impacts of ICT. These two competitions could provide channels for discussing love, care and respect with students. All these topics were real life examples. Students could practise on applying their learning topics through developing project proposals.
 2. For DS3, students could enhance their social awareness through product designs in 3D printing, programming development (Scratch), etc.
 - Religious Studies Subject :
 1. Students' establishment of good value system was an important topic of education. The Religious Studies subject will adhere to this concept, in cultivating good moral character in the students.
 2. It was difficult to measure the effectiveness of moral education. Teachers could, through observation or students' introspection, measure the dynamics and depth of the moral education.
 3. This year, teachers of this subject continue to participate in the "Character Builder Program" (Campus 1) and "Logos Treasure Program" (Campus 2) of the Campus Life Team, working together to promote character education activities.
 4. Members of this subject would participate in the Campus Life Team and students' counseling work, paralleling discipline and counseling, so that students in the schooling stage continue to build and deepen good value system, and to develop self-management and resilience.
 5. Regular lesson observation and assignments inspection systems would continue, in order to understand and grasp the condition of students learning and the implementation of moral education.
 6. In accordance with students' opinions in last year's survey, re-adjustment on MS3 curriculum was made, adding in ethical issues of abortion and suicide, with more personal topics in broadening students' thinking and with value elements added.
 - Campus Life Ethos Team :
 1. Eleven activities were conducted and met the anticipated target. Over 60% of students agreed that:
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- a. the theme of this year was important to them;
 - b. activities could enhance their understanding of themselves;
 - c. activities could encourage them to care for people in action.
2. According to the survey, the most favorite activities are: Film Show, class activity about Interpersonal Relationships and Inter-class Singing Competition.
 3. As the number of school-days in Term 5 were less than the other terms, it was suggested all programs should be held before Term 5.
 4. Talks and training helped students and parents understand more about the expectations of the school. The training camp for DS4 students achieved its purpose in enhancing class spirit and teacher-student relationships. However, due to the large-scale of manpower needed, it was suggested that orientation activities and day camp would be organized instead.
 5. Students were attentive to the talks and they showed interest during assemblies. Due to the tight schedule of assemblies and availability of speakers, no special talk was organized for MS2 to MS4. Reservation of assemblies will be made earlier next year.
 6. Adaptation activity helped students adapt to the new school culture and setting. The written sharing of students was followed up by their homeroom teachers. Senior students are mature and have more leadership skills, showing better performance than junior forms students in the class activities. More guidance will be given to junior forms students next year.
 7. Most DS3 students loved the armor and the farewell assembly.
 8. 1000 handy fans were made as souvenirs with the slogan “Be Polite” printed on both sides. Students were excited when they got the fans. The inter-class competition was modified to a self-improvement scheme. All classes were encouraged to get more stickers from teachers by being polite. However, some classes lacked motivation to meet the basic requirements of the activity. More strategies and methods were needed for promoting the activity.
 9. According to the random sampling survey, all students of DS1 to DS3 agreed that it was important to live at peace with others. Over 85% of students found the talk useful. About 83% of students agreed that the talk encouraged them to build good relationships with the others.
 10. Sharing sessions by class teachers and statistics were useful for teachers.
 11. New system was launched for collecting comments of subject teachers before conduct meetings and level meetings. It provided more comprehensive information and enhanced the effectiveness of meetings.
 12. Joint meetings fostered effective communication between various groups of Student Affairs Teams. All cases were under professional care. Through close monitoring of each level of students, needs and problems were identified and responded to accordingly. It was suggested that more focus on the whole than on individual cases is needed next

year. Most DS5 students joined the activity with high spirit and enjoyed the whole process.

- Education Psychology Team

1. The Joint Student Support Meetings implemented since the beginning of the academic year had provided a regular platform for various student support workers in the school to share ideas and coordinate support work.
2. The meetings had helped keep all parties concerned updated with the progress in individual student cases. Coordinated efforts among workers had also helped to make student support work more efficient and effective.

- External Relations Team

1. Students experienced difference in culture and living standards between Hong Kong and China. They also felt the obedience and hardworking attitudes of the students in mainland China.

- CAS Team

1. Students expressed their enhanced awareness of caring about conditions of people and the environment around the world.

- Counseling Team

1. Student survey was conducted. 100% of student participants agreed that the objectives of the workshops have been achieved. It was highly recommended that similar workshops should be carried out next year. The Team should aim to target at students with romantic needs.
2. The event, collection of Words of Comfort, could promote positive attitudes and values to lives and enhance caring and supportive atmosphere at school. It was recommended to continue with this activity next year.
3. Regarding the Mentorship Program, nearly all mentors and mentees joined the two lunch gatherings. Teachers and students surveys showed that both mentors and student mentees found the program meaningful and fruitful. More than 80% of students found the program helpful in providing “emotional support” and “further study support”. It was suggested that specific targets for teacher group leaders should be set to facilitate the depth of sharing. The program should be continued next year.

4.3 **Major Concern 4 : To nurture leaders of tomorrow**

Achievements and Reflections on this concern were as follows:

(1) Achievements

As stated in one of the school's vision and mission, 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. In recent years, the school has tried hard to nurture student leaders through various means e.g. leadership training, appointing them as monitors, prefects and executives of clubs, student unions, etc. According to school surveys, 89% of teachers agreed that implementing "Inauguration and Oath-taking Ceremonies" for the student leaders was a good public recognition of their roles. 84% of teachers agreed that encouraging student to run clubs and societies was an effective way to foster leadership skills of students. 86% of teachers agreed that students' leadership skills were developed through performing in class executive posts. 91% of teachers said that student leaders had acquired leadership skills from performing as executive members of clubs, societies and the Student Union.

- Campus Life Ethos Team:

1. 105 primary school students (22 DS1 students, 40 DS2 students and 43 DS3 students) and 115 secondary school students joined the Prefects Team this year. Inauguration and Oath-taking Ceremonies were held in the primary and secondary sections morning assemblies in October and November respectively.
2. 37 prefects of DS3 joined the training camp on 17th to 18th January 2015.
3. 57 prefects of DS1 and DS2 joined the training activity in May 2015.
4. 10 prefect captains and 43 prefects of the primary section got the Excellent Service Awards.
5. 93 prefects of the secondary section joined the leadership training camp on 1st to 2nd April 2015.
6. 11 prefect captains and 27 prefects of the secondary section got the Excellent Service Awards. Names of head prefects were engraved on the Honor Boards.
7. DS4 training camp was organized on 14th to 15th September 2014. Over 93% of students and all subject teachers joined the camp. 94% of students agreed that the camp enhanced the cooperation between them. Also 94% agreed that the camp helped them develop self-discipline and perseverance. Two school prefects were assigned to each class. They took care of students before morning devotion and during lunch time.
8. Five monitors meetings for DS4 and DS5 students were conducted. Monitors shared their feelings and concerns about their studies and classes.
9. Five level meetings were conducted to foster the communication among class teachers.
10. Three meetings were conducted for secondary school class monitors. 51 monitors got the Service Awards. 80% of monitors said that they were willing to take up the duty of monitors. 70% of them were satisfied with their performance in helping teachers. About 69% of them would like to be monitors again in coming years.

- External Relations Team:

1. The Big History Project for DS5 (a free online course designed by Macquarie University, around 100 DS5 students joined) was launched. The Big History Project aims to train students to learn at leisure time and be responsible for their self-learning.

2. Around ten MS3 and MS4 IB students were nominated to meet the Admission Tutor Professor Andrew Murray of University of Cambridge at Logos Academy on 17th September 2014.
 3. The school nominated 5 MS2 students to join the HKU Department of Electrical Engineering Summer Program 2015 where they learnt engineering knowledge and worked in teams with other schools.
- Student Leadership Development Team
1. Logos provided a platform for the four candidate cabinets to run the Student Union. As observed in the process of canvassing activities, students had strong commitment. Their promotion videos as well as the structure of their presentations were well organized and delicate.
 2. Among the four teams, “Convergence” got the strongest support from students and finally was elected as the Student Union Executive Committee. The team members demonstrated good leadership potentials with their high team spirit, self-motivated performance and articulate presentation skills.
 3. The Student Union organized many programs such as Christmas Carol Night, Joint School Program with G.T. (Ellen Yeung) College, etc. from Nov 2014 to Oct 2015. It was worth mentioning that it was the first time that students had organized Christmas Carol Night on their own in mid-December, 2015. A group of Logosians (45 students ranging from DS5 to MS3) patrolled along different spots in Tseung Kwan O District to spread the gospel to the local residents.
 4. The Team also offered leadership training programs organized by outside bodies to students at different forms. The programs included:
 - 1) Organic Farming Ambassador Training Program organized by the Hong Kong Organic Resource Centre, Hong Kong Baptist University.
 - 2) Field Studies Based Leadership Training Program organized by Caritas Chan Chun Ha Field Studies Centre.
 - 3) MingPao Campus Reporter Training Program.
 - 4) Nomination of student leaders to attend The Hong Kong Federation of Youth Groups- Leaders to Leaders Lecture Series 2015.
 - 5) Nomination of student leaders to The Hong Kong Academy for Gifted Education.
- CAS Team
1. A CAS workshop was conducted at the beginning of the year to familiarize students with the requirements of the IBO. The importance of taking initiatives and to take the lead in implementing activities were emphasized throughout the year as well. In the numerous CAS activities organized by the students, members in the groups had opportunities to do what they are good at, and take turns to be leaders in the group for

different activities.

- **Counselling Team**

1. For the “Big Brothers and Sisters Scheme”, 14 MS2 Big Brothers and Sisters (BBS) were recruited. They worked very hard. Four major programs were organized and successful. The big brothers and sisters gained communication and leadership skills and teamwork experience.

- **Social Services Team**

1. Training session was organized for all MS2 students on 25th October 2014. There were altogether 2 training sessions to equip MS2 students with effective skills in volunteer service. 95% of students attended the training and over 80% were satisfied with the training program. Throughout the training, the students performed very well. The team also discussed briefly about the whole-year volunteer program for all MS2 students.
2. 18 volunteer service leaders were recruited to join the training session. Training contents included team building, problem-solving and volunteer character building.
3. In order to explore students’ insight into volunteer service and the society, the school joined the “V-Are-One” volunteer service project which was organized by the OCBC Wing Hang Bank and Hong Kong Professional Teachers’ Union. The 18 volunteer service leaders were divided into 2 groups. Each group had to hand in the service proposal and budget plan to the organization for getting the funding support and complete the reports after the service ended.
4. The service target of Group A was the homeless who lived in Yau Ma Tei. 9 leaders walked through the streets for contacting and talking to the target people in need. They had also prepared daily commodities for the homeless people. 2 types of volunteer service were held by Group B’s students. They visited the elderly who lived alone and in the residential care homes. The leaders also organized an activity for the members of elderly care centres.

(2) Reflections

In this academic year, the school has tried hard to nurture student leaders through various means e.g. leadership training, appointing them as monitors, prefects and executives of clubs, Student Union, voluntary service leaders, etc. 105 primary school students (22 DS1 students, 40 DS2 students and 43 DS3 students) and 115 secondary school students joined the Prefects Team this year. Inauguration and Oath-taking Ceremonies were held in the primary and secondary sections morning assemblies in October and November respectively. In addition, three meetings were held for all secondary school class monitors. 51% of monitors got the Service Awards.

Encouraging students to run clubs and societies was an effective way to foster leadership skills of students. According to the Student Leadership Development Team, the school provided a platform

for the four candidate cabinets to run for the Student Union. Among the four teams, “Convergence” got the strongest support from the students and finally was elected as the Student Union Executive Committee. The team members demonstrated good leadership potentials with their high team spirit, self-motivated performance and articulate presentation skills.

Students' leadership skills were developed through performing in class executive posts. Three meetings were held for all secondary school class monitors. 51% of monitors got the Service Awards. 69% of them would like to be monitors in the coming years.

Student leaders had acquired leadership skills with performing as executive members of clubs, societies and the Student Union. It was evidenced by 18 volunteer service leaders of MS2 students who joined the training sessions for voluntary service and the contents of the training programs included team-building, problem-solving and character-building. After the training, they participated in a volunteer service project "V-Are-One" which was organized by the OCBC Wing Hang Bank and Hong Kong Professional teachers' Union. They helped the homeless in Yau Ma Tei and the elderly in the residential care homes. They performed very well and learnt how to take care of others. Two of the leaders gained the prize of "Excellent Volunteer Students" of the project. In addition, 14 MS2 students joined the “Big Brothers and Sisters Scheme”. They gained communication and leadership skills and teamwork experience from working in the scheme. Moreover, numerous CAS activities were organized by the MS2 students who had opportunities to do what they were good at and took turns to be the leaders in the group for different activities. Many of them who were nervous at the beginning were observed to be more confident in leading activities at the end of the year. In addition, verbal reinforcement to students was a kind of recognition for them. It also enhanced their self-confidence and discipline.

● Campus Life Ethos Team :

1. Most of the Prefects show good performance in their duties. They were helpful to students and teachers.
2. DS3 prefects felt excited and enjoyed the training camp. Over 90% of them said that they were satisfied with the training.
3. DS1 to DS2 prefects enjoyed the training activities.
4. It was recommended that devising concrete criteria for the award systems with satisfactory attendance rate and performance of students included.
5. Most of the prefects felt excited and enjoyed the training camp. The training activities enhanced their communication and leadership skills. The training camp was advised to be held after the recruitment next year.
6. The camp achieved its purpose in enhancing class spirit and teacher-student relationships. However, due to the large-scale of manpower needed, it was suggested that orientation activities and day camp would be organized instead.
7. Meetings with monitors enhanced communications between students and the school. Follow-up action would be taken after the meetings.
8. New system was launched for collecting comments of subject teachers before the

conduct meetings and level meetings. It provided more comprehensive information and enhanced the effectiveness of meetings.

9. Most of the monitors were responsible and willing to serve.

- External Relations Team:

1. Around one hundred DS5 students applied for the Big History online course in this last summer vacation. Around 60% of them filled in online survey form issued by the Big History Institute. Around 30% finished the optional Big History reports which demonstrated their critical thinking skills, questioning techniques and understanding of the development of universe and human cultures by applying the big history contents to daily life examples.
2. The MS3 and MS4 IB students could understand more about the expectations of a world class university, like University of Cambridge, and strengthen their critical thinking and problem-solving skills by a world class scholar.
3. The five MS2 students joining the HKU EEE Summer Program 2015 experienced university experience and learnt how the mathematics and physics knowledge could be applied to solve engineering problems. They also knew the abilities and enthusiasm of students from other (international) schools.

- Student Leadership Development Team

1. The election mechanism had provided an open and fair platform to allow potential student leaders to demonstrate their abilities. Despite only one candidate cabinet would win in the election each year, the participants mostly found the process fruitful and challenging. During the evaluation meeting for all members of the candidate cabinets, they all indicated that it was a precious chance for them to polish up their leadership skills and potentials.
2. Among the leadership training programmes offered by outside organizations, Field Studies Based Leadership Training Program organized by Caritas Chan Chun Ha Field Studies Centre was quite intensive. Three training workshops/seminars and a field study training were provided to the participants. Logos had deployed two teams of four MS2 and MS3 students to participate in the program. The intensive training had helped the students polish up skills of collecting, organizing and presenting data. Participants found the training useful in developing their leadership skills.

- CAS Team

1. Many students who were nervous at the beginning were observed to be more confident in leading activities at the end of the year.

- Counseling Team

1. The Team should identify potential MS1 students and recruit them as Big Brothers or Sisters by June/July and the students should be given training before working for the DS4 students in August.

- Social Services Team

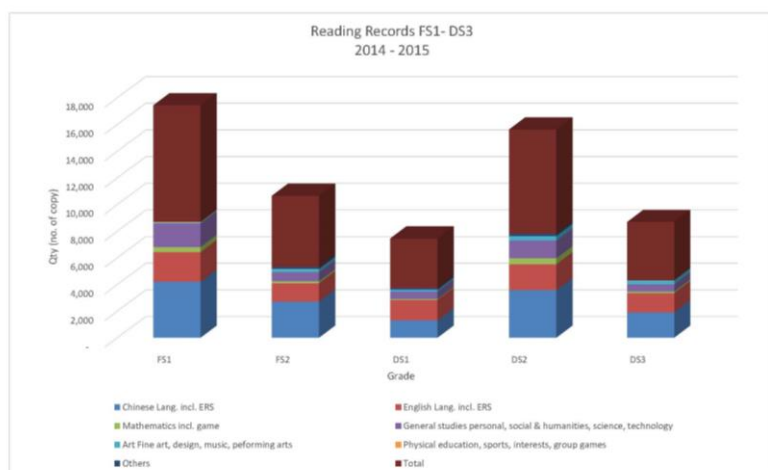
1. Positive feedback was received from most of the students as well as the volunteer service leaders. It was suggested that the training should be extended to other levels of students.
2. The volunteer service leaders held the lunch activities at school afterwards so that the other students could understand the real living environment and needs of the homeless people.
3. Two of the leaders gained the prize of “Excellent Volunteer Students” of the project. The school also won the prize of “Excellent School Planning”.

5. Students' Performance

5.1. Reading Habit (Record of Borrowed Books)

a. Primary Section

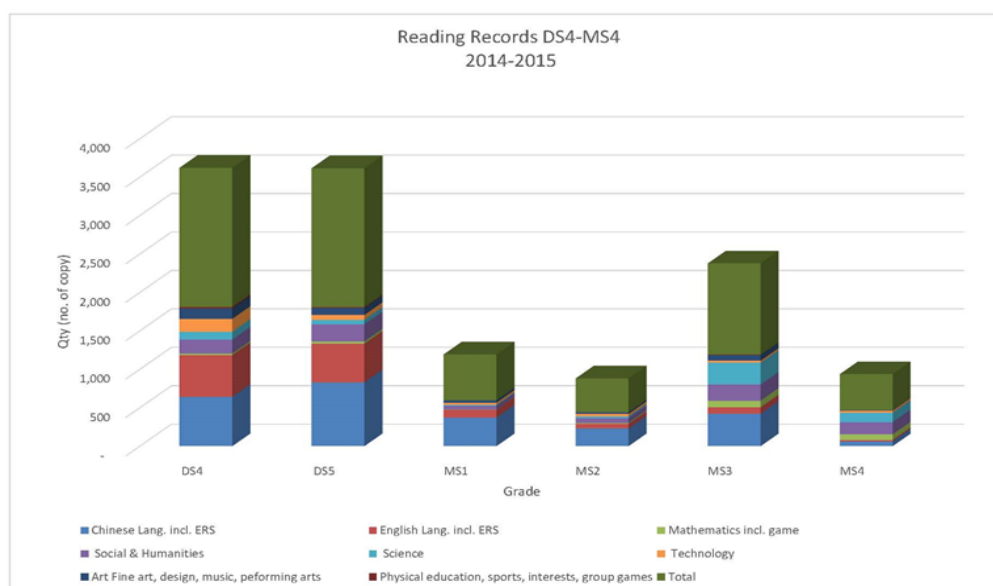
	FS1	FS2	DS1	DS2	DS3
Chinese Lang. incl. ERS	4,207	2,721	1,296	3,572	1,902
English Lang. incl. ERS	2,223	1,367	1,543	1,945	1,448
Mathematics incl. games	377	154	69	453	115
General studies (Personal, social & humanities, science, technology)	1,766	683	565	1,326	543
Art (Fine arts, design, music, performing arts)	76	234	129	342	277
Physical Education(Sports, interests, group games)	48	3	3	3	13
Others	21	165	124	173	50
Total	8,718	5,327	3,729	7,814	4,348



Item Type	No. of Item(volume/set)		Total
	2014-2015		
	Chinese	English	
Book	9,031	8,586	17,617
Serials	556	42	598
Audio	103	56	159
Visual	255	138	393
Computer/E mat	-	10	10
Attached item	210		210
TOTAL	10,155	8,832	18,987

b. Secondary Section

	DS4	DS5	MS1	MS2	MS3	MS4
Chinese Lang. incl. ERS	641	831	373	231	422	62
English Lang. incl. ERS	543	502	102	59	85	19
Mathematics incl. games	21	29	2	12	85	73
Social & Humanities	182	225	49	64	211	160
Science	103	58	12	21	282	123
Technology	167	62	28	32	27	26
Art (Fine arts, design, music, performing arts)	135	89	31	22	74	6
Physical Education (Sports, interests, group games)	19	12	-	-	3	-
Total	1,811	1,808	597	441	1,189	469



Item Type	No. of Item(volume/set)		Total
	2014-2015		
	Chinese	English	
Book	11,439	10,879	22,318
Serials	1,523	763	2,286
Audio	496	731	1,227
Visual			
Computer/E	-	-	-
Not in use	17	59	76
Attached item			-
TOTAL	13,475	12,432	25,907

5.2 Academic Performance

a. HKDSE Examination Results 2015

The overall passing rate (level 2 or above) of the forth group of our candidate was 94.5%. Most of the subjects were above Hong Kong average. The passing rates of each subject are shown below:

Chinese Language	89.7%	English Language	100%
Mathematics (Compulsory Part)	96.9%	Liberal Studies	93.8%
Biology	89.3%	Business, Accounting and Finance Studies (Accounting)	100%
Business, Accounting and Finance Studies (Business Management)	85.7%	Chemistry	96.3%
Chinese History	100%	Chinese Literature	100%
Economics	94%	Geography	94.4%
History	75%	Information and Communication Technology	92.3%
English Literature	100%	Mathematics (Extended Part – Algebra and Calculus)	100%
Mathematics (Extended Part – Calculus and Statistics)	96.4%	Music	100%
Physics	90.5%	Visual Arts	88.9%

The highest score (in best 5 subjects) of our students was 32 marks. 8 students (8.2%) scored 25 marks or above. 53 out of 97 candidates (54.6%) achieved the basic requirement for entering local government subsidized universities.

b. IBDP Examination Results, May 2015

The third group of our candidates (43 students) achieved good results in IBDP examination in May, 2015. The overall passing rate was 98%, the average score was 38.5 and the best result was full mark (45 marks). Four candidates scored 44 marks and two candidates scored 43 marks. One student was approved by the IBO for extending the submission deadline of internal assessment. Out of 42 candidates, 81.0% of students scored 35 marks or above while 45.2% of students gained 40 marks or above. 98% of the candidates attained Bilingual Diploma Programme. Each of the mentioned data was far above global results.

c. Continuous Education of Graduates

68 (52.7%) out of 139 graduates were accepted by local bachelor's degree programs. More than last year, 17 (13.2%) students had offer from overseas bachelor's degree programs. The total

percentage of studying bachelor's degree programs was 65.9%. Another 27 graduates (21%) were admitted to local associate's degree/higher diploma/foundation programs. 13 students (10.1%) had offer from overseas associate's degree/higher diploma/foundation programs. The total percentage of studying associate's degree/higher diploma/foundation programs was 31.1%.

5.3 APASO

In 2014-15, there were 303 lower secondary (DS4-5, MS1) students and 331 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 46.1¹ % of the whole student population in the secondary section.

[A] On 'achievement' (concerning 6 items), there has been a slight increase (0.03) from 2.41 to 2.44 in lower secondary student perceptions whilst there has been a slight decrease (less than 0.04) from 2.44 to 2.40 in upper secondary ones from 2013-14 to 2014-15 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.11) whereas upper secondary students earned lower values (less than 0.02) in 2014-15.

On 'experience' (concerning 5 items), there has been a slight increase (0.04) from 2.31 to 2.35 in lower secondary student perceptions whilst there has been a significant decrease (0.11) from 2.51 to 2.40 in upper secondary ones from 2013-14 to 2014-15 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.18) whereas upper secondary students earned lower values (less than 0.03) in 2014-15.

On 'general satisfaction' (concerning 6 items), there has been a slight increase (0.02) from 2.41 to 2.43 in lower secondary student perceptions whilst there has been a slight decrease (0.07) from 2.63 to 2.56 in upper secondary ones from 2013-14 to 2014-15 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.17) whereas upper secondary students earned much higher values (greater than 0.08) in 2014-15.

On 'negative affections' (concerning 7 items), there has been a slight decrease (0.05) from 1.85

¹ For smoothening the rundown and increasing responses accuracy, almost one half of DS4-5 and MS1-3 student respondents attempted the APASO surveys and almost the other half attempted stakeholder surveys in early December 2014, unlike full student population in the past school years. So response rates counted here represented almost 92.2% of the half student population.

to 1.80 in lower secondary student perceptions whilst there has been no significant difference from 1.87 to 1.87 in upper secondary ones from 2013-14 to 2014-15 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned lower values (less than 0.01) whereas upper secondary students earned significantly lower values (less than 0.07) in 2014-15.

On ‘opportunity’ (concerning 7 items), there has been a slight increase (greater than 0.06) from 2.80 to 2.86 in lower secondary student perceptions whilst there has been a slight decrease (0.03) from 2.85 to 2.82 in upper secondary ones from 2013-14 to 2014-15 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.11) whereas upper secondary students earned higher values (greater than 0.05) in 2014-15.

On ‘social integration’ (concerning 7 items), there has been a slight increase (0.02) from 2.76 to 2.78 in lower secondary student perceptions whilst there has also been a slight decrease (0.03) from 3.00 to 2.97 in upper secondary ones from 2013-14 to 2014-15 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.14) whereas upper secondary students earned higher values (greater than 0.03) in 2014-15.

On ‘teacher-student relationship’ (concerning 7 items), there has been a significant increase (0.11) from 2.66 to 2.77 in lower secondary student perceptions whilst there has also been a slight decrease (0.06) from 2.88 to 2.82 in upper secondary ones from 2013-14 to 2014-15 respectively. In comparison with the whole Hong Kong student population, lower secondary students earned significantly lower values (less than 0.21) whereas upper secondary students also earned much lower values (less than 0.09) in 2014-15.

[B] To sum up, in comparison with the whole student population of Hong Kong, APASO survey results in 2014-15 have reflected some negligible decreases in upper secondary (MS2-MS4) students’ views towards achievement, experience, negative affections and teacher-student relationships whereas negligible increases in general satisfaction, opportunity and social integration in table 7. In the meantime, there have been some negligible decreases in lower secondary (DS4-5, MS1) students’ views towards achievement, negative affections, opportunity and small significant decreases in experience, general satisfaction, social integration and teacher-student relationships in table 8.

5.4 Inter-school Activities and Competitions

Our students have participated in a number of activities and competitions in 2014-15.

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 2013/2014 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)	60.35%	N.A.
School Fees	N.A.	33.02%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	6.63%
Total	60.35%	39.65%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	79.87%	
Operational Expenses (including those for Learning and Teaching)	8.73%	
Fee Remission / Scholarship ²	5.43%	
Repairs and Maintenance	1.22%	
Depreciation	4.71%	
Miscellaneous	0.04%	
Total	100%	
Surplus/Deficit for the School Year #	1.59 months of the annual expenditure	
Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year #	10.74 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		
<i>* Net Book Value of New Annex – equals to 5.47 months of the annual expenditure</i>		

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

² 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 professional teaching skills with the aim to motivate students of different learning abilities

Some measures were adopted to enhance teachers' professional skills with the aim to motivate students of different learning abilities: (a) make use of in-house and external resources, (b) further develop a learning community culture of sharing and professionalism.

In this academic year, the school invited guest speakers to give talks on different topics on the staff development days such as "Introduction to Gifted Education", "Steps and Acts in Handling ADHD Students" and "Sharing of Good Practices on Handling SEN students". In addition, the school's Educational Psychologists organized several SEN workshops for teachers from FS1 to DS5 levels.

In the school survey of 116 teacher participants, 74% of teachers agreed that the school provided adequate resources and logistic support for teachers of all levels to attend external courses of various duration on diversity catering organized by different universities and the Education Bureau. 88.8% of teachers successfully enrolled in external courses. In addition, 72% of teachers expressed that they attended in-house workshops on diversity catering while 47% attended external courses or seminars on diversity catering. Most of the core subject teachers who attended either the internal or external courses found that the courses or training workshops fruitful and could help them identify SENs and became more able to handle them. 77% of teachers expressed that they could apply what they had learned in internal and external workshops and seminars to classroom settings. Although the percentage of whole-school teachers participating in the internal and external courses or workshops did not meet the expected target, the school will continue to encourage teachers of other subjects to enroll in both internal and external courses and workshops in the coming year.

To further develop a learning community culture of sharing and professionalism, the school has arranged common free time-slots for co-planning of lessons, departmental meetings, and sharing of teaching skills and materials for teachers. According to the survey conducted by the school, 89% of teachers expressed that it was useful for the school to arrange common time-slots in the master timetable for all major academic subjects from FS1 to MS3. Subject teachers could make use of the common time-slot for co-planning of lessons. 78% of teachers agreed that co-planning

of lesson was useful. In addition, 87% of teachers expressed that the common free time-slots in the master timetable for departmental meetings were useful. They could share what they had learnt or acquired after attending the external workshops with each other. 88% of teachers agreed that the open-class resource bank materials were easily accessible and 70% of teachers found that the open-class resource bank materials were useful. 78% of the teachers often participated in the peer lesson observation and 86% of teachers could benefit from the peer observation on teaching skills. It was found that the common free time-slots for co-planning of lessons, departmental meetings, and sharing of teaching skills and materials among the major subject departments were useful and beneficial. It was suggested that the school should continue to allocate the common free time-slots for the subject departments next year. It was also suggested that the school could provide more support for teachers to attend external workshops and seminars. In addition, more inter-departmental sharing on teaching strategies e.g. classroom management skills, learners' diversity catering skills was expected.

2. Major Concern 2: To nurture learning attitude among students

Some measures were adopted to nurture proactive learning attitudes among students: (a) motivate students to acquire the habits of self-learning in preparing for lessons, (b) motivate students to take initiatives in acquiring knowledge through reading, (c) use different strategies including the use of IT to raise the interest of students of different learning abilities in proactive knowledge acquisition.

This last year, the school wished to nurture proactive learning attitudes among students. The message to inform students of the importance of self-learning and the school initiatives on "preparation of lessons" to motivate self-learning was conveyed to all teachers and students at the beginning of the school terms. According to the school survey, 84% of teachers said that they followed the school's initiatives on student preparation for lessons, and 46% of teachers found that students were aware of the school's expectations on their preparation for lessons. Besides, 53% of teachers understood what the "flipped classroom strategy" was important. 32% of teachers attended sharing sessions on "flipped classroom strategy" while 20% of teachers used the "flipped classroom strategy", a new teaching approach, for their lessons. 44% of students were aware of the importance to their self-learning. Different subjects formulated their policies on making "preparation for lessons" as an important means of "homework assignments" and developed different modes of "homework assignments" that contributed to self-learning of students. Some subject departments arranged sharing sessions in departmental meetings on "flipped classroom

strategy”.

It was noted that many subject teachers followed the school's initiative on student preparing for lessons and made efforts on designing different forms of worksheets, homework assignments for the students to do preparation before class, but the result was unsatisfactory. For example, according to the survey done by Chinese subject, only 54% of DS4 students and 49% of DS5 students admitted that they could conscientiously prepare before lessons and the figures for the higher forms MS1 to MS4 students are worse. For Mathematics subject, only 55% of teachers always asked students to prepare for lessons with suitable materials and 69% of teachers frequently designed assignments for initiating students' self-learning. Some teachers reflected that the implementation of lesson preparation was not successful due to the fact that students who failed to complete the preparation had no consequence. Some suggested that subject department policies of constant requirement of students to prepare before class should be established.

Only 20% of teachers used the "flipped classroom strategy" for their lessons since it was not compulsory and this was rather a new teaching approach. The school should encourage more teachers to attend sharing sessions on "flipped classroom strategy" and subject departments should further study how to implement "flipped classroom strategy" in the coming year so as to set up an important learning platform to facilitate student learning.

In recent years, the school has been promoting reading and tried to motivate students to take initiatives in acquiring knowledge through reading. According to the school survey, 80% of teachers agreed that there had been an increased collection of books in the school library promoting reading for every subject. 60% of teachers agreed that the Extensive Reading Support Team had implemented effective strategies in motivating students to read regularly in the primary campus such as providing floating library cabinets for substitute teaching, arranging a “Storytelling” lesson to each class of FS1 and FS2 on Monday’s HRT lessons, reconstructing “Classroom Reading Corner” in each classroom, coordinating the “Most Favorite Story Characters” activity, increasing book collections for Chinese and English reading corners in primary school libraries, etc. 62% of teachers agreed that they had encouraged students to self-learn through extensive reading program for language acquisition. Apart from the increased collection of library books for different subjects, students were encouraged to participate in different reading schemes and build up a regular reading habit. Subject departments actively helped the students take initiatives in acquiring knowledge through reading.

In order to sustain the students' interest in reading, it was suggested that the libraries should

organize whole-school reading activities or incentive schemes to promote reading habits. The closing time of the libraries should be extended to enable students to borrow books or use the library resources. The libraries should purchase more interesting books, journals, magazines and CDs and videos for different subjects and should have close connections with different subjects in promoting reading. Last but not least, parents' involvement should be greatly encouraged.

According to the school survey, 57% of teachers agreed that the school had provided sufficient resources for e-learning initiatives. 40% of teachers often attended sharing session of e-learning strategies in classroom teaching. 40% of teachers used the Moodle platform for the promotion of self-learning for students while 51% of teachers agreed that students of different abilities could make use of the Moodle platform for self-learning. Different subject teachers employed e-learning strategies for classroom teaching and students used the Moodle platform for self-learning. In fact, e-learning provided a convenient platform for self-learning. Some teachers were more skillful and felt comfortable in utilizing them than the others. It also seemed that many MS levels teachers and students, especially the students studying IBDP, would like to use the Moodle platform for the promotion of teaching and self-learning. More experience sharing could have been arranged among teachers. In the coming year, ManageBac system will be introduced in the IBDP, which benefits the communication between teachers and students and the collection of coursework, cultivating students' autonomous learning.

3. Major Concern 3: To nurture good moral value students

As Logos Academy is a Christian school, it is hoped that students receive moral values education in alignment with the Christian faith as stated in the school vision and mission. According to the school survey, 73% of teachers agreed that students were aware of the importance of moral values being promoted in various activities. Morality and affection education was embraced in the primary and secondary language curricula, e.g. a lot of moral values were infiltrated into the curriculum like English textbooks (Family and Friends), readers, worksheets and projects. The values included helping and caring for others, being responsible persons and the importance of honesty. Some of the questions about moral values were added in the worksheets to ask for students' reflections on different matters. For Religious Studies subject, curriculum planning and teaching activities were coordinated in order to help students develop proactive value system. In addition to the Biblical elements, also coupled with moral issues, students could establish good value system in the Christian faith which applies to their daily lives.

89% of teachers agreed that the Character Builder Program could help student development through care and support and the Character Builder Program could encourage school ethos as

well. The theme of the Character Builder Program of this last year was “Go Go Caring”. Various activities were organized such as Inter-class Disciplinary Competition, Inter-class Cleanliness and Tidiness Competition, class activities about interpersonal relationships, etc. 82% of teachers agreed that students found the talks and seminars organized by the school relating to the promotion of positive moral values meaningful to them. Orientation Talks for new FS1 students and parents, Talks on Road Safety for DS1 to DS3 students, Talks on Road Safety and Theft for DS4 to MS1 students by the Police, Talks on “Unruly and Delinquent Behavior in School” for DS4 to MS1 students by The Hong Kong Federation of Youth could enhance their understanding of school lives and promote positive values and attitudes to the students. Talks were held in February 2015 for all students to review their performance in Terms 1 and 2 and they were reminded of self-discipline and respect for others. 78% of teachers found that the talks and seminars organized by the school relating to the promotion of positive moral values were effective. 52% of HRTs said that "Homeroom Cooperation Scheme" promoted sharing and classroom spirit. All DS5 to MS3 classes shared their feelings about school lives in morning devotion. Teachers agreed that the activities could boost their sense of belonging to class. 84% of teachers said that they had infused moral values in their lessons. Language teachers could have more chances to instill moral values in their lessons. They could expose students to moral issues through the selection of comprehension and reading materials. For example, junior secondary students were using the reader “Stories of Here and Now” and students would have more chances to discuss the moral issues that concerned them.

Although many subjects and functional teams tried their best to nurture moral values among students, there was still room for improvements. Campus Life Ethos Team remarked that talks and training helped students understand more about the expectation of the school and the training camp for DS4 students achieved its purpose in enhancing class spirit and teacher-student relationships. However, due to large-scale manpower needed, it was suggested that the school organized orientation activities and day camp instead. Besides, due to the tight schedule of assemblies and availability of speakers, no special talk was organized for MS2 to MS4. Reservation of assemblies will be made earlier next year. More guidance will be given to junior levels students for adaptation to a new school culture and setting. As the number of school-days in Term 5 were less than the other terms, it was suggested that all programs should be held before Term 5. In addition, the remarks from the Counseling Team was worth consideration that more than 80% of students found the Mentorship Programme helpful in providing “emotional support” and “further study support”. It was suggested to set specific targets for teacher group leaders to facilitate the depth of sharing. The programme should be continued.

After all, moral values education is an important part of language education and must be implemented in the teaching. Morality and affection education should still permeate in all other daily teaching. Although it was sometimes difficult to measure the effectiveness of moral education, teachers could, through observation or students' introspection, measure the dynamics and depth of the moral education. Most important of all, the role model of teacher is the best tool to impart moral values to the students.

4. Major Concern 4 : To nurture leaders of tomorrow

As stated in one of the school's vision and mission, 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. In recent years, the school has tried hard to nurture student leaders through various means e.g. leadership training, appointing them as monitors, prefects and executives of clubs, student unions, etc. According to school surveys, 89% of teachers agreed that implementing "Inauguration and Oath-taking Ceremonies" for the student leaders was a good public recognition of their roles. For example, 105 primary school students (22 DS1 students, 40 DS2 students and 43 DS3 students) and 115 secondary school students joined the Prefects Team this year. Inauguration and Oath-taking Ceremonies were held in the primary and secondary sections morning assemblies in October and November respectively. In addition, three meetings were held for all secondary school class monitors. 51% of monitors got the Service Awards.

84% of teachers agreed that encouraging student to run clubs and societies was an effective way to foster leadership skills of students. According to the Student Leadership Development Team, the school provided a platform for the four candidate cabinets to run for the Student Union. Among the four teams, "Convergence" got the strongest support from the students and finally was elected as the Student Union Executive Committee. The team members demonstrated good leadership potentials with their high team spirit, self-motivated performance and articulate presentation skills.

86% of teachers agreed that students' leadership skills were developed through performing in class executive posts. Three meetings were held for all secondary school class monitors. 51% of monitors got the Service Awards. 80% of monitors said that they were willing to take up the duty of monitors. 70% of them were satisfied with their performance in helping teachers. About 69% of them would like to be monitors again in coming years.

91% of teachers said that student leaders had acquired leadership skills from performing as executive members of clubs, societies and the Student Union. It was evidenced by 18 volunteer service leaders of MS2 students who joined the training sessions for voluntary service and the contents of the training programs included team-building, problem-solving and character-building. After the training, they participated in a volunteer service project "V-Are-One" which was organized by the OCBC Wing Hang Bank and Hong Kong Professional teachers' Union. They helped the homeless in Yau Ma Tei and the elderly in the residential care homes. They performed very well and learnt how to take care of others. Two of the leaders gained the prize of "Excellent Volunteer Students" of the project. In addition, 14 MS2 students joined the "Big Brothers and Sisters Scheme". They gained communication and leadership skills and teamwork experience from working in the scheme. Moreover, numerous CAS activities were organized by the MS2 students who had opportunities to do what they were good at and took turns to be the leaders in the group for different activities. Many of them who were nervous at the beginning were observed to be more confident in leading activities at the end of the year. In addition, verbal reinforcement to students was a kind of recognition for them. It also enhanced their self-confidence and discipline.

Suggestions for 2015-16 Areas of Concern

In view of what have been achieved and reflected by the subject departments and functional teams regarding their work in 2014-15 school year reported above, the areas of improvement and good practices for the school had been identified and summarized as follows:

- (1) Though teachers have progress in participating in internal training or attending external courses on learning diversity in the current academic year, it is still far behind the targets of training. In addition, sharing on how to handle learning diversity in classroom is more important than just attending the courses. Lesson design, teaching strategies, such as scaffolding and questioning techniques, setting of worksheets or assignments, quality feedback to students, etc. are important for teachers to learn to cater for learning diversity. Enriching teachers' professional knowledge and skills on learning diversity should continue to be enhanced in the coming year.
- (2) It was found that the common free time-slots for co-planning of lessons, departmental meetings, and sharing of teaching skills and materials among the major subject departments were useful and beneficial. It was suggested that the school should continue to

allocate the common free time-slots for the subject departments next year. Peer observation and in-depth feedback on lesson observation, sharing on teaching skills, discussing on the latest curriculum development of the subject, implementing collaborative planning of lessons, and updating the latest pedagogical knowledge should be enhanced to improve the learning and teaching effectiveness. It was also suggested that the school should provide more support to teachers to attend external workshops and seminars. In addition, more inter-departmental sharing on teaching strategies e.g. Homeroom Teacher's (HRT) classroom management skills, learners' diversity catering skill was also expected.

- (3) Different subject departments and functional teams have tried hard to implement different measures and strategies to nurture students' moral values and good life habits in this academic year, especially the Campus Life Team, the Student Activities teams, teachers of Religious Studies and Family Life Education subjects put much effort to nurture good moral values including Christian values and widening students' exposure. The collaboration among the five parties concerned i.e. teachers, members of Campus Life, Social Workers, Students Counseling Team and the Educational Psychologists helped make student support work more efficient and effective. However, there is still room for improvement in some areas, e.g. no formal framework of Moral Education for all functional teams and subject heads. Teachers sometimes felt confused about how deep their teaching on values should go in lessons. In fact, the work of nurturing students' moral values and good life habits as well as enhancing school ethos is a long term process and requires the concerted efforts of the whole school staff. So, to nurture good qualities of our students is still a main concern in the coming academic year.
- (4) Upon the External School Review by the EDB in April, the school was recommended to pay more attention to the School-Self-Evaluation. To strengthen School-Self-Evaluation is another major concern in the coming school year.

A series of School Senior Management meetings, Subject Department Committee meetings and Staff meetings were held to discuss these suggestions. The final major concern for the school year 2015-16, agreed by the School Senior Management Team, subject teachers and members of the functional teams, are as follows:

1. To enhance professional teaching skills for the improvement of learning effectiveness
2. To cater for learners' diversity
3. To nurture good qualities of Logosians
4. To strengthen School-Self-Evaluation

2014 – 2015 (Year-end summary of external awards)

Classification	Physical Education	English Language	Chinese & Putonghua	Math & Science	Media, IT, Arts & Music	Civic education & Uniform Teams	Community and Voluntary Services
Events	<ul style="list-style-type: none"> ● The 43rd Open Dance Contest ● 2014-2015 All Hong Kong Primary Schools Outstanding Athletes Awards (NT - Sai Kung District) ● A.S. Watson Group Hong Kong Student Sports Awards ● Hong Kong Inter-School Rope Skipping Competition 2015 ● Inter-School Athletics Competition ● Inter-School Swimming Competition ● Jump Rope for Heart Inter-School Rope Skipping Competition 2015 ● The 17th All Hong Kong Inter-Area Primary School Athletics Competition ● The 17th Sai Kung Area Inter-Primary Schools Swimming Competition 	<ul style="list-style-type: none"> ● The 30th Sing Tao Inter-School Debating Competition ● The 66th Hong Kong Inter-schools Speech Festival 	<ul style="list-style-type: none"> ● The 66th Hong Kong Inter-schools Speech Festival ● The 40th Hong Kong Youth Cultural & Art Competition ● The 19th Hong Kong School Chinese and English Penmanship Competition ● Chinese Penmanship Competition 	<ul style="list-style-type: none"> ● The 6th Super 24 Invitation Competition ● Hong Kong Junior Mathematics Olympiad - National Mathematical Forum for Youths 2014-2015 (Problem-Solving Skills in Mathematics) ● The 17th Hong Kong Mathematical High Achievers Selection Contest ● The 19th the National Hua Luo-geng Cup Mathematics Competition ● Active 	<ul style="list-style-type: none"> ● Inter-school Mobile Application Design Competition 2015 (Senior Group in Concept Stream) ● 3D Printing Creativity Incubation Program ● The 11th Cisco Hong Kong-Macau Youth Networking Skill Competition 2015 ● IT Challenge Award ● The 67th Hong Kong Inter-schools Music Festival ● Fun With Learning 	<ul style="list-style-type: none"> ● The ISF Academy Chess Open 2015 (Secondary Section) ● Inter-School Team Chess Tournament (Secondary Board 1) ● Hong Kong Junior Chess Championships 2014 (Team in U17) ● Annual Review 2015 Marching Competition (Secondary Schools) ● Inter-school 	<ul style="list-style-type: none"> ● "V-ARE-ONE" Inter-School Voluntary Service Program 2014-2015

<ul style="list-style-type: none"> ● The 18th Sai Kung Area Inter-Primary Schools Athletics Competition ● The 18th Sai Kung Area Inter-Primary Schools Girls' Basketball Competition ● The 51st Hong Kong Schools Dance Festival Chinese Dance ● Inter-School Basketball Competition ● Inter-School Swimming Competition ● 18th Sai Kung Area Inter-Primary Schools Boys' Basketball Competition ● New Territories Inter-Area Primary Schools Swimming Competition ● The 51st Hong Kong Schools Dance Festival ● Inter-Primary Schools Mini Demo Cup 2015 ● The 14th Sai Kung Area Inter-Primary Schools Football Competition ● The 17th Sai Kung Area Inter-Primary Schools Girls' Volleyball Competition ● Sai Kung Area 				<ul style="list-style-type: none"> ● Participation in Hong Kong Biology Olympiad for Secondary Schools 2014/2015 ● The 22nd Hong Kong Primary School Mathematical Olympiad ● Australian National Chemistry Quiz ● The 2nd Sai Kung and Kwun Tong District Rummikub Primary School Invitational Tournament ● Hong Kong Junior Mathematics Olympiad - National Mathematical Forum for Youths 2014-2015 ● "Huaxia Cup" National 	<ul style="list-style-type: none"> ● Competition - Programming Competition ● 3D Printing Creativity Incubation Program 	<ul style="list-style-type: none"> ● Quiz Final Contest 2015 ● World Robot Olympiad Hong Kong Regional Selection (Elementary Age Group of Regular Category) ● Annual Review 2015 Flag Team Competition ● Robotics Intelligence DIY 2015 - Secondary EV3 Group ● HKUST Underwater Robot Competition 2015 	
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	<ul style="list-style-type: none"> Inter-Primary Schools Boys' Table-tennis Competition ● Hong Kong Inter-School Rope Skipping Competition 2015 ● Inter-School Athletics Competition ● Inter-School Basketball Competition ● Inter-School Swimming Competition ● Inter-School Table Tennis Competition ● The 17th Sai Kung Area Inter-Primary Schools Girls' Volleyball Competition ● The 18th Sai Kung Area Inter-Primary Schools Athletics Competition ● The 4th Health Cup Basketball Championship ● Elite Championships 2015 - Demo Cup ● Roche Young Scientist Award 			<ul style="list-style-type: none"> Mathematical Olympiad 2015 ● Hong Kong Biology Olympiad for Secondary Schools 2014/2015 ● Singapore and Asian Schools Math Olympiads 2015 ● Hong Kong Physics Olympiad 2014 ● Hong Kong Biology Olympiad for Secondary Schools 2014/2015 ● 14th Pui Ching Invitation Mathematics Competition 2015 			
No of Awards	455	259	266	75	26	28	980

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