

The Hong Kong Chinese Christian Churches Union Logos Academy



Annual School Report 2021-22

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1. Our School

The Hong Kong Chinese Christian Churches Union Logos Academy (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 effective 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 into 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 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 effective 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 a well-qualified and highly professional team of staff who put their hearts into education, love children, adopt a pupil-centred philosophy, commit themselves strongly to professional development and have an international mindset.

Founded in 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. Our through-train system establishes a long-term teacher and student relationship, which minimizes the adjustments and adaptation that most Hong Kong students have to face in the transition from primary to secondary education, especially in different schools. The Logos curriculum consists of three stages – the Foundation Stage (2 years), i.e. junior-primary; the Development Stage (5 years), i.e. senior-primary and junior-secondary; and the Mastery Stage (4 years), i.e. senior-secondary. Each stage has its unique and complementary characteristics and goals.

The Foundation Stage (FS1-FS2) 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 thinking, expressive, creative and organisational capacities. In addition to the subject-based learning in traditional curriculum, the school also adopts thematic learning activities to cultivate 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 are conducted. The assessments provide timely evaluation as well as informative feedback to students and parents. With this approach, undesirable psychological stress due to traditional tests and dictations is reduced.

For some special subjects such as Family Life Education, there are no complete set of teaching materials available in the market. Instead, carefully selected appropriate and interesting materials are used. The school has fully utilized information technology in learning, teaching and administration. Using broadband internet connections, parents can also download recorded video footages of their children's learning activities and know how their children are studying at school. In addition to conventional writing exercises, students learn to complete assignments online. Students also access related reference materials in both Chinese and English. They use Putonghua and English as they participate in different learning sessions and activities. In addition to the rich Chinese culture in school, we systematically facilitate multicultural encounters for our students so as to increase their exposure to different cultures.

The Development Stage (DS1-DS5) is a significant five-year stage in the eleven-year curriculum. The main purpose is to foster and strengthen students' abilities, knowledge and skills 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 include: Languages, Mathematics, Natural Sciences, Social Sciences, Information Technology, Art, Music, Media, Family Life Education, Religious Studies and Physical / Health Education. Students grasp related knowledge, cultivate different skills, acquire broad perspectives and establish the right value systems through all-rounded curriculum materials. Learning and teaching also take place outside classrooms. Field trips, overseas study trips and visits during non-school days are open for students to participate. The amount of study is substantially richer at this stage. Learning and teaching materials are kept and managed electronically for students' easy access, downloading and exchange. Learning through project work across different subjects and assignments helps students handle pressure and practice time-management skills. Group-based studies and projects require students to collaborate with teammates, and to report their progress to teachers at various stages. Native speakers are employed to teach English, Putonghua and other languages so as to maximize students' exposure in these language environments. The school also provides opportunities for students to engage in various types of performance in public. Through their participation in debates, public speaking, choral speaking, dancing, musical performances and theatrical performances, students acquire the abilities to cope with stress and build up their confidence to perform well in front of audience. Besides, the school encourages students to take part in various public contests.

The Mastery Stage (MS1-MS4) is a four-year stage. With rigorous training leading to this stage, students are expected to possess the ability to consolidate and integrate what they have learned and prepare themselves for competitive university entrance examinations.

Concurrently, students have plenty opportunities to further develop their leadership skills in becoming executive members in clubs, societies or student union. In the first two years of this stage, students 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 continue to follow the HKDSE curriculum. Others enroll in the highly recognized IB Diploma Programme and prepare to participate in the IBDP examination. Both HKDSE and IBDP could lead to a qualification that fulfill the requirement for entering local and overseas universities of their choices.

1.4 Our Campuses

Logos Academy is made up of two school campuses that span over a total of 14,000 sq. m. An additional 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 sciences, visual arts, music, information technology, geography, etc.), studio, conference rooms, digital piano practice room, counseling rooms, etc. Moreover, there are an indoor swimming pool, air-conditioned basketball courts, covered playgrounds, gardens, multi-purpose rooms, Campus TV rooms, assembly halls and libraries, etc.

1.5 Members of the School Management Committee (SMC)

Service Period	<u>25/6/2021 to 24/6/2022</u>	<u>25/6/2022 to 31/8/2022</u>	<u>1/9/2022 to 24/6/2023</u>
Chairman	Rev. Chan Tak Cheong	Rev. Chan Tak Cheong	Rev. Chan Tak Cheong
Vice Chairman	Rev. Yeung Yiu Chung	Rev. Chung Kin Kai	Rev. Chung Kin Kai
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Rev. Ma Peter King Tai	Rev. Ma Peter King Tai	Rev. Ma Peter King Tai
Secretary	Dr. Cho Hee Chuen (Principal)	Dr. Cho Hee Chuen (Principal)	Dr. Lee Chak Hong (Principal)
Managers	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Chu Woo Ping, Rev. Chung Kin Kai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Rev. Pong Kin Sun, Kinson, Mr. Pong Yuen Sun, Louis, Rev. Yu Ying Ngok, Mr. Lee Kwok Wai (Parent Manager), Mr. Chan Mung Hung (Teacher Manager)	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Chu Woo Ping, Rev. Kwan Chun Wai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Mr. Pong Yuen Sun, Louis, Rev. Yeung Yiu Chung, Rev. Yu Ying Ngok, Mr. Leung Hay Ting (Parent Manager), Yau Lik Hang Justen (Alumni Manager), Mr. Chan Mung Hung (Teacher Manager)	Rev. Chan Kang Yu Petros, Rev. Cheung Kai Ming, Rev. Chu Woo Ping, Rev. Kwan Chun Wai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Mr. Pong Yuen Sun, Louis, Rev. Yeung Yiu Chung, Rev. Yu Ying Ngok, Mr. Leung Hay Ting (Parent Manager), Mr. Yau Lik Hang Justen (Alumni Manager), Mr. Chan Mung Hung (Teacher Manager)

2. Achievements and Reflection on School Major Concerns

2.1 School Major Concerns

- (a) To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students
- (b) To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers
- (c) To explore the moral and values education of Logosians

2.2 Summary and Reflections

(a) Major Concern 1: To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students

Implementation Plan and Strategies

- (i) To equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching
- (ii) To strengthen students' inquisitiveness and sustain their motivation and engage them in diversified learning opportunities
- (iii) To nurture students to become self-directed learners who strive for academic excellence
- (iv) To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development
- (v) To review and refine current curriculum and strategies for metacognitive learning to enhance development of self-directed learning

Self-directed learning promotes the natural development of self-confidence, initiative, perseverance and life satisfaction. It greatly increases students' ability to make sound, intelligent, self-affirming choices when the stakes are high. The more practice students have with making their own decisions—with reading their own ideas, feelings, wants, and needs and weighing them against available options, the more likely they are to grow into mature, sensible, healthy, productive and compassionate adults.

Summary

- (i) Learning and Teaching
To adopt a wider repertoire of teaching strategies to help students take greater responsibilities for their learning, the school adopted EDB's Six Steps to Autonomous Learning as a self-directed learning strategy: pre-lesson preparation, reading information, discussing problems, personal exercises, teacher feedback and sharing of experiences. New practices are implemented.

Pre-lesson preparation - Teachers in the primary division and secondary division have designed pre-lesson materials to monitor the learning progress of their students. Students were better prepared for the lessons which gave teachers opportunities to discuss the taught items in greater detail, hence, had more quality lesson time in practising the teaching items. Instead of passive listening, students were actively listening to the teaching content. Over 70% of students have finished their pre-lesson materials. With this pleasing result, teachers have set a higher expectation of students for the coming year. Students will be required to complete the pre-lesson tasks of higher quality. Moreover, the school has purchased InThinking online curriculum and practice materials for IB Diploma students to use in their pre-lesson preparations and other self-study time.

Reading information - Subject departments have placed the pre-lesson materials in the learning management systems to facilitate the lesson preparation. The English Department has adopted the online reading programme to encourage DS4 & 5 (Secondary 1 and Secondary 2) students to be active learners during the non-school learning hours. The statistics have shown that all students could complete more than 80% of the weekly assigned tasks on this online programme. Citizen and Social Development has recommended some books for students to read during the DEAR period. Moreover, the book sterilisers were placed in two campuses to enable self-service on borrowing and returning books.

Discussing problems - To reinforce self-directed learning habit of students, teachers teach their students how to take notes and make a summary for what they had learnt during the lessons. The practice of note-taking could encourage attentiveness in lessons and reinforce memory and thinking in learning. About 85% of teachers in the junior secondary agreed that most students could use GoodNote to take notes. About 70% teachers have observed that most students could develop their self-directed learning skills through note-taking.

Personal exercises - Various types of exercises and practices were used by all subject departments to reinforce learning. A homework log was designed to promote the habit of self-reflection for the primary students on their learning processes and learning outcomes. For instance, the MS1 (Secondary 3) Economic teachers have designed different types of assessments such as mini projects, online MC quizzes in the curriculum to accommodate students' different learning styles in order to strengthen their students' inquisitiveness and sustain their motivation. Some visual cues, the pepper icons, are used to indicate the difficulty of the learning materials, the more pepper icons the more difficult the concept it would be. In order to stimulate students' interest in learning Psychology, teachers have prepared some pre-lessons videos for students to watch before lessons. The students were required to write reflections to demonstrate their learning.

Teacher feedback - Subject departments used various e-learning tools to facilitate student involvement in their learning and provide students with timely feedback. In addition, teachers have used positive languages to provide constructive feedback for students with reference to their assessment data so that students would fully understand their strengths and weaknesses.

Sharing of experiences - Students were also encouraged to do self and peer evaluation via e-learning platforms, e.g. SEESAW in Media Education, so as to make further improvements. Book sharing by teachers were broadcasted in the morning assemblies to nurture reading culture in school.

Constant improvement and alignment were enforced from different subject departments in keeping students abreast of the latest educational trends. After the first year of trial, the Science Department further collaborated with the Chinese, Mathematic and ICT with a pilot scheme of House Points Rewards System (HPRS) to boost the motivation of students to strive for academic excellence. 75% DS4 & DS5 students agreed with the effect of HPRS. Starting from this year, Maths has assigned one lesson every week in the junior secondary as a self-directed learning period for giving out personalised advice to highlight the areas for improvement and to recognize students' effort.

Students were encouraged to set their own personalised learning goals and they could choose the suitable questions according to their own learning needs. This strategy was to nurture its students to become self-directed learners who strive for academic excellence through making the right learning choices.

(ii) Transdisciplinary Learning

To encourage student-centred learning and increase learning motivation in some generic skills, we adopt the approach of cross-curricular project in primary and junior secondary levels. First-hand experiences in real contexts, and authentic settings to achieve goals that are more difficult to attain through traditional classroom learning, thus, the school has taken its initiative in developing the Transdisciplinary Learning from FS1 to MS1. The aims were to enhance students' cognitive development through formulation of structured frameworks for generic learning skills development, strengthen students' inquisitiveness, sustain their motivation and engage them in diversified learning opportunities. Students were sensitised to various generic skills like collaboration, communication, creativity, numeracy and self-management through these learning opportunities.

The New Technology Education Curriculum for DS4 and Community Innovator in MS1 were introduced this year. This tailor-made curriculum was in use to address the recommendation made by the ESR Team about Technology Education and Project Based Learning. Students could participate in various Science, Mathematics, Engineering, Arts and Technology (STEAM) related activities, apply their knowledge and practice their generic skills. Students are sometimes required to make real objects and present them to classmates to demonstrate their problem-solving skills. To cater for the specific learning needs of DS4 and MS1 students, smaller class size could permit more individualised attention and immediate action from teachers. To enhance both teachers' and students' skills, the school has collaborated with organisations and experts in various disciplines to organise the social service or learning opportunities for students. This new initiative could upgrade the skills and knowledge of the students to cope with the demands of the 21st century. Self-learning tasks were given out in weekly practices. Teachers made good use of the online learning mode and flipped learning to provide chances for students to learn

beyond what the curriculum required. There were lots of real-life examples and authentic cases used in assignments and assessments. Outstanding student works were displayed around the campuses in order to further promote Transdisciplinary Learning in school.

(iii) MS3 Orientation Program

To develop the self-directed learning skills of students, Counselling Team and Positive Education Team jointly offered two MS3 Orientation Programs in September and October to guide students to be aware of the core meaning of learning and to nurture students to become self-directed learners who would strive for academic excellence in the public examinations. The programme helped students to familiarise themselves with a new curriculum and examination syllabus. These whole-grade events aimed to challenge the students to go beyond their comfort zone as well as cultivating important life skills and attitudes such as goal setting, self-discipline and sense of responsibility, and to nurture a collaborative culture between teachers and students and among students. Interactive activities such as problem-solving tasks, discussions, role-plays and group work were incorporated into the programme. Through the above programmes, students were also able to strengthen mutual trust and skills in teamwork and leadership. The orientation events helped students to know their teachers as well as their classmates more deeply. They also could learn how to communicate respectfully and effectively with their classmates and Homeroom Teachers. Over 75% of participants were satisfied with the contents and they found that the programmes were relevant to their personal growth and development, and the skills introduced were very practical to their studies.

(iv) Reopen the study room

Having a dedicated area for study can always sharpen the mind of students and improve their concentration, therefore, the two study rooms were reopened for MS3 and MS4 students in order to provide more opportunities for students to be active learners during their free lessons and non-school hours to sustain their learning motivation. The usage of the two study rooms was satisfactory.

Reflections

Students' awareness on goal setting has been raised through the school's effort in grooming "motivated learners" this year. Good habit formation is no doubt the key to achieving the objective. However, the impacts of the epidemic of COVID-19 stay as a potential hindrance towards the healthy emotions and the realisation of personal goals. Upon realising the importance of mapping out their future step-by-step, students may need further guidance regarding effective time management and self-management when they adventure through their personal growth. Enhancement in socialising skills, problem-solving skills, resilience and emotion management could help students radiate competence and charisma as young leaders. Students should be encouraged to take their own initiative to make the best use of their potential and participate in different learning activities to become a self-directed learner who knows "learn to learn". The MS3 Orientation Programme greatly benefitted the students physically and mentally; not only did they learn much about themselves and teamwork, but also acquired life skills such as motivation for personal goals, communication skills, cooperation with and empathy for others as well as conflict resolution skills. Timely

follow-up action to encourage a serious learning attitude should be taken to foster good learning habits. Positive feedback was received from students for the Transdisciplinary Learning Activities. More support and guidance could be given to students in areas of presentation and organising of information in their project works. The school has provided various opportunities for students to groom them as proactive learners and they were encouraged to develop the habit as reflective learners.

(b) Major Concern 2: To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers

Implementation Plan and Strategies

- (i) To form a Positive Education Team to coordinate and drive Positive Education strategies in school
- (ii) To cultivate in students a sense of belonging to the school
- (iii) To strengthen positive and supportive teacher-student and student-student relationships
- (iv) To create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes
- (v) To enable parents to understand how a growth mindset promotes the wellbeing of students

Summary

The pandemic of COVID-19 was indeed a challenging time for both teachers and students mentally and physically, however, the school continued its work on instilling positive values and attitudes in its community. With the collaborative efforts of all subject departments and functional teams at school, a holistic approach to Positive Education was launched. Shared school expectation on the importance of these values was established in the beginning of the school year, in particular, driven by the Positive Education Team. Teacher development is always the key element for the success of this new motive. The Positive Education Team has organised an In-house Professional Development Day to share the experience that the team members have been implementing in their classrooms or departments. Few subject departments have presented their good teaching practises during this Professional Development Day in which the staff members actively shared their experience with other co-workers in the school. Good teaching practises have been compiled and uploaded to the school server for teachers' reference. The Educational Psychologist Team organised two talks for all teachers and one talk for new teachers on techniques to help SEN students to learn better in classrooms to cultivate a stronger inclusive culture in the school.

The ability to actualize the positive values among students was cultivated through the incorporation of these values into the diverse curricula. The school upholds holistic well-being of students and they are expected to pursue academic excellence as well as good character. Clearly, apart from academic and intellectual development, social well-being, emotional well-being, character building are all essential. The 24 character strengths were introduced through the hidden curriculum in the Homeroom Teachers Periods, assemblies, workshops, school functions, student activities, and the likes. Throughout the terms, some subjects have attempted to focus more on character strengths when setting and reflecting upon learning goals, processes and opportunities. Some teachers even incorporated the character strengths in their lessons or authentic learning in order to encourage their students to overcome adversity on the path to achieving their learning goals. The Economic and Business Club has applied the character strengths in their authentic learning. They have organised a charity fair by selling their own designed products which promote positive messages to their fellow students. The money collected from the fair will be donated to the charity.

Both the English Department and Chinese Department amended their reading book lists of various grades to cultivate positive values through reading. Family Life Education encourages students of various grades to write thank you messages to their parents to nurture positive attitudes within families. Some PSHE subject departments display good student work in the school lobby or praise those students during morning assemblies. Religious Education promotes positive attitude on students through nurturing a habit of prayer for themselves and others. Organised by the Gifted Education Team, several IB teachers promote positive messages and actions in their lessons.

In order to boost up students' resilience to deal with the stress from the public exams, the Counselling Team and Positive Education Team have jointly organised a "Well-Being Day" for MS3 and MS4 students respectively. A strong sense of self-efficacy is an essential component of students' resilience, hence, various games and activities were set up to help students identify their strengths, discover their interests and abilities to help them derive joy from pursuing things in life that matter to them. Positive emotions and how to build more positive relationships with others were also introduced in the programme. Students in general agreed they understood better how to increase their resilience and build up positive relationships using their own character strengths. They also believed the programme was helpful and wished to have more in the future.

The Careers and Life Planning Team has launched a series of purposeful themes, including personal finance, interests, abilities, work values and goal setting, for all grades in the secondary division to help students develop personal life planning goals in Homeroom Lessons. MS4 students took part in this pilot scheme and student participants agreed that they learned more about positive meaning in their career development. 150 parents were invited to attend an evening workshop about how to promote students' well-being with a growth mindset. Most parents gave positive feedback on this workshop and agreed it was valuable. They had expressed their views that they wanted to participate in this workshop again in the following year.

With facing high levels of occupational stress by teachers, their well-being is also critical in the community. To ease the situation and to promote teachers' well-being, the Professional Learning Communities has arranged an array of programmes this year, including the Badminton Interest Class, Cooking Class, Glass Making Class, etc. on a voluntary basis. These activities provided the teachers with a timely refreshing and energising moment, and were welcomed by many teachers. There was evidence in the surveys that 80% of teachers showed affirmation to the statement that the school promoted teachers' well-being through various programmes. In addition, the English Department has organised a number of Positive Education Programmes for teachers' well-being. Notably, it designated one departmental meeting to teachers' well-being and Positive Education-related activities every fortnight. The Department arranged a workshop with a special focus on deep relaxation, mindful breathing exercises and mindfulness practice for stress reduction for all English teachers. Through providing members with the opportunity to participate in physically calming activities, teachers agreed that it could bring down their stress levels and lay the groundwork for them to integrate mindfulness into their personal and professional lives.

Reflections

It is important for the school to instill positive values and attitudes to teachers, students and parents at their hard time. The well-being of both teachers and students are critical in the school, thus, plenty of positive education related activities at the school were organised in order to help the community to overcome adversity to achieve their success. Positive responses were received from the workshops and programmes. More structured guidelines could be given to members of the school for inculcating positive values into school policies in the near future. Reinforced efforts could be seen on how the positive values could be executed in daily teaching. Implementation of the action plan drawn and follow-up actions taken by the Positive Education Team would be executed in the coming months. In response to the anxieties created by COVID-19, promotion of positive education would be continued in order to enable students to develop resilience and a growth mindset for coping with diversity and adversity.

(c) Major Concern 3: To explore the moral and values education of Logosians

Implementation Plan and Strategies

- (i) To set up Teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework
- (ii) To promote Christian Values Education
- (iii) To promote Logosian's core values
- (iv) To promote National Identity as a core value in the school system

Summary

As a Christian school, the school places a strong emphasis on nurturing the spiritual growth of the students. To amplify the spiritual development in students, the weekly Christian Education lesson was introduced this year. The sharing by the Pastors from HKCCCU, school chaplains and teachers about biblical verses or testimonies of experiencing God's faith and love have given a constructive impact on students to understand the beauty of the liturgy and deepen their faith in God. Through morning devotions, weekly Christian assembly, Religious Education lessons, Student Fellowship programmes and Gospel Week, the practice of Christian Values Education was enhanced. All these strategies aim to provide ways for students to learn Christian Values, true worship and the importance of prayers, which were believed that students could develop their Logosian Core Values. Activities were conducted to guide students to keep a prayerful heart and realise God's guidance and protection in the spiritual transformation. The school has provided a pleasant Christian atmosphere for spiritual formation. The school is dedicated to carrying out the mission of evangelization and spreading God's love and His messages.

The Humanities Department has promoted the Logosian Core Values in action, FS2 students participated in "One Person One Flower" in November to cultivate students a greater sense of belonging and responsibility. The Chinese History Department used examples of past Chinese persons as examples to demonstrate Logosian Core Values.

One of the key aims of education is to foster students' abilities to communicate with the community and our country and to help them develop a stronger National Identity. The Primary and Secondary curricula have adopted the General Studies National Security Education Curriculum Framework in Social Studies, Chinese History, Media Education and IB History subjects. National Flag Raising Ceremonies were held at the school not only on special days like the National Day and HKSAR Establishment Day, but also on a regular basis in the two campuses. National Flag Raising Ceremonies, National Education Activities and Principal sharing in the morning devotions have been organised to encourage students to reflect on their National Identity and raise their sense of belonging to our country. The National Education (including Constitution, Basic Law and national security education) activities included exhibitions, game stalls, drama have been held to develop students' ability to identify the values embedded, analyse objectively and make reasonable judgement in different issues they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life. The National Education Committee and Chinese History jointly organised different activities for the students to enhance their National and Civic Education. Students in various grade levels joined different activities to cultivate their National and Civic mind so as to become loving, caring

and responsible citizens. To increase their understanding of Chinese Culture and History, and make them treasure their learning opportunities with showing their concerns and love to people in China, a number of students have participated in other enrichment programmes and competitions such as 918 事變九十週年紀念活動, 第十一屆全港學生中國國情知識大賽, 《何者魯迅》舞台劇及講座, 第十四屆《香港盃外交知識競賽》, 香港電台《知情識趣 31》全港初中生常識問答挑戰賽, 《百年歷史·當代中國》圖文展及其中小學歷史文章閱讀徵文比賽, 第五屆香港青少年書法大獎賽(祝賀中國共產黨成立 100 周年). The student representatives were sent to participate in some of the aforementioned programmes which aimed at enhancing understanding of recent developments in their country and raising social awareness. It was the greatest pride and honour of the school presented with different prizes and awards from the above programmes and competitions. Out of all, three MS3 students took part in and excelled in a gifted programme funded by the EDB, their product was showcased in the Hong Kong Maritime Museum. With effort made by the National Education Committee and Chinese History, over 80% of students agreed that they knew the importance of National Security Education and understood Chinese Culture and its National development through these programmes.

Reflections

The Christian Ministry would continue to seek out ways to strengthen the spiritual connection among the students each year as part of their routine, regular activities were aptly provided to nurture students' spiritual growth. On the whole, good achievements to promote Christian Values Education and National Identity as a core value in the school system. A comprehensive and holistic approach to instil the Logosian Values Education and Chinese Culture to students were enforced, and students were well supported in different aspects.

3. Learning and Teaching

3.1 Lesson Time Allocation

- (a) In 2021-2022, teaching days for FS1 to DS5, MS1 to MS3 and MS4 are 191, 192.5 and 114 days respectively.
- (b) Percentages of lesson time for different subjects and levels (full-day timetable) are shown below:

Learning Domains	FS1-FS2	DS1-DS3	DS4-DS5	MS1	MS2	MS3-MS4
Chinese Language	21%	21%	19%	19%-25%	16%-17%	16%-17%
English Language	25%	21%	19%	19%-25%	16%-17%	16%-17%
Mathematics	17%	17%	14%	14%	12%-19%	12%-19%
LS/CSD/NR	--	--	--	2%	6%	6%
Natural Science	3%	3%	10%	24%-30%	28%-30%	28%-30%
Technology	2%	5%	6%			
Personal, Social & Humanities	8%	12%	16%			
Arts	10%	7%	7%			
Physical Education	3%	3%	4%	4%	4%	4%
Others	11%	11%	5%	12%	11%-14%	11%-14%

Remarks:

FS1-DS3

Chinese Language Education includes Chinese Language, Putonghua and $\frac{1}{2}$ DEAR period.

English Language Education includes English Language and $\frac{1}{2}$ DEAR period.

Personal, Social & Humanities Education includes Social Studies, Religious Studies, Family Life Education.

Technology Education includes Information Technology and Media.

Arts Education includes Visual Arts, and Music.

Physical Education includes Physical Education.

Others include morning assembly, weekly assembly and homeroom teacher period.

DS4-DS5

Chinese Language Education includes Chinese Language, Putonghua and $\frac{1}{2}$ DEAR period.

English Language Education includes English Language and $\frac{1}{2}$ DEAR period.

Personal, Social & Humanities Education includes Social Studies, Chinese History, Religious Studies and Family Life Education.

Technology Education includes Information and Communication Technology and Technology Education.

Arts Education includes Visual Arts, Music and Project-based Learning.

Others include morning assembly, weekly assembly and homeroom teacher period.

MS1-MS4

Chinese Language Education includes Chinese Language, Chinese Literature and ½ DEAR period.

English Language Education includes English Language, Literature in English and ½ DEAR period.

Science Education includes Biology, Chemistry and Physics.

Technology Education includes Information and Communication Technology and Computer Science.

Personal, Social & Humanities Education includes Geography, Economics, BAFS, History and Psychology.

Arts Education includes Visual Arts and Music.

Others include morning assembly, weekly assembly and homeroom teacher period, Religious Education and Family Life Education.

Elective subjects: Since senior secondary students study different elective subjects, the percentage of each learning domain varies.

3.2 Our Students

(a) Class Structure

The table below shows the number of classes and students in each year level as at 31st August, 2022.

Class Level	No. of Class	No. of Boys	No. of Girls	Total
FS1	6	105	80	185
FS2	6	91	75	166
DS1	6	86	78	164
DS2	6	87	85	172
DS3	6	65	88	153
DS4	5	90	84	174
DS5	5	57	71	128
MS1	5	68	69	137
MS2	5	64	59	123
MS3	5	75	66	141
MS4	5	61	71	132
Total	60	849	826	1675

(b) Annual Attendance Rates

Class Level	Annual Attendance Rates
FS1	97.7%
FS2	97.8%
DS1	98.1%
DS2	97.6%
DS3	98.1%
DS4	98.4%
DS5	97.6%
MS1	98.8%
MS2	97.3%
MS3	97.5%
MS4	96.5%

3.3 Our Teachers

(a) No. of teachers

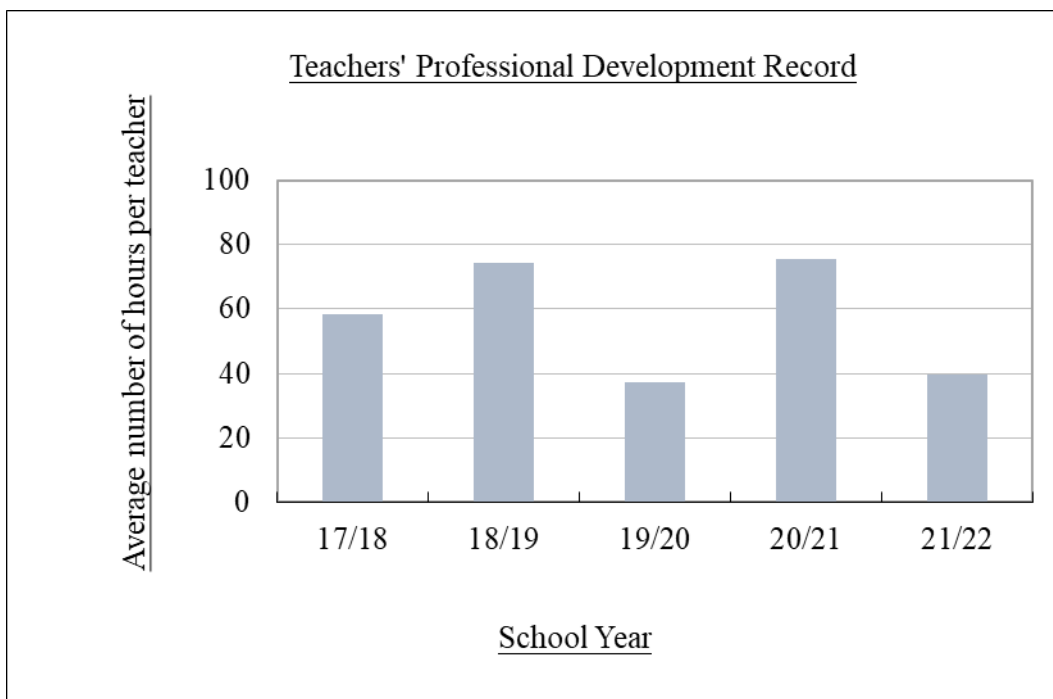
There were 166 teachers in the approved establishment.

(b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	95.1%
Bachelor Degree	100%
Master / Doctorate Degree	61.0%
Special Education Training	22.6%

Working Experiences (% of Teachers)	
0 – 4 years	15.9%
5 – 9 years	15.2%
≥10 years	68.9%

(c) Continuous Professional Development



3.4 Learning, Teaching and Assessment Strategies

(a) Learning and Teaching Strategies

Language development in Logos is perceived as a comprehensive development of a person's linguistic and literary competence in a 3-level development framework; namely, language, culture and literature. We aim to create a rich language environment conducive to the development of students' language abilities in Chinese and English. The school also employs teachers who are native speakers of English and Putonghua. The gradual increase in the use of English and Putonghua in the primary years ensures that students are proficient in English and Putonghua before the transition to the Secondary Division.

Inter-disciplinary strategies are used in our school to develop the generic skills of students. Experiential learning and STEAM activities in our curricula have elements of inquiry-based learning and engage our students to solve real-life problems. We are devoted to creating an environment conducive to students' whole person development. With the aims of enriching students' experience, developing their leadership potential and cultivating their serving spirit, different co-curricular and extra-curricular programmes are provided through both our formal and informal curricula including outdoor study tours and exchange programmes during long holidays.

(b) Assessment Strategies

Assessment is for both informing learning and teaching (formative) as well as for recognizing the achievement of students (summative). Assessment is structured to align with the curriculum design, learning progression and specific learning objectives, and is treated as an integral part of the learning and teaching cycle in school. Assessment for Learning (formative) integrates assessment into learning and teaching, and serves as a diagnostic tool to help students' learning. 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.

Students' academic performance is assessed continuously throughout the year in the forms of formative and summative assessments. Summative assessment marks for most subjects in our school are obtained from the two whole-school summative assessments, one at the end of the Second Term and another at the end of the Fourth Term of an academic year. The school provides parents with report cards three times every year. These different effective means of assessments are indispensable in understanding students' progress so that timely support to them can be facilitated. The timely feedback enables teachers to make informed decisions about the next step to enhance the learning outcomes of students.

For senior secondary levels, the school purchases marked scripts in both HKDSE and IBDP examinations. Teachers are able to understand the strengths and weaknesses of students so as to improve their teaching effectiveness. Subject departments also review the reports of TSAs and Pre-S1 Attainment Test to know the performance of our students and teaching effectiveness.

4. 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 in growth and development. The Student Support Team and teachers have worked closely together to facilitate all-round development of students.

4.1 Whole-School Approach

In accordance with a whole-school approach, the school is committed to promoting inclusion through its culture, practices and policies.

(a) Management and Organization Domain

The school has a well-established Student Support Team to coordinate and arrange support for students on individual, whole-class and whole-grade levels. The Campus Life team, Counseling Service and Values Education team, and Social Worker Services work together to create a positive school ethos and to support students' emotional and behavioural development. The Special Educational Needs Coordinators (SENCOs), Educational Psychologists (EPs), Educational Counselor (EC), and Learning Support Assistants (LSAs) jointly support the academic, socioemotional and behavioural needs of students with Special Educational Needs. To coordinate support measures within the Student Support Team, monthly joint meetings were held to review students' progress and to discuss upcoming support arrangements.

To attain a whole-school consensus wherein teachers acknowledge the responsibility to cater for diverse needs, the school has arranged for teachers to receive systematic training courses offered by the EDB and other outside agencies on learning and teaching, and managing the diverse needs of students. The school-based EPs have also regularly held talks and workshops on diversity and inclusion, supporting students with AD/HD and gifted underachieving students, and suicide prevention in 2021/22.

(b) Learning and Teaching Domain

The Student Support Team has closely worked with the Academic Affairs and subject departments to accommodate for the diverse learning needs of students. To optimize classroom teaching, a pilot scheme was introduced in the Chinese and English Language departments for the transition year from DS3 to DS4. Some materials were modified to introduce two to three levels of difficulty. Subject-based remedial tutorials were also provided for academically low achieving students in various levels.

(c) Student Support and School Ethos Domain

The Student Support Team has worked to establish an inclusive school climate. Talks on inclusion were newly organised to raise students' awareness of the diverse needs of the disabled and peers with Special Educational Needs. Board displays and book exhibitions were also introduced to the secondary campus in 2021/22. Inclusion interviews with blind athletes and other disabled people were included in the curriculum of Technology and Innovation Programme to nurture students' respect for individual differences.

To strengthen the home-school cooperation in supporting the diverse needs of students, the EPs and SENCOs have newly introduced end-of-year meetings with parents to evaluate the

effectiveness and adjust the support for students with SEN. A parent talk was hosted by a teaching staff with a child with SEN, to share first-hand experiences in supporting their development and learning as both a parent and an educator. A movie viewing and director sharing session was held for Logosian families to understand the challenges that families with disabled members face and to cultivate empathy and understanding of Logosian parents and students.

(d) Student Performance Domain

To enhance students' learning attitude and efficiency, the school-based EP has conducted videos sharing and talks on the power of growth mindset, study habits, and self-directed learning strategies for students in DS4 to MS3 levels.

4.2 Multi-Level Approach

The school has adopted a tiered approach to intervention, wherein the intensity and individualisation of support is catered to students' individual needs.

(a) Systems Level Support

To address students' general developmental needs and transient difficulties, the Student Support Team regularly provided consultation to teachers on handling student cases. The school social workers and counseling personnel also worked with teachers to prepare materials for guidance lessons in homerooms, and to deliver school-wide student guidance programs.

(b) Groups Level Support

The school-based EPs, EC, and LSAs provided regular group interventions for students with SEN. Intervention goals have included Chinese literacy skills, executive functioning skills, and social skills to target their persistent academic, socioemotional and behavioural difficulties. Students with SEN have also participated in a self-regulatory learning and motivational programme titled "Exam Made Easy with Good Planning". Through the support of teachers and parents, these students learnt planning and organization skills and set clearer goals to prepare for their examinations.

To better facilitate the transition between DS3 and DS4 for students with SEN, a transition program was jointly organised by the primary and secondary division at the end of the school year for DS3 students with SEN who are promoted to DS4. With the collaboration between EPs from primary and secondary division, concepts of growth mindset and goal planning were introduced for their better adjustment to secondary school. Pursuant to the Education Bureau's policy, the SENCOs and EPs in the primary and secondary divisions have further strengthened the information transfer between DS3 and DS4 for students with SEN.

(c) Individual Levels Support

On the individual level, students with special educational needs were given due consideration in terms of homework arrangements as well as special examination accommodations.

Individual support sessions were arranged for the SEN students with more severe difficulties by the EPs, EC and LSAs. Students under such support programmes were encouraged to work on individualized goals in areas related to learning motivation, study skills, good

learning habits, and self-management of behavior and emotion regulation. Students with executive function, social, communication and/or emotion regulation difficulties were given relevant training individually through evidence-based strategies targeted on their needs. Assessments were also conducted by EPs to identify students' potential special educational needs.

4.3 Early Identification and Intervention

The Early Identification and Intervention Screening Exercise for FS1 students (EII) was implemented by the Educational Psychology Services in 2021-2022. Homeroom teachers and the Educational Psychology Services cooperated together to identify and screen students to be at risk of special educational needs. In response to their needs, learning and behavioural training groups were provided by the Educational Psychology Services. At the end of the year, in accordance with the Education Bureau's requirements, Learning Achievement Measurement Kit (LAMK) was conducted for FS1 to DS3 students with SEN and academic low achievers.

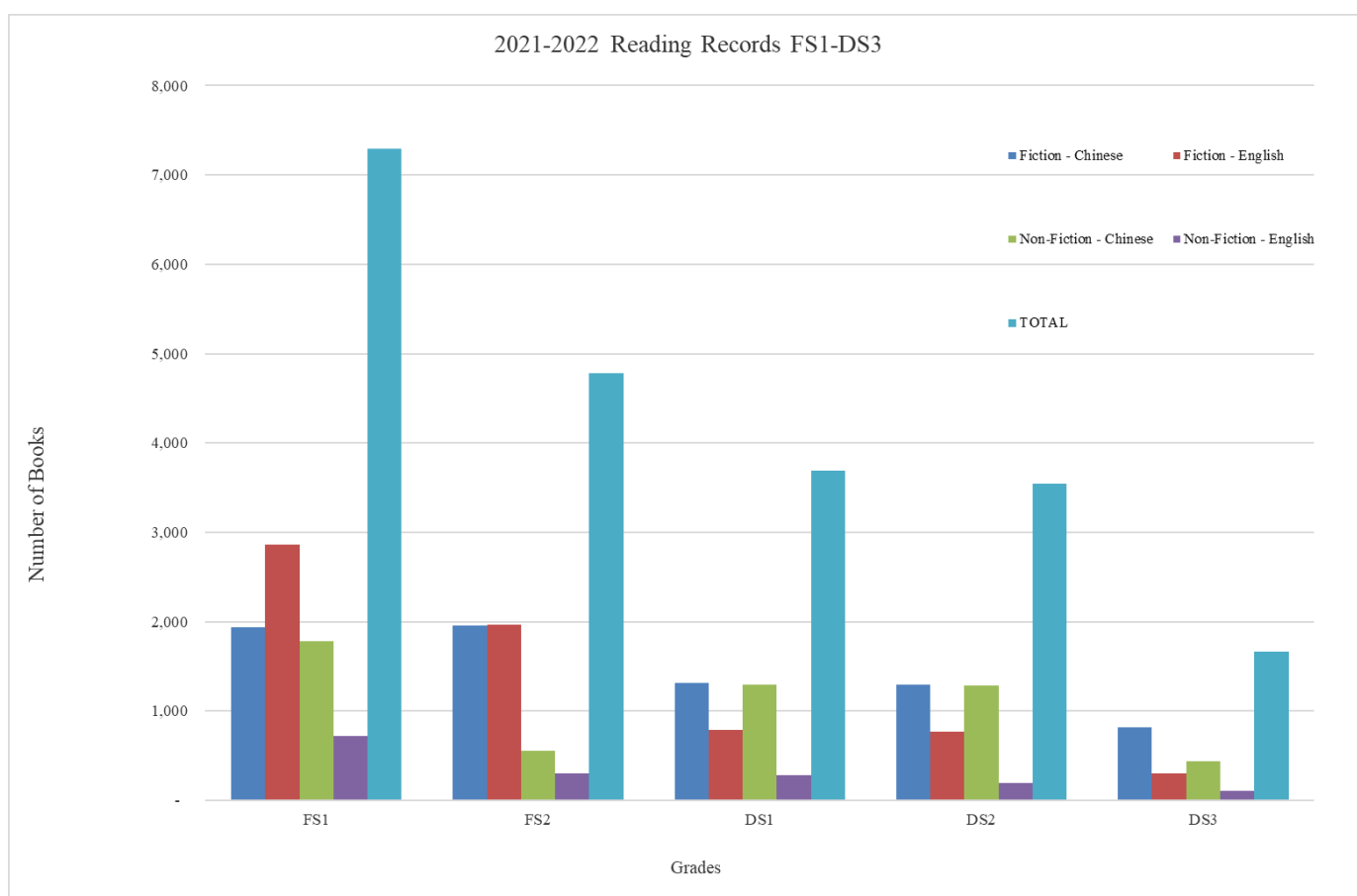
5. Students' Performance

5.1 Reading Habit

(a) Record of Borrowed Books (1 Sept 2021 – 30 June 2022)

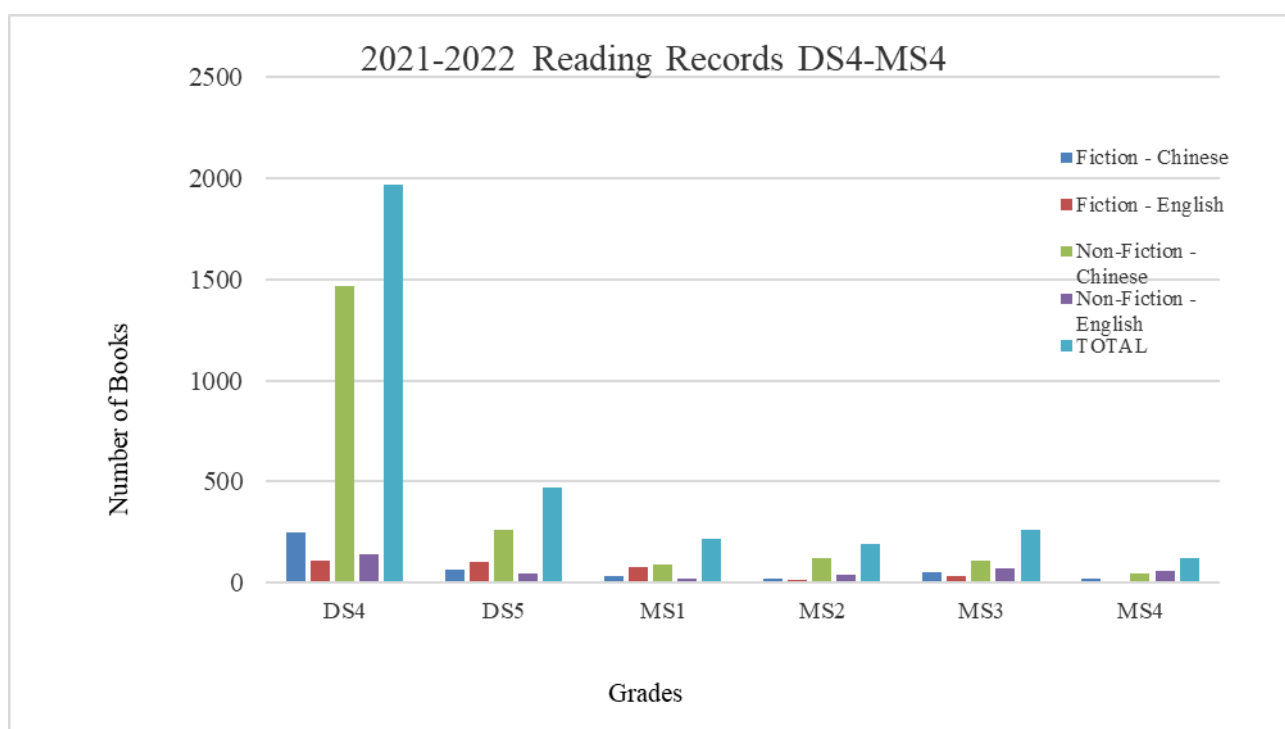
(i) Primary Division

	FS1	FS2	DS1	DS2	DS3
Fiction - Chinese	1,933	1,953	1,317	1,294	820
Fiction - English	2,865	1,966	791	767	304
Non-Fiction - Chinese	1,779	556	1,300	1,289	441
Non-Fiction - English	716	305	282	198	103
TOTAL	7,293	4,780	3,690	3,548	1,668



(ii) Secondary Division

	DS4	DS5	MS1	MS2	MS3	MS4
Fiction - Chinese	250	62	33	18	53	17
Fiction - English	110	102	76	12	30	4
Non-Fiction - Chinese	1,466	260	92	124	109	48
Non-Fiction - English	143	48	18	38	71	55
TOTAL	1,969	472	219	192	263	124



(b) Library Collection (till 30 June 2022)

(i) Primary Division

Item Type	No. of Item (volume/set)		Total	No. of Item (volume/set)		Total
	2020-2021			2021-2022		
	Chinese	English		Chinese	English	
Book	15,445	11,373	26,818	19,150	11,323	30,473
Serials	1,720	-	1,720	1,617	221	1,838
Media	754	-	754	335	-	335
Computer/E mat. (already returned to IT)	-	11	11	-	-	-
TOTAL	17,919	11,384	29,303	21,102	11,544	32,646

(ii) Secondary Division

Item Type	No. of item (volume/set)		Total	No. of item (volume/set)		Total
	2020-2021			2021-2022		
	Chinese	English		Chinese	English	
Teacher Inventory	3,590	2,841	6,431	3,020	3,590	6,610
Teacher Reference	1,015	1,403	2,418	346	361	707
Past Papers (DSE, CE, A-level, IELTS, TSA, IGCSE, etc.)	318	1,358	1,676	261	1,048	1,309
IB Textbooks & IB Reference Books	154	1,176	1,330	154	1,140	1,294
Chinese Collection	11,755	-	11,755	9,476	-	9,476
English Collection	-	8,080	8,080	-	9,619	9,619
DVD & CD	507	828	1,335	414	839	1,253
Serials	3,329	1,357	4,686	3,425	1,429	4,854
Reference Collection	198	220	418	219	209	428
Total	20,866	17,263	38,129	17,315	18,235	35,550

5.2 Academic Performance

(a) IBDP Examination Results, May 2022

The tenth group of our candidates (46 students) achieved good results in IBDP examination in May 2022. The overall passing rate was 100% and the average score was 39.5 (out of 45; the global average was 31.5 marks). Two candidates scored 45 full marks, one candidate scored 44 marks and five candidates scored 43 marks. 26 students (56.5%) 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 Results 2022

The highest score in the best 5 subjects was 29 marks. The overall passing rate (Level 2 or above) of the eleventh group of our candidates was 94.4%; passing rates of most subjects were higher than the average results in Hong Kong. The percentage of Level 3 or above for each subject are shown below:

Subjects	%*	Subjects	%*
Chinese Language	45.2%	English Language	85.7%
Mathematics (Compulsory Part)	65.5%	Liberal Studies	56.0%
Biology	65.9%	Business, Accounting and Finance Studies (Accounting)	91.7%
Business, Accounting and Finance Studies (Business Management)	50.0%	Chemistry	80.0%
Chinese History	43.8%	Chinese Literature	60.0%
Economics	77.3%	Geography	31.6%
History	60.0%	Information and Communication Technology	68.8%
Mathematics (Extended Part – Algebra and Calculus)	100.0%	Mathematics (Extended Part – Calculus and Statistics)	75.0%
Music	75.0%	Physics	86.7%
Visual Arts	88.9%		

*The percentage of level 3 or above

(c) Continuous Education of Graduates

There were 131 graduates in 2022. The total percentage of graduates studying bachelor degree programs or higher offered by local and overseas universities was 74.6%. Some other graduates (22.8%) were admitted to local and overseas associate's degree / higher diploma / foundation programs. A few students (2.6%) chose other pathways.

5.3 APASO

Compared to last year, the junior secondary (DS4-5 & MS1) figures have shown another increment in the percentage of affirmative results in experience, general satisfaction, opportunity, social integration and teacher-student relationships and there were also signs of students shifting their perceptions towards these areas, illustrating the success of the school effort. The junior secondary (DS4-5 & MS1) students rated themselves in the area of achievement, experience, general satisfaction, opportunity, social integration and teacher-student relationships were higher than the Hong Kong norm. The senior secondary (MS2-MS4) figures were also higher than the whole 2010 norm student population of Hong Kong in achievement, experience, general satisfaction, opportunity, social integration and teacher-student relationships. The orientation events and various programmes organized for the junior secondary (DS4-5 & MS1) students to help them develop supportive friendships, self-encouragement and leadership skills were able to address their personal needs satisfactorily. The APASO data validated the success of these programmes which cultivated students with good characters, habits and attitude.

Based on the survey findings, the senior secondary (MS2-MS4) figures have shown an increment in the percentage of affirmative results in experience and general satisfaction, this could be attributed to a diversity of support and opportunities given to nurture senior secondary students' development in various aspects from the joint effort of the school. The school will continue to use the APASO data to evaluate the programmes organized for the students to seek improvement next year. The school will update and refine strategies, and practices of teaching

and learning so that students may cope with the uncertainty arising from the pandemic and seize the opportunities available in the fast-changing environment. The school will also enrich its student support resources and enhance school life through the three major concerns: explore and implement self-directed learning strategies for developing the self-learning skills of students, Positive Education Strategies for developing positive attitude and well-being of students, and the moral and values education of Logosians.

5.4 Highlights of Other Students Achievements and Awards from Inter-school Activities and Competitions 2021-22

(a) Scholarships

Sir Edward Youde Memorial Prizes 2021/22

LIAO Ho Ngai	MS4A	YU Rachel	MS4V
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(b) Inter-school Activities and Competitions 2021-22

LANGUAGE ARTS

The 73rd Hong Kong Inter-schools Speech Festival

Dramatic Duologue in English - Champion

CHENG Yuet Ching	DS5V	LIU Imma	DS5V
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Public Speaking Solo in English - Certificate of Merit

LO Jadon Yat Yeung	DS4E		
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Shakespeare Monologue - Champion

WONG Sarah Yee Tung	MS1E		
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Solo Prose Speaking in English - Certificate of Merit

LIU Yan Ching Lydia	DS3V		
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Solo Verse Speaking in English - Certificate of Honors (Champion)

SAGE Edgar Lang-de	FS2Y	AU Dorothy	DS4R
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LEE Katie	DS3V	LIU Yu Yui Ruby	MS2T
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Solo Verse Speaking in English - Champion

PANG Pui Yau Chester	FS1T	CHEW Ching Lok	DS4V
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CHAN Mick	FS2E	NG Yik Yu	DS5I
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SAGE Elaine Lang-en	DS2I	LEUNG Ching Man	DS5R
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PANG Kuen Ying Vera	DS2T	WONG Sarah Yee Tung	MS1E
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TANG Lok Him	DS3E	YAU Yeuk Laam	MS3V
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Solo Verse Speaking in English - 1st runner-up

LEUNG Pak Hin Kobe	DS2T	CHAN Bo Wen	DS5T
CHAN Sze Yin	DS4R	MAK Janice Wing Yin	DS5V
KWAN Cheuk Kei	DS4T		

Solo Verse Speaking in English - 2nd runner-up

TAM Sum Yau	FS1T	Choi Kun Chak Jake	DS5T
BELAND Nadege	DS2E	Vizard Evie Car-men	DS5T
TO Yung Yung	DS2T	LIU Imma	DS5V
WONG Andrew Chun Hei	DS2T	LO Wing Sum	MS2T

Solo Verse Speaking in English - Certificate of Merit

CHEUNG Janelle Sin Yau	FS1E	CHAN Lok Hei	DS2T
ONG Keon	FS1E	LAM Sum Yau	DS2T
CHAN Yik Hong Aavan	FS1I	LEE Shun Hei Hannah	DS2T
LI Yin Hei	FS1I	TSANG Kei Chun	DS2T
LO Ngai Pok Alwyn	FS1I	WONG Sum Yue	DS2T
MA Wing Kiu	FS1T	YIP Lok Ching Chloe	DS2T
NG Hei Yin	FS1T	CHONG Pak Hei	DS2V
SO Chun Sun	FS1T	CHAN Hoi Lam	DS2Y
TSOI Chin Lam	FS1T	TANG Hei Nam Jovie	DS2Y
KEI Kwan Ho	FS1Y	TONG Suet Yiu Sherry	DS2Y
KWAN Pui Chi	FS1Y	WONG Ming Fung	DS2Y
CHAN Yui Hei	FS2E	YAU Ho Ching Adora	DS2Y
LAM Sum Yin	FS2E	LUK Chun	DS3R
YAM On Ting Carton	FS2E	WONG Hei Yee Hailey	DS3R
CHAN Yi Kiu	FS2I	SHEK Ho Chi	DS3V
WONG Tsz Pok	FS2I	LIU Yan Ching Lydia	DS3V
TANG Hei Man Hailey	FS2R	FUNG Sin Yuen	DS3Y
FOK Chloe	FS2T	LAM Ding Yan Alaina	DS3Y
LAM Bosco	FS2T	YIU Kaya	DS3Y
YANG Nga Hei	FS2T	YU Tak Hei Ted	DS3Y

LAI Chin Yo	FS2V	TSE Sum Yuet	DS4E
LEE Shun Hei	FS2V	YAU Hin Fung Chester	DS4E
ZHONG Hang Kin	FS2V	CHAU Yan Ching	DS4I
CHU Long Yu	FS2Y	HO Wung Hay Hayden	DS4I
WONG Bella	FS2Y	LEUNG Chak Long Willis	DS4I
CHENG Hayden Pak Hei	DS1E	MAK Wing Hei Hazel	DS4I
LIU Ming Wa	DS1E	CHAN Sze Yin	DS4R
SO Man Sum	DS1E	CHAN Yik Lai	DS4R
WONG Chun Him	DS1E	LAM Ying Xuan	DS4R
CHAN Darren	DS1I	WONG Kei Ching	DS4R
CHEN Leroy	DS1I	WONG Tristan Lok Yin	DS4R
LO Yat Ching	DS1I	FUNG Ho Ting Alviz	DS4V
YUEN Chun Kiu	DS1I	LEUNG Ching Sum Maegan	DS4V
CHAN Yik Ting	DS1V	YU Ming Yan	DS4V
HO Hiu Yee Danielle	DS1V	LAW Wan Wai	DS4Y
KAN Chi Hang Marcus	DS1V	WU Cheuk Yin	DS4Y
KWOK Yui Wang	DS1Y	WONG Ting Yan Cayla	DS5E
CHAN Yin Lam	DS2E	WONG Sum Yin	DS5I
CHAN Pak Sen	DS2I	CHENG Yuet Ching	DS5V
FUNG Sin Yu	DS2I	LUI Hoi Lam	DS5Y
CHEUNG Hei Yee	DS2R	KWAN Cheuk Yu	MS1E
LAU Macus	DS2R		

Solo Verse Speaking in English - Certificate of Proficiency

CHONG Yui Fei	FS1I	CHEUNG Pok Yin	DS2R
SHUM Ching Yau	FS1T	CHAN Chun Kiu Adrien	DS2V
CHENG Sixian	FS2T	WONG Pak Hei	DS3R
CHENG Preston Pak Lai	DS1R	YAU Scarlett On Yin	DS3T
LEE Lap Yin	DS1V	FUNG On Kiu	MS1E
WONG Yeung Ho	DS1Y		

第七十三屆香港學校朗誦節

散文獨誦（粵語）- 季軍

關焯淇 DS4T

散文獨誦（粵語）- 優良獎狀

譚灼利 FS1V 孫凱婷 FS2I

散文獨誦（普通話）- 冠軍

郭錦輝 FS1E

散文獨誦（普通話）- 季軍

歐紓婷 DS4R 羅穎琛 MS2T

散文獨誦（普通話）- 優良獎狀

彭沛祐 FS1T 羅曉晴 DS1R

林維濤 FS2T 葉樂晴 DS2T

周珀軒 DS1E 黃伊彤 MS1E

散文獨誦（普通話）- 良好獎狀

劉沛翹 DS1E

黃俊熹 DS2T

詩詞獨誦（粵語）- 亞軍

陳米 FS2E 陳俊譽 DS4Y

黃俊熹 DS2T 羅穎琛 MS2T

詩詞獨誦（粵語）- 季軍

劉沛翹 DS1E

詩詞獨誦（粵語）- 優良獎狀

許雅姿 FS1I 袁雋翹 DS1I

李彥熹 FS1I 李衍綦 DS1V

黃雋皓 FS1T 黃心瑜 DS2T

符柏言 FS1Y 符蓉 DS2E

馮穎晴 FS2R 孫凱晴 DS3R

張智碩 FS2Y 歐紓婷 DS4R

黃雋謙 DS1E 鄭家瑩 MS1Y

詩詞獨誦 (粵語) - 良好獎狀

伍佑家	FS1I	郭睿泓	DS1Y
陳祉光	FS1R	郭善行	DS2Y
林在	FS1R	張智雅	DS3Y

詩詞獨誦 (普通話) - 亞軍

盧逸晴	DS1I	歐紓婷	DS4R
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詩詞獨誦 (普通話) - 季軍

郭錦輝	FS1E	陳珮君	DS2R
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詩詞獨誦 (普通話) - 優良獎狀

莊鉅熙	FS1E	謝朗恩	DS2I
陳奕匡	FS1I	朱芷曦	DS2R
吳鈺浠	FS1I	彭眷盈	DS2T
紀鈞灝	FS1Y	杜鎔鎔	DS2T
謝藹然	FS1Y	江日嵐	DS2T
陳銳熙	FS2E	陳學心	DS2Y
潘皓揚	FS2R	李文皓	DS3E
林維濤	FS2T	鄧樂謙	DS3E
羅凱傑	FS2Y	陸進	DS3R
謝朗德	FS2Y	黃誠晞	DS3R
黃芷晴	FS2Y	鄺敏晞	DS3Y
戴逸謙	DS1E	林穎璇	DS4R
徐子悠	DS1I	胡焯然	DS4Y
曹頌霖	DS1Y	鄭家瑩	MS1Y

詩詞獨誦 (普通話) - 良好獎狀

徐景成	FS1T	古嘉揚	DS2Y
袁智安	FS2I	葉睿祈	DS3R
成思嫻	FS2T	王梓陽	DS3R
陳信希	DS2R	戴逸謠	DS3V

陳樂熙	DS2T	梁澤朗	DS4I
李煦嵐	DS2T	劉雨睿	MS2T
說故事（粵語）- 優良獎狀			
林在	FS1R		
基督教經文（粵語）- 優良獎狀			
鄭天匡	FS1E		

Hong Kong Secondary Schools Debating Competition 2021-2022

Term 1 Round 1 - Winning Team

CHOI Kun Chak Jake	DS5T	NG To Theodore	MS3I
CHEN Siqu	MS3E		

Term 1 Round 2 - Winning Team

KWAN Cheuk Yu	MS1E	LO Charlene	MS3E
LAM In Ton	MS1Y	HUNG Sum Yuet	MS3I
WONG Hong Yiu Chloe	MS1Y		

Term 1 Final - Winning Team

LIU Yu Yui Ruby	MS2T	HO Lok Bong	MS3I
CHAU Sophie	MS3I		

Term 2 Round 2 - Winning Team

CHAN Bo Wen	DS5T	CHAN Hui Ling	MS1Y
FONG Chit Lun	MS1E		

The Hong Kong Budding Poets English Award 2021/22

The Poet of the School Award

CHAN Bo Wen	DS5T
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The 1st Hong Kong Inter-schools Chinese and English Penmanship Competition

English, Middle Primary - Champion

CHOI Tsz Yau Udiya	DS2Y
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English, Junior Secondary - Champion

KAO Ming	MS1R
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English, Junior Secondary - Superior Award

LEUNG Ching Man DS5R LAI Chin Wai Charline DS5T

English, Senior Secondary - Outstanding Award

KWAN Hoi Lam Carina MS2E

2021 Guangdong-Hong Kong Sister School Scheme English Choral Speaking Competition (Shenzhen)

Third runner-up

CHAN Sum Ching Clarice	DS2R	LEE Hui Nam	DS2T
CHEN Pui Kwan	DS2R	NGAI Prisca Joy	DS2T
HUI Lok Helios	DS2R	PANG Kuen Ying Vera	DS2T
LAI Cheuk Ling	DS2R	SO Hei Lam	DS2T
LAM Hei Man	DS2R	TO Yung Yung	DS2T
PAN Yu Ren Ian	DS2R	TSUI Tsz Hei	DS2T
YU Hoi Lam	DS2R	WONG Andrew Chun Hei	DS2T
ZHU Tsz Hei Hailey	DS2R	YIP Lok Ching Chloe	DS2T
LAM Sum Yau	DS2T		

"From Player to Page" English Videogame Writing Competition 2022

Category B - Finalist

KWAN Chung Yiu MS1I

Canadian English Writing Competition 2022 (Arch Cup)

Semi-final - Gold Award

NG Tin Wing DS4E

Preliminary - Bronze Award

NG Tin Wing DS4E

全港中學「兩文三語」菁英大比拼(第十八屆)

中文 - 高中組優秀作品

李曉華 MS3V

MATH & SCIENCE

2022 Hua Xia Cup Mathematical Olympiad Competition

Semi-final - First Place

TO Ian DS5T

Semi-final - Second Place

CHUNG Yu Hin DS4I LAM In Ton MS1Y

2022 AIMO Open

Semi-Final - Bronze

TO Ian DS5T LAM In Ton MS1Y

Hong Kong Primary Schools Rummikub Invitation Competition

Gold Award

CHONG Yuen Lam DS3Y

Bronze Award

LAM Jin Nam DS3Y

Inter-districts Primary Schools Rummikub Invitation Competition

Merit Award

LAI Lap Shun DS3R

Hong Kong Primary Mathematics Challenge

Individual Competition - Merit Award

TANG Hei Nam Jovie DS2Y LEUNG Jasper DS3V

Hong Kong Brain Bee Competition

Distinction

CHAN Pak To Paco MS3E

Good

LUM Ching Hong MS3V

Satisfactory

CHENG Ngai Ching	MS3I	YAN Yuet Ka	MS3V
YEUNG Tsz Yuet	MS3T		

Hong Kong Biology Literacy Award (2021/2022)**Merit**

LEE Hiu Wa	MS3V	SUN Shuk Yu	MS3V
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International Biology Olympiad (HK Contest 2021)**Honorable Mentions**

CHEUNG Wing Yin Norris	MS2I		
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Hong Kong Physics Olympiad 2021**Second Class Honours**

CHING Hei Yip Hailey	MS3I	HO Lok Bong	MS3I
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Watching Bird At Home**Best Bird Watching Record Award**

HO Zhuo Jin	DS3I		
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HUMANITIES**「舟遊亙古」學生作品展覽暨策展比賽****小學生評審獎金獎**

黃朗天	MS3E	林志熙	MS3Y
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黃柏熙	MS3T		
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優秀團體合作獎銀獎

黃朗天	MS3E	林志熙	MS3Y
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黃柏熙	MS3T		
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「傳承·想創 — 積極推廣中國歷史與中華文化學校年度大獎」

積極學習中國歷史與中華文化獎

周諾希	DS4I	黎智羚	MS2R
梁澤朗	DS4I	劉婉榮	MS2R
曾憲宇	DS5I	劉懿慧	MS2V
岑正揚	DS5Y	楊凱晴	MS2V
潘旻好	MS2E	李凱盈	MS2Y

「樂遊香港文化 — 短片製作及問答比賽」2021/22 學年

「港九篇」- 最受歡迎短片獎

盧加允	MS1I	陳喜宜	MS1V
楊子柔	MS1I	劉冰冰	MS1V

「港九篇」- 優異獎

盧加允	MS1I	陳喜宜	MS1V
楊子柔	MS1I	劉冰冰	MS1V

「築·動·歷史」全港中學生比賽 - 網上問答比賽

挑戰版 - 嘉許獎

周正樂	DS4V		
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挑戰版 - 優異獎

梁澤朗	DS4I	吳說汶	DS4Y
周德瑜	DS4T	吳堯羲	DS4Y
辛焯瑜	DS4T	古梓廷	MS1E
鄭柏蔚	DS4V	林晞彤	MS1E
馮灝霆	DS4V	王穎彤	MS1E
梁正心	DS4V	楊意霖	MS1E
麥天諾	DS4V	陳家朗	MS1T
黃晞晴	DS4V	趙君翹	MS1V

黃裕聰	DS4V	區在林	MS1Y
楊紫荊	DS4V	楊凱晴	MS2V
鄭柏蓉	DS4Y	李凱盈	MS2Y
普及版 - 嘉許獎			
梁澤朗	DS4I	林晞彤	MS1E
黃翎雅	DS4V	王穎彤	MS1E
黃晞晴	DS4V	洪柏昊	MS1I
吳說汶	DS4Y	楊子柔	MS1I
普及版 - 優異獎			
周德瑜	DS4T	鄭柏蓉	DS4Y
梁詠嫻	DS4T	吳焜羲	DS4Y
辛焯瑜	DS4T	胡焯然	DS4Y
張子悅	DS4V	古梓廷	MS1E
鄭柏蔚	DS4V	楊意霖	MS1E
鄭天鑰	DS4V	甘曉澄	MS1I
周正樂	DS4V	陳家朗	MS1T
馮灝霆	DS4V	胡焯森	MS1T
梁正心	DS4V	趙君翹	MS1V
麥天諾	DS4V	區在林	MS1Y
吳嘉盈	DS4V	楊凱晴	MS2V
王綽謙	DS4V	李凱盈	MS2Y
黃裕聰	DS4V		

第十一屆全港學生中國國情知識大賽

中學組個人賽優異獎

陳敏喬	MS1E
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Social Enterprise Challenge 2021-2022

Certificate of Achievement

CHAN Lok	MS3E	CHAN Yan Hei	MS3T
SARAI Sonija	MS3E	CHENG Hoi Lam	MS3T
CHEUNG Ching Yin Jamie	MS3R	CHAN Kin Cheung Matthew	MS3Y
LAM Kit Ying	MS3R	FAN King Yan	MS3Y
LAU Tsz Ching	MS3R	LAU Wai Hei	MS3Y
TANG Mei Suet	MS3R	LEUNG Cheuk Wang	MS3Y
WONG Cheuk Nam	MS3R		

TECHNOLOGY

RoboMaster 2022 Online Tournament (Primary)

Excellent Performance

WONG Pak Hei	DS3R
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The Microsoft Office Specialist Championship Hong Kong 2022

Award of the Word 2019 Stream - First Runner Up

KWOK Tsz Yee Shanti	MS3I
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Award of the Excel 2019 Stream - Second Runner Up

CHAN San Kit Samuel	MS2T
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The Excel 2019 Stream - Gold Award

CHAN San Kit Samuel	MS2T
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The PowerPoint 2016 Stream - Gold Award

HO Lok Bong	MS3I
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The Word 2016 Stream - Gold Award

HUI Hong	MS3E
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The Word 2019 Stream - Silver Award

KWOK Tsz Yee Shanti	MS3I
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The PowerPoint 2016 Stream - Silver Award

LEUNG Lok Hay Hayden	MS3V
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The Word 2019 Stream - Bronze Award

LEUNG Chak Long Willis DS4I

The PowerPoint 2019 Stream - Bronze Award

CHAN Tiffany MS2T

The Excel 2016 Stream - Bronze Award

LAU Ho Yau MS1E

PHYSICAL EDUCATION

Inter-School Swimming Competition (Division Three Kowloon Two)

Boys Overall Champion

Boys A Grade Overall Third runner-up

Boys B Grade Overall Champion

4x50m Medley Relay (Boys A Grade) - First runner-up

LEONG Oscar Ludwig MS2Y LAO Sze Yau MS4E

WONG Tsz Yu MS3R CHAN Long Yin MS4R

50m Breaststroke (Boys A Grade) - Champion

WONG Tsz Yu MS3R

50m Backstroke (Boys A Grade) - Second runner-up

LEONG Oscar Ludwig MS2Y

100m Breaststroke (Boys A Grade) - Second runner-up

CHAN Long Yin MS4R

100m Breaststroke (Boys B Grade) - First runner-up

WONG Po Shing Ivan MS2I

4x50m Medley Relay (Boys B Grade) - Champion

LO Ka Hin Ted MS2E QUACH Christian MS3I

WONG Po Shing Ivan MS2I WONG Tsz Fung Justin MS3V

CHAN Cho Ching MS2T

50m Freestyle (Boys B Grade) - First runner-up

WONG Tsz Fung Justin MS3V

50m Breaststroke (Boys B Grade) - First runner-up

WONG Tsz Fung Justin MS3V

50m Backstroke (Boys B Grade) - Third runner-up

LO Ka Hin Ted MS2E

4x50m Medley Relay (Girls C Grade) - Second runner-up

LAM Zoi Hei DS4E AU-YEUNG Ho Yan DS5Y

NG Suet Ting DS4T LAO Sze Ue DS5Y

YIM Tsz Yan Janice DS5V LIU Whitney MS1E

100m Breaststroke (Girls C Grade) - Second runner-up

LAM Zoi Hei DS4E

2021-2022 Sai Kung Area Inter-Primary Schools Athletics Competition

100m (Boys B Grade) - Second runner-up

CHEUNG Ka Hong DS3R

200m (Boys B Grade) - Second runner-up

CHOY Tung Chit Austin DS3Y

Long Jump (Girls A Grade) - Second runner-up

WONG Hoi Ki DS3V

100m (Girls A Grade) - Third runner-up

CHEUNG Tsz Yui DS3T

100m (Girls B Grade) - Champion

WONG Long Ying Annise DS3V

100m (Girls C Grade) - Second runner-up

LIN You Shan DS2V

Inter-School Athletics Competition (Division Two)

Shot Put (Girls C Grade) - First runner-up

KWOK Hoi Tung MS1T

800m (Girls C Grade) - Third runner-up

CHAU Ching Tung DS5I

BOC Youth Development Programme N.T. District Primary School Fencing Competition (Shatin & Sai Kung)

Foil (Boys B Grade) - Champion

WONG Tsz Long DS2V

Epee (Girls A Grade) - First runner-up

LI Yat Ching DS4E YAU Hin Fung Chester DS4E

Foil (Girls A Grade) - Second runner-up

YU Tin Sum DS4I

Sabre (Girls B Grade) - Champion

POON Mei Ue DS1R

Epee (Girls B Grade) - First runner-up

HUNG Tin Ying Calista DS2Y

Masterful Rope Skipping Championship 2021

1 min Routine (Girls B) - Champion

TO Yung Yung DS2T

1 min Routine (Girls B) - First runner-up

YIP Lok Ching Chloe DS2T

1 min Routine (Girls B) - Second runner-up

CHENG Kaylie Yuri DS1V

Single Rope Double Unders (Girls B) - Champion

TO Yung Yung DS2T

Single Rope Double Unders (Girls B) - Second Runner-up

CHENG Kaylie Yuri DS1V

Single Rope Speed (Girls B) - Champion

TO Yung Yung DS2T

Single Rope Speed (Girls B) - Second runner-up

CHENG Kaylie Yuri DS1V

Cross Open (Girls B) - First runner-up

TO Yung Yung DS2T

Primary School Taekwondo Competition**Girls Color Belt - Second runner-up**

NGAI Prisca Joy DS2T LAU Lok Yi Vinci DS3Y

Music**2021 Hong Kong Youth Music Interflows Chinese Ensemble Contest****Bronze Award**

YAP Tsz Wai Renee	DS4E	LEUNG Wang Nok Arnold	DS4Y
WONG Hin Yan	DS4I	YUEN Coey Hei Yi	DS5E
TAM Kai Him	DS4T	KWAN Cheuk Yu	MS1E
YU Yun	DS4T	YEUNG Tsz Yau Nicole	MS1I
WONG Edna Ling Nga	DS4V	YUE Pun Lap	MS1Y
WONG Yu Chung	DS4V		

2021 Hong Kong Youth Music Interflows String Ensemble Contest

Merit Award

WONG Long Yin	DS1R	LEUNG Jasper	DS3V
JIN Yuen Ching Mia	DS2E	WONG Long Ying Annise	DS3V
WONG Cheuk Yan	DS2I	YAP Tsz Wai Renee	DS4E
WONG Ching Yee Emily	DS2I	LO Pak Hon	DS4I
KONG Yeok Tung Hannah	DS2T	PUN Kwan Yiu	DS4I
LEE Yuen Hei Kira	DS2T	WONG Lok Wang	DS4R
CHAN Hoi Lam	DS2Y	CHOW Chun Yin	DS4V
WONG Shing Hei Alvin	DS3R	LAI Long Sang Lucas	DS5E

Hong Kong International Handbell Olympics 2022 - Handbells (Intermediate)

Gold Award

KWONG Man Hei Bella	DS3Y	CHAN Man Kiu	MS1E
MA Cheuk Tung Khloe	DS4E	CHING Elise	MS1E
LI Ching Kei Christian	DS4I	LIU Whitney	MS1E
HSIEH Cheng Yu	DS4V	CHUI Suet Yi	MS1I
CHOW Carrie	DS5I	LEUNG Wang Hei Heiden	MS1T
LAM Cheuk Tung	DS5R	CHAN Yan Ki Athena	MS1Y
LEE Hei Ching Helian	DS5T	LAI Chun Kiu	MS2R

OTHERS

Tramplus NFT Design Competition (Future Tram and Intelligent City)

Merit Award

WONG Hiu Yan	DS2E
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「古代傑出人物選舉」繪畫比賽

最妙筆生花獎

潘安悅	DS5Y
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6. Financial Report

Financial Summary for the 2020 / 2021 School Year :

	Government Funds	Non-government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	69.38%	N.A.
School Fees	N.A.	30.26%
Donations, if any	N.A.	0.00%
Other Income, if any	N.A.	0.36%
Total	69.38%	30.62%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	85.31%	
Operational Expenses (including those for Learning and Teaching)	6.98%	
Fee Remission / Scholarship ¹	3.03%	
Repairs and Maintenance	0.63%	
Depreciation	4.05%	
Total	100%	
Surplus/Deficit for the School Year #	0.26 month of the annual expenditure	
Accumulated Surplus/Deficit* in the Operating Reserve as at the End of the School Year *	8.77 months of the annual expenditure	
*excluding Net Book Value of New Annex Building – equals to 3.2 months of the annual expenditure # in terms of equivalent months of annual overall expenditure		

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

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

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

7. Feedback on Future Planning

With the implementation of the new school development cycle, the school will maintain a balance in the opportunities it offers to ensure students continue to receive the whole-person development outlined in the school mission statement. We will continue to embrace the elements of self-directed learning, positive education and values education as its school development goals in the next three years. e-Learning, Experiential Learning and STEAM education will be fine-tuned and further developed in the school in order to encourage and empower its students in their acquisition and application of 21st Century skills.