

**The Hong Kong Chinese Christian Churches Union**

# **Logos Academy**



## **Annual School Report**

**2018-19**

Campus 1

(Primary Division)

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Campus 2

(Secondary Division)

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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), was founded under the Direct Subsidy Scheme in September 2002. Composed of registered school managers, the School Management Committee (SMC) holds regular meetings to create school development plans, approve financial budgets, oversee human resources management and review effectiveness of the school, etc.

### **1.1 Education Philosophy**

HKCCCU Logos Academy is founded on the Truth of the Bible. Taking advantage of the flexibility of the Direct Subsidy Scheme, it adopts the “through-train” mode and provides holistic education through a coherent and challenging eleven-year school curriculum. We strongly believe that “the heart of education is the education of the heart” and strive to nurture future leaders with a global vision by providing an all-round education.

### **1.2 Mission and Vision**

- (a) Based on the Truth of the Bible, Logos Academy is committed to assisting our students to pursue abundant lives built on truth, goodness and beauty.
- (b) By facilitating students’ spiritual, moral, cognitive, aesthetic, physical and social developments, the school strives to nurture curious, thoughtful, confident, adaptable and resilient leaders who are keen to contribute to their communities.
- (c) We trust that “life kindles life” is the key to effective education. On this basis, Logos Academy recruits talented local and overseas educators and organizes professional training workshops with leading scholars and organizations in education and science research.
- (d) We aim to foster a culture of learning in which our teachers not only assist students to learn effectively, but also cultivate them in becoming eager learners who dare to innovate and take on demanding responsibilities.
- (e) The school also promotes a collaborative learning culture among school board members, the principal, teachers, staff, parents and students, wherein everyone supports each other on the path of self-development and self-improvement.
- (f) To actively implement cutting-edge ideas and explore new directions for curriculum design, pedagogy, assessment, management and more, the school maintains close cooperation with local and international schools, universities and education authorities.

### **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 campus 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>1/6/2018 to 31/5/2019</u>	<u>1/6/2019 to 31/5/2020</u>
Chairman	Rev. Woo Ming Tim, Samuel	Rev. Woo Ming Tim, Samuel
Vice Chairman	Rev. Chan Tak Cheong	Rev. Chan Tak Cheong
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Dr. Chan Wai Sang, Samuel	Dr. Chan Wai Sang, Samuel
Secretary	Rev. Chung Kin Kai	Rev. Chung Kin Kai
Managers	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming Ms. Kwong Ka Yin, Rev. Lee Chee Kong, Rev. Luk Hang Chuen, Dr. Luk Siu Ping, Rev. Pong Kin Sun, Kinson, Mr. Pong Yuen Sun, Louis Rev. Yu Ying Ngok, Dr. Cho Hee Chuen, Paul (Principal), Ms. Lee Cheung Pui, Cat (Parent Manager), Mr. Chan Mung Hung (Teacher Manager)	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming Rev. Cheng Sau Ting Peter Ms. Kwong Ka Yin, Rev. Lee Chee Kong, Rev. Luk Hang Chuen, Dr. Luk Siu Ping, Rev. Pong Kin Sun, Kinson, Mr. Pong Yuen Sun, Louis Rev. Yu Ying Ngok, Dr. Cho Hee Chuen, Paul (Principal), Mr. Lee Kwok Wai (Parent Manager), Mr. Chan Mung Hung (Teacher Manager)

## 2. Learning and Teaching

### 2.1 Our School-based Curriculum

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

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

The school believes that “the heart of education is education of the heart” and places significant emphasis on the recruitment and development of well-qualified and highly professional staff who all have 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. 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 Lesson Time Allocation

(a) In 2018-2019, there were 190 teaching days for FS1 to DS5 and 191 teaching days for MS1 to MS3. There were 112 and 117 teaching days for MS4 (DSE) and MS4 (IB) respectively.

(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	15.77%	15.77%	16.62%	16.62%	13.97% - 14.55%	13.97% - 14.55%
ENGLISH LANGUAGE	17.75%	17.75%	16.62%	16.62%	13.97% - 14.55%	13.97% - 14.55%
MATHEMATICS	11.83%	11.83%	14.55%	14.55%	14.55% - 17.96%	14.55% - 17.96%
LIBERAL STUDIES	--	--	--	6.23%	9.98% - 10.39%	9.98% - 10.39% (DSE only)
NATURAL SCIENCE	3.94%	3.94%	12.47%	Depends on choices of Elective Subjects		
TECHNOLOGY	--	1.97%	4.16%			
PERSONAL, SOCIAL & HUMANITIES	9.86%	11.83%	16.62%			
ARTS	7.89%	7.89%	6.23%			
PHYSICAL EDUCATION	3.94%	3.94%	4.16%	4.16%	3.99% - 4.16%	3.99% - 4.16%
OTHERS	29.02%	25.08%	12.63%	Depends on choices of electives subjects		

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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, multiple intelligences and co-curricular activities.
8. Elective subjects: since senior secondary students study different electives subjects, the percentage of each learning domain varies.

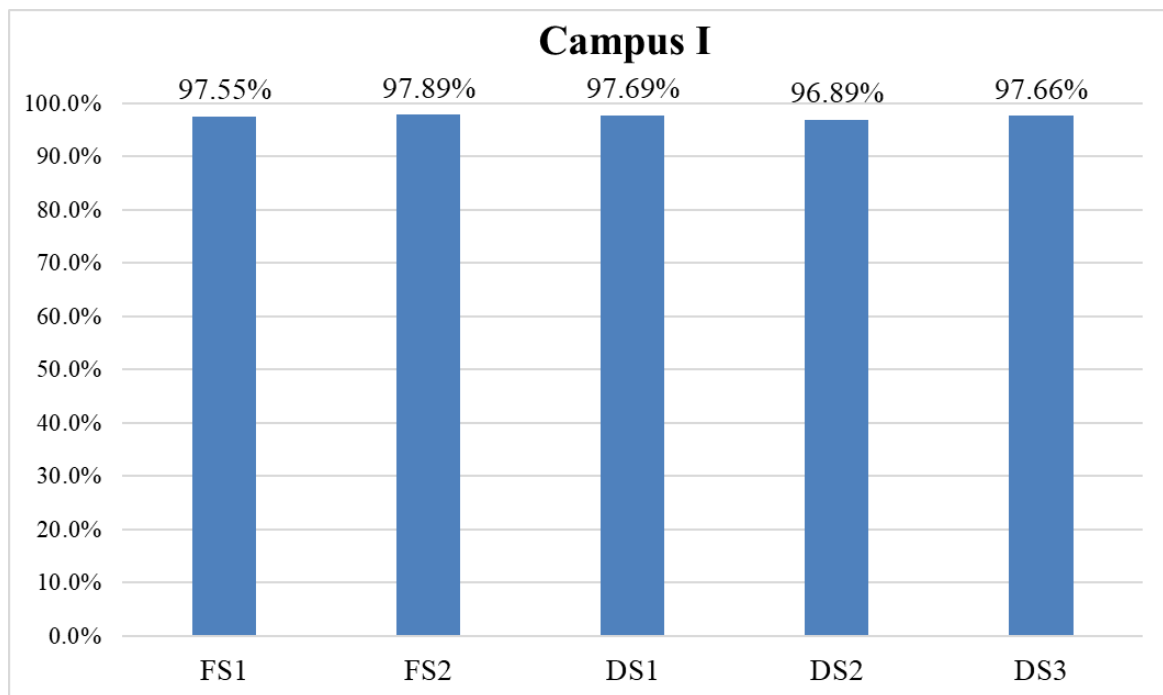
## 2.3 Our Students

### (a) Class Structure

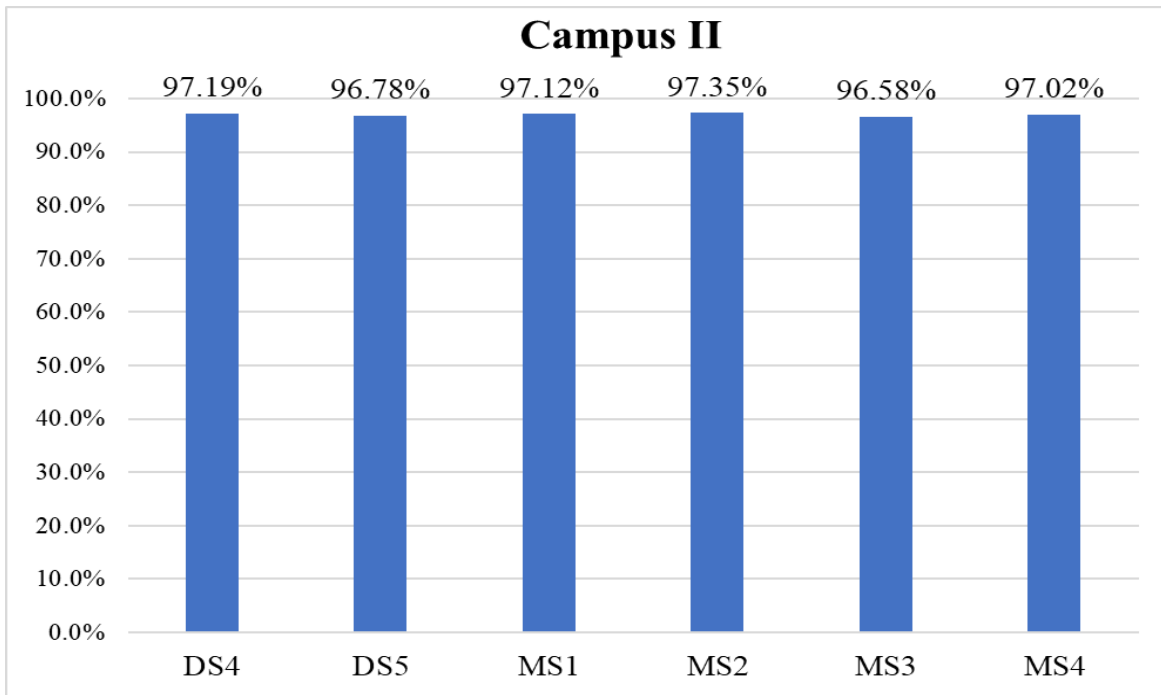
The table below shows the number of classes and students in each year level as at 15<sup>th</sup> August, 2019.

Class Level	No. of Class	No. of Boys	No. of Girls	Total
<b>FS1</b>	6	92	103	195
<b>FS2</b>	6	95	100	195
<b>DS1</b>	6	96	101	197
<b>DS2</b>	6	96	99	195
<b>DS3</b>	6	98	93	191
<b>DS4</b>	5	105	97	202
<b>DS5</b>	5	96	85	181
<b>MS1</b>	5	80	97	177
<b>MS2</b>	5	90	71	161
<b>MS3</b>	5	89	89	178
<b>MS4</b>	5	70	80	150
<b>Total</b>	60	1007	1015	2022

### (b) Annual Attendance Rate







**2.4 Our Teachers**

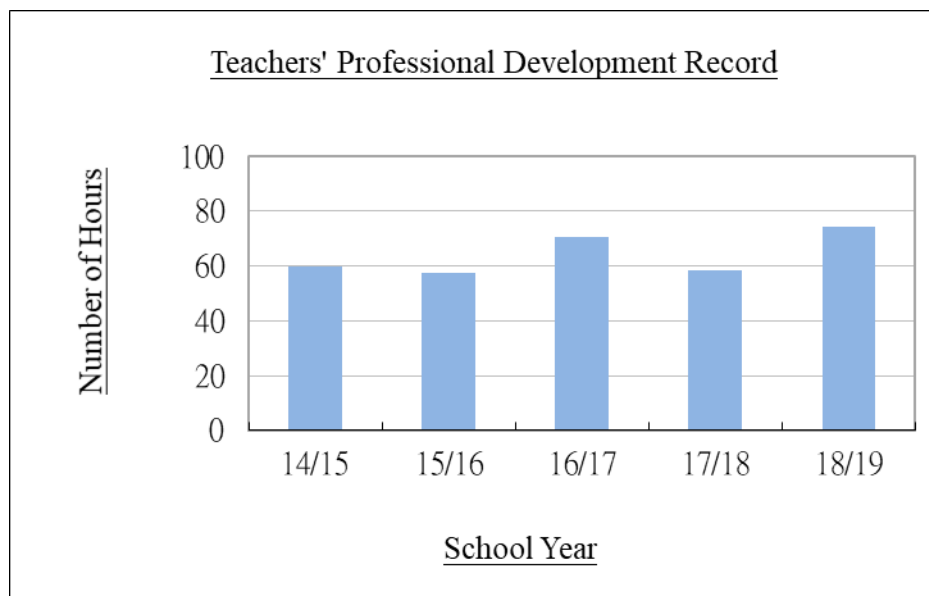
(a) No. of teachers  
There were 168 teachers in the approved establishment.

(b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	97%
Bachelor's Degree	100%
Master's / Doctorate Degree or above	57%
Special Education Training	16%

Working Experiences (% of Teachers)	
0 - 4 years	19%
5 - 9 years	23%
≥10 years	58%

(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. 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 by 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 a team of 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 and Value Education 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 2018/19, 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 timely manner;
- (b) Better Coordination enabling the roles and functions of the various support teams in the school to be more clearly defined 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 due consideration in terms of homework arrangements 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 for competitions such as the Mathematics Olympiad and nominating students to compete for studentship in the Hong Kong Academy of Gifted Education, the dual program at the Hong Kong University of Science and Technology, and also other programs of similar nature offered by other institutions.

#### **3.2 Support at the Group Level**

- (a) Support to Teachers
  - (i) 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 Level 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.
  - (ii) An induction program was held in the first semester of the year to acquaint newly joined teachers 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

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

(c) Support to Students

- (i) 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.
- (ii) Special group programs geared towards supporting students with special educational needs (SEN) were also organized often outside school hours 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.
- (iii) SEN students were invited to participate in a self-regulatory learning and motivational programme entitled “Exam Made Easy with Good Planning” in 2017/18, which helped them to cope with the stress and demands from examinations. Through the support from teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their examinations.
- (iv) Day-to-day individual coaching sessions were arranged for the SEN students with more severe difficulties 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.
- (v) 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.
- (vi) In the past year, 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**

The goal of the Education Psychology Team is to identify students-in-need as early as possible and to provide them with comprehensive intervention. Based on the individual needs of the students, the Team, in collaboration with teachers and parents, designs various kinds of support work for the students, such as assessment, counselling and various training activities. In the year 2018/2019, a total of 176 active cases received different degrees of support services from

the Team. A total of 1,311 training sessions on academic learning, social and emotional management skills were provided in small group formats or on an individual basis. A total of 794 counselling sessions were provided to students and their parents—often jointly—to help students overcome behavioural and emotional difficulties. Students with special educational needs were also given special examination accommodations.

## **4. Evaluation and Reflection on School Major Concerns**

### **4.1 School Major Concerns**

#### **4.1.1 Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development**

(i) Overall Intended Outcomes:

- Students acquire key generic skills in the school curriculum
- Students have genuine interests in studying through inter-disciplinary approaches in teaching and learning
- Students benefit directly in terms of academic performance as a result of the strengthening of key professional teaching skills

(ii) Implementation Plan and Strategies:

- To develop students' self-study skills through curriculum initiatives in subjects
- To introduce the skills of ATL in the school curriculum
- To explore and implement effective inter-disciplinary strategies such as Project-based Learning and Game-based Learning
- To provide workshops on improving lesson design and adopting effective teaching strategies to cater for learners' diversity
- To organize in-house professional sharing workshops on key learning and teaching skills and strategies such as Assessment For Learning (AFL)
- To promote assessment for learning in daily L&T activities, e.g. by providing teacher training workshops on the use of effective e-learning tools
- To organize staff development seminars and workshops on questioning skills for provoking students' in-depth thinking

#### **4.1.2 Major Concern 2: To nurture good characters, habits and attitude of students**

(i) Overall Intended Outcomes:

- Students develop good habits and attitude through moral values education
- Improvement in students' self-discipline and leadership skills

(ii) Implementation Plan and Strategies:

- To review the framework and improve the implementation of the school-based moral education
- To adopt a whole-school approach in moral education
- To strengthen the roles of HRTs and assistant HRTs in moral education
- To strengthen the effectiveness of HRT periods through central coordination and structured lessons
- To help students develop positive attitude and good learning habits
- To explore the possibility of a students' mentorship program  
To help students develop self-discipline, leadership and organizational skills
- To encourage students to take up the executive posts in student groups and attend leadership training programs

### **4.1.3 Major Concern 3: To foster sustainable school development through self-evaluation**

- (i) Overall Intended Outcomes:
  - The quality of education for our students is enhanced with a whole-school approach to School-Self-Evaluation
  - Subject departments and major functional teams can make use of the collected relevant data in feedback to devise self-improvement pedagogical strategies
- (ii) Implementation Plan and Strategies:
  - To strengthen self-evaluation capacity in academic subject departments and functional teams
  - To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys
  - To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans
  - To launch suitable training workshops to help academic subject departments heads and functional teams heads to set appropriate annual self-evaluation survey questions and compile reflective reports

Some details of evaluation and reflection from Subject Departments and Functional Teams are presented in Section 7 of this Report (Appendix). Results from teacher surveys regarding the School Major Concerns are also presented in Section 7. The following section gives a summary of the overall evaluation and important recommendations and suggestions for future direction of school improvement.

## **4.2 Summary and Suggestions**

### **4.2.1 Summary**

- (a) Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development

To order to improve students' academic performance, the school adopted the following measures in this academic year: (a) Develop students' self-study skills through curriculum initiatives in subjects; (b) Introduce the skills of ATL in the school curriculum; (c) Explore and implement effective inter-disciplinary strategies such as Project-based Learning and Game-based Learning; (d) Provide workshops on improving lesson design and adopting effective teaching strategies to cater for learners' diversity; (e) Organize in-house professional sharing workshops on key learning and teaching skills and strategies such as Assessment For Learning (AFL); (f) Promote assessment for learning in daily L&T activities, e.g. by providing teacher training workshops on the use of effective e-learning tools; and (g) Organize staff development seminars and workshops on questioning skills for provoking students' in-depth thinking.

Departments have been adopting different curriculum initiatives in their subjects to develop students' self-study skills. It becomes more and more popular by using e-platforms on doing it, for example, Reading i-Learner platform, Pagamo game-based learning platform, OneNote, cabri-3D, Demos and GeoGebra, i-know, etc. They helped

teachers to design diverse teaching activities and assessments, allowing them to better understand students' progress and providing self-study opportunities to students. Moreover, students could keep their learning materials systematically and it was easier for them to have revision on the e-learning platform. Most teachers agreed that e-learning platforms should be effective in boosting students' self-study skills and provide opportunities to develop students' self-study skills in their lessons. However, there was a large discrepancy on the agreement of whether students' self-study skills have improved among departments and teachers. Moreover, issues such as insufficient supply of iPads, technical support with the Apps, long preparation time in video production, rewarding scheme of promoting use of eLearning platforms, exploration of more effective strategies to improve their learning, etc. have to be considered in future.

Regarding introduction of the ATL (approaches to learning) skills into the school curriculum, teachers and departments discussed how to incorporate those skills into daily teaching and completed certain unit planners this year. Group work and mind-mapping were regularly conducted as routine work. Teachers reflected that they were able to provide opportunities for students to demonstrate ATL skills in their lessons and many of them agreed that certain ATL skills were important for student to learn their subjects. Many teachers reported that their lessons were providing opportunities for students to demonstrate ATL skills acquired and some students could successfully grasp certain ATL skills. However, all not departments or subject groups were selected to prepare the unit planners. Some departments also mentioned that it was quite difficult to incorporate ATL skills at each level and some teachers still did not have a thorough understanding about them. Although statistics showed that teachers' awareness of ATL skills and the need to introduce them were generally high, much more work was in progress and has to be done in future. It was suggested that more discussions on strategies should be done and executed, in order to ensure students had acquired certain ATL skills effectively.

On the other hand, inter-disciplinary strategies such as Project-based Learning and Game-based Learning were still under exploration and being implemented. For example, in order to consolidate students' understanding of Chinese culture and boost their interest in the subject, various interdisciplinary activities such as Mid-Autumn Cultural Activities, Putonghua Sphere, and Safe Haven for Animals Project-based Learning were held. Inter-disciplinary programmes, such as Man in Wild, Weather Trailer, GO MA, were also held. Moreover, game-based learning tools such as Kahoot!, Quizlet, board games, grammar cards, card games, and English booths were integrated into the curriculum so as to motivate students' learning interests. Training workshops such as Gamification and Learning Motivation, and Design Process, were held by the Professional Development Team and the feedback from teachers was very positive. Some teachers also agreed that the Project-based Learning (PBL) team provided basic training to all teachers and students have acquired certain generic skills through interdisciplinary strategies. However, some teachers found difficulties in transferring design thinking skills into their own subject teaching practice. In order to reflect to this, there would be a new programme, Dreamstarter, introduced at MS1 level in the coming year, which was expected to offer students further insights on the possibility of an interdisciplinary approach to project design. There were also suggestions that there should be more interactive sharing in both directions, so that teachers could work together with certain standards and similar expectations on students' training.

There were 18 in-house workshops, mainly run by our own teachers, were provided to teachers on improving lesson design and adopting effective teaching strategies, such as collaborative learning methods, questioning skills, etc. to cater for learners' diversity.



Effective lesson design was important to the quality of teaching and good lesson design could indeed help improve the effectiveness of catering for diversity. Teachers were using both homogeneous grouping and heterogeneous grouping to provide students different teaching and learning activities, in order to cater for diversity. Moreover, majority of teachers were able to adopt other strategies, such as tiered learning tasks, gifted classes, remedial classes, etc. as well. They also found that the workshop run by Mr. Teddy Tang was very useful for them in lesson planning. Some elements of good lesson planning should be considered in the design of lesson plan template and lesson observation forms. To further cater for learners' diversity, it was suggested that apart from remedial classes in school hours, some regular and systematic remedial classes could be arranged in school holiday.

After the conduction of workshops on various topics, follow-up discussions were also held at departmental level. Teachers applied the skills and knowledge learnt from the workshops and they found those skills could improve their classroom teaching and learning effectiveness. Overall, a culture of professional training has been established throughout these few years and it was suggested that it should continue encouraging teachers to pursue further studies to enhance the effectiveness of teaching and learning. Moreover, efforts should be made on ensuring what was learnt from seminars could be translated into actual lessons successfully and each department should continue to follow up the work after professional development days and to help promote sharing of effective teaching practices. However, as the workshops organized were mostly in-house and not all teachers participated in the workshops. Teachers' survey data indicated that some teachers were not aware of that these workshop were available. Teachers were encouraged to keep an eye out for workshops or activities focusing on lesson design and catering for learner diversity in future.

There were also workshops on the use of effective e-learning tools and questioning skills for provoking students' in-depth thinking. Teachers used different e-platform to have the instant assessment of student learning and give appropriate feedback on time. They used different e-platform according to the needs of the specific needs of the lessons, such as Loilonote, Plickers, My story, Quizlet, Padlet, Talkr, Onenote, Coggle, Explain Everything, Toontastic 3D, Nearpod, Kahoot! etc. It was found that the majority of teachers were able to apply assessment for learning in lessons through questioning skills and the use of the e-learning tools and most of them agreed that they made good progress on the use of good questioning skills to cater for learner diversity in the classroom. However, some of the learning and teaching programmes have not yet installed and that issue should be followed up. There have been professional developments on different teaching and learning strategies, such as questioning skills, self-directed learning, for the past few years and all teachers have already gained the basic skills and techniques, it was suggested that those strategies should be emphasized in the lesson observation form and in the appraisal process in future.

(b) Major Concern 2: To nurture good characters, habits and attitude of students

In order to nurture good qualities of Logosians, lessons were planned to meet the learning objectives in the domain of values and attitude in the curriculum. Moreover, the following were planned in this academic year: (a) Review the framework and improve the implementation of the school-based moral education; (b) Adopt a whole-school approach in moral education; (c) Strengthen the roles of homeroom teachers (HRTs) and assistant HRTs in moral education; (d) Strengthen the effectiveness of HRT periods

through central coordination and structured lessons; (e) Help students develop positive attitude and good learning habits; (f) Explore the possibility of a students' mentorship program; (g) Help students develop self-discipline, leadership and organizational skills; and (h) Encourage students to take up the executive posts in student groups and attend leadership training programs.

The Moral Education Framework of the school was reviewed by the senior management team after consultation sessions with some senior teachers and staff responsible for student affairs. The new framework should be based on a central ultimate aim of "servant leadership" and the "three self-discipline goals". It should be in place for full implementation in the school year of 2019-20.

The views on the learning objectives in the domain of values and attitude in the curriculum were collected from teachers, and many agreed that the effectiveness had been reviewed and the measures were fully implemented. Departments had also conducted discussions on how to infuse moral, values and attitude education strategies in their lessons and they have included them in the school-based curriculum plans. They also reflected that they had been referring to the learning objectives while co-planning their lessons, so as to promote positive and moral values in their lessons. Students have been learning friendship and family love through reading and religious stories. For different subjects at different levels, students learned about perspectives, and the importance of being respectful and humble, responsibilities, quality of life, protection of environment, etc. There had been discussions on the value judgement at senior forms and develop positive attitude through various competitions. The statistics from teachers generally indicated that they were aware of the need to integrate moral education / the teaching of moral values into their lessons and suggested to continue to integrate moral education into the curriculum to help students establish positive or correct values and develop good attitudes.

In 2018-2019, the Professional Development Team organized talks and workshops on the essential roles of Homeroom Teachers (HRTs) and the feedback from teachers was positive. Moreover, the school has also allocated a HRT and an assistant HRT for each class, for developing value education to the students and some structured lessons were organized by the Counseling Team and conducted. Relevant plans were posted on Padlet and saved in the school server for the Campus Life and the School Management to gain access of the current situation of each class. However, the structured HRT lessons were mainly held at Campus 1 and the roles of HRTs had been greatly emphasized, it was suggested that there should be similar measures for Campus 2 in the coming year. Moreover, most problems raised by HRTs could not be resolved by themselves alone, but a requirement from a whole-school approach. It was also suggested that possibilities should be explored to create time and spiritual space for teachers to nurture their heart so that they could have the sensitivity and rapport to respond to the needs of the students.

Helping students to develop positive attitude and good learning habits were important. The school has provided putting extra resources for students to build up good learning habits. Schemes and programmes held by library and reading team have been used to promote positive attitude and good learning habits. Teachers have found that students' attitude and learning habits have progressively been improved in this school year, but it should be paid more attention to cultivate students' good values and positive attitudes in future. Moreover, more effort was still needed to be put on training students how to exercise self-control such as "how and when and what to do", so that they could apply all-round self-discipline experience in their learning habits. Nevertheless, this should be

a long-term goal as the efforts put in today would come into effects after many years.

As in the past few years, the students' mentorship programme for MS4 was conducted throughout the year, with the aim of supporting and encouraging students to overcome the challenge of DSE or IB examinations. A total of 35 teachers participated in this programme and acted as mentors for students. Both mentors and students reflected that the activities in the programme had achieved its respective objectives. It was also reflected that there should be additional activities in the programme to facilitate relationship building and supporting. Moreover, similar mentorship programme could be considered at other level as well.

To help students to be better developed further in self-discipline, leadership and organization skills, the school has encouraged them to take up the executive posts, such as monitors and subject leaders in daily classroom routines, prefects, fellowship leaders, librarians, etc. and attend leadership training programmes. However, there should be a better coordination of different programmes as some students took up different posts at the same time. Students' strengths should be explored and they should be given more opportunities for their self-development.

(c) Major Concern 3: To foster sustainable school development through self-evaluation

In order to help departments and functional teams to continue with P-I-M-E, the school adopted the following measures in this academic year: (a) Strengthen self-evaluation capacity in academic subject departments and functional teams; (b) Conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys; (c) Ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans; and (d) Launch suitable training workshops to help academic subject departments heads and functional teams heads to set appropriate annual self-evaluation survey questions and compile reflective reports.

There have been self-evaluations in academic subject departments and functional teams. Every subject department would issue self-evaluation questionnaires to its members on evaluating the items, such as teaching strategies and organization, catering for diversity, communication skills, classroom interaction, classroom management, professional knowledge and student performance, etc. in that year and invite them to give suggestions for improvement. Other than that, teachers would also evaluate their teaching for that year, especially on the teaching effectiveness. Moreover, some departments would also give questionnaires to the students to evaluate their performance in teaching and learning and give suggestions to the teachers. Teachers reflected that the data collected were analyzed with sufficient details and were prepared in suitable formats for extraction of information. The data were also helpful for teachers, especially the new ones, to understand the students' current situation and evoked teachers' reflection on teaching. Teachers have now become more aware of the need to constantly reflect upon their teaching effectiveness and practice. Moreover, the data could also help the departments and the functional teams to devise plans for their development in future.

There have been holistic evaluations of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys conducted as well. Departments have made good use of the data collected via APASO, KPM and stakeholders surveys to improve the learning and teaching. Based on the findings of different surveys and focus group interviews, some new measures were made, such as new split-class arrangement, various

gifted classes and remedial classes, etc. The surveys generally provided useful data and feedbacks to teachers who could then identify areas for improvement and actions.

The evaluations could help departments and functional teams to follow a P-I-M-E approach in their annual action plans. Teachers reflected that the objectives, action plans and success criteria addressing the school's major concerns were in alignment with the school's priorities and were stated clearly with appropriate assessment methods. Moreover, student performance records were regularly collected and analyzed so that teachers could use their professional judgement to make modifications or adjustments in their teaching. After summative assessment, department heads or subject coordinators received student performance and scoring reports, and held review meeting to assess the effectiveness of learning and teaching. Suggestions were made and follow-up work followed. At the end of the year, departments and functional teams received both the qualitative and the quantitative survey results to evaluate different work throughout the year and there were reflections and suggestions for improvement, which were then put down in the annual report. It was seen that departments and functional teams adopted P-I-M-E approach to keep improving learning and teaching performance and student development progressively.

In 2018-2019, several training workshops were launched to help subject departments heads and functional team heads to set appropriate annual self-evaluation survey questions and compile reflective reports. However, there was suggestion that the workshops could be launched in the midst of the school year rather than at the end of the academic year. On the whole, the departments and the functional teams have been adopting and have also become getting used to the P-I-M-E model in their work for the last few years. However, the feedback of its success in this area was still marginal above 75%, it was suggested that this measure would continue next year.

#### **4.2.2 Suggestions for 2019-2020 Areas of Concern**

After the completion of the School Development Plan (2015-2018) and the formulation of the new three-years School Development Plan (2018-2021), the recommendations in the ESR Report (2015) were thoroughly studied again and the items in areas essential to the continuous development of the school were reviewed, against the achievement and reflection by the subject departments and the functional teams. The areas of improvement and good practices for the school were summarized as follows:

- (a) In 2018-2019, teachers were well equipped with different skills for their lessons, through curriculum development and teachers' professional development. However, there should be more interactive sharing in both directions, so that teachers could work together with certain standards and similar expectations on students' training, so that effective strategies could be done and executed to nurture students generic skills and develop their interests in learning. Subject departments should continue to work on improving teaching skills through professional sharing and the professional development team should continue organize workshops and seminars on effective inter-disciplinary strategies. Moreover, there should also be strengthening on how to use key teaching skills and apply assessment for learning (AfL) strategies, improving lesson design and adopting effective teaching strategies to cater for learners' diversity, and making good use of e-learning tools. They can be considered to be put and emphasized in the lesson observation form and in the appraisal process.

- (b) School has been introduced project-based learning for a number of years and students have genuine interests in studying through inter-disciplinary approaches in teaching and learning. There should be more emphasis on the trans-disciplinary skills through sharing of good practices and professional development among teachers. Moreover, students' self-study skills and habits should further be developed through, say lesson strategies and arrangements. Inter-disciplinary curriculum should be reviewed to enhance students' 21<sup>st</sup> century skills and hand-on, easy-accessible and ready e-platform should also be considered. In order to train our students to be life-long learners, acquiring comprehensive reading skills is necessary and a holistic approach to it should also be considered.
- (c) Whole-school approach is necessary for developing moral education and teachers should be assisted on how to implement and help students to develop positive attitude and good learning habits at all levels. As mentioned in (b), good learning habits could be developed through reading scheme. The homework policy should also be strengthened to help students to develop good learning habits. Homeroom teachers (HRTs) would take the lead and their roles have to be strengthened. There should be central coordination and structured lessons constructed to implement moral education in the HRT periods. To further developing students' generic skills, they should be encouraged to take up various roles of responsibilities, to develop their self-discipline, leadership and organizational skills. Clear guidelines and relevant leadership training programmes should also be considered. From the overall data of APASO and SHS, the school has noted that there was a slight decline in the general school atmosphere. One possible reason could be the less satisfactory HKDSE results of the previous year. Measures to put more time and effort on academic work and higher expectations might have placed some stress on students, teachers, heads of subject departments and the senior management team alike. Time is required for students and teachers to adapt. More communication between the senior management team and teachers should be used to build up the morale of teachers. A caring school community for our students should continue to be upheld and developed. More emphasis should be used to promote positive attitude and growth mindset. The school should seek to prepare the entire staff to be ready for positive education for the students. Staff development in this area should be a major direction in the next school year.
- (d) The quality of education is enhanced with a whole-school approach to the evaluation processes. The relevant data collected are to help departments and functional teams to devise self-improvement pedagogical strategies. It was suggested that other than collecting data, the Survey Team could prepare initial reports to the relevant parties for evaluating learning effectiveness and reporting change of attitudes of the students. The Team can also consider conducting focused interviews so that the possible causes of low academic performance of certain groups of students could be found and strategies could then be devised to tackle the problems. Throughout the past few years, departments and teams have been developed habits of using data-driven mechanism for the continuous improvements of their work and it should be further strengthened in order to enhance the effectiveness of learning and teaching in future.
- (e) In view of what have been achieved and reflected by the subject departments and functional teams regarding the implementation of different items and strategies, a series of School Senior Management Team meetings, Subject Department Committee meetings and staff meetings were held and thorough discussions were made. Suggestions were provided for the development of different areas in 2019-2020 and the next-year annual plan would be drafted for further consultation from the School Management Committee.

According to the three year school plan, the major concerns for 2019-2020 remain. They are:

- (i) To improve students' academic performance through curriculum development and teachers' professional development
- (ii) To nurture good characters, habits and attitude of students
- (iii) To foster sustainable school development through self-evaluation

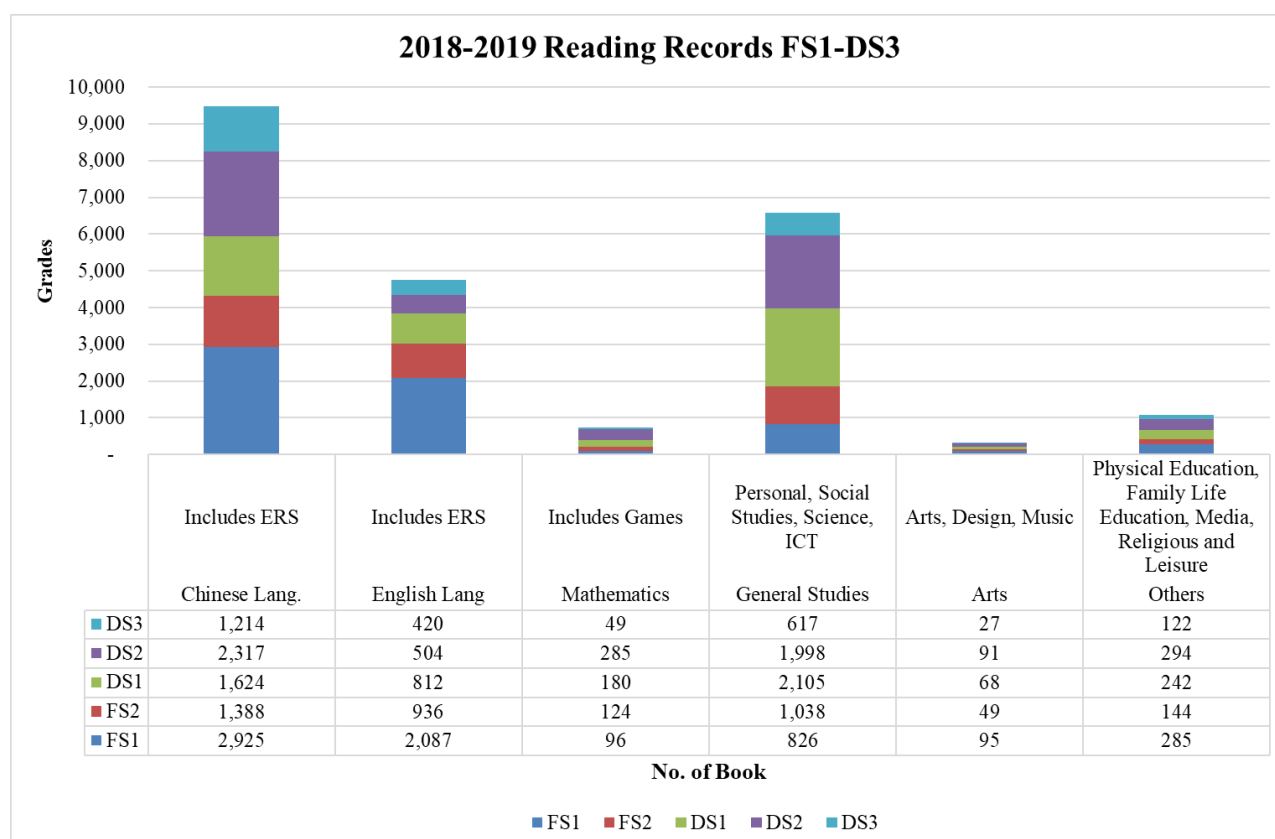
## 5. Students' Performance

### 5.1 Reading Habit

(a) Record of Borrowed Books

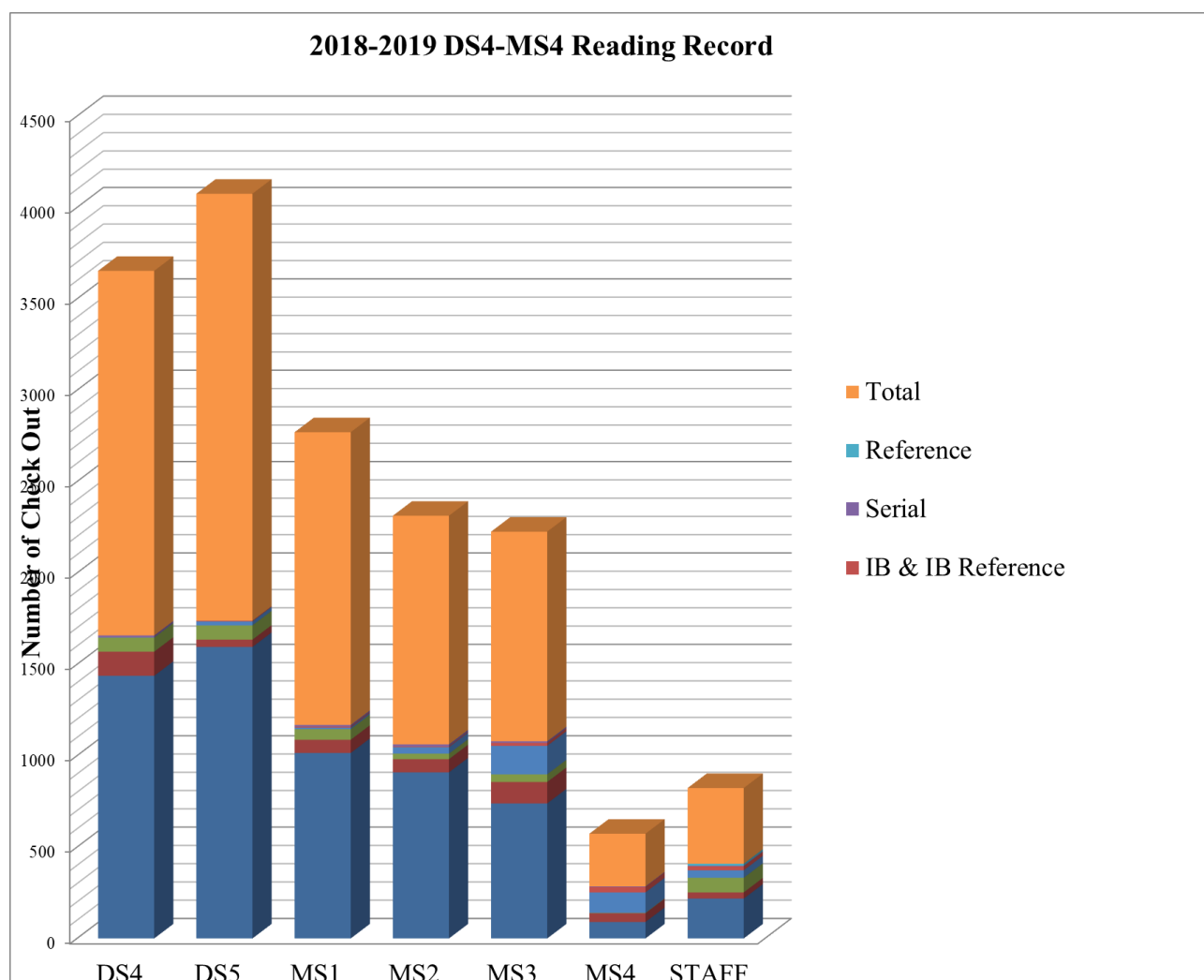
(i) Primary Division

SUBJECT/GRADE		FS1	FS2	DS1	DS2	DS3
Chinese Lang.	Includes ERS	2,925	1,388	1,624	2,317	1,214
English Lang.	Includes ERS	2,087	936	812	504	420
Mathematics	Includes Games	96	124	180	285	49
General Studies	Personal, social & humanities, science, technology	826	1,038	2,105	1,998	617
Arts	Fine art, design, music, performing arts	95	49	68	91	27
Others	Physical Education, Family Life Education, Media, others	285	144	242	294	122
<b>TOTAL</b>		<b>8,233</b>	<b>6,314</b>	<b>3,679</b>	<b>5,031</b>	<b>5,489</b>



(ii) Secondary Division

SUBJECT/GRADE	DS4	DS5	MS1	MS2	MS3	MS4
Chinese	1,437	1,595	1,015	909	739	90
English	132	40	72	72	117	48
DVD/CD	77	78	58	30	42	2
Fiction	337	597	434	189	68	3
Past Paper (DSE, CE, A-level, IELTS, TSA, IGCSE, etc.)	1	22	9	36	156	112
IB & IB Reference	0	4	5	4	16	30
Serial	11	0	9	11	9	3
Reference	0	0	0	0	0	0
<b>TOTAL</b>	<b>1,995</b>	<b>2,336</b>	<b>1,602</b>	<b>1,251</b>	<b>1,147</b>	<b>288</b>



## (b) Library Collection

## (i) Primary Division

Item Type	No. of Item(volume/set)		Total	No. of Item(volume/set)		Total
	2017-2018			2018-2019		
	Chinese	English		Chinese	English	
Book	12,954	10,368	23,322	14,332	10,604	24,936
Serials	1,383	---	1,383	1,473	---	1,473
Media	657	---	657	725	---	725
Computer/E Mat.	---	11	11	---	11	11
Attached item	570	---	570	572	---	572
<b>TOTAL</b>	<b>15,564</b>	<b>10,379</b>	<b>25,943</b>	<b>17,102</b>	<b>10,615</b>	<b>27,717</b>

## (ii) Secondary Division

Item Type	No. of Item(volume/set)				No. of item (volume/set)			
	2017-2018				2018-2019			
	Chinese	English	Others (Online Resourc es, Kid, Visual material s, etc.)	Total	Chinese	English	Others (Online Resourc es, Kid, Visual material s, etc.)	Total
Teacher Inventory	1,930	2,333	16	4,279	4,754	2,175	84	7,013
Teacher Reference	1,648	2,570	230	4,448	1,228	1,761	80	3,069
English Fiction	-	2,797	-	2,797	-	2,945	-	2,945
Pastpaper (DSE, CE, A-level)	244	1,039	-	1,283	495	1,616	1	2,112
IB & IB Reference	524	1,145	-	1,669	153	1,134	-	1,287
Chinese collection	10,437	-	-	10,437	11,202	-	-	11,202
English Collection	-	4,531	-	4,531	-	4,676	-	4,676
DVD & CD	615	528	-	1,143	430	846	-	1,276
Parents & USA	-	-	-	-	-	-	-	-
Project Base Learning	-	-	-	-	-	-	-	-
Serials	772	740	-	1,512	933	904	-	1,837
Reference Collection	192	210	-	402	192	213	-	405
Not in use	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>16,362</b>	<b>15,893</b>	<b>246</b>	<b>32,501</b>	<b>19,387</b>	<b>16,270</b>	<b>165</b>	<b>35,822</b>



## 5.2 Academic Performance

### (a) IBDP Examination Results, May 2019

The seventh group of our candidates (44 students) achieved good results in IBDP examination in May 2019. The overall passing rate was 100% and the average score was 38.2 (full mark is 45 and global average in 2018 was 29.8 marks). Three candidates scored 44 marks and another three candidates scored 43 marks. 100% of students scored 30 marks or above; 77.3% of students scored 35 marks or above while 40.9% of students gained 40 marks or above. 100% of the candidates were awarded the Bilingual Diploma. All of the mentioned data were far above global results.

### (b) HKDSE Examination Results 2019

The overall passing rate (level 2 or above) of the eighth group of our candidates was 94.3%. The passing rates of each subject are shown below:

Subjects	Passing Rate	Subjects	Passing Rate
Chinese Language	90.5%	English Language	100%
Mathematics (Compulsory Part)	98.1%	Liberal Studies	92.4%
Biology	97.4%	Business, Accounting and Finance Studies (Accounting)	78.6%
Business, Accounting and Finance Studies (Business Management)	100%	Chemistry	84.4%
Chinese History	100%	Economics	93.3%
Geography	92.3%	History	100%
Information and Communication Technology	96.3%	Mathematics (Extended Part – Algebra and Calculus)	100%
Mathematics (Extended Part – Calculus and Statistics)	100%	Music	85.7%
Physics	91.7%	Visual Arts	100%

The highest score (in best 5 subjects) of our students was 30 marks. 54 out of 105 candidates (51.43%) achieved the basic requirement for entering local government subsidized universities.

### (c) Continuous Education of Graduates

There were 150 graduates in 2019. The total percentage of graduates studying bachelor's and master's degree programs from local and overseas universities was 61.4%. Some other graduates (33.3%) were admitted to local and overseas associate's degree/higher diploma/foundation programs.

### 5.3 APASO

In 2018-19, there were 540 lower secondary (DS4-5, MS1) students and 455 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 96.8 % of the whole student population in the secondary section.

- (a) On 'achievement' (concerning 6 items), there has been a slight decrease from 2.54 to 2.51 in lower secondary student perceptions whilst there has been a similar decrease from 2.40 to 2.33 in upper secondary ones from 2017-18 to 2018-19 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned an insignificantly lower difference (0.04) whilst upper secondary students also showed an insignificantly lower difference (0.09) in 2018-19.

On 'experience' (concerning 5 items), there has been a decrease from 2.33 to 2.27 in lower secondary student perceptions whilst there has been a decrease from 2.33 to 2.24 in upper secondary ones from 2017-18 to 2018-19 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students demonstrated a significantly lower difference (0.26) whilst upper secondary students also earned a significantly lower difference (0.19) in 2018-19.

On 'general satisfaction' (concerning 6 items), there has been a decrease from 2.36 to 2.26 in lower secondary student perceptions whilst there has been a decrease from 2.37 to 2.28 in upper secondary ones from 2017-18 to 2018-19 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned a moderately lower difference (0.34) whilst upper secondary students also illustrated a significantly lower difference (0.2) in 2018-19.

On 'negative affections' (concerning 7 items), there has been an increase from 1.84 to 1.91 in lower secondary student perceptions whilst there has been a slight decrease from 2.08 to 2.05 in upper secondary ones from 2017-18 to 2018-19 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed an insignificant difference (0.1) whilst upper secondary students also demonstrated an insignificant difference (0.11) in 2018-19.

On 'opportunity' (concerning 7 items), there has been a decrease from 2.84 to 2.77 in lower secondary student perceptions whilst there has been also a decrease from 2.69 to 2.62 in upper secondary ones from 2017-18 to 2018-19 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students earned a significantly lower difference (0.2) whilst upper secondary students earned a significantly lower difference (0.15) in 2018-19.

On 'social integration' (concerning 7 items), there has been a slight decrease from 2.82 to 2.81 in lower secondary student perceptions whereas there has been a slight increase from 2.86 to 2.88 in upper secondary ones from 2017-18 to 2018-19 respectively. In comparison with the whole Hong Kong 2010 norm student population, lower secondary students showed an insignificantly lower difference (0.11) whereas upper secondary students also earned an insignificantly lower difference (0.06) in 2018-19.

On 'teacher-student relationship' (concerning 7 items), there has been a decrease from 2.83 to 2.70 in lower secondary student perceptions whilst there has also been a slight

decrease from 2.78 to 2.77 in upper secondary ones from 2017-18 to 2018-19 respectively. In comparison with the whole Hong Kong student population, lower secondary students showed a moderately lower difference (0.28) whereas upper secondary students also demonstrated a significantly lower difference (0.14) in 2017-18.

- (b) To sum up, in comparison with the whole 2010 norm student population of Hong Kong, there were some insignificant differences towards achievement, negative affect and social integration, whereas some significantly lower figures towards experiences, general satisfaction, opportunity and teacher-student relationships in DS4-5 & MS1 students' views. Meantime, some negligible differences were found in upper secondary (MS2-MS4) students' views towards achievement, negative affect and social integration, whereas some significantly low differences were found in MS2-4 students' views towards experiences, general satisfaction, opportunity and teacher-student relationships, in comparison with HK 2010 norm student population.

#### **5.4 Inter-school Activities and Competitions**

Our students have participated in a number of activities and competitions in 2018-19. Awards that students obtained (only include championships, first runner-ups and second runner-ups) are summarized in the following table.

**2018-2019 (Year-end summary of external awards)**

<b>Classification</b>	<b>Physical Education</b>	<b>Chinese/English/ Putonghua</b>	<b>Mathematics/ Science/Gifted Education</b>	<b>Arts/Music/IT</b>	<b>Civic Education/ Uniform Teams/Others</b>
<b>Participation Items</b>	<ul style="list-style-type: none"> <li>• Inter-Primary Schools Swimming Competition</li> <li>• Inter-School Swimming Competition</li> <li>• Hong Kong Inter-school Rope Skipping Competition</li> <li>• Hong Kong Inter-schools Rope Skipping Competition</li> <li>• Hong Kong Inter-Primary Schools Rope Skipping Competition</li> <li>• 2018-2019 Sai Kung Area Inter-Primary Schools Athletics Competition</li> <li>• Inter-School Athletics Competition</li> <li>• Inter-Primary Schools Basketball Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Hong Kong Inter-schools Speech Festival</li> <li>• Guangdong-HK-Macau Choral Verse Speaking Contest</li> <li>• “Touching Stories” Writing Competition</li> <li>• Blocky League e-Sports Competition 2019</li> <li>• 2018-2019 National Youth Chinese Knowledge Competition</li> <li>• Certificate of Merit in the 44th Hong Kong Youth Cultural &amp; Arts Competition</li> <li>• 2019 Drama Competition Story Telling Competition</li> <li>• Hong Kong School Drama Festival - Secondary English Category</li> <li>• 20th HKPTU English Debating Competition 2018-19</li> </ul>	<ul style="list-style-type: none"> <li>• 2019 Asia International Mathematical Olympiad Open Contest</li> <li>• 2019 Hong Kong and Macao Mathematical Olympiad Open - Hong Kong and Macau Cup HKMO Open</li> <li>• Hong Kong Primary Schools Rummikub Invitation Competition</li> <li>• Hong Kong Mathematical Games Open</li> <li>• The 10th Super 24 Invitation Competition</li> <li>• The 5th Hong Kong Primary Mathematics Challenge</li> <li>• 2019 Huaxiabei</li> </ul>	<ul style="list-style-type: none"> <li>• 2018 Hong Kong Youth Music Interflows Symphony Orchestra Contest</li> <li>• 2019 Hong Kong International Handbell Olympics 2019</li> <li>• subFORM Eco-Product Design Competition</li> <li>• The 16th Hong Kong Synergy 24 Drum Competition-New Comers' Section</li> <li>• 2019 Joint School Music Competition 2019</li> <li>• “Master Code 2018” Competition Senior</li> </ul>	<ul style="list-style-type: none"> <li>• 20th Consumer Cultural Study Award</li> <li>• Mental Health Scheme 2018 - My Favourite Family - Photography Competition</li> <li>• Hong Kong Taekwondo Jung Do Kwan Primary School Taekwondo Competition 2019</li> <li>• Primary School Taekwondo Competition 2018</li> <li>• 2019 Junior High School History Section E-reading Reward Program</li> <li>• Hong Kong St. John Ambulance</li> </ul>

	<ul style="list-style-type: none"> <li>• Inter-School Basketball Competition</li> <li>• Inter-Primary Schools Football Competition</li> <li>• Inter-School Football Competition</li> <li>• Inter-School Volleyball Competition</li> <li>• All HK Inter-Primary Schools Fencing Competition</li> <li>• Inter-Primary Schools Badminton Competition</li> <li>• Inter-School Badminton Competition</li> <li>• Hong Kong Schools Dance Festival</li> <li>• 2018-2019 Sai Kung Area Inter-Primary Schools Table Tennis Competition</li> </ul>	<ul style="list-style-type: none"> <li>• 34th Sing Tao Inter-School Debating Competition</li> </ul>	<ul style="list-style-type: none"> <li>• National Mathematics Olympic Invitation Competition</li> <li>• The 12th Sai Kung District Primary Schools Math Trail Competition</li> <li>• The 18th Pui Ching Invitation Mathematics Competition 2018</li> <li>• The 16th International Talent Problem Solving Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary School Division Robofest 2019 World Championship RoboParade</li> <li>• WRO 2019 HONG KONG ROBOT CHALLENGE</li> <li>• The 15th Cisco Hong Kong-Macau Youth Networking Skills Competition 2019</li> <li>• Creative Coder Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Brigade Youth Command - New Territories - Foot Drill Competition</li> <li>• Jazz &amp; Street Dance of Secondary School Section at the 55th Hong Kong School Dance Festival 2018-2019</li> <li>• Social Innovation . Community 4.0 Competition</li> <li>• “Pursuing Excellence and Beyond” Youth Leadership Award Scheme</li> </ul>
<b>No. of Awards</b>	<b>411</b>	<b>460</b>	<b>106</b>	<b>334</b>	<b>124</b>

*The above summary only includes Champions, 1st-runner-ups and 2nd –runner-up, Gold, Silver and Bronze awards, or equivalent.*

## 6. Financial Report

### Financial Summary for the 2017 / 2018 School Year:

	Government Funds	Non-government Funds
<b>INCOME (in terms of percentages of the annual overall income)</b>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.01%	N.A.
School Fees	N.A.	31.40%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	2.59%
<b>Total</b>	66.01%	33.99%
<b>EXPENDITURE (in terms of percentages of the annual overall expenditure)</b>		
Staff Remuneration	78.60%	
Operational Expenses (including those for Learning and Teaching)	12.13%	
Fee Remission / Scholarship <sup>1</sup>	3.79%	
Repairs and Maintenance	0.74%	
Depreciation	4.74%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year #</b>	-0.22 month of the annual expenditure	
<b>Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year *</b>	7.07 months of the annual expenditure	
<i>*excluding Net Book Value of New Annex Building – equals to 3.66months of the annual expenditure # in terms of equivalent months of annual overall expenditure</i>		

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

<sup>1</sup> 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. Appendices

### Evaluation and Reflection on School Major Concerns (Teams and Departments)

Some major evaluation and reflection *of subject departments* on School Major Concerns were recorded as follows:

#### 7.1 Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development

(a) To develop students' self-study skills through curriculum initiatives in subjects

##### (i) Evaluation

###### Chinese Language Subject

- (1) FS1-DS5 students used the Reading i-Learner platform. Each student finished at least 2.3 exercises, which was a slight increase compared to last year. 81.3% students enjoyed this learning platform.
- (2) DS5-MS1 started a trial of Pagamo game-based learning platform this year.
- (3) Some teachers practiced Flipped Classroom, produced lecture videos for students' self-study at home and/or assigned homework on online platforms.
- (4) E-schoolbag classes have been added in DS1-DS3. Students created e-books, short videos, and animations using apps such as My Story, Talkr, and Toontastic. Presentations and exhibitions were held to consolidate students' writing and presentation skills.
- (5) All teachers strongly agreed or agreed that e-learning platforms were effective in boosting students' self-study skills.
- (6) All teachers strongly agreed or agreed that students' self-study skills have improved.
- (7) 60% of secondary teachers reported sharing Flipped Classroom experiences with colleagues in the department.

###### English Language Subject

###### **Primary Division**

- (1) FS level teachers used Quizlet, Padlet, BrainPOP, Fun and Friends, Tumblebooks etc. to help develop students' self-study skills.
- (2) DS level teachers used the platforms above together with OneNote and individual pre-writing research tasks to develop students' self-study skills.

###### **Secondary Division**

- (1) All teachers reported providing opportunities to develop students' self-study skills in their lessons; while only more than 30% of teachers agreed that students have improved their self-study skills. (The second figure has significantly dropped compared to that in the Interim Report.) The discrepancy is rather noteworthy.
- (2) Less than 30% of teachers reported sharing Flipped Classroom experiences with colleagues in the department.
- (3) Teachers normally require students to make pre-lesson preparations and do revision at home as routine work.

###### Mathematics Subject

- (1) 60% teachers of e-schoolbag classes agreed that they usually assigned and marked homework and tests through e-learning platforms (such as OneNote).
- (2) 70% teachers of e-schoolbag classes agreed that most students kept their

learning materials on e-learning platforms systematically, which made revision more convenient.

- (3) 50% teachers of e-schoolbag classes agreed that students engaged more time in self-study through e-learning platforms.
- (4) About 75% of DSE students and 95% of IBDP students in MS4 used e-learning platforms to manage various learning materials, which helped develop their self-study skills.
- (5) About 49% of DSE students and 79% of IBDP students in MS4 were able to use e-learning tools such as cabri-3D, Demos, and GeoGebra to conduct mathematical investigation.
- (6) About 83% of DSE students in MS4 knew how to use Socrative to learn mathematics more effectively and efficiently.
- (7) OneNote documents of different subjects and different levels are stored in POLY Drive every year as teaching resources.

#### Humanities Subjects

- (1) Some Social Studies teachers in Primary Division assigned ETV or online teaching videos from the Education Bureau to allow students' self-study at home.
- (2) All Social Studies teachers in Primary Division agreed that they had developed students' self-study ability.
- (3) In Secondary Division, 57% of DS4 and 64% of DS5 students reported having self-study habits such as pre-lesson preparation.
- (4) Liberal Studies teachers discussed strategies to develop students' self-study skills during departmental meetings, such as learning portfolio for MS1 & MS2, i-know (HK Economic Journal) subscription, debate competition, as well as group presentation and IES for MS3.
- (5) All MS1 and MS2 students made use of the learning portfolio to develop self-study skills.

#### Science Subjects

- (1) Discussions on how to develop students' self-study skills were held at subject meetings.
- (2) 61.5% of teachers agreed that they had shared their experiences in "flipped strategies" in their subject departments.
- (3) 92.3% of teachers agreed that they had provided opportunities to develop students' self-study skills in their lessons.
- (4) 61.5% of teachers agreed that students' self-study skills have improved.

#### Art Subject

- (1) All teachers were able to integrate self-study activities into the normal flow of lessons.
- (2) 70% of subject teachers shared their experiences in "flipped strategies".
- (3) 70% of subject teachers agreed that students' self-study skills have improved.

#### Family Life Education

- (1) Brief discussions on how to develop students' self-study skills have been held every now and then between FLE teachers at the same campus.
- (2) At the moment, only informal and brief sharing of experiences in "flipped strategies" have been carried out in the department.
- (3) 2 of the 3 FLE teachers tried to provide opportunities to develop students' self-study skills in their lessons whenever the topic was appropriate.

#### ICT Subject

- (1) All subject teachers reported having shared 'flipped strategies' and developed



- students' self-study skills.
- (2) We have worked on a QEF project with IVE on flipped ICT. Some of learning materials were adopted into our curricula.
  - (3) We promoted digital note-taking skills through using LMS (Learning Management System).

#### Media Subject

- (1) To improve students' self-study skills, we assigned pre-lesson preparations such as online research and newspaper cutting.

#### Physical Education

- (1) A pre-lesson video about first aid wrapping was assigned to MS3 students. Students who completed their pre-lesson task demonstrated significantly better grasp of the steps and techniques.

#### Religious Education

- (1) 75% of teachers reported sharing experiences in "flipped strategies" with colleagues in the department.
- (2) All teachers agreed that students have improved their self-study skills. If they were intrigued by the topic, they would conduct research on their own.
- (3) All teachers agreed that students should be provided opportunities in lessons to develop self-study skills, which would benefit their learning.

### **(ii) Reflection**

#### Chinese Language Subject

- (1) E-learning platforms and tools have helped teachers design diverse teaching activities and assessments, which allowed them to better understand students' progress and provide self-study opportunities.
- (2) In the initial stages of implementing e-learning, teachers encountered several difficulties such as insufficient supply of iPads and technical issues with the Apps.
- (3) DS students were not particularly keen on traditional e-learning platforms and did not participate very actively. In the future, Pagamo might be implemented from DS4-MS1.
- (4) Flipped Classroom requires long preparation time in video production. Since lecture videos tend to be personalized, the preparation work cannot be divided among colleagues.
- (5) Primary teachers encouraged self-study through a series of programmes such as "Happy Writing Award Scheme" and "Star Reading Scheme", in which students were eager to participate. Thus it is suggested that the same schemes continue next year.

#### English Language Subject

##### **Primary Division**

- (1) *FS level:* It is suggested that a picture dictionary be added into the textbook list so that students can learn more vocabulary items by themselves.
- (2) *DS level:* As eLearning platforms are not compulsory to all students, especially those who are not in the e-school bag classes, it is suggested that some reward scheme be carried out to promote the use of some eLearning platforms so as to develop their self-study skills.
- (3) *DS level:* eHW should be compulsory for eSchoolbag classes. eLearning team should further discuss this policy in the coming meeting.
- (4) *DS level:* DS3 students can use Forms to develop better reading skills and do pre-study.

## **Secondary Division**

- (1) The statistics seems to indicate that although teachers normally provide opportunities for students to develop their self-study skills (e.g. requiring pre-lesson preparations, review, extra reading, etc.), students may not have fully utilized these opportunities or may not have put much effort in developing this capacity.
- (2) “Flipped teaching” as a means to encourage self-directed learning is still largely unpopular in the Dept, as indicated by the statistics.
- (3) Instructions for students to do self-study could be more explicitly given. Certain topics / areas of knowledge could be identified more explicitly to help students do self-study at home.
- (4) Teachers could assign independent language-learning tasks that appeal to students’ personal interests.
- (5) Teachers could more proactively make judicious use of online self-accessed materials to promote self-directed learning.
- (6) More active discussion could be carried out in the department to investigate how “flipped teaching” could be effectively integrated into teaching as a means of helping students develop self-directed learning skills, although the amount of time and resources available must also be considered.

## Mathematics Subject

- (1) It looks quite successfully in using appropriate ICT tools to develop students’ self- study skills in learning mathematics in graduate classes both DSE and IBDP.
- (2) With ample support of e-learning team in department, good and open-minded learning community in department can be set up to encourage e-teaching and e-learning anywhere.
- (3) To make students fully use the mark sheets as a tool for revision and setting up good learning habit, it is suggested that S-Mark be introduced to all DS4 students at the beginning of the year. Hence, students can successfully use S-Mark with OneNote Platform to develop students’ self-study skills in learning mathematics.

## Humanities Subjects

- (1) Social Studies teachers in Primary Division encourage students use ETV or learning video to self-study. Students are actively involved. Primary Division should continue to implement this program.
- (2) Using E-learning may help establish students’ habit of self-studying in future in Secondary Division.
- (3) Students are consciously trained up on data searching, data selection and data organising skills in the assigned exercises, in particular for the MS1 and MS2. Some quizzes on i-know for MS2 are set at various terms to encourage a reading habit on current issues with LS concepts built in.
- (4) In fact, students are also cultivated to evaluating selected issues by writing reflection on the learning portfolio.
- (5) We have to strike a balance between concept building exercises and the writing practice during normal lessons as the volume of contents to be covered in the syllabus is huge.

## Science Subjects

- (1) Many teachers agreed that they had provided opportunities to develop students’ self-study skills. However, the flipped strategies may not be suitable for all the Science lessons and there was not significant improvement on their self-study skills.
- (2) It was suggested that teachers explore more effective strategies to improve

their learning through subject meetings.

#### Art Subject

- (1) Teachers could provide some pre-lesson's Assignment to the students and short class discussion for sharing their independent learning.
- (2) They could communicate with parents and involve them in the process of teaching study skills

#### Family Life Education

- (1) As we are just a subject department with only 3 members, it is much feasible for us to discuss matters directly related to the issue concerned in an informal manner in our everyday encounter.
- (2) Since there is only one teacher teaching all 6 classes in the same level, it is not always possible to have a second opinion at the moment of the lesson design for that particular level.

#### ICT Subject

- (1) For QEF project with IVE on flipped ICT, we could keep on completing this project. This project brought a lot of learning and teaching resources on teaching DSE ICT. Subject teachers could join the learning community to get teaching idea from other ICT teachers outside school.

#### Media Subject

- (1) Students are willing to do the research and it's good for the lesson because the content and the learning materials will be wider than teachers prepare.

#### Physical Education

- (1) Instead of self-study at home, this subject requires repeated practice of specific movements in lesson. All teachers provided plenty of opportunities for self-directed learning in this regard.

#### Religious Education

- (1) All teachers agreed that assigning pre-lesson tasks and guided questions which required students to look up answers in the Bible was an effective way to facilitate self-study.
- (2) DS4 and DS5 students created settings of various biblical stories such as Noah's Ark and the Crucifixion of Christ using Minecraft, which boosted student engagement as well as self-study skills.
- (3) To respond to the theme "Spreading the Christian Message", MS1 students used various e-learning tools to create materials to promote central messages of biblical passages.
- (4) The department encouraged teachers' professional development to enhance professional competency and teaching effectiveness.

(b) To introduce the skills of ATL in the school curriculum

#### **(i) Evaluation**

##### Chinese Language Subject

- (1) IBDP teachers discussed how to incorporate ATL into daily teaching and finished two lesson plans for MS3 by mid-April.
- (2) Group work and mind-mapping were regularly conducted as routine work. DS2 and DS3 teachers also helped design interdisciplinary project-based tasks to develop students' ATL skills.
- (3) 90% of secondary teachers and 86% of primary teachers strongly agreed or

agreed that they were able to provide opportunities for students to demonstrate ATL skills in their lessons.

- (4) 90% of secondary teachers and 80% of primary teachers agreed that students could grasp certain ATL skills.

### English Language Subject

#### **Primary Division**

Teachers usually adopt the following approaches to develop students' ATL skills:

- (1) *Social and communication skills*: Students' social and communication skills have been developed through daily group work and pair work. Students collaborate and communicate with peers during group or pair activities. Students were asked to do a presentation so as to strengthen their communication skills
- (2) *Self-management skills*: Students' management skills were seldom highlighted during English lessons. These skills were usually reflected in the high homework submission rate.
- (3) *Research skills*: Students' research skills were developed through pre-writing tasks. FS1 to DS3 students were frequently asked to do research before doing informative or instructional writing tasks.

#### **Secondary Division**

- (1) Teachers (especially senior level ones) are generally aware of the school's intention to integrate ATL (comparable to other generic skills) into the curriculum.
- (2) After discussion with ATL Coordinator, it was decided that the English department would focus on "Communication Skills" owing to the nature of the subject. MS3 IB teachers subsequently devised unit plans that demonstrate how the target skill is integrated into teaching.
- (3) About 85% of teachers reported providing opportunities for students to demonstrate ATL skills acquired.
- (4) About 85% of teachers agreed that students have acquired certain ATL skills identified by the department.

### Mathematics Subject

- (1) 87% teachers agreed that Invitational Mathematics Team could facilitate teaching colleagues in preparing good quality assignment for enhancing mathematical problem-solving skills and investigation skills.
- (2) 87% teachers agreed that they knew that metacognitive skills (i.e. think how to think) can be mastered by students during their lessons
- (3) 87% teachers agreed that they could teach mathematics problem-solving skills and mathematical reasoning in their lessons.
- (4) 87% teachers agreed that they had tried to devise high-order thinking problems like good quality assignments to provoke students' interests in Mathematics.
- (5) 96% teachers agreed that ATL skills (i.e. problem-solving skills) were important for student to learn Mathematics.
- (6) All students could learn mathematical problem-solving skills and investigation skills through Good Quality Assignment.
- (7) Collection of all good quality assignments was displayed and published this year (E-book and POLY Drive)

### Humanities Subjects

- (1) Social Studies teachers arranged group collaboration and mind map design activities in daily teaching, and also design Transdisciplinary Theme Activity (e.g. DS2 Living in the Wild) to develop students' nine generic skills.
- (2) 75% Social Studies teachers in Primary Division agreed they had provided opportunities for students to show their ATL Skills.

- (3) 75% Social Studies teachers in Primary Division agreed that students could master some ATL Skills.
- (4) ATL skills focusing on research skills has been built in the LS IES. MS3 DSE students who had to conduct IES projects had to apply the skills. Three handbooks on applying the skills have been published for the students.
- (5) Pilot test on using community study based learning approach has been introduced in MS1 curriculum. The Community study approach can develop students' research skills, including collecting relevant information, integrating data collected, planning and implementing improvement plan to solve the identified community issues.
- (6) According to the student survey conducted after the project, about 74% of the MS1 students agreed / strongly agreed the approach enhance their self-study motivation. Over 85% of the students agreed / strongly agreed the programme has enhanced their problem solving ability, observation ability and cooperation ability.

#### Science Subjects

- (1) There were meetings with the ATL team and 2 planners focused on ATL were written and executed at MS3 level.
- (2) There were discussions on developing students' ATL skills at subject meetings.
- (3) 76.9% of teachers agreed that they had provided opportunities for students to demonstrate the ATL skills acquired.
- (4) 69.2% of teachers agreed that students had acquired certain ATL skills identified by the department.

#### Art Subject

- (1) 70% of teachers have provided opportunities for students to demonstrate the ATL skills acquired
- (2) 70% of teachers agreed that students have acquired certain ATL skills identified by their department

#### Family Life Education

- (1) It was quite disappointing that teachers in FLE have not been selected by the school to send to have formal in-depth training on ATL skills.
- (2) Brief discussions on identifying how to develop some students' ATL skills were held among FLE teachers in the same campus.
- (3) 2 of the 3 FLE teachers have tried to provide opportunities for students to demonstrate the ATL skills acquired whenever the lesson was appropriate.

#### ICT Subject

- (1) Dr. Tsang has shared ATL during staff meeting to all teachers.
- (2) Subject teachers have applied the ATL skills through project work in their teaching.

#### Media Subject

- (1) None of the subject teachers received formal in-depth training on ATL skills.

#### Religious Education

- (1) One of the subject teachers was sent to have formal in-depth training on ATL skills.
- (2) All teachers enrolled in the in-house workshop on this topic organized by the Professional Development Team.
- (3) 75% of teachers reported providing opportunities to teach ATL skills in their lessons.
- (4) 75% of teachers agreed that students successfully gained an understanding of

ATL skills in their lessons.

**(ii) Reflection**

Chinese Language Subject

- (1) It is difficult to incorporate ATL skills into daily teaching of every level because most teachers, especially those who teach primary or lower secondary levels, do not have a thorough understanding of the topic.
- (2) It was suggested that primary and lower secondary teachers should attend IBDP workshop to strengthen understanding of ATL skills.

English Language Subject

**Primary Division**

- (1) It seems that not many thinking skills have been effectively integrated into the English curriculum. Teachers need to reflect more during level meetings on how to integrate more thinking skills into their daily teaching and students' learning materials, especially in reading comprehension and writing tasks.

**Secondary Division**

- (1) The statistics indicate that teachers' awareness of ATL skills and the need to introduce them is generally high, and that some work has been done to integrate ATL into teaching.
- (2) Owing to the subject nature of English, a variety of ATL skills (or similar generic skills) are in fact naturally delivered in normal teaching: communication skill in developing students' written and spoken English; social skills in developing interactional spoken skills (e.g. group interaction); thinking skills in forming opinions / arguments required in writing essays and in analysing literature; research skills in carrying out research work at home.
- (3) It might help to identify ATL skills in the Scheme of Work of each level for teachers to focus on; teachers could become more aware of the set of target ATL skills pertinent to that level and could also highlight them more explicitly to students.

Mathematics Subject

- (1) With ample support from the Invitational Mathematics Team, teachers can step outside their comfort zone to explore lesson and assignment designs for mathematical problem-solving and investigation skills in each level.
- (2) Invitational Mathematics Team may recommend some topics or questions for good quality assignments to each level.

Humanities Subjects

- (1) Let teachers participate in more relevant workshops on ATL skills to deepen their understanding of ATL Skills.
- (2) Individual coaching to MS3 DSE students enables them to grasp the necessary skills.
- (3) Students have found the community study approach interesting. Selected group projects were invited to present in junior forms weekly assembly on 6.3.2019 during Humanities Week. However, we have spent almost two terms to train up the students with the necessary research skills and apply to the given tasks. Teaching on items covered in DSE syllabus needed to be sped up.

Science Subjects

- (1) Much more work was in progress. It was suggested that more discussions on strategies be done and executed, in order to ensure students had acquired certain ATL skills effectively.

### Art Subject

- (1) Teacher can teach students how to take good notes for organizing the information they have collected. Good note making has been shown to be positively correlated with academic achievement
- (2) Training in the use of structural aids to learning – such as advance organizers, summarizing, the selection and use of effective task strategies
- (3) The learning outcomes/objective strand(s) that are being taught and assessed by criteria.

### Family Life Education

- (1) Further exploration of ATL skills should be beneficial to FLE curriculum.
- (2) Even though the Professional Development Team has organized a workshop on ATL skills, teachers need more time, trainings and opportunities to discuss, explore and evaluate the implementation of the skill in our subject curriculum.

### ICT Subject

- (1) As ATL is new to our subject teachers, we recommend working out a plan of ATL skills in IB CS. This could help to deliver these skills to DS level.

### Media Subject

- (1) We do not fully understand the concept of ATL skills.
- (2) Some of our members should attend the IB training.

### Physical Education

- (1) None of our subject teachers received formal in-depth training on ATL skills.

### Religious Education

- (1) There are built-in opportunities for the teaching of ATL skills in the DS-level and MS-level curricula.

- (c) To explore and implement effective inter-disciplinary strategies such as Project-based Learning and Game-based Learning

#### **(i) Evaluation**

### Chinese Language Subject

- (1) To consolidate students' understanding of Chinese culture and boost their interest in the subject, the Primary Division held various interdisciplinary activities such as "Mid-Autumn Cultural Activities", "Putonghua Sphere", and "Safe Haven for Animals" Project-based Learning.
- (2) Game-based learning tools such as Kahoot! and Quizlet were also frequently used in lessons.
- (3) MS2 level teachers collaborated with the Liberal Studies teachers to organize an inter-class debating competition. Three preliminary rounds and a final match were held in Terms 3-4.
- (4) 80% secondary teachers and 52% primary teachers agreed or strongly agreed that the Project-based Learning (PBL) team provided basic training to all teachers involved in PBL.
- (5) 60% secondary teachers and 73% primary teachers agreed that students have acquired certain generic skills through interdisciplinary strategies.

### English Language Subject

#### **Primary Division**

- (1) English was the leading subject to implement effective interdisciplinary strategies (with IB PYP elements) in FS1 during the PBL period. The theme

that the students worked on was “Community Helpers.” Through PBL, students’ communication, social, self-management and thinking skills have been developed through various inquiry activities.

- (2) On Logos Reading Day, all students were asked to do their book report tote bags. Cross-subject elements (art, reading and English) were employed in this activity.
- (3) Kahoot!, board games, grammar cards, card games, and English booths have been integrated into the curriculum so as to motivate students’ learning interests.

### **Secondary Division**

- (1) More than 40% of teachers agreed that the PBL team has provided basic training to all teachers involved in PBL.
- (2) Almost 60% of teachers agreed that students have acquired certain generic skills through inter-disciplinary strategies.

### Mathematics Subject

- (1) 92% teachers agreed that they would consider students interest and ability when designing the good quality assignment.
- (2) 92% teachers agreed that they have had set up scaffolding problems to facilitate students in doing mathematical investigation or solving problems.
- (3) 88% teachers agreed that the Invitational Mathematics Team helped collecting ample exemplars of mathematical investigation / problem-solving questions/problems related to other disciplines for colleagues’ reference stored in POLY Drive. (e.g. concepts of rate in Physics)
- (4) Students mathematical work in campus 1 was integrated PBL skill and related themes used in other disciplines. Good work was published this year.

### Humanities Subjects

- (1) Department of Social Studies launched different inter-disciplinary activities in Primary Division, such as "DS1 Project-based learning: Just for Fun" and "DS2 Transdisciplinary Theme Activity: Living in the Wild", etc., to enhance students' interest in learning.
- (2) 100% DS1 Students participated in "DS1 Project-based learning: Just for Fun" from 2nd July to 9th July, 2019.
- (3) 100% DS2 Students participated in Forest Experience Activity on 23, March, 2019. And Students recorded their experience and feeling in their Class Newspaper on July, 2019. Their Forest Art Product finished on July, 2019. Students’ learning products and reflections were displayed in Show case day from 11th to 13th July, 2019.
- (4) The Interdisciplinary Project was also conducted in the Social Studies and Media Curriculum. DS1 Students required to produce their weather forecast stop motion video. Students’ Videos were displayed in Social Studies’ Good Works Exhibition on 1st April to 3rd May, 2019.
- (5) 75% Social Studies teachers in Primary Division agree that the school has basic training for Project-based Learning (PBL).
- (6) 100% Social Studies teachers in Primary Division strongly agree or agree that students can master some generic skills.
- (7) In Secondary Division, 80% of DS4 and 90% of DS5 students agree they enjoy the learning activities like Project work.
- (8) Humanities Week - a cross disciplinary project on the theme: We are living here – Our Community Tseung Kwan O has been launched in early March, 2019. A series of component activities have been arranged under the mentioned theme. All DS4 to MS3 have participated in either one or two activities designed from various subjects in Humanities department.
- (9) Cross-subjects approach has been adopted to invite a group of MS1 & MS2 to



- present the historical background of Ting Keng Leng district.
- (10) For Liberal Studies subject, MS2 & MS3 students were required to collect information related to Tseung Kwan O Community and prepare question and answers based on the collected information. The activities.
  - (11) Apart from the MS1 community study projects competition held in junior forms weekly assembly, two District Councillors were invited to discuss with MS2-MS4 students on community affairs. MS2 students who chaired the forum have to prepare the information on community issues.

#### Science Subjects

- (1) 61.5% of teachers agreed that Project-based Learning (PBL) Team had provided basic training to all teachers involved in PBL.
- (2) 69.2% of teachers agreed that students had acquired certain generic skills through inter-disciplinary strategies.

#### Art Subject

- (1) 70 % of teachers agree that students have acquired certain generic skills through inter-disciplinary strategies

#### Family Life Education

- (1) The Professional Development Team has organized an in-house workshop on effective inter-disciplinary strategies
- (2) FLE teachers agree that PBL Team have provided basic training to all teachers involved in PBL
- (3) 2 of the 3 FLE teachers agree that students have acquired certain generic skills through inter-disciplinary strategies

#### ICT Subject

- (1) In DS4, we collaborated with RE on game-based learning project with Minecraft. Students have presented their work through project presentation and their project outcome. This is the third year to run this project. The students engaged in the learning process.

#### Media Subject

- (1) Project-based Learning is one of the strategies of Media Education.
- (2) Each level of DS level should have the project-based learning.
- (3) Students have acquired certain generic skills through inter-disciplinary strategies.
- (4) Inter-disciplinary programmed “Man in Wild” of DS2 have been finished.
- (5) Inter-disciplinary project “Weather Trailer” of DS1 have been finished.

#### Physical Education

- (1) GO MAP, a full-day interdisciplinary event focused on music, physical education, and arts, was held.
- (2) Subject teachers frequently incorporated game-based learning in lesson design.

#### Religious Education

- (1) All subject teachers attended workshops/seminars on effective inter-disciplinary strategies organized by the Professional Development team
- (2) 75% of teachers agreed that the PBL team has provided basic training to all teachers involved in PBL.
- (3) 75% of teachers agreed that students have acquired certain generic skills through inter-disciplinary strategies.
- (4) 75% of teachers agreed that interdisciplinary knowledge could boost students' learning effectiveness.

- (5) FS2 interdisciplinary PBL theme “Safe Haven for Animals” was introduced to students, such as biblical stories of God creating the world and Noah’s Ark, this year.
- (6) To respond to the theme “Spreading the Christian Message”, MS1 students used various e-learning tools to create materials to promote central messages of biblical passages.
- (7) DS4 and DS5 students created settings of various biblical stories such as Noah’s Ark and the Crucifixion of Christ using Minecraft, which boosted student engagement as well as self-study skills.
- (8) MS3 and MS4 teachers collaborated for the interdisciplinary topic “What is Religion?”
- (9) Subject teachers collaborated with Liberal Studies teachers to explain the meaning of “Sing Hallelujah to the Lord” and lead prayers during a special assembly on the Anti-Extradition Law Amendment Bill movement.
- (10) In January, all subject teachers participated in the 3-hour Godly Play workshop, which is an experiential learning activity that aims to facilitate students’ self-reflection.

#### Professional Development

- (1) On January 26, 2019, the Gamification and Learning Motivation PD Day was held. Guest speakers Prof. Hou and Mr. Chuang shared their game-based learning lesson design principles and samples in keynote speeches and conducted hands-on workshops.
- (2) On March 25, 2019, the Design Process and PBL PD day was held. Ms Bee Wong, CEO of DreamStarter and Dr. Choy from The Hong Kong Polytechnic University introduced the DreamStarted program and spoke about design thinking principles respectively, while Mr. Eric Wang and Mr. Wing Yip from Maker Jungle conducted a maker experiential workshop. We also invited colleagues in charge of PBL team to explain their rationale of planning PBL in our school.
- (3) The two PD days received positive feedback from colleagues in evaluation surveys.

#### **(ii) Reflection**

##### Chinese Language Subject

- (1) The MS2 inter-class debating competition successfully strengthened students’ critical thinking.
- (2) If this event is to be continued next year, more comprehensive planning of learning objectives and division of labour will be needed.

##### English Language Subject

###### **Primary Division**

- (1) It is suggested that some STEM elements be integrated with the content and topic of the class book so to further develop students’ generic skills.
- (2) The curriculum department is going to initiate new inter-disciplinary learning across DS1 in 2019-2020.

###### **Secondary Division**

- (1) The only channel in which the English department has formally engaged in inter-disciplinary learning of students is English teachers’ participation and assistance in the annual PBL project; but even so, it seems that the focus on “English” is not particularly strong (since the DS4 theme “East Meets West” does not seem very relevant to English itself.)
- (2) There are at present no other channels in which the English department collaborates with other subjects / teams in any form of inter-disciplinary

learning.

- (3) The English Dept could be given a stronger and more useful role in PBL, e.g. English teachers could help students develop certain skills / strategies that will ultimately contribute to the PBL outcomes.
- (4) It is possible to identify inter-disciplinary links between the English department and other subjects / units, but this must involve active communication with other departments and presumably a whole-school approach.

#### Mathematics Subject

- (1) We have established good sharing culture and useful documents. All teachers are fully used the central resource bank in their daily work. At least one assignment for inter-disciplinary topic will be requested next year.

#### Humanities Subjects

- (1) Students are actively engaged in activities. Social Studies department can continue to carry out related activities in the coming year.
- (2) This is a cross-disciplinary approach to enable students' understanding the community from different perspectives.
- (3) The learning and teaching of LS is in fact cross-disciplinary in nature. So the theme base approach facilitates cooperation between LS and other subjects in the Humanities, such as Economics, Geography, History and Chinese History, etc.
- (4) A review meeting on the Humanities Week was conducted in early April, 2019. It was agreed that the cross-disciplinary approach on theme basis would continue in coming years.

#### Science Subjects

- (1) Both PD and PBL teams had provided workshop and training to teachers. It was suggested that there should be more interactive sharing in both directions, so that teachers could work together with certain standards and similar expectations on students' training.

#### Art Subject

- (1) Teachers can remind students how to apply what they learned in different subjects and transfer to different learning situations

#### Family Life Education

- (1) Experiential Learning strategy has always been the main learning and teaching strategy used in MS levels in FLE.
- (2) Exploration on how to incorporate Game-based Learning to the Experiential Learning strategy we have already used is needed.

#### ICT Subject

- (1) We can keep this project to work with RE teacher (pastor).

#### Media Subject

- (1) Students have increasingly been improved with different learning skills.
- (2) It is suggested this measures should be continued next year.

#### Physical Education

- (1) We will explore the possibility of an interdisciplinary project with the Music department, such as dance.
- (2) We participated in the DS5 PBL this year. With three years of PBL experience, our subject teachers feel confident in serving as PBL mentors. We also agree

that the PBL team has provided basic training to all teachers involved in PBL, and that students have acquired certain generic skills through interdisciplinary strategies.

#### Religious Education

- (1) We will continue to explore interdisciplinary strategies to boost learning motivation as well as attend relevant professional development workshops.
- (2) It is difficult to organize the Godly Play activity in RE lessons due to the high student-teacher ratio. Therefore, it is recommended that the activity be conducted in small-group settings such as secondary division's Reflection Day or primary division's Little Pioneer Program.

#### Professional Development

- (1) Many teachers agreed that these PD days offered insights on how to motivate students to learn.
- (2) Many teachers agreed that the Introduction of DreamStarter offered insights on the possibility of an interdisciplinary approach to project design.
- (3) Many teachers appreciated the colleagues' sharing session and felt that they learned more about the details of conducting PBL.
- (4) It was suggested that the hands-on workshops such as Maker workshop and Design Process workshop were not that subject-related. Teachers found it difficult to transfer design thinking skills into their own subject teaching practice.
- (5) It was suggested that more subject-based activities should be organized next year in order to provide practical insights on teaching techniques.

- (d) To provide workshops on improving lesson design and adopting effective teaching strategies to cater to learner diversity

#### **(i) Evaluation**

##### Chinese Language Subject

- (1) To cater to learner diversity, the primary division routinely conducts lesson activities using homogeneous grouping as well heterogeneous grouping.
- (2) DS1-DS3 teachers designed various differentiated tasks and incorporated them into students' handouts.
- (3) Two secondary teachers and one primary teacher completed a 5-week course on Supporting Students with Special Educational Needs.

##### English Language Subject

###### **Primary Division**

- (1) The majority of teachers were able to adopt different effective strategies, such as mixed ability group work, tiered learning tasks, NETs' gifted classes, Tuesday's remedial classes and split writing classes, etc. to cater for learners' diverse needs.

###### **Secondary Division**

- (1) Close to 60% of teachers agreed that the school's Professional Development Team has organized workshops / seminar on lesson design.
- (2) Close to 80% of teachers agreed that the English department has had discussions on how to implement good lesson design in the subject.
- (3) Close to 80% of teachers agreed that the English department has explored effective teaching strategies to cater to learner diversity in the subject.
- (4) As explained before in the Interim Report, the peer lesson observation has been further revised this year to reflect any attempt to cater to learner diversity in the lesson.

### Mathematics Subject

- (1) 71% teachers agreed that the school has organized appropriate workshops / seminars on essential classroom teaching skills such as collaborative learning methods and questioning skills.
- (2) 79% teachers agreed that the in-house workshops/seminars were well-organized
- (3) 66% teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills
- (4) 63% teachers agreed that they could apply the skills and knowledge learnt in these in-house workshops / seminars in their lessons.
- (5) 67% teachers agreed that the newly learnt skills and knowledge could improve classroom teaching and learning effectiveness.
- (6) 83% teachers agreed that they had designed assignments for different levels of learning difficulties to cater to learner diversity in their classes.
- (7) 83% teachers agreed that their students could make progress by using assignments in catering for different levels of learning difficulties.
- (8) 88% teachers agreed that the department had arranged follow-up sessions on essential classroom teaching skills after the in-house workshops/seminars in MDM.
- (9) The different level of difficulties of assignments designed and distributed to different classes were discussed in Level meetings.

### Humanities Subjects

- (1) 100% Social Studies teachers in Primary Division provided different levels of questions through group activities (homogeneous grouping and heterogeneous grouping) that catering to learner diversity.
- (2) In Secondary Division, 70% of DS4 and 89% of DS5 students agreed that the Assessment in Social Studies would benefit their learning.
- (3) At least one case study has been built in for each topic in the design of normal lessons. Cooperative learning and communication skills were focused in the group discussion.
- (4) According to the feedback from the students, they found the group discussion and presentation afterwards could consolidate the arguments involved and enable them to have more involvement in working out the learning points.
- (5) All the MS1 & MS2 students have used the learning portfolio.

### Science Subjects

- (1) 61.5% of teachers agreed that the Professional Development Team had organized workshops/seminars on lesson design.
- (2) 92.3% of teachers agreed that the department had held discussions on how to implement good lesson design in their subjects.
- (3) All teachers agreed that the department had explored different effective teaching strategies to cater to learner diversity in their subjects.
- (4) All teachers agreed that effective lesson design was important to the quality of teaching.
- (5) All teachers agreed that good lesson design could improve the effectiveness of catering for diversity in the classroom.

### Art Subject

- (1) All teachers agreed that effective lesson design was important to the quality of teaching.
- (2) All teachers agreed that good lesson design could improve the effectiveness of catering for diversity.

### Family Life Education

- (1) Teachers in FLE have not been selected by the school to have formal in-depth training courses on catering to learner diversity.
- (2) All 3 FLE teachers agreed that the Professional Development Team had organized talk and workshop on lesson design
- (3) Brief discussions on how to implement good lesson design and on exploring different effective teaching strategies to cater to learner diversity were held every now and then between FLE teachers in the same campus.
- (4) All 3 FLE teachers agreed that effective lesson design was important to the quality of teaching.
- (5) All 3 FLE teachers agreed that good lesson design could improve the effectiveness of catering for diversity in the classroom.

### ICT Subject

- (1) Subject teachers disagreed that the lesson design workshop was effective. It differs from what was needed for departmental development.

### Media Subject

- (1) Less diversity of learning media had been found in Logos.
- (2) Media department members had grouped different learning ability students to lead learning more effectively.

### Physical Education

- (1) A teacher and an assistant teacher were allocated for DS1-DS4 swimming lessons. Students were divided into 2 small groups according to their ability. This arrangement improved students' progress, especially for the less-able students.

### Religious Education

- (1) None of our subject teachers was sent to formal in-depth training courses on catering to learner diversity.
- (2) 75% of teachers strongly agreed or agreed that the Professional Development team has organized workshops/seminars on lesson design.
- (3) 75% of teachers strongly agreed or agreed that the department held discussions on how to implement good lesson design.
- (4) 75% of teachers strongly agreed or agreed that the department has explored different effective teaching strategies to cater to learner diversity.
- (5) All teachers strongly agreed or agreed that effective lesson design is important to the quality of teaching.
- (6) All teachers strongly agreed or agreed that good lesson design can improve the effectiveness of catering to learner diversity in the classroom.

### Professional Development

- (1) On December 13, 2018, all teacher joined various workshops and seminars at the L&T Expo to learn about educational trends and teaching strategies.
- (2) All teachers returned the L&T reflection form and some of them shared their insights in their departmental meetings.
- (3) On March 2, 2019, Principal Tang held a lesson design workshop and spoke about the evaluation rubrics of lesson observations. His sharing obtained 81.7% positive feedback from colleagues in the evaluation survey.

## **(ii) Reflection**

### Chinese Language Subject

- (1) All secondary and primary teachers agreed that they conducted discussions on

- how to implement good lesson design.
- (2) 80% secondary teachers and 100% primary teachers have explored different effective teaching strategies to cater to learner diversity.

### English Language Subject

#### **Primary Division**

- (1) To further cater to learner diversity, it is suggested that apart from Tuesdays' remedial classes, some systematic English remedial classes should be organized every Saturday morning. Outside qualified tutors would be employed.
- (2) It is suggested that further challenging questions need to be put in grammar or writing worksheets in order to further cater for more able students' needs.
- (3) New lesson plan templates will be implemented across all subject departments in 2019-2020. It is expected that with the guidance of the new template, teachers will be more alert to integrate different strategies to cater for learners' diverse needs.

#### **Secondary Division**

- (1) The statistics indicate that teachers are in general aware of the need to implement good lesson design and to cater to learner diversity as part of everyday teaching.
- (2) The department has already adopted other methods that focus on broader aspects to attempt to cater to learner diversity, in addition to mere lesson design, e.g. differentiation of learning materials / handouts according to specific needs of a class (especially so for DS4, where great polarity has been observed), outside-classroom remedial support, etc.
- (3) Teachers should be encouraged to keep an eye out for workshops / PD activities focusing on lesson design and catering for learner diversity.
- (4) The department could more actively and explicitly discuss general ways to improve lesson design with a view to better catering to learner diversity. Level teachers should also be encouraged to discuss this since certain strategies might be more suited to junior / senior students.
- (5) The "CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) 2017" Sections 4.3.1 and 4.3.2 provide useful examples of strategies for catering to learner diversity of which teachers can make better use.

### Mathematics Subject

- (1) We encourage teachers to have different level of difficulty of assignment to cater learning diversity and also use uniform chapter test to measure students' learning outcomes.
- (2) Strictly request teachers to design examination papers with balance of educational purpose (about 70%) and selective purpose (about 30%).

### Humanities Subjects

- (1) The high percentage agreement from students shows that keep on providing different levels of questions through group activities is a current direction for catering to learner diversity.
- (2) Most of the students found the topic base group discussion interesting. They also suggest to continue this practice in the lessons.
- (3) More student-student interactions can sustain their interest in the learning process.
- (4) The use of learning portfolio also provides flexibility for students of different ability. Students can work on their own pace as they have their own portfolio.

### Science Subjects

- (1) It was not surprised that all teachers agreed that effective lesson design was important to the quality of teaching and good lesson design could improve the effectiveness of catering for diversity in the classroom.
- (2) It was suggested that it was an on-going process and different strategies on teaching and learning would be discussed through subject meetings.

#### Art Subject

- (1) Primary and Secondary teacher can share their experience in meeting, so can strengthen the curriculum connection and improve the classroom teaching.

#### Family Life Education

- (1) It is always the agenda in the subject department for teachers to modify the lesson plan and homework requirement whenever needed so as to improve the lesson design and adopt effective teaching strategies to cater to learner diversity
- (2) Since there is only one teacher teaching all 6 classes in the same level, it can only depend on the professional experience of the teacher to make the decision as second opinion at the moment of lesson design for that particular level cannot be always available.
- (3) Subject coordinator can be the person to provide support and discussion on improving lesson design and adopting effective teaching strategies to cater to learner diversity as she know the 11-year-curriculum. However, time is the crucial factor when she needs to teach 4 levels in a week.

#### ICT Subject

- (1) More consultation from subject departments for planning valuable professional development workshops will be helpful.

#### Media Subject

- (1) Different teaching strategies are good for effective learning.
- (2) Learning attitude are more important to our students in learning Media Education.
- (3) Media Education in Logos is a school-based curriculum, which is designed based on UNESCO M-I-L Policy and Strategy Guidelines.
- (4) Teachers should focus on the overall trend of Education.
- (5) Teachers should take the reference material from the world wide and focus on HK situation to design our school-base curriculum.
- (6) Teachers are recommended to attend the On-line workshop.

#### Physical Education

- (1) All subject teachers agreed that the mixed-gender setting of our school's PE lessons creates a higher level of diversity. For example, girls and boys are interested in very different sports.

#### Religious Education

- (1) Catering to learner diversity is one of the reflection criteria on teachers' self-evaluation form.
- (2) To cater to learner diversity, subject teachers differentiated tasks in worksheets, such as categorizing tasks based on their levels of difficulty and including tasks that required various soft skills, e.g. reflection and application to real-life scenarios.
- (3) In addition to differentiated worksheets, reflection log was incorporated in the MS levels to facilitate students' reflection and allow them to express their views in various forms.
- (4) We received positive feedback from students regarding the reflection log.



Therefore, it is suggested that this practice be continued next year.

#### Professional Development

- (1) It was suggested that school visits organized by L&T Expo should be made available for teachers to join.
  - (2) Teachers were positive towards Principal Tang's lesson design workshop and agreed that the workshop would improve their professional teaching skills.
- (e) To organize in-house professional sharing workshops on key learning and teaching skills and strategies such as Assessment For Learning (AFL)

#### **(i) Evaluation**

##### Chinese Language Subject

- (1) 90% of secondary teachers agreed that the Professional Development team has organized in-house workshops of key learning and teaching skills.
- (2) 90% of secondary teachers and 86% of primary teachers strongly agreed or agreed that they were able to apply key learning and teaching skills learnt in seminars and workshops in their lessons.

##### English Language Subject

###### **Primary Division**

- (1) The school professional development team has organized various whole-school and in-house training or workshops to address key learning and teaching skills.

###### **Secondary Division**

- (1) More than 40% of teachers agreed that the school's Professional Development Team has organized workshops on key L&T skills.
- (2) About 85% of teachers agreed that the English department has held discussions on how to apply key L&T skills.
- (3) Close to 60% of teachers reported applying key L&T skills learnt in seminars or workshops in their lessons. (This figure has slightly dropped compared to that in Interim Report.)
- (4) The peer lesson observation used in the department focuses on attempt to deliver AfL in lessons.

##### Mathematics Subject

- (1) 71% teachers agreed that the school had organized appropriate workshops/seminars on assessment for learning.
- (2) 83% teachers agreed that the department had arranged follow-up sessions on applying "assessment for learning" after the in-house workshops/seminars.
- (3) 71% teachers agreed that the in-house workshops/seminars were well-organized.
- (4) 71% teachers agreed that the in-house workshops/seminars could enhance classroom teaching skills.
- (5) 62% teachers agreed that they could apply the skills and knowledge learnt in the in-house workshops/seminars.
- (6) 71% teachers agreed that they found the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness
- (7) 92% teachers agreed that my department head and peers could give constructive and useful feedback to colleagues after lesson observation.

##### Humanities Subjects

- (1) According to the school assigned timetable, all Social Studies teachers in Primary Division conducted co-planning meeting weekly to discuss the

- learning and teaching strategy and the distribution of work.
- (2) Social Studies teachers often shared their training experience in the co-planning lesson that facilitate experience exchange.
  - (3) A total of six lessons of cross-subject class observation have been arranged. Assessment for Learning (AFL) strategies are one of the focus in the evaluation. Teachers from different subjects were invited to attend the lesson and provided feedback to the subject teachers after the class observation.
  - (4) One out of two class observation lessons for each LS teacher was held in Nov, 2019.
  - (5) Cross-level class observation has been arranged. and was opened to other subject teachers from Humanities department. Teachers conducting the lesson should identify focus on / questioning technique and / or assessment for learning in classroom
  - (6) Discussion on applying assessment for learning was discussed during co-planning meeting.
  - (7) Various format of assessment such as quiz, class worksheet, group discussion, presentation, learning portfolio in addition to term tests was added.

#### Science Subjects

- (1) 76.9% of teachers agreed that the Professional Development Team had organized in-house workshops on “key learning and teaching skills”.
- (2) All teachers agreed that the department had held discussions on how to apply “key learning and teaching skills” in their subject areas.
- (3) 92.3% of teachers agreed that they had applied “key learning and teaching skills” learnt in seminars and workshops in their lessons.
- (4) 92.3% of teachers agreed that the “key learning and teaching skills” learnt had improved the effectiveness of catering for diversity in the classroom.

#### Art Subject

- (1) All teachers think department had discussions on how to apply “assessment for learning” strategies to cater for diversity in the classroom at the very beginning of the academic year
- (2) All teachers made progress on the use of “assessment for learning” strategies in the classroom to cater for diversity
- (3) 70% of students were motivated in class by teachers’ questioning skills
- (4) All students were willing to respond to “assessment for learning” strategies in the classroom
- (5) Department heads 100% agreed that the use of “assessment for learning” strategies could make positive contribution to learning effectiveness.

#### Family Life Education

- (1) All 3 FLE teachers agreed that the Professional Development Team had organized in-house workshops on “key learning and teaching skills”.
- (2) Brief discussions on how to apply “key learning and teaching skills” in FLE were held every now and then between FLE teachers in the same campus.
- (3) All 3 FLE teachers agreed that they had applied “key learning and teaching skills” learnt in seminars and workshops in their lessons.
- (4) All 3 FLE teachers agreed that the “key learning and teaching skills” learnt have improved the effectiveness of catering for diversity in the classroom.

#### ICT Subject

- (1) According to appendix, subject teacher found that the departmental in-house professional sharing workshop is effective than the workshop organized by professional development team.

### Media Subject

- (1) As e-learning is one of the useful tools for Assessment For Learning.

### Music Subject

- (1) The school has organized appropriate workshops/seminars on assessment for learning.
- (2) The department has arranged follow-up sessions on applying “assessment for learning” in its subject after the in-house workshops/seminars.
- (3) Department Head found that the “assessment for learning” workshops had made positive contribution to teaching and learning effectiveness in the classroom.
- (4) All teachers made progress on the use of “assessment for learning” strategies in the classroom to cater for diversity.
- (5) 80% of students were willing to respond to “assessment for learning” strategies in the classroom.
- (6) 100% teachers agreed that the in-house workshops/seminars were well-organized.
- (7) Department head found that these in-house workshops had a positive impact on the specific teaching skills of teachers in the department.
- (8) 100% teachers applied the skills and knowledge learnt in these in-house workshops/seminars in their lessons.
- (9) 100% teachers found the newly learnt skills and knowledge could improve their classroom teaching and learning effectiveness.

### Physical Education

- (1) Sharing sessions were conducted in departmental meetings in order to benefit teachers who were unable to attend the workshops.

### Religious Education

- (1) All teachers attended workshops on key learning and teaching skills organized by the Professional Development team.
- (2) 75% of teachers reported holding discussions on how to apply key learning and teaching skills.
- (3) 75% of teachers agreed that the key learning and teaching skills learnt were applicable to daily teaching.
- (4) 75% of teachers agreed that the key learning and teaching skills learnt have improved the effectiveness of catering to diversity in the classroom.

### Professional Development

- (1) 25 colleagues were invited to conduct in-house workshops and share their new teaching methods.
- (2) Teachers enrolled in the workshops according to their interests. All teachers were able to enrol in their first-choice workshops.
- (3) 18 in-house workshops on various topics were conducted, such as:
  - a. E-Learning Training for Starters
  - b. Google Certified Educator Level 1 Exam Training Workshop
  - c. How to Use Padlet to Facilitate Learning
  - d. LoiLoNote: All-In-One Learning Platform for Interactive Lesson Design
  - e. How to Produce Flipped Learning Videos Using the Windows System
  - f. Getting Started with Google Classroom
  - g. Everyone Can Create (Apple Tools for Literacy)
  - h. Managing Learning and Teaching with Google Classroom
  - i. Using Microsoft Education to Enhance Teaching and Learning Effectiveness
- (4) The in-house workshops received over 80% positive feedback from colleagues

in evaluation surveys.

**(ii) Reflection**

Chinese Language Subject

- (1) Teachers were encouraged to apply newly-learnt teaching methods soon after the workshops in order to maximize the effect.

English Language Subject

**Primary Division**

- (1) It is suggested that the English department could organize similar workshops or sharing sessions to further address key learning and teaching skills especially for English language teaching.

**Secondary Division**

- (1) Teachers are in general aware of the importance of summative assessment (or “assessment for learning” (AfL)) and the need to integrate it into everyday teaching.
- (2) Teachers might not have been enthusiastic in applying what is gained from seminars/ PD related to L&T into their everyday teaching practice.
- (3) More efforts should be put in ensuring that what is learnt from seminars is translated into actual lessons. The Dept should do more follow-up work for the PD / seminars attended by teachers to promote sharing of teaching practices.
- (4) For AfL, the “CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) 2017” Section 5.2 provides useful examples of AfL strategies of which teachers can make better use.

Mathematics Subject

- (1) We encourage teachers to give constructive and useful feedback to teaching colleagues after lesson observation in particular to assessment for learning.

Humanities Subjects

- (1) The department has established a culture of professional training and continues to encourage teachers to pursue further studies to enhance the effectiveness of teaching and learning. Teachers can also choose the appropriate training course.
- (2) After colleagues learn different teaching methods, they are encouraged to apply what they have learned as soon as possible as the memory is still fresh.
- (3) It is a new initiative to arrange cross-subjects class observation. We will continue the practice and to involve more colleagues in the class observation.

Science Subjects

- (1) Most teachers agreed that they had applied “key learning and teaching skills” learnt in seminars and workshops in their lessons, which had improved the effectiveness of catering for diversity in the classroom.
- (2) It was suggested that it was an on-going process and different strategies on teaching and learning would be provided through in-house professional sharing workshops.

Art Subject

- (1) Professional sharing in meeting , to enhance teachers’ assessment literacy through designing appropriate assessment tasks and activities to inform learning and teaching.
- (2) “Assessment for learning” can help teachers select and make effective use of learning and teaching resources that suit the needs and interests of students with different abilities.

- (3) Using the student self-assessment methods, encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.
- (4) More different activities together with questioning skills.
- (5) All assignments have different levels of difficulties.
- (6) Teachers can vary the input and output in response to learners' progress and learning styles in order to enhance their engagement as well as motivation, and ultimately, their learning effectiveness.

#### Family Life Education

- (1) Further exploration of 'assessment for learning' should be beneficial to FLE curriculum.
- (2) Teachers are always encouraged to use "assessment for learning" strategies more when they are working on the lesson plan.
- (3) Though teachers are making progress on the use of "assessment for learning" strategies in the classroom, more in depth understanding and exploration of the strategies are encouraged.

#### ICT Subject

- (1) Professional development team should do clear consultation from subject development for planning valuable professional development workshop.

#### Music Subject

- (1) Music teachers agree that the "assessment for learning" workshops have made positive contribution to teaching and learning effectiveness in the classroom.
- (2) Music teachers will keep on applying "assessment for learning" in teaching.
- (3) Music teachers agree that the use of "assessment for learning" strategies to cater for diversity has made positive contribution to learning effectiveness.
- (4) More students are willing to response to "assessment for learning" strategies in the classroom. Therefore music teachers will keep on making progress on the use of "assessment for learning" strategies in the classroom to cater for diversity.
- (5) Music teachers find that these in-house workshops have a positive impact on the specific teaching skills.
- (6) Music teachers agree that these workshops can enhance classroom teaching skills.
- (7) Music teachers will keep on applying the skills and knowledge learnt in these workshops in coming year.

#### Physical Education

- (1) As many teachers had many lessons and needed to take students to different trainings or competitions after school, it was difficult to arrange meetings for teachers. Thus, teachers usually discussed newly-learnt teaching methods through emails.

#### Religious Education

- (1) It was suggested that a common time slot for departmental meetings and lesson co-planning in our timetables would further facilitate departmental communication.
- (2) The scheduling of departmental meetings and sharing sessions would be much easier if the school would consider making room in our timetables for a common meeting period.

#### Professional Development

- (1) Many teachers agreed that the in-house workshops on various topics conducted

- by fellow colleagues enhanced their teaching skills.
  - (2) Many teachers agreed that the speakers of in-house workshops were teacher pioneers in school whom they were willing to learn from.
  - (3) E-learning workshops had a great demand due to the BYOD policy. It was thus suggested that in-house workshops in the future can focus on the IT tools in education.
- (f) To promote assessment for learning (AfL) in daily L&T activities, e.g. by providing teacher training workshops on the use of effective e-learning tools

**(i) Evaluation**

Chinese Language Subject

- (1) 80% of secondary teachers and all primary teachers have attended workshops on the use of effective e-learning tools.
- (2) Teachers frequently shared their professional training experiences during co-planning meetings.
- (3) All secondary and primary teachers reported applying AfL strategies in their lessons. Many e-learning tools such as Loilonote, Plickers, My Story, Quizlet, Padlet, Talkr, OneNote, Coggle, Explain Everything, and Toontastic 3D were used.
- (4) Teachers frequently shared their experience with e-learning tools during departmental meetings. Open classes were also organized for teachers from other subjects to observe.

English Language Subject

**Primary Division**

- (1) The majority of teachers were able to apply assessment for learning in lessons through questioning skills, Kahoot!, Padlet, Quizlet, etc.
- (2) Ms Gina Poon, as eLearning coordinator, has organized some hands-on workshops to equip teachers with the skills to conduct lessons using various e-learning tools.
- (3) The peer and appraisal lesson observation forms have been revised this year to stress the importance of assessment for learning in our teaching. All teachers have strong awareness of the importance of assessment for learning in their daily teaching.

**Secondary Division**

- (1) Close to 80% of teachers agreed that the English department has held discussions on how to apply “AfL in lessons” strategies.
- (2) More than 90% of teachers reported attending workshops on the use of effective e-learning tools.
- (3) More than 90% of teachers reported applying AfL tools in their lessons.

Mathematics Subject

- (1) 96% teachers agreed that they made progress on the use of good questioning skills to cater to learner diversity in the classroom
- (2) 87% teachers agreed that they used questions of high-order thinking in lessons.
- (3) 87% teachers agreed that over 60% of students were willing to respond to questions asked by themselves
- (4) All teachers agreed that they could use appropriate e-learning tools to employ assessment for learning during my lessons.
- (5) 91% teachers agreed that the department conducted discussions on how to make good use of questioning skills to cater for diversity in the classroom.
- (6) How to use appropriate e-learning tools to employ assessment for learning more efficiently and effectively were discussed in level meetings and MDM.

### Humanities Subjects

- (1) Social Studies teachers used different e-learning platforms to instantly assess student learning and make timely feedback. Teachers use e-learning platforms according to their teaching needs, including: Padlet, Nearpod, Kahoot.
- (2) All Social Studies teachers in Primary Division used different strategies to promote assessment for learning in the lesson.
- (3) Microsoft office programme has been used in MS3 IES projects. Students have also made use of google form to design their questionnaires and data analysis.
- (4) LS teachers have invited IT department to provide training on the use Microsoft programme, such as teams, share points, to facilitate learning and teaching in class.

### Science Subjects

- (1) 92.3% of teachers agreed that the department had held discussions on how to apply “assessment for learning in lessons” strategies in their subjects.
- (2) 84.6% of teachers had attended workshops on the use of effective e-learning tools.
- (3) All teachers had applied “assessment for learning” strategies in their lessons.

### Art Subject

- (1) 100% departmental teachers joined the meeting to discussions on how to apply “assessment for learning in lessons” strategies in their lessons
- (2) All teachers have attended workshops on the use of effective e-learning tools
- (3) All teachers have applied “assessment for learning” strategies in their lessons

### Family Life Education

- (1) The Professional Development Team has organized in-house workshops on “assessment for learning” tools
- (2) Brief discussions on how to apply “assessment for learning in lessons” strategies in FLE are held every now and then between FLE teachers in the same campus
- (3) 2 out of 3 FLE teachers have attended workshops on the use of effective e-learning tools
- (4) All 3 FLE teachers agree that they have applied “assessment for learning” strategies in their lessons

### ICT Subject

- (1) For AFL, subject department has applied a daily life project on their teaching. These helped student to develop their AFL skills. Through the survey result, subject teachers indicated that they had applied these skills with e-learning tools.

### Media Subject

- (1) Media department members have been using Google Form, Nearpod and Seesaw to help students learn more effectively.

### Physical Education

- (1) At the beginning of each module, skills and evaluation methods were clearly explained to students, who were then assessed at the end of each lesson.

### Religious Education

- (1) All teachers attended workshops on the use of AfL tools organized by the Professional Development team.

- (2) 50% of teachers attended workshops on the use of effective e-learning tools organized by the Professional Development team.
- (3) 75% of teachers strongly agreed or agreed that the department held discussions on how to apply AfL strategies in the subject.
- (4) DS2 students completed a mind-map about Jesus's miracles using an e-learning platform. The results were satisfactory.
- (5) DS4 and DS5 students created settings of various biblical stories such as Noah's Ark and the Crucifixion of Christ using Minecraft, which boosted student engagement as well as self-study skills.

## (ii) Reflection

### Chinese Language Subject

- (1) More teachers were willing to incorporate various e-learning platforms and tools this year, which enabled instant assessment during lessons.
- (2) Teachers used different e-learning platforms based on their own teaching style. As a result, the sharing of teaching resources was tricky and students' learning habits have not been firmly established.

### English Language Subject

#### **Primary Division**

- (1) Assessment for learning will be continuously utilized for the emphasis of our learning and teaching strategies in 2019-2020.

#### **Secondary Division**

- (1) The statistics indicate that AfL is in general integrated into teachers' normal teaching practice.
- (2) As said above, teachers should be encouraged to ensure that what is learned from seminars / PD (in this case, e-learning tools) is effectively and meaningfully translated into lessons. More post-PD follow-up work should be done to address this.
- (3) The link between e-learning and AfL should be understood more clearly, i.e. how teachers could better explore e-learning methods, if possible, to achieve AfL, other than non-e-learning means.
- (4) As suggested above, the "CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) 2017" Section 5.2 provides useful examples of AfL strategies of which teachers can make better use.

### Mathematics Subject

- (1) Our department invited experienced teachers from other schools to share how to use ICT to enhance more effectively and efficiently in teaching and learning mathematics.
- (2) Our teachers of mathematics were competent in using e-learning tools to enhance teaching and learning effectively in mathematics lessons in particular to using OneNote.

### Humanities Subjects

- (1) In this year, more Social Studies teachers are willing to adopt different e-learning platforms to instantly assess student learning and make timely feedback.
- (2) Social Studies teachers find that E-learning platform help to raise students' interests, as well as motivate students to actively involved in class activities. But teachers should pay more attention to whether students use electronic products to do activities unrelated to the lesson.
- (3) Some of the Microsoft learning and teaching programme have not yet installed



in the i-pads. We will reflect the situation to the IT department to solve the problems.

- (4) The use of e-learning tools in LS is still developing. More internal practice on the use of the programme will be conducted.

#### Science Subjects

- (1) Most teachers had attended the workshops on the use of effective e-learning tools and had applied the strategies in their lessons.
- (2) The effectiveness of how it was needed to be explored/studied afterwards.

#### Art Subject

- (1) department need more formal/ informal meeting about the in-house professional sharing, at least twice a year.
- (2) It is good for the department members to keep updating the teaching trend and apply in their lesson.
- (3) Try to have some professional sharing and more peer observation.
- (4) Peer observation can encourage and share with other teachers how to apply newly learnt skills and knowledge during lessons.

#### Family Life Education

- (1) In view of the nature of FLE and the teaching time allocated to the subject, the use of e-learning tools will not be always taken in consideration in our lesson design.
- (2) We will keep ourselves updated with the use of different e-platform.
- (3) effective e-learning tools and consider incorporate them in lesson whenever appropriate.
- (4) Exploration on how to apply “assessment for learning in lessons” strategies in FLE is still needed in the FLE department.

#### ICT Subject

- (1) In the coming year, we may explore the possibility to work with different subject to work in PBL.

#### Physical Education

- (1) Teachers agreed that explaining evaluation methods to students at the beginning of each module has significantly boosted learning effectiveness.
- (2) Since this subject is physical in nature, the use of e-learning tools is not as important.

#### Religious Education

- (1) Since the learning outcomes of e-learning tools have been satisfactory, we will continue using the tools mentioned above.

- (g) To organize staff development seminars and workshops on questioning skills for provoking students’ in-depth thinking

### **(i) Evaluation**

#### Chinese Language Subject

- (1) 80% of secondary teachers and 73% of primary teachers strongly agreed or agreed that the Professional Development team has organized workshops/seminars on questioning skills.
- (2) 90% of secondary teachers and 93% of primary teachers strongly agreed or agreed that the department held discussions on how to make good use of questioning techniques to provoke students’ in-depth thinking.

- (3) 90% of secondary teachers and 93% of primary teachers reported applying questioning techniques to provoke students' in-depth thinking.
- (4) 90% of secondary teachers and 86% of primary teachers strongly agreed or agreed that their students were motivated by their questioning skills.

### English Language Subject

#### **Primary Division**

- (1) The majority of teachers agreed that they have made good use of questioning techniques to provoke students in-depth thinking and cater for their diverse learning needs. Teachers were good at asking Why, What, When, Where, Why and How questions to conduct their daily teaching and they have also included these questions in students' task sheets.

#### **Secondary Division**

- (1) More than 40% of teachers agreed that the school's Professional Development has organized workshops / seminars on questioning skills.
- (2) More than 60% of teachers agreed that the English department has held discussions on how to make good use of questioning techniques to provoke students' in-depth thinking.
- (3) Close to 85% of teachers reported applying questioning techniques to provoke students' in-depth thinking in their lessons.
- (4) About 70% of teachers agreed that students are motivated by their questioning skills.
- (5) As explained before in the Interim Report and stated above, the peer lesson observation has been further revised this year to reflect any attempt to use good questioning techniques.

### Mathematics Subject

- (1) 79% teachers agreed that the department conducted discussions on how to apply for 'assessment for learning' strategies to cater to learner diversity in the classroom.
- (2) 79% teachers agreed that they made progress in the use of 'assessment for learning' strategies in the classroom to cater for diversity.
- (3) 79% teachers agreed that over 60% of students were motivated in class by their questioning skills.
- (4) 83% teachers agreed that over 60% of students were willing to respond to 'assessment for learning' strategies in the classroom.

### Humanities Subjects

- (1) 50% Social Studies teachers in Primary Division agreed that the school's Professional Development Team organized workshops related to questioning skills that help them improve their classroom questioning skills.
- (2) 100% Social Studies teachers in Primary Division agreed or strongly agreed that their question asked in the lesson could trigger the student's learning motivation.
- (3) 100% Social Studies teachers in Primary Division agreed or strongly agreed that they could use different questions in the lesson to deepen students' thinking.
- (4) One round of class observation in liberal studies has been conducted between Nov, 2019 – Dec 2019. Questioning technique was one of the major foci in the observation item.

### Science Subjects

- (1) 46.2% of teachers agreed that the Professional Development Team had organized workshops/seminars on questioning skills.
- (2) 69.2% of teachers agreed that the department had held discussions on how to

make good use of questioning techniques to provoke students' in-depth thinking in their subjects.

- (3) 84.6% of teachers had applied questioning techniques to provoke students' in-depth thinking in their lessons.
- (4) 69.2% of teachers agreed that students were motivated in class by their questioning skills.

#### Art Subject

- (1) Teachers were encouraged to enroll in continuous education programme and attend relevant professional development activities organized by EDB, HKEAA or IBO.
- (2) We did professional sharing in using good questioning skill during meeting or daily conversation.
- (3) All teachers made progress on the use of good questioning skills to cater to learner diversity in the classroom.
- (4) 70% of teachers used questions of higher order thinking in lessons.

#### Family Life Education

- (1) 2 out of 3 FLE teachers agreed that the Professional Development Team had organized workshops on questioning skills.
- (2) Brief discussions on how to make good use of questioning techniques to provoke students' in-depth thinking in FLE were held every now and then between FLE teachers in the same campus.
- (3) All 3 FLE teachers agreed that they had applied questioning techniques to provoke students' in-depth thinking in their lessons.

#### ICT Subject

- (1) For MS level, subject teachers could work on project question for provoking students' in-depth thinking. However, it is a bit hard to develop students in-depth thinking as limitation of teaching schedule (only 28 lesson a year).

#### Media Subject

- (1) Media department members always used case studies so that questioning skills were very important on our learning and teaching.
- (2) We had co-planning lesson to design the questions.

#### Music Subject

- (1) The school has organized appropriate workshops/seminars on essential classroom teaching skills such as collaborative-learning methods and questioning skills.
- (2) 80% of students were motivated in class by teachers' questioning skills.

#### Physical Education

- (1) All teachers attended workshops/seminars on questioning skills organized by the Professional Development team.

#### Religious Education

- (1) 75% of teachers attended workshops/seminars on questioning skills organized by the Professional Development team.
- (2) 75% of teachers agreed that the department held discussions on how to make good use of questioning techniques to provoke students' in-depth thinking.
- (3) 75% of teachers agreed that their students were motivated by their questioning skills.

#### Professional Development

- (1) On March 2, 2019, Dr. Lan held a workshop on interdisciplinary questioning skills and obtained 81.7% positive feedback from colleagues in the evaluation survey.

**(ii) Reflection**

Chinese Language Subject

- (1) The use of questioning techniques to provoke in-depth thinking still needs strengthening.
- (2) The department will organize workshops on questioning techniques to boost teachers' ability to craft thought-provoking questions.

English Language Subject

**Primary Division**

- (1) It is confirmed in the SDC meeting that Bloom's taxonomy must be stated clearly in lesson plans so as to raise teachers' awareness about asking key questions based on educational pedagogy and theory.

**Secondary Division**

- (1) The department could have more active discussions on better employing questioning techniques; and therefore needs to ensure that teachers are conversant with basics such as the Bloom's Taxonomy.

Mathematics Subject

- (1) We encourage teachers to give constructive and useful feedback to teaching colleagues after lesson observation in particular to assessment for learning.

Humanities Subjects

- (1) The school's Professional Development Team may organize workshops more relevant and practical to questioning skills that help teachers improve or deepen their classroom questioning skills.
- (2) Class observation is a regular practice in LS. We just put more emphasis on the questioning skills as one of the focus of observation items.
- (3) Feedback from the colleagues is useful to enhance learning and teaching.

Science Subjects

- (1) Not many teachers had perceived that they had already given workshops/seminars on questioning skills and discussions were also held in department meeting. It was suggested that more interactive sharing in both directions could be held.
- (2) It was also suggested that it was an on-going process and different strategies on teaching and learning would be provided through professional sharing through workshops or subject meetings.

Art Subject

- (1) To encourage subject teachers to share the external programmes of curriculum rather than just searching by themselves.
- (2) Not enough time for further discussion, better do it on professional development day.
- (3) More professional sharing and peer observation, which can improve professional teaching skills.
- (4) Some students have learning difficulties, some of them are SEN students. It is better for teacher to join some SEN training course.
- (5) Try to have more different activities together with questioning skills.

Family Life Education

- (1) It is the practice of the department to set open-ended questions of different levels of difficulty in both class activities and student homework.
- (2) We have to keep the good practice of using good questioning skills in order to help our students to think deeply about the issues concerned in our curriculum.
- (3) Teachers always need to improve our questioning skills through peer observations or taking courses.

#### ICT Subject

- (1) To provoke students' in-depth thinking, subject teacher could promote different kind of ICT competition to students to develop their thinking skills.

#### Physical Education

- (1) Since this subject is physical in nature, the questions raised in lessons are usually quite straight-forward and easy to understand.

#### Religious Education

- (1) Questioning skills is one of the evaluation criteria on the peer observation form.
- (2) Teachers generally agreed that good questioning skills can increase student engagement and develop their in-depth thinking.

#### Professional Development

- (1) It was suggested that Dr. Lan's session was too long and not very applicable for various subject areas.

## **7.2 Major Concern 2: To nurture characters, habits and attitude of students**

- (a) To review the framework and improve the implementation of the school-based moral education

### **(i) Evaluation**

#### Chinese Language Subject

- (1) 70% of secondary teachers and all primary teachers completed the relevant questionnaires.

#### English Language Subject

##### **Secondary Division**

- (2) More than 60% of teachers reported completing questionnaires used to collect their views on the learning objectives in the domain of values and attitude in the curriculum.
- (3) About 70% of teachers reported completing questionnaires used to collect their views on the effectiveness of the implementation of the learning objectives in the domain of values and attitude in the curriculum.

#### Humanities Subjects

- (1) Social Studies teachers have completed the relevant questionnaire.

#### Science Subjects

- (1) 69.2% of teachers agreed that questionnaires had been completed to collect their views on the learning objectives in the domain of values and attitude in the curriculum.
- (2) 69.2% of teachers agreed that questionnaires had been completed to collect their views on the effectiveness of the implementation of the learning

objectives in the domain of values and attitude.

#### Family Life Education

- (1) 2 out of 3 FLE teachers have completed questionnaires to collect their views on the learning objectives in the domain of values and attitude in the curriculum
- (2) 2 out of 3 FLE teachers have completed questionnaires to collect their views on the effectiveness of the implementation of the learning objectives in the domain of values and attitude

#### Religious Education

- (1) 75% of teachers completed the relevant questionnaires.

### **(ii) Reflection**

#### English Language Subject

##### **Secondary Division**

- (1) Any message about the school-based moral education might not have been effectively communicated to teachers of the department.
- (2) The department could make sure teachers are made familiar with the level-specific set of values / attributes devised earlier by the school (communication with English teachers who belong to the Logos Treasure Programme / Counselling Team).
- (3) Reference could be made to the “CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) 2017” Appendix 8.

#### Science Subjects

- (1) There was a need to analyse the results on the review of the school-based moral education framework, in order to improve the school-based moral education in the school.

(b) To adopt a whole-school approach in moral education

### **(i) Evaluation**

#### Chinese Language Subject

- (1) The school-based curriculum has already included values and attitude learning objectives, which are explored in various selected texts and discussed in lessons.
- (2) Subject teachers also collaborated with Campus Life and Counselling and Value Education teams to implement moral education at the school level.
- (3) 50% of secondary teachers and 93% of primary teachers agreed that the department discussed how to implement moral education, value education, and attitude training program.
- (4) 60% of secondary teachers and 90% of primary teachers agreed that the school-based curriculum had already included values and attitude learning objectives.
- (5) 70% of secondary teachers and 92% of primary teachers agreed that the department discussed incorporating values and attitude learning objectives in the co-planning meetings, and that all teachers were making progress in meeting these learning objectives.
- (6) 90% of secondary teachers and all primary teachers agreed that teachers should actively look for opportunities to implement positive value education.

#### English Language Subject

### **Primary Division**

- (1) The majority of English teachers employed reading lessons to implement school-based moral education.
- (2) FS1 and FS2: Students learned about friendship and family love through reading in-class online Tumble books.
- (3) DS1 to DS3: Students learned about perspectives and the importance of being respectful and humble through reading Wide Range stories.
- (4) In the new academic year, the 5 levels (FS1 to DS3) will be using a new textbook “Academy Stars”. The content of this new class book helps teachers better infuse “morals, values and attitudes” in English lessons.

### **Secondary Division**

- (1) More than 60% of teachers agreed that the department conduct discussion on how to infuse ‘moral, values and attitude’ education strategies in lesson.
- (2) More than 90% of teachers agreed that the learning objectives in the domain of values and attitudes have been included in the SBC plans of the department
- (3) More than 90% of teachers agreed that the learning objectives in the domain of values and attitude are held in co-planning sessions.
- (4) Close to 80% of teachers reported making progress in the learning objectives in the domain of values and attitude in the curriculum.
- (5) Close to 65% of teachers reported being able to grasp appropriate opportunities to promote positive and moral values in lessons without prior planning.

### Mathematics Subject

- (1) 79% teachers agreed that the department conducted discussions on how to infuse 'moral, values and attitude' education strategies in their lessons.
- (2) 79% teachers agreed that the learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of teaching subjects and levels.
- (3) 71% teachers agreed that discussions on how to meet the learning objectives in the domain of values and attitude have been held in the co-planning of lessons in the department.
- (4) 71% teachers agreed that they made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (5) 87% teachers agreed that they could grasp appropriate opportunities to promote positive and moral values in my lessons without prior planning.

### Humanities Subjects

- (1) All topics in Social Studies curriculum from FS1 to DS3 have built-in discussions on value judgement. Students were mostly able to uphold the core values in the conclusion.
- (2) Moral values such as responsibilities, quality of life, protection of environment, etc, were included in the Social Studies curriculum from FS1 to DS3. Students had positive values towards self-concept, interpersonal relationship, to the society and to the environment.
- (3) Moral values such as responsibilities were also included in the Social Studies Activities in Primary Division. 100% FS2 students participated in “One Person One Flower” activity. And they had successfully planted flowers in November, 2018. 100% DS3 students participated in “Organic farming” activity and they had successfully harvested their own lettuce in February, 2019. Participants in Social Studies activities helped cultivate students' sense of responsibility.
- (4) 81% of DS4 and 85% of DS5 students agreed the Social Studies curriculum would develop their positive attitude.
- (5) “Moral, values and attitude” have been built in the LS lessons. In fact it was the requirement of the LS DSE curriculum to develop positive values in the syllabus.

- (6) Identified moral values, attitudes were addressed when the form LS teachers had their co-planning meeting.

#### Science Subjects

- (1) 84.6% of teachers agreed that the department had conducted discussions on how to infuse “moral, values and attitude” education strategies in their lessons.
- (2) 92.3% of teachers agreed that the learning objectives in the domain of values and attitude had been included in the School-based Curriculum Plans of all subjects and levels.
- (3) 84.6% of teachers agreed that discussions on how to meet the learning objectives in the domain of values and attitude were held in the co-planning of lessons.
- (4) 84.6% of teachers agreed that they had made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (5) 76.9% of teachers agreed that they could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.

#### Art Subject

- (1) Teaching content or themes were related to religions stories and moral values.
- (2) More students’ artworks of related themes, e.g. religions stories and moral values were displayed.
- (3) Students were cultivated with self-disciplines (care for tools and environmental hygiene) and ethical awareness.
- (4) All teachers made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (5) All teachers found that they could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (6) All teachers met the learning objectives in the domain of values and attitude in the curriculum.

#### Family Life Education

- (1) It has always been the FLE tradition to incorporate the school-based moral education framework in our curriculum which can be shown in our SBC and lesson design.
- (2) 2 FLE teachers was invited by the senior management team to explore with other teachers on how to implement a whole-school approach on moral education.
- (3) The FLE department has explored its roles in the whole-school approach on moral education.
- (4) All 3 teachers strongly agreed that we conducted discussions on how to infuse “moral, values and attitude” education strategies in their lessons.
- (5) All 3 teachers strongly agreed that the learning objectives in the domain of values and attitude have been included in all the levels of FLE School-based Curriculum.
- (6) All 3 teachers strongly agreed that discussions on how to meet the learning objectives in the domain of values and attitude were held in the co-planning of lessons in the 2 series of parent-child classes.
- (7) All 3 teachers made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (8) All 3 teachers agreed that they could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (9) The FLE coordinator found that FLE teachers had appropriately met the learning objectives in the domain of values and attitude in the curriculum.

#### ICT Subject



- (1) In this school year, students have joined various competition on develop positive attitude such as Samsung Solve for tomorrow (project development for SEN students), App2Code (Project development on reducing CO2 emission), Consumer Study Award – STEM Stream. These kinds of events could help on delivering moral education to students.

#### Media Subject

- (1) The moral and values education was one of the main directions in the media education Curriculum.
- (2) The main themes of FS2 Inter-disciplinary project “Lego stop motion” were directly related to the school-based moral education.

#### Music Subject

- (1) Department conducted discussions on how to infuse “moral, values and attitude” education strategies in lessons.
- (2) The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all levels.
- (3) Discussions on how to meet the learning objectives in the domain of values and attitude were held in the co-planning of lessons in department.
- (4) All teachers made progress in meeting the learning objectives in the domain of values and attitude in the curriculum.
- (5) All teachers found that they could grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning.
- (6) Department head found that teachers have appropriately met the learning objectives in the domain of values and attitude in the curriculum.

#### Physical Education

- (1) Physical Education lessons were generally welcomed by students. Teachers acted as role models and led by example through patiently guiding students.
- (2) We always taught students rules and etiquette, such as respect, comity, and safety, before teaching them techniques.
- (3) To help implement the self-directed scheme by the Campus Life team, subject teachers strictly enforced the service requirements.

#### Religious Education

- (1) Values and attitude learning objectives were included in the School-based Curriculum Plans (SBC) for Religious Education at all levels. These learning objectives were systematically incorporated into assignments and lesson activities.
- (2) Many biblical figures embedded positive character traits that students could learn from. Therefore, studying biblical stories nurtures students’ sense of morality and values.
- (3) In addition to studying the Bible, topics about morality were discussed in lessons in the context of real-life situations, through which students were encouraged to implement morality in daily life.
- (4) This year’s Counselling and Value Education themes for primary and secondary divisions are “Caring agents—you me, and others” 「關愛特工·你我他」 and “Let Your Conscience Be Your Guide” 「良心 GPS」 respectively. 75% of our subject teachers participated in the planning of related activities.
- (5) All teachers felt that they made progress in meeting values and attitude learning objectives in the curriculum.
- (6) All teachers felt that they could find appropriate opportunities to promote

positive and moral values in their lessons without prior planning.

### Counselling and Value Education

- (1) This year's theme message was "Let Your Conscience Be Your Guide." We invited student leaders and all teachers to compose mottos on the theme and held two mottos exhibitions on the corridors of Secondary Division in October and April.
- (2) We collected 36 pieces of Words of Comfort (mottos) from teachers and 26 excellent work from student leaders, such as:  
"What is essentially wrong remains wrong even when everyone around you does it."(Mr. Daniel Ng)  
"A clear conscience is a good pillow." (NSHSS President MS3I Wong Sea Son Jana)  
「修身之道，唯問天良。擇善而從，毋忘本心。」(張杰老師)  
「萬丈高樓從地起，豐盛人生良心建。」(總領袖生 MS3V 關業)

## (ii) Reflection

### Chinese Language Subject

- (1) We will continue to implement moral education in lessons in order to nurture students' values and attitude.
- (2) Due to the tight teaching schedule, secondary teachers are advised to implement moral education along with the curricula, rather than dedicating entire lessons to serve this purpose.

### English Language Subject

#### **Primary Division**

- (1) Teachers can further explore more moral stories to integrate into the reading lessons.
- (2) FS 1 and 2 students need to have reading lessons once a week. Local English teachers and TEC will serve as facilitators to develop students' good reading habits.
- (3) Teachers can make good use of some newly ordered picture books bought in the IB workshop to further develop students' moral values.

#### **Secondary Division**

- (1) The statistics generally indicate that teachers are aware of the need to integrate moral education / the teaching of moral values into their lessons.
- (2) Perhaps open discussion of the ways to better infuse moral education into English lessons has not been enough in the department.
- (3) As said before, the compulsory language arts component provide useful teaching points for introducing moral values.
- (4) A set of possible target values / attributes should be explicitly identified in the Scheme of Work in connection with the language arts works (esp. novels). Teachers should be encouraged to introduce these aspects naturally in lessons in addition to merely teaching the contents of the works (e.g. literary analysis).
- (5) The same can possibly be done for the new textbook used for DS4 and DS5. Post-reading activities / tasks can be used to include opportunities for teaching moral values.

### Humanities Subjects

- (1) Continue to integrate moral education into the Social Studies curriculum to help students establish positive or correct values and develop good attitudes.

### Science Subjects

- (1) Most teachers agreed that they had adopted the whole-school approach in

moral education appropriately.

#### Art Subject

- (1) Some student's attitude and discipline still needs improvement.
- (2) Teachers should unify the art room discipline routine.
- (3) Arts education is always related to our daily cultural life. For examples, environmental protection, share love by different artworks.
- (4) Some student's attitude and discipline still needs improvement. Teachers should unify the art room discipline routine.
- (5) Peer professional sharing and observation.
- (6) Cultivate students self-disciplines (care for tools and environmental hygiene ) and ethical awareness.
- (7) Plan the lessons to meet the learning objectives in the domain of values and attitude in the curriculum.

#### Family Life Education

- (1) The FLE department has always consider moral education as one of its core values. We always see it as our role in the whole-school approach on moral education.
- (2) Moral values education is in fact one of the core values of the FLE curriculum.
- (3) Further exploration on how to infuse moral education strategies in lesson plan and worksheet design are practiced whenever we update the curriculum.
- (4) It is encouraging that the compilation of an improved version of the school-based moral education framework is under construction in the school level as a response to the characteristics of our present students and their parents.
- (5) For the Logos style school-based moral education framework, on top of the work of the Campus Life Team and Counseling Team, we should also consider taking in the advantage of the 11-year FLE and Religious Studies curriculum.

#### ICT Subject

- (1) On the coming school year, the manpower of subject department is changed. It is not easy to keep all these competitions in coming school years.

#### Media Subject

- (1) Some topics of the media education, such as love, honesty, respect, empathy, and self-regulation, are related to the school-based moral education, our focus is on the application of these values onto the use of social media.

#### Music Subject

- (1) Music department has met the success criteria set by the school.
- (2) Music teachers agree that they have appropriately met the learning objectives in the domain of values and attitude in the co-planning of lessons and the curriculum.
- (3) Music teachers find that students learn the domain of values and attitude naturally through song, group work and presentation in lessons. Therefore, music teachers will keep on infusing moral, values and attitude strategies in their lessons.

#### Physical Education

- (1) It is difficult to ensure consistent enforcement of school rules. For example, upper secondary levels frequently violate rules regarding electronic use because the definition of "inappropriate use" is unclear and prevention is extremely tricky.

#### Religious Education

- (1) To strengthen our students' moral education, we will continue to assess students' grasp of values and attitude learning objectives and adjust our teaching based on our observation.
- (2) The department will continue to collaborate with Campus Life and Counselling and Value Education teams to conduct moral education at the school level.
- (3) In addition to collaboration between different subject departments, one-off moral education activities are also effective ways to nurture students' sense of morality.
- (4) We will continue to serve as students' role models and lead by example.

#### Counselling and Value Education

- (1) This event can promote positive attitudes and values and nurture the positive and supportive atmosphere at school.
- (2) It is recommended to continue with this activity next year.

(c) To strengthen the roles of HRTs and assistant HRTs in moral education

#### **(i) Evaluation**

##### Family Life Education

- (1) The Professional Development Team has organized talks and workshops on "the essential roles of HRTs".
- (2) The Homeroom Management Team has collaborated with the Professional Development Team on HRTs' training workshops.
- (3) Expectations on the roles of HRTs and assistant HRTs in moral education have been announced to all staff members.

##### Religious Education

- (1) All classes in the primary division (except for DS2Y) have implemented HRT and Assistant HRT system. The role of assistant HRT has also been strengthened.
- (2) The double HRT system has been implemented in secondary division. Their role in moral education has been strengthened as well.

##### Professional Development

- (1) On October 6, 2018, Mr Liu Gui Guang and Mr. Yang were invited to share their experiences on homeroom management.
- (2) In-house workshops for HRTs were held. HRTs and assistant HRTs in the same form had a chance to meet up and plan some activities for their own classes.
- (3) All proposed plans were posted on Padlet. The PDF files were saved in POLY Drive to allow Campus Life and School Management to know more about the situation of each class.
- (4) This PD Day received over 80% positive feedback from colleagues in evaluation surveys.

#### **(ii) Reflection**

##### Family Life Education

- (1) Trainings on strengthening the roles of HRTs and assistant HRTs in moral education are necessary for all teachers since it is an important component of life-long professionalism.

##### Religious Education

- (1) Through drama performances during morning assemblies, HRT periods and thematic talks, all HRTs and assistant HRTs contributed to the nurturing of students' values and attitudes.
- (2) A focused theme is an effective way to help students establish healthy, positive daily habits.

#### Professional Development

- (1) Many teachers agreed that the speakers' experiences were inspiring and that the meeting and sharing of teachers in the same form was useful.
- (2) It was suggested that PD team should provide more chances for teachers to share their homeroom management strategies.
- (3) Mr. Liu observed that most problems raised by the HRTs could not be resolved by homeroom management by individual teachers—rather, they required a whole-school approach.

- (d) To strengthen the effectiveness of HRT periods through central coordination and structured lessons

#### **(i) Evaluation**

##### Family Life Education

- (1) More structured lessons in HRT periods were designed by the Counselling Team to implement moral education through central coordination
- (2) The only HR teacher in FLE department agreed that the designated HRT periods were effective in promoting moral education.

##### Counselling and Value Education

- (1) Two structured lessons on the theme “Let Your Conscience Be Your Guide” were designed and delivered to DS4-MS1 students in December and May. As for MS2-MS3 students, one structured lesson was designed and delivered in March.
- (2) The feedback received from most of the students and HRTs was encouraging.
- (3) On average, over 90% DS4-MS1 students and 80% teachers were satisfied with the activities that we designed. As for MS2-MS3, over 85% students and 80% teachers were satisfied with activities that we designed.

#### **(ii) Reflection**

##### Family Life Education

- (1) Besides offering the structured central coordination and structured lessons to strengthen the effectiveness of HRT periods, the school needs to explore the possibilities of creating the time and spiritual space for teachers to nurture their heart so that they can have the sensitivity and rapport to respond to the needs of the HR students as an individual and as a whole class as well.

##### Counselling and Value Education

- (1) Some students reflected that the length of video was too long as a result some students could not get the main theme of the content.
- (2) Some students noted that the towel Teddy bear folding was quite difficult to finish in short time.
- (3) There was no HRT lesson for MS4 students as senior HRT lesson was conducted in March.
- (4) The theme message is suggested to be delivered more apparently.
- (5) Hands-on activities are appealing to the students. However, some students need more time to learn and to finish those tasks. Therefore, hands-on activities

- should be kept simple.
- (6) MS4 HRT lesson should be conducted before MS4 students leave.

(e) To help students develop positive attitude and good learning habits

**(i) Evaluation**

Chinese Language Subject

- (1) The primary division continued implementing “Chinese and Western Classics Extracurricular Reading Scheme” and “Reading Logbook Scheme”. FS1 and FS2 students read 8788 and 5792 books respectively.
- (2) “Writing Reward Scheme” was implemented for DS1-DS3. 711, 352, and 329 submissions were collected from each level respectively, making a total of 1392 voluntary submissions.
- (3) A trial run of “Reading Reflections Logbook” was implemented in DS3 to boost learning effectiveness and establish good learning habits.
- (4) 70% of students take notes habitually and feel that note-taking boosts learning effectiveness.
- (5) “Mini-Novel Reading Activity” was held for DS4-MS1 in order to expose students to new genres of texts.
- (6) A class library was set up for every class in DS4-DS5 to provide them with a wide variety of reading texts.
- (7) There are book sharing sessions within the DS5-MS1 curricula. For example, MS1 teachers share their book recommendations and assign students to do similarly.
- (8) 80% of secondary teachers and 80% of primary teachers agreed that the reading and writing schemes helped promote reading and writing interests and habits.
- (9) 80% of secondary teachers and 93% of primary teachers agreed that the department can continue nurturing students’ positive attitudes.
- (10) 40% of secondary teachers and 93% of primary teachers agreed that students’ learning attitudes and habits have improved.

English Language Subject

**Primary Division**

- (1) All English teachers adopted the English department reward scheme to encourage students’ active participation and establish good learning habits in their daily learning. Students were very keen on collecting stamps or stickers to redeem prizes from teachers.
- (2) Reading reward system: Students who filled in the required number of reading records in the reading log could get a certificate by the end of the term.

**Secondary Division**

- (1) Close to 80% of teachers agreed that the department has explored its roles in developing positive attitude and good learning habits of students.
- (2) Close to 60% of teachers agreed that students’ attitude and learning habits have improved in the school year.

Humanities Subjects

- (1) Learning motivation award scheme was launched by Liberal Studies teachers. Students who displayed good learning habits (such as consistent good performance in classwork or learning portfolio, active participation in group discussions and presentations) would be awarded with souvenirs. 5 students in each MS1 and MS2 class received the award.

### Science Subjects

- (1) 92.3% of teachers agreed that the department had explored their roles in developing positive attitude and good learning habits of students.
- (2) 53.8% of teachers agreed that students' attitude and learning habits had improved in the school year.

### Art Subject

- (1) 70% of teachers agreed that students' attitude and learning habits have improved in the school year.

### Family Life Education

- (1) The senior management team has explored with teachers how to develop positive attitude and good learning habits.
- (2) The school has tried to provide extra resources for students to establish good learning habits.
- (3) All 3 teachers strongly agreed that the FLE department has explored its roles in developing positive attitude and good learning habits of students.
- (4) Encouragement schemes and programs were held by the library and reading team to promote positive attitude and good learning habits.
- (5) All 3 teachers agreed that students' attitude and learning habits have improved in the school year.

### ICT Subject

- (1) All teachers agreed that students' attitude and learning habits have improved in the school year.
- (2) The use of online learning platform could help students establish positive learning habits as students would have to learn how to keep learning notes systematically. However, it is hard to run this system in DS levels due to the limitation of lesson time.

### Media Subject

- (1) Media lessons have regular rules for students to develop positive attitude and good learning habits. For example, a lesson reward scheme is implemented to encourage students to participate in lesson activities, submit homework punctually, and bring all relevant materials.

### Physical Education

- (1) Teachers strive to encourage students to complete all activities and tasks assigned. For example, to remove the stigma of sweating for girls, we explain the importance of physical activity and functions of PE lesson in order to motivate them to exercise more.

### Religious Education

- (1) All teachers strongly agreed or agreed that the department has explored its role in developing positive attitude and good learning habits of students.
- (2) 75% of teachers strongly agreed or agreed that students' attitude and learning habits have improved in the school year.
- (3) The encouragement scheme was implemented from FS1-DS3 motivated students to actively participate in class and maintain healthy study habits.
- (4) To respond to the primary division's "Reading" theme, we assigned a Christian book report to DS3 students and showcased excellent samples in the lobby. We also brought students to the library to read Christian books during Gospel Week.
- (5) To respond to the primary division's theme of "Caring for Your Neighbors", we expressed gratitude to janitors during a morning assembly for their hard

work at preparing for and cleaning up after Typhoon Mangkhut in September. We also guided students to make handicrafts and write words of encouragement for patients at the Tseung Kwan O Hospital during Lunar New Year.

#### Assessment and Academic Affairs Logistics

- (1) The total number of Bad Homework Record in each form fluctuated throughout the year, but the number of students with bad homework decreased in Term 4.
- (2) The Homework Policy had a positive effect in helping students develop better learning habits.
- (3) Certificates of Appreciation were presented to students with no bad HW records for two terms.
- (4) The discipline of the Homework Make-up Classes was better than the previous year.

#### **(ii) Reflection**

##### Chinese Language Subject

- (1) Students' learning attitudes are unsatisfactory, which negatively impact teaching and learning effectiveness. We suggest that the school establish clear and standardized expectations and requirements to improve students' learning attitudes.
- (2) To establish good reading habits, a class library will be set up for all FS1-DS3 classes.

##### English Language Subject

###### **Primary Division**

- (1) In order to further promote students' self-management, self-study and self-reflection skills, it has been confirmed that a more systematic and centralized reward scheme will be launched in 2019-2020, which will replace individual departmental reward systems.

###### **Secondary Division**

- (1) As stated before in the Interim Report, teachers normally give clear expectations to students as to how they should conduct themselves in lessons and complete their coursework.
- (2) "Split-class" arrangement will be made for DS5 in the coming year (i.e. DS4 in the current year, where a lot of problematic students have been observed) to allow a smaller student-teacher ratio in the hope of giving more attention to students and better handling class problems.
- (3) It is believed that a whole-school or centralized approach is needed to effect better discipline in students in order to naturally bring about a positive change in their learning attitudes and habits.

##### Humanities Subjects

- (1) In addition to the souvenirs to the students with good learning habits, positive comments from the teachers also helped maintain positive learning atmosphere in class.
- (2) Students appreciated teachers' recognition on their efforts made in learning.

##### Science Subjects

- (1) More work has to be done. We understand that this is a long-term goal, but certain common standards should be established across all subjects in the whole school level.

##### Family Life Education



- (1) To promote positive attitude and good learning habits, more effort should be put on training students' self-control in daily life so that they can apply their all-round self-discipline into their learning.

#### ICT Subject

- (1) To keep the practice, the use of online learning platforms could help senior forms and students in e-schoolbag classes to keep track of their learning materials.

#### Media Subject

- (1) All subjects should have their regular rules for students to develop positive attitude and good learning habits.
- (2) We recommend a centralized reward scheme for the whole school.

#### Religious Education

- (1) Since learning objectives in the domain of values and attitude are often intangible, it would not be reasonable to expect immediate outcomes in the short run. Teachers can adjust the frequency and depth of moral education according to their observations and students' reflections.
- (2) Our subject teachers will continue to collaborate with Campus Life and Counselling and Value Education teams to implement moral education, provide counselling services, and enforce school rules.

#### Assessment and Academic Affairs Logistics

- (1) The workload of the Homework Team is quite heavy. Therefore, more members should be recruited in the coming year.
- (2) In response to the new timetable in the coming year, HRTs will have time to collect homework, which may help develop students' responsibilities in handing homework on time.
- (3) It is suggested that the arrangement of homework class of DS levels should be more frequent, say, once to twice every week. Moreover, HRTs' support is essential.

- (f) To explore the possibility of a students' mentorship program

#### **(i) Evaluation**

##### Counselling and Value Education

- (1) The Mentorship Program for MS4 students was conducted throughout the year, with the aim of supporting and encouraging students to overcome the challenge of DSE or IB examination
- (2) A kick-off meeting was held in September to introduce the program and announce the grouping results to students.
- (3) Two lunch gatherings, one in November and one in March, were held. Each gathering lasted for five days. Each group had to attend any one of five days. This gathering provided suitable environment for each member and his/her mentor to have sharing with each other.
- (4) In March, MS4 students wrote a message to support their classmate. All messages were posted on TVs around the school for all schoolmates to read.
- (5) 35 secondary teachers joined this program as a mentors.
- (6) Almost all groups joined the lunch gathering in November and March.
- (7) There was a photo booth at the lunch gathering in March, which students and mentors enjoyed tremendously.
- (8) 93% of mentors agreed that all activities in this program achieved their

- respective objectives.
- (9) 96% of students agreed that all activities in this program achieved their respective objectives.

**(ii) Reflection**

Counselling and Value Education

- (1) In this year, we cancelled the half-day team-building activity. The reason was that we could not find a suitable day for it. Some teachers regretted this decision because they felt that this activity was a very good way to establish rapport.
- (2) Some students would like to have some other activities in the lunch gathering rather than eating and chatting.
- (3) We may add additional activities in this program to facilitate relationship building and supporting.

- (g) To help students develop self-discipline, leadership and organizational skills

**(i) Evaluation**

Family Life Education

- (1) Teachers in FLE department have explored their roles in developing self-discipline and leadership skills of students in daily classroom routines as well as appointing FLE subject leaders.
- (2) Programs for training students' leadership and organizational skills have been organized.

Religious Education

- (1) We strive to provide opportunities for students to explore their leadership skills. In the primary division, we organized the Little Pioneer Program and appointed student leaders to lead scripture reading and prayers during worships, perform drama during morning assemblies, as well as organize activities during the Gospel Week.
- (2) As for the secondary division, we also appointed student leaders from the Student Fellowship to lead activities during morning assemblies, Reflection Days, Gospel Camp, and Gospel Week.

Campus Life

- (1) 125 students from Primary Division and 90 students from Secondary Division were recommended for conduct award.
- (2) For Primary Division, Inter-class Discipline Competitions were held in November 2018 and May 2019. Most of the classes showed improvement during lessons and transition periods.
- (3) For Secondary Division, 28 students applied for the self-directed scheme in Terms 1 and 2, with 13 students showing improvement on attitude and completing the scheme successfully. 39 students applied for the scheme in Terms 3 and 4, with 25 students showing improvement on attitude and completing the scheme successfully. The success rate was about 57%.

Counselling and Value Education

- (1) MS2 Big Brothers & Sisters (BBS) Scheme was launched to boost the self-esteem and leadership of MS2 BBS and help DS4 students to adapt new school life in Secondary Division.
- (2) 31 MS2 BBS were recruited by June 2018 and two training sessions for BBS

were held on 26 September 2018 and 28 September 2018.

- (3) Activities organized by BBS include:
  - a. Summer DS4 orientation days (25 August 2018)
  - b. 2 lunch time activities: card games (October 23-25), and UNO card games (January 22-24).
  - c. 5 class-based homeroom sharing
  - d. 2 class-based lunch activities
  - e. Group activities and parties
- (4) About 95% of MS2 BBS participated in the training day camp.
- (5) All MS2 BBS agreed that they developed self-confidence and leadership skill in the BBS scheme.
- (6) Over 98% of DS4 students appreciated the efforts by the BBSs and felt that BBS cared about them.
- (7) Over 90% of DS4 students were satisfied with the overall arrangement of the BBS scheme.
- (8) Over 90% of DS4 students agreed that BBS helped them adapt to the new school life in Secondary Division.

## **(ii) Reflection**

### Religious Education

- (1) Through organizing various activities, student leaders were able to explore and enhance their leadership, organizational as well as planning skills, thereby boosting their self-confidence and sense of belonging at the school.
- (2) Since the variety of activities is wide, the allocation of manpower needs more coordination between departments.
- (3) To nurture future servant leaders, we will continue to provide opportunities for students to enhance their leadership skills.

### Campus Life

- (1) For the Inter-Class Discipline competitions, “Best Progress Award” was set up to recognize students with significant progress and improvement. Positive feedback was also given by homework teachers. Different forms of encouragement are suggested for next year.
- (2) Some students submitted their applications for the self-directed scheme after the cut-off date.
- (3) It is suggested that the ending date be shown on the self-directed scheme form in order to remind students to be aware of their behaviours especially near the end of the term.

### Counselling and Value Education

- (1) Teachers found it difficult to nurture BBS to become peer-counsellors and servant leaders because of the BBS’s limited availabilities.
- (2) Some BBS worked quite hard and were self-motivated, but felt that they did not have enough time to prepare for the activities.
- (3) Some BBS seemed to lack confidence when communicating with DS4 students and taking care of them.
- (4) The number of BBS in two large classes was not enough, which resulted in one BBS having to take care of many DS4 students.
- (5) The size of the BBS team should be increased to about 31 to 36 BBS (including 6 BBS leaders).
- (6) More in depth trainings of communication, peer counselling skills, leadership and team-work skills should be provided for BBS.

- (h) To encourage students to take up the executive posts in student groups and attend leadership training programs

**(i) Evaluation**

Family Life Education

- (1) Teachers in FLE department have encouraged students to take up various roles of responsibilities, such as subject leaders.

Religious Education

- (1) There are various student duties within this subject department, such as subject leaders and Student Fellowship members. The Student Fellowship at the secondary division has eight members who regularly hold meetings and organize worships and gatherings.

Christian Ministry

- (1) Once a week, Christian students who committed to participating in campus ministry were welcomed to join Christian Ministry. A variety of activities were organized to develop knowledge of Bible, attitude, and practical skills in planning evangelistic programs
- (2) At least one RE lesson of each DS4 and DS5 class was scheduled for promotion of Student Fellowship.
- (3) Student Fellowship gatherings were held on every Tuesday. 19 programs including Bible study, games, film show, and Birthday parties were held. Games and Worship were the most favourite activities.
- (4) Reflection Day was held on the last Tuesday of each month. Students are invited to step back from normal school routine and reflect on themselves (e.g. their relationship with nature), their faith (such as Book Crossing activities) and other people around them (e.g. how to show love and mercy to others, AI and the future). 7 special programs were launched in this year.
- (5) 12 students joined the committee and were responsible for Hymn singing or programs design. Throughout the year, about 30 students attended the Fellowship on average.

Campus Life

**Primary Division**

- (1) A total of 109 students (22 from DS1, 44 from DS2, and 43 from DS3) joined the Prefects Team this year.
- (2) Inauguration and Oath-taking Ceremony was held in the morning assembly on 26 September 2018.
- (3) 100 prefects joined the training camp on 1 December 2018.

**Secondary Division**

- (1) 60 students joined the Prefects Team this year. 22 students of DS4 and DS5 became Aspiring Prefects in April 2019.
- (2) Inauguration and Oath-taking Ceremony was held in the morning assembly in October 2018.
- (3) The two-day training camp was held on 21 and 22 December 2018. 48 prefects joined the training.
- (4) Farewell BBQ for MS4 was held on 30 November 2018.
- (5) The second training was held on 26 January 2019 and 8 April 2019. 45 prefects joined the activity.

Student Leadership Development

- (1) The Student Union (SU) Election was successfully conducted. Two candidate cabinets ran for the SU Election.

- (2) Under the coaching of the SU teacher advisers, the following activities were smoothly conducted:
  - a. Christmas Busking (December 2018)
  - b. Dodgeball Competition (December 2018—January 2019)
  - c. Music Service (March—May 2019)
  - d. Easter Joint Programme with Alumni (March 2019)
  - e. Leaders’ Disciples Training Programme for Junior Forms Students (March—April 2019)
  - f. Connect: Student Forum with School Management (June 2019)
  - g. Farewell for MS4 Graduates (April 2019)
  - h. Democratia (May 2019)
  - i. MS4 Graduates Used Books Consignment Sale (July 2019)
  - j. Snack Shop service (November 2018—May 2019)
- (3) Six officers and 24 members were recruited to National Society of High School Scholars (NSHSS) through interviews. Students who joined the society usually had good academic performance in school.

**(ii) Reflection**

Religious Education

- (1) To nurture future servant leaders, we will continue to provide opportunities for students to enhance their leadership skills.

Christian Ministry

- (1) About 80% of members were satisfied with peer and student-teacher relationships. 82% felt committed to the Fellowship. 10 students would like to join the committee next year.
- (2) 81% of members were satisfied with the work of the Fellowship.
- (3) 59% of teachers agreed Student Fellowship help students know more about Christian faith.
- (4) 63% of teachers agreed Reflection Days raised student’s awareness about others and helped students reflect on themselves.
- (5) As there were too many activities held on Tuesdays and the curriculum was so packed, attendance rate was not steady in recent years. More cell groups were organized for students who could not join the Fellowship, which obtained high attendance rates (90%).
- (6) As students in lower forms may have more capacity to join Fellowship, the “Little Pioneers” from DS3 will be invited to join the Fellowship next year.

Campus Life

**Primary Division**

- (1) 74% of teachers agreed School prefect system preserves school order effectively.
- (2) To strengthen the role of school prefects and leaders, DS3 students served as leaders in the training activity. It is a good way to encourage senior students to be the role model and serve others.
- (3) Evaluation showed that about over 88% of students agreed that the training help them develop their leadership skills and 92% agreed that the training enhanced their communication between team members.
- (4) Over 84% of students stated that the Noah’s Ark in Ma Wan Island is suitable for leadership training.

**Secondary Division**

- (1) 58% of teachers agreed prefects helped maintaining order in school effectively.
- (2) The number of students joining the Prefect Team has decreased continuously.

- One of the reasons is that more service teams have been set up in school.
- (3) Nearly all students agreed the training fostered cooperation among prefects as well as enhanced their self-confidence and courage.
  - (4) The Farewell BBQ activity, which was organized by Head Prefects and team leaders, offered an informal setting for graduates to share their life experience and passion in serving the school.
  - (5) 100% participants agreed that the second training can enhance interpersonal relationship and foster cooperation among team. 100% agreed the activity can help them to perform their duties.

#### Student Leadership Development

- (1) Students showed enthusiasm to run for the challenging leadership posts to serve their schoolmates.
- (2) Members of the two candidate cabinets were of high quality.
- (3) Executive members developed their leadership skills in planning and implementing their scheduled activities.
- (4) The SU also acted as mediators between students and the school.
- (5) NSHSS is an international organisation. Scholarships may be offered by the organisation for members' further studies in the future.

### **7.3 Major Concern 3: To foster sustainable school development through self-evaluation**

- (a) To strengthen self-evaluation capacity in academic subject departments and functional teams

#### **(i) Evaluation**

##### Chinese Language Subject

- (1) Teachers completed self-evaluations every year to reflect on their teaching effectiveness.
- (2) The department conducted surveys every year to collect teachers' opinions on departmental policies and annual plan items.
- (3) The department conducted student surveys across all levels every year after the first Summative Assessment to assess students' learning performance and to collect their opinions.
- (4) The primary division conducted a second round of curriculum review student surveys in order to assess the effectiveness of the curricula, the reading scheme as well as departmental activities.
- (5) HoD and Subject Coordinators reviewed relevant data and discussed follow-up measures with subject teachers.
- (6) All teachers agreed that the student surveys were effective in facilitating teachers' understanding of students.

##### English Language Subject

###### **Primary Division**

- (1) The English department has adopted various measures to strengthen self-evaluation, such as:
  - a. Dictation and writing folder inspection
  - b. Peer and appraisal lesson observations with post lesson conversations
  - c. Weekly departmental and level meetings to evaluate ongoing level-related issues
- (2) The following reforms have been done based on the findings of different surveys and focus group interviews:

- a. Introduction of NETs into the English department
- b. New split-class arrangement
- c. Adoption of new class book (Academy Stars)
- d. Introduction of various gifted classes and remedial classes on Tuesday's ninth lessons
- e. Introduction of Monthly English Speaking Day to create a better English speaking environment

### **Secondary Division**

- (1) The school provided one training workshop for middle managers (HoDs and subject coordinators) in June on how to properly set effective questionnaires. The workshop was deemed generally useful.
- (2) The department is capable of surveying teachers to solicit opinion on various departmental affairs, when necessary.

### Humanities Subjects

- (1) Teachers' self-evaluation:
  - a. Department of Social Studies conducted a self-evaluation survey of teachers to help teachers reflect on their teaching effectiveness.
- (2) Survey on student opinion:
  - a. Department of Social Studies conducted a questionnaire survey of students in the whole school in the fourth semester to examine the learning performance of students at all levels and their opinions on the subject of Social Studies.
  - b. Social Studies teachers believed that the survey would help them understand the characteristics of the students.
  - c. Coordinator of Social Studies discussed the relevant survey data with the teachers and discussed the follow-up strategy with teachers at all levels.

### Art Subject

- (1) There were not any workshops for setting survey this year, but the year before.
- (2) 70% of workshop participants found the workshop useful for improving their self-evaluation capacity.
- (3) We didn't use paper survey but by oral survey during the last lesson of each class which was based on different teaching content and all the survey questions already had the review of department head.
- (4) 100% team members did the self-evaluation reports after oral survey.

### Family Life Education

- (1) Training workshops have been arranged for department and team heads on setting appropriate annual self-evaluation survey questions.
- (2) The 3 FLE teachers always worked together to set proper and appropriate annual self-evaluation survey questions.

### Music Subject

- (1) Suitable training workshops were arranged for department and team heads on setting appropriate annual self-evaluation survey questions.
- (2) All workshop participants found the workshop useful for improving their self-evaluation capacity.
- (3) Department head could set proper and appropriate annual self-evaluation survey questions.
- (4) Department head could produce satisfactory reflective reports using data collected and other evidence.
- (5) 60% of teachers in the department agreed that all the holistic surveys were conducted at appropriate time during the school year.
- (6) All teachers in the department agreed that all data collected had been analysed

with sufficient details and prepared in suitable formats for extraction of information.

- (7) All teachers in the department agreed that the summary report compiled could bring out the major findings of the survey.
- (8) All teachers in the department agreed that the findings were suitably presented to all major stakeholders.
- (9) All teachers in the department agreed that reflective evaluations were made for informed forward planning.
- (10) All teachers in the department agreed that reflective report had been used to enhance the effectiveness of learning and teaching.
- (11) Department had clear action plans with evaluation for the purpose of continuous improvement.
- (12) Department set tasks with a focus on impact of student learning.
- (13) Department evaluated its work in direct relation to learning and teaching effectiveness.
- (14) Department has addressed the school major concerns in alignment with the school priorities.
- (15) Department has evaluated its work in alignment with the success criteria set out for the major concerns.
- (16) Department head has made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching.
- (17) Department has made evaluation of its work using a variety of evidence.
- (18) Department could make reflective evaluation for informed forward planning.

#### Physical Education

- (1) The department conducted school team students' self-evaluations as well as sports day staff surveys for both primary and secondary divisions.

#### Religious Education

- (1) The department designed two evaluation forms: lesson observation form and teaching performance self-evaluation form. Evaluation criteria include planning and organization, catering to diversity, communication skills, classroom interaction, classroom management, subject knowledge, and students' learning performance.
- (2) In addition to Subject Coordinator's feedback during the appraisal period, subject members also observe one another and provide constructive feedback.
- (3) The department conducted student surveys for FS2, DS1, DS4 and MS2 this year. In addition to encouraging students' self-reflection, these surveys also provide valuable data for teachers' reference.

### **(ii) Reflection**

#### Chinese Language Subject

- (1) Student surveys are especially helpful for new colleagues to understand students' thoughts and opinions.
- (2) Teacher surveys encourage teachers' self-reflection.
- (3) Based on data collected from student surveys and teacher surveys, the department was able to adjust future plans, arrange departmental training, and conduct self-evaluation.
- (4) We recommend that the school conduct holistic evaluation at the school level in order to boost efficiency.

#### English Language Subject

##### **Primary Division**

- (1) Many new curriculum reforms will be carried out in 2019-2020. All new



reforms have been thoroughly discussed and endorsed in the departmental meeting.

### **Secondary Division**

- (1) Level teachers should be encouraged to conduct review meetings more regularly (e.g. during EDM / co-planning sessions) to discuss issues pertinent to their level.
- (2) Teachers should be made more aware of the need to constantly reflect upon their teaching effectiveness and practice.
- (3) Teachers are encouraged to make use of the suggestions made in Marker's Reports.
- (4) The Dept could look into the possibility of launching student survey to find out the impact of students after teachers' attempts to address the said SMCs.

### Humanities Subjects

- (1) Teachers' self-evaluation questionnaires can evoke teachers' reflection on teaching.
- (2) The Student Opinion Survey helps teachers understand the situation of students.
- (3) It is recommended that schools can co-ordinate self-evaluation survey to avoid duplication and time consuming.

### Art Subject

- (1) Department head can share the content of the workshop of the year before with team members.
- (2) Evaluation meetings are held after self-evaluation survey.
- (3) At least one Oral survey every year. For improving the teaching effectiveness, teachers also need to write a survey reflection.
- (4) The survey findings will guide department making further discussion of the cause of problems and factors that promote sustainable development.

### Family Life Education

- (1) Basically, the 3 FLE teachers can work independently to set proper and appropriate annual self-evaluation survey question. But it is our good practice that we work together to guarantee the quality.
- (2) It is good to the department that teachers can have more time and training to further strengthen our self-evaluation capacity

### Media Subject

- (1) It is too many questionnaires for students to evaluate.
- (2) Students answer it not seriously.
- (3) Quality answers are needed.

### Music Subject

- (1) Music department has met the success criteria set by the school.
- (2) Music teachers agree that the report can reflect the performance of themselves.
- (3) All teachers in the department agree that APASO, KPM and stakeholders surveys are useful and effective to reflect the real situation of learning and teaching among teacher and students.
- (4) 40% of teachers in the department do not agree that the surveys are conducted at appropriate time during the school year. It is better to take one after T2 so that the reflective report will be used to enhance the effectiveness of learning and teaching in T3 and T4.
- (5) Music department has met the success criteria set by the school.
- (6) Music department follows a P-I-E approach in each activity
- (7) The department will keep on following a P-I-E approach in annual action plans.

### Physical Education

- (1) The department conducted surveys through questionnaires, comment boxes, as well as meetings.
- (2) We felt that feedback collected from comments boxes and meetings were more reflective of the areas of improvement.

### Religious Education

- (1) The department designed two evaluation forms: lesson observation form and teaching performance self-evaluation form. Evaluation criteria include planning and organization, catering to diversity, communication skills, classroom interaction, classroom management, subject knowledge, and students' learning performance.
- (2) In addition to Subject Coordinator's feedback during the appraisal period, subject members also observe one another and provide constructive feedback.
- (3) The department conducted student surveys for FS2, DS1, DS4 and MS2 this year. In addition to encouraging students' self-reflection, these surveys also provide valuable data for teachers' reference.

### Religious Education

- (1) Lesson observation forms and teaching performance self-evaluation forms are helpful tools for assessing teaching and learning effectiveness.
- (2) The emphases of lesson observations have always been encouragement and mutual appreciation. This kind of positive team spirit is paramount to the work we do.
- (3) We recommend continuing lesson observations and self-evaluations next year.

- (b) To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys

**(i) Evaluation**

Please refer to Appendix 5.1a, section 5.3.

**(ii) Reflection**

Please refer to Appendix 5.1a, section 5.3.

- (c) To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans

**(i) Evaluation**

### Chinese Language Subject

- (1) Teachers completed self-evaluations every year to reflect on their teaching effectiveness.
- (2) The department conducted surveys every year to collect teachers' opinions on departmental policies and annual plan items.
- (3) HoD and Subject Coordinators assessed teaching and learning effectiveness through lesson observations, book checks, and analyses of assessment performances. Afterwards, discussions on follow-up measures were held with subject teachers.
- (4) Three evaluation meetings were held every year - before the school year starts, after the first Summative Assessment, and after the second Summative

Assessment. The emphasis of these meetings was the teaching and learning effectiveness of the subject. Analyses of students' assessment performance and markers' reports were discussed, and follow-up measures were suggested.

### English Language Subject

#### **Primary Division**

- (1) Objectives, action plans and success criteria addressed the school's major concerns in alignment with the school's priorities that have been stated clearly in the annual plan with appropriate assessment methods.
- (2) Regular collection and analysis of dictation, term tests and a summative assessment will show the students learning performance and thus teachers can use their professional judgement to make modifications or adjustments in their teaching.
- (3) Interim and end-of-term reports will be written based on qualitative and quantitative survey results to evaluate different work throughout the year. Follow up work will be done based on data, reflections and suggestions for improvement.

#### **Secondary Division**

- (1) As already stated in the Interim Report, a clear plan of curricular foci and activities was communicated to teachers at the beginning of the year. Teachers were each assigned duties / responsibilities according to the plan.
- (2) Efforts have been made to review what has been done before, e.g. year-end level meetings were conducted to review each level's curriculum in order to make positive / necessary changes; teachers in charge of English activities (e.g. English Club) met several times to review activities organized and their effectiveness, etc.

### Humanities Subjects

- (1) The head of the department and the coordinator of Social Studies examined the effectiveness of learning and teaching from the lesson observation and coursework examinations.
- (2) Peer lesson observation also conducted in both campus. Each teacher has observed at least one lesson conducted by other Social Studies teacher.
- (3) After the summative assessment, Social Studies department held a review meeting to assess the effectiveness of learning and teaching. The review was on the basis of student performance and scoring reports, and follow-up suggestions were put forward.
- (4) Annual student survey has been conducted from MS1-MS4. The structure of the questionnaires divided into three parts: evaluation on LS curriculum, teachers and self-efficacy.
- (5) According to the results of the questionnaire, about 74-84% of the students found the curriculum optimal, at appropriate level setting and well organised.
- (6) Over 95% of the respondents found the LS teachers knowledgeable, lessons well prepared, helpful and enthusiastic. 92% of the respondents satisfied / very satisfied with the LS teachers.
- (7) It is a regular practice to compile the data of academic performance from MS1 – MS4 in SA1 and SA2. Quantitative analysis on level basis were made in SA1. Subject teachers discussed the outcome during subject panel meeting and suggested follow up actions.

### Art Subject

- (1) All the subject major concerns were following the school major concern.
- (2) All the tasks of our departments were focus on the impact of student learning.
- (3) Subject self-evaluation survey could help to access the learning and teaching effectiveness.

- (4) Our department addressed the school major concerns in alignment with the school priorities by applying them in the curriculum.
- (5) Our department monitored the execution of departmental and school plans of major concerns by different peer professional sharing and observation.

#### Family Life Education

- (1) FLE department has had clear action plans with evaluation for the purpose of continuous improvement in the department agenda.
- (2) FLE department has always set tasks with a focus on the impact of student learning.
- (3) FLE department evaluated the work in direct relation to learning and teaching effectiveness where appropriate.
- (4) FLE department has addressed the school major concerns in alignment with the school priorities.

#### ICT Subject

- (1) Peer lesson observation and assignment inspection could help subject panel to keep track the progress of panel members. Subject teachers had reported through their individual progress via these practice.

#### Media Subject

- (1) Media Education department have followed a P-I-M-E approach in our annual action plans.

#### Physical Education

- (1) The department has designed a peer observation form that better reflects the variety, duration, frequency, and intensity of students' physical activity, as well as the allocation of sports venues on campus.
- (2) Based on the survey results, follow-up measures for areas of improvement, such as safety concerns of certain facilities, have been discussed in departmental meetings.

#### Religious Education

- (1) The department has set clear goals and designed two evaluation forms for continuous self-reflection and self-evaluation.
- (2) The department also conducted student surveys to understand students' needs, interests, and learning progress.

### **(ii) Reflection**

#### Chinese Language Subject

- (1) Student surveys are especially helpful for new colleagues to understand students' thoughts and opinions.
- (2) Teacher surveys encourage teachers' self-reflection.
- (3) Based on data collected from student surveys and teacher surveys, the department was able to adjust future plans, arrange departmental training, and conduct self-evaluation.
- (4) We recommend that the school conduct holistic evaluation at the school level in order to boost efficiency.

#### English Language Subject

##### **Primary Division**

- (1) The English department will further adopt the P-I-M-E approach to keep improving our learning and teaching performance.

##### **Secondary Division**

- (1) Teachers should meet more regularly for reviewing purposes, and ensure that decisions are formally recorded in meeting minutes for future reference.

#### Humanities Subjects

- (1) Social Studies department can continue to carry out related practice in the coming year.
- (2) Despite quite positive comments on the LS curriculum and the on the subject teachers, there are various areas that consistently got low scores in the survey.
- (3) About 51% of the students commented that the curriculum could not raise their interest in learning the subject. 47.8% of the students said they could not grasp hold the examination skills; and 45.3% of the respondents did not satisfy with their performance in the subject.
- (4) The survey findings were discussed in subject panel meeting. The outcome of students' comparatively negative response items might be due to two factors. Firstly, the contents of the subject are highly related to current issues, or relating to China matter. Students might find them too remote to them. Moreover, the assessment method of the subject also relies much on writing. Many students who do not like writing essay may find the subject difficult or not easy to get high marks.
- (5) More focus has been placed on examination skills / writing skills during normal lessons. Structured answering formats were provided to enable students to grasp hold the basic answering techniques in their class exercises and homework as well.

#### Art Subject

- (1) There should be more peer observation.
- (2) Evaluation meeting on teaching effectiveness after each terms.
- (3) There should be at least once survey every year. For improving the teaching effectiveness, teachers also need to write a survey reflection.
- (4) Subject coordinator should have the annual review of members' self-reflection at the end of year.
- (5) The survey findings will guide department making further discussion of the cause of problems and factors that promote sustainable development.

#### Family Life Education

- (1) The FLE Student Year-end Survey conducted by FS2, DS3, DS5 and MS4 students is a basic tool to carry out evaluation for the purpose of continuous improvement, in terms of lesson plans and curriculum.
- (2) Whenever FLE activities are held, carefully designed survey is employed so as to facilitate the P-I-M-E.
- (3) Since moral, values and attitude education is the dominant component of FLE, data-driven mechanism may not be the best mechanism to enhance learning and teaching.
- (4) A wider variety of evidence, especially qualitative evaluation information, is considered and employed to formulate the FLE departmental annual plan.

#### ICT Subject

- (1) In the coming school year, it is good to keep peer lesson observation for professional development purpose. Apart from the lesson observation, panel should conduct lesson observation and assignment inspection for monitoring implementation process of the plan.

#### Media Subject

- (1) No questionnaires for students this year.
- (2) Students need to evaluate their learning next year to help department to have

better evaluation.

#### Religious Education

- (1) The department conducted student surveys for FS2, DS1, DS4 and MS2 this year. In addition to encouraging students' self-reflection, these surveys also provide valuable data for teachers' reference.
  - (2) Lesson observation forms and teaching performance self-evaluation forms are helpful tools for assessing teaching and learning effectiveness.
  - (3) We recommend continuing lesson observations, self-evaluations, and student surveys next year.
- (d) To launch suitable training workshops to help academic subject departments heads and functional teams heads to set appropriate annual self-evaluation survey questions and compile reflective reports

#### **(i) Evaluation**

##### English Language Subject

###### **Primary Division**

- (1) The English department will further adopt the P-I-M-E approach to keep improving our learning and teaching performance.

###### **Secondary Division**

- (1) Teachers should meet more regularly for reviewing purposes, and ensure that decisions are formally recorded in meeting minutes for future reference.

##### Family Life Education

- (1) Teachers should meet more regularly for reviewing purposes, and ensure that decisions are formally recorded in meeting minutes for future reference.

##### Media Subject

- (1) Coordinator of Media Education department has attended the training workshops to set appropriate annual self-evaluation survey questions and compile reflective reports.

##### Physical Education

- (1) Subject Coordinator attended the relevant training workshop and felt that the workshop improved their ability to set proper and appropriate annual self-evaluation survey questions as well as general self-evaluation capacity.

#### **(ii) Reflection**

##### English Language Subject

###### **Primary Division**

- (1) Although not all teachers had the chance to attend IB training due to limited resources, skills and knowledge can be transferred through departmental sharing and post IB training sharing sessions. This will equip our teachers to be reflective and agents of change.

##### Media Subject

- (1) Training workshops should be launch at the middle of school year neither than end of year.
- (2) Interview with students are much better than questionnaires.

##### Physical Education

- (1) There are various ways to conduct surveys other than written questionnaires.

- (2) Written questionnaires should aim to be concise and include about eight to ten questions maximum.

#### 7.4 Teacher Survey data on the implementation of School Major Concerns

Number of teachers in survey: 138

<b>Major Concern 1: To improve students' academic performance through curriculum development and teachers' professional development</b>		
		<b>% Agree</b>
<b>1.1</b>	<b>To develop students' self-study skills through curriculum initiatives in subjects</b>	
1.1a	I have shared my experiences in 'flipped strategies' in my subject department(s)	50.8%
1.1b	I have provided opportunities to develop students' self-study skills in my lessons	83.9%
1.1c	Students have improved their self-study skills	64.1%
<b>1.2</b>	<b>To introduce the skills of ATL in the school curriculum</b>	
1.2a	I have provided opportunities for students to demonstrate the ATL skills acquired	70.7%
1.2b	Students have acquired certain ATL skills identified by my department	68.1%
<b>1.3</b>	<b>To explore and implement effective inter-disciplinary strategies such as project-based learning (PBL) and game-based learning (GBL)</b>	
1.3a	Project-based learning (PBL) Team has provided basic training to all teachers involved in PBL	62.4%
1.3b	Students have acquired certain generic skills through inter-disciplinary strategies	70.6%
<b>1.4</b>	<b>To provide workshops on improving lesson design and adopting effective teaching strategies to cater for learners' diversity</b>	
1.4a	The Professional Development Team has organized workshops / seminars on lesson design	64.2%
1.4b	My department(s) have had discussions on how to implement good lesson design in my subjects	82.3%
1.4c	My subject department(s) have explored different effective teaching strategies to cater for learners' diversity in my subjects	82.3%
1.4d	Effective lesson design is important to the quality of teaching	89.6%
1.4e	Good lesson design can improve the effectiveness of catering for diversity in the classroom	88.0%
<b>1.5</b>	<b>To organize in-house professional sharing workshops on key learning and teaching skills and strategies such as Assessment For Learning (AFL)</b>	
1.5a	The Professional Development Team has organized in-house workshops on key learning and teaching skills	65.0%
1.5b	My subject department(s) have held discussions on how to apply key learning and teaching skills in my subject area(s)	78.6%
1.5c	I have applied key learning and teaching skills learnt in seminars and workshops in my lessons	76.1%
1.5d	Key learning and teaching skills have improved the effectiveness of catering for diversity in the classroom	75.3%

<b>1.6</b>	<b>To promote assessment for learning in daily learning and teaching activities</b>	
1.6a	My subject department(s) have held discussions on how to apply assessment for learning in lessons strategies in my subject(s)	79.1%
1.6b	I have attended workshops on the use of effective e-learning tools	87.2%
1.6c	I have applied assessment for learning strategies in my lessons	89.5%
<b>1.7</b>	<b>To organize staff development seminars and workshops on questioning skills for provoking students' in-depth thinking</b>	
1.7a	The Professional Development Team has organized workshops/seminars on questioning skills	66.1%
1.7b	My subject department(s) have held discussions on how to make good use of questioning techniques to provoke students' in-depth learning	77.8%
1.7c	I have applied questioning techniques to provoke students' in-depth thinking in my lessons	87.2%
1.7d	Students are motivated in class by my questioning skills	80.1%

<b>Major Concern 2: To nurture good characters, habits and attitude of students</b>		
		<b>% Agree</b>
<b>2.1</b>	<b>To review the framework and improve the implementation of the school-based moral education</b>	
2.1a	Questionnaires have been completed by me to collect my views on the learning objectives in the domain of values and attitude in the curriculum	70.7%
2.1b	Questionnaires have been completed by me to collect my views on the effectiveness of the implementation of the learning objectives in the domain of values and attitude	70.1%
<b>2.2</b>	<b>To adopt a whole-school approach in moral education</b>	
2.2a	My subject department(s) / functional team(s) conduct discussions on how to infuse 'moral, values and attitude' education strategies in my lessons	73.8%
2.2b	The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all of my teaching subjects and levels	81.9%
2.2c	Discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of lessons in my departments	72.2%
2.2d	I make progress in meeting the learning objectives in the domain of values and attitude in the curriculum	79.3%
2.2e	I find that they can grasp appropriate opportunities to promote positive and moral values in my lessons without prior planning	77.0%
2.2f*	As a subject department or functional team head, I have explored my roles in the whole-school approach on moral education	80.7%
2.2g*	I find that teachers have appropriately met the learning objectives in the domain of values and attitude in the curriculum	76.9%
<b>2.4</b>	<b>To strengthen the effectiveness of HRT periods through central coordination and structured lessons</b>	
2.4a <sup>#</sup>	More structured lessons in HRT periods have been used to implement moral education through central coordination (answered by HRT teachers only)	49.0%
2.4b <sup>#</sup>	The designated homeroom teachers (HRT) periods have been effective in promoting moral education (answered by HRT teachers only)	49.0%
<b>2.5</b>	<b>To help students develop positive attitude and good learning habits</b>	



2.5a	My subject department(s) / functional team(s) have explored our roles in developing positive attitude and good learning habits of students	79.4%
2.5b	Students' attitude and learning habits have been improved in the school year	64.1%

<b>Major Concern 3: To foster sustainable school development through self-evaluation</b>		
		<b>% Agree</b>
<b>3.1</b>	<b>To strengthen self-evaluation capacity in academic subject departments and functional teams</b>	
3.1a*	Suitable training workshops are arranged for department and team heads on setting appropriate annual self-evaluation survey questions	76.9%
3.1b*	As workshop participants, I find the workshop useful for improving my self-evaluation capacity	76.9%
3.1c*	I can set proper and appropriate annual self-evaluation survey questions	84.6%
3.1d*	I can produce satisfactory reflective reports using data collected and other evidence	76.9%

\* Survey questions answered by heads of departments and function teams only

# Survey questions answered by homeroom teachers (HRT) only