

# **HKCCCU Logos Academy School Development Plan**

**2018/19 - 2020/21**

## **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. Mission and Vision**

- Based on the Truth of the Bible, Logos Academy is committed to assisting our students to pursue lives built on truth, goodness and beauty.
- 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.
- 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.
- 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.
- 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.
- 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.

### **2. School Goals**

- Logos Academy is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students' spiritual, moral, cognitive, aesthetic, physical and social development.
- Upholding an international educational philosophy, adopting a through-train primary and secondary education model and equipped with up-to-date teaching facilities, Logos Academy aims to develop as a school comparable to other recognized schools in the world.

**3. School Motto**

Pursue an abundant life built on truth, goodness and beauty.

**4. Core Values of Education**

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.

## 5. Holistic Review

### Effectiveness of the previous School Development Plan (2015-2018)

Major Concerns	Extent of targets achieved, e.g. Fully Achieved (FA); Partly Achieved (PA); Not Achieved (NA)	Follow-up action, e.g.: Incorporated as routine work, Continue to be major concerns in the next SDP; Others
<p>1. To strive for academic excellence through curriculum leadership, catering of learning diversity and teachers' professional training</p>	<p>A) Teachers' teaching skills will be enhanced for the potential improvement of learning effectiveness</p> <ul style="list-style-type: none"> <li>i To set up a school-based Teacher Competency Framework (TCF) to guide the standard of professional teaching skills for teachers at different stage of professional development. (FA)</li> <li>ii Using the school-based Teacher Competency Framework as the reference point, to develop individual professional development plan for the enhancement of learning and teaching effectiveness by teachers. (PA)</li> <li>iii To establish a learning community to enhance general teaching skills. (PA)</li> <li>iv To strengthen and sustain peer lesson observation on specific teaching skills and strategies. (FA)</li> <li>v To encourage teachers to attend workshops to update latest curriculum development and enhance their pedagogical content knowledge. (FA)</li> <li>vi To organize in-house professional training on specific learning and teaching skills and strategies. (FA)</li> <li>vii To share of what have been learnt outside seminars and teaching resources (FA)</li> <li>viii To conduct co-planning of lessons. (PA)</li> </ul>	<p>1A) In general, good progress made</p> <ul style="list-style-type: none"> <li>i Completed</li> <li>ii Continuous effort required</li> <li>iii Continuous effort required</li> <li>iv Incorporated as routine work</li> <li>v Incorporated as routine work</li> <li>vi Expanding the scale of effort</li> <li>vii Incorporated as routine work</li> <li>viii Incorporated as routine work</li> </ul>
	<p>B) Students with different learning abilities are catered for so that they can learn effectively</p> <ul style="list-style-type: none"> <li>i To apply "assessment for learning" strategies to cater for diversity in the classrooms. (PA)</li> <li>ii To design assignments of different levels of difficulty. (PA)</li> <li>iii To make use of good questioning skills to cater for learner diversity in the classrooms. (PA)</li> </ul>	<p>1B) In general, need more effort</p> <ul style="list-style-type: none"> <li>i Extra effort required,</li> <li>ii Extra effort required</li> <li>iii Continuous effort required</li> </ul>

	<p>C) Curricula will be reviewed and refined to suit the changing learning needs of students</p> <ul style="list-style-type: none"> <li>i To develop teachers' curriculum leadership through participation of workshops and seminars related to curriculum development (PA)</li> <li>ii To review the existing school-based curricula especially with reference to students' abilities and needs and the progressive development of knowledge, skills and attitude as per the school Curriculum framework (PA)</li> </ul>	<p>1C) Continuous effort required</p> <ul style="list-style-type: none"> <li>i Incorporated as routine work</li> <li>ii Continuous effort required</li> </ul>
2. To nurture good qualities of Logosians	<p>A) Students develop good personal qualities through moral values education</p> <ul style="list-style-type: none"> <li>i To set up the framework of moral education for the implementation in classrooms. (PA)</li> <li>ii To plan lessons to integrate values and attitude in different KLAs. (PA)</li> </ul>	<p>2A) Extra effort required, should be followed up in the next SDP</p> <ul style="list-style-type: none"> <li>i To be reviewed</li> <li>ii Extra effort required</li> </ul>
	<p>B) Students' leadership skills should be fostered</p> <ul style="list-style-type: none"> <li>i To encourage students to take up the executive posts and attend training programs. (PA)</li> <li>ii To recognize the roles of student leaders publicly in the campus through inauguration and oath-taking ceremonies. (PA)</li> <li>iii To strengthen the roles of class executive members. (PA)</li> </ul>	<p>2B) In general, extra effort required</p> <ul style="list-style-type: none"> <li>i Extra effort required</li> <li>ii Incorporated as routine work</li> <li>iii Extra effort required</li> </ul>
3. To foster sustainable school developments through self-evaluation	<p>A) Whole-school Approach to School-Self-Evaluation for enhancing the quality of education for our students</p> <ul style="list-style-type: none"> <li>i To strengthen self-evaluation capacity in academic subject departments and functional teams. (PA)</li> <li>ii To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys. (FA)</li> <li>iii To ensure all subject departments and functional teams to follow a P-I-E approach in their annual action plans. (PA)</li> </ul>	<p>3A) Should be continued as a School Major Concern</p> <ul style="list-style-type: none"> <li>i Continuous effort required</li> <li>ii Incorporated as routine work</li> <li>iii Extra effort required</li> </ul>
	<p>B) Subject departments and functional teams can make use of the collected relevant data to devise self-improvement pedagogical strategies from the feedback</p>	<p>3B) Should be continued as a School Major Concern</p>

	<ul style="list-style-type: none"> <li>i To launch suitable training workshops to help academic subject department heads and functional teams heads to set appropriate annual self-evaluation survey questions and draft out reflective reports. (PA)</li> <li>ii To promote a working habit of using data-driven mechanism to enhance learning and teaching. (PA)</li> </ul>	<ul style="list-style-type: none"> <li>i Continuous effort required</li> <li>ii Continuous effort required</li> </ul>
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## 6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• The school self-evaluation mechanism is basically in place, with different means to absorb the opinions and suggestions of stakeholders in the planning stage.</li> <li>• Meetings at different management levels have been coordinated to find out priorities of concerns, formulate implementation plan and monitor its implementation.</li> <li>• The school systematically analyzes survey data and use the evaluation findings to feed back into the next round of planning.</li> </ul>	<ul style="list-style-type: none"> <li>• It is challenging and more work needs to be done to lead a rather big group of teaching staff for them all to embrace the value of continuous school improvement.</li> <li>• More time is needed to work through middle managers to foster a culture of self-evaluation among teachers.</li> <li>• There exist different stages of progress for different departments and teams in implementing strategies on the school major concerns.</li> <li>• There is a need to enhance the communication and collaboration among department and team heads so that they can learn effectively through sharing of experiences.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The school organization structure clearly sets out the line of reporting, enabling the effective monitoring of major functions of school.</li> <li>• With a large team of experienced senior managers, with different areas of expertise, working together to take care of various departments and teams, daily routines are smoothly conducted.</li> <li>• The school has been providing ample opportunities for teachers' professional development through the active deployment of financial and human resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Some heads of departments or teams may need to strike a better balance between addressing department/team priorities and school concerns and priorities.</li> <li>• More time needs to be found to enhance the communication between the senior management team and the rather big group of frontline teachers.</li> <li>• Senior managers should work to secure close working relationship with their subordinates through initiating proactive communication.</li> <li>• The policies and working procedures and guidelines documented in the departmental and team handbooks need to be systematically reviewed and updated</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• A broad and balanced curriculum framework covering the entire eleven-year has been formulated and implemented.</li> <li>• A new assignment policy for both the Primary Division and Secondary Division has been implemented with positive effect on students' learning attitude and habits</li> <li>• The school has been active in seeking out for new curriculum initiatives for developing students' generic skills for the new digital era.</li> <li>• The school has formulated a clear set of assessment policies, which comprises both summative and continuous assessments in different weightings appropriate for the different stages of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Some teachers have reservation about the need of new pedagogical initiatives such as e-learning, flipped learning and STEM strategies etc. and more teacher development are needed.</li> <li>• Collaboration and communication across different KLAs can be enhanced so that overlapping of learning objectives can be minimized.</li> <li>• More cross-disciplinary elements should be introduced in our school-based curriculum.</li> <li>• The readiness of teachers to go beyond their specialist area of teaching needs to be addressed if cross-disciplinary curriculum is to be implemented.</li> <li>• There is a need to introduce different modes of assessment and teaching training is required.</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Most teachers are highly qualified and equipped with in-depth subject knowledge and they teach with a caring and professional attitude.</li> <li>• After the active promotion of extensive reading in the Primary Division for the last few years, more and more students have a good reading habit.</li> <li>• As more teachers use e-learning and flipped strategies, more students are familiar with effective learning strategies and resources.</li> <li>• The school has set up systematic ways to analyze students' academic performance with teachers. Subject departments are using the information in a constructive way.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need for teachers to work hard to improve students' general attitudes, motivation and interest in learning.</li> <li>• Some teachers need to understand the values and the skills for applying of assessment for learning in the classroom so to utilize immediate feedback to inform the pace and direction of teaching.</li> <li>• Students are better in fulfilling the duty of doing homework assignments but there is a need for them to be quality conscious about their work.</li> <li>• Teachers need to be aware of the importance of teaching strategies and lesson planning.</li> <li>• There is a need to develop teachers' questioning skills and skills for promoting positive class interaction.</li> </ul>



PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>• The school has always emphasized the importance of a caring environment for our students.</li> <li>• The school deploys a large amount of resources and organizes various programs and activities for students to satisfy their varied learning needs.</li> <li>• Students have ample opportunities to apply and develop their leadership skills in school.</li> <li>• A comprehensive student supporting structure comprising teams of educational psychologists, social workers, campus life team and counseling team has been set up to coordinate student support services.</li> </ul>	<ul style="list-style-type: none"> <li>• The evaluations of student programs should be more systematic and focused on impact on students.</li> <li>• The link between evaluation and planning should be tightened.</li> <li>• More thoughts are needed to take care of students in various aspects for the transition from Primary to Secondary Division to ensure it is a smooth process.</li> <li>• There is much room for improvement on how to make good use of the homeroom teacher periods effectively, especially in the Secondary Campus.</li> <li>• There is a need to enhance moral education and re-emphasize the fostering of self-management, self-learning and self-reflection, which form the basis of character building objectives in our school goals of nurturing future leaders.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>• The school has built up a tradition of good trusting relationship with parents through a variety of communication channels including more than twenty parents' meetings every year.</li> <li>• Every year there are more than two hundred parent-volunteers supporting the school in various functions such as running the library, lunchtime-supervision and career advice.</li> <li>• We have a close working relationship with the PTA; more than 4 senior staff, including the principal, are assigned to sit in the committee.</li> <li>• The school has good connections with overseas and mainland educational institutions and universities. Local universities are also keen to come to our school to give admission talks to our students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• The follow-up work on some of the comments and concerns of parents expressed in parents' days and parents' tea gatherings can be dealt with more systematically.</li> <li>• Although we are a very young school, there is a need to strengthen our alumni network so as to support school development in the future.</li> <li>• More effort can be placed on the networking with local schools, especially for the benefit of staff development.</li> <li>• The links with other local DSS IB school need to be maintained.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behavior	<ul style="list-style-type: none"> <li>• Students are energetic and cheerful.</li> <li>• Students are in general well-behaved and conscious of the importance of moral values.</li> <li>• Some students have good attitude towards study and high expectation on themselves.</li> <li>• In general, a caring and supportive culture has been established in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Being a through-train school, students have known one another since the earlier primary years, sometimes there is a lack of politeness among themselves.</li> <li>• There is need to review the school-based framework of moral and value Education since it has been implemented for several years.</li> <li>• There is need to improve students' attitude towards learning</li> <li>• The role of HRT on developing students' attitude and values should be enhanced</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students are keen to organize and participate in a broad range of extra-curricular activities.</li> <li>• Most students are physically fit.</li> <li>• Many students have participated in local and international competitions of academic and non-academic areas and gained honorable awards.</li> <li>• Some students (especially in the IB stream) performed very well in public examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• There is room for improvement for some students in the area of public examinations performance.</li> <li>• There is a need to trace the academic development of individual students so that timely assistance is given.</li> <li>• The school should encourage all students to strike a good balance between academic and non-academic pursuits.</li> </ul>

## 7. SWOT Analysis

### Our Strengths

- The School Sponsoring Body (SSB) and School Management Committee (SMC) are supportive to the development of the school.
- The school mission and vision resonate with those of the International Baccalaureate Organization (IBO).
- The school is a through-train direct subsidy school which enjoys a high degree of flexibility in its curriculum, finance and admission of students.
- The school has an abiding team of enthusiastic, professional and responsible teachers. Many of them have completed professional training in their subjects.
- The school is financially sound with ample resources to for school development and student development.

- Parents are mostly professionals who care about their children’s education, which can effectively tie in with the school’s teaching.
- Parental support has always been strong; many parents are willing to serve as volunteers.
- The school has strong IT infrastructure, good IT facilities and support from a professional team.
- Students are given a lot of opportunities to take part in life-wide learning, such as overseas study tours.

#### Our Weaknesses

- Internal communication among the rather large number of staff members needs to be improved.
- The self-evaluation culture still needs to be further strengthened.
- The compressed 11-years curriculum inevitably makes teaching schedule rather tight.
- Bridging between the Primary and Secondary Division needs to be smoothen.
- The compressed curriculum may not match every student’s developmental trajectory well.
- More teacher trainings are needed in the area of catering for learning diversity.
- Some students are not alert to the need for studying hard for their future and may even lose motivation in learning.
- The effectiveness of middle management needs to be further enhanced.
- Although parents are well educated but some may have various expectations that mismatch with our professional judgement.

#### Our Opportunities

- The SMC’s confidence in the school senior administration and frontline teachers has granted us more space in the development of the school and enhancement in the quality of teaching.
- The school is in a good position to initiate more academic and cultural exchanges with domestic and overseas educational organizations, to broaden the horizons of our teachers and enhance their professional skills.
- Over the years, the outward looking culture of our school has helped secure some good networks with organizations of education and different tertiary institutions from overseas.
- Under the trend of globalization, the IBDP program, which emphasizes on cultivating students’ global perspectives and global thinking, are to be favored.
- The wide-spread recognition of the IB qualifications in good local and overseas universities has enabled our students to secure good offers from local universities and renowned overseas universities.
- Our good reputation in home-school cooperation is attractive to the middle class parents in Hong Kong.
- The number of FS1 applications has been steadily increasing over the years, reflecting the increasing reputation of the school.

## Our Threats

- The competition among Direct Subsidy Scheme (DSS) schools is intense.
- Changes in government policy in education may result in the narrowing down of the advantages of DSS schools over traditional subsidized schools in areas such as teachers' remuneration packages.
- Job security or stability offered by traditional subsidized schools may be more attractive for some teachers, making it difficult for us to retain our teaching staff.
- The school is facing fierce competition from other local and international schools that are operating the IB programs.
- Some international schools, charging a much higher rate of school fees and operating the IB program, have certain advantages in terms of resources.
- Lower birth rate in Hong Kong and changes in immigration policy, resulting in the dwindling number of students of appropriate school-age, may lead to smaller number of applicants to our school.

## **School Major Concerns (2018-2021)**

- 1 To improve student academic performance through curriculum development and teachers' professional development
  - To explore inter-disciplinary approaches in curriculum development
  - To develop students' self-study skills and generic skills such as 21<sup>st</sup> Century skills and skills in ATL
  - To explore and implement effective L&T strategies such as Project-based Learning, Problem-based Learning, Theme-based Learning and Game-based Learning
  - To provide students opportunities for Life-wide Learning
  - To promote assessment for learning in daily L&T activities, e.g. by making use of e-learning tools
  - To improving lesson design and adopt effective teaching strategies to cater for learners' diversity
  - To enhance questioning skills in order to provoke students' in-depth thinking
2. To nurture good characters, habits and attitude of students

- To strengthen the roles and importance of HRTs and assistant HRTs
- To strengthen the effectiveness of HRT periods through central coordination and structured lessons
- To review the framework and improve the implementation of the school-based moral education
- To help students develop positive attitude and good learning habits
- To help students develop self-discipline, leadership and organizational skills
- To strengthen the roles of student leaders, such as Prefects, Chairmen, Vice-chairmen and Executives of various student groups etc.
- To explore the possibility of a students' mentorship program

3. To foster sustainable school development through self-evaluation

- To adopt a whole-school approach to School-Self-Evaluation for enhancing the quality of education for our students
- To encourage subject departments and major functional teams to make use of the collected relevant data in feedback to devise self-improvement pedagogical strategies

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
1. To improve student academic performance through curriculum development and teachers' professional development	<ul style="list-style-type: none"> <li>• Students acquire key generic skills in the school curriculum</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• To develop students' self-study skills through curriculum initiatives in subjects</li> </ul>
		✓	✓		<ul style="list-style-type: none"> <li>• To introduce the skills of ATL in the school curriculum</li> </ul>
			✓	✓	<ul style="list-style-type: none"> <li>• To introduce 21<sup>st</sup> Century skills in the school curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>• Students have genuine interests in studying through inter-disciplinary approaches in teaching and learning</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• To explore and implement effective inter-disciplinary strategies such as Project-based Learning and Game-based Learning</li> </ul>
			✓	✓	<ul style="list-style-type: none"> <li>• To explore and pilot effective inter-disciplinary strategies such as the Dream-starter program</li> </ul>

				✓	<ul style="list-style-type: none"> <li>To explore and implement effective L&amp;T strategies such as Problem-based Learning and Theme-based Learning</li> </ul>
	<ul style="list-style-type: none"> <li>Students benefit directly in terms of academic performance as a result of the strengthening of key professional teaching skills</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To provide workshops on improving lesson design and adopting effective teaching strategies to cater for learners' diversity</li> </ul>
		✓	✓		<ul style="list-style-type: none"> <li>To organize in-house professional sharing workshops on key learning and teaching skills and strategies such as Assessment For Learning (AFL)</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>To promote assessment for learning in daily L&amp;T activities, e.g. by providing teacher training workshops on the use of effective e-learning tools</li> </ul>
		✓			<ul style="list-style-type: none"> <li>To organize staff development seminars and workshops on questioning skills for provoking students' in-depth thinking</li> </ul>
			✓	✓	<ul style="list-style-type: none"> <li>To implement good questioning skills to cater for learner diversity in the classroom</li> </ul>
				✓	<ul style="list-style-type: none"> <li>To train teachers on and provide students opportunities for Life-wide Learning</li> </ul>
2. To nurture good characters, habits and attitude of students	<ul style="list-style-type: none"> <li>Students develop good habits and attitude through moral values education</li> </ul>	✓			<ul style="list-style-type: none"> <li>To review the framework and improve the implementation of the school-based moral education</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>To adopt a whole-school approach in moral education</li> </ul>

		✓	✓		<ul style="list-style-type: none"> <li>To strengthen the roles and importance of HRTs and assistant HRTs in morale education</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>To strengthen the effectiveness of HRT periods through central coordination and structured lessons</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>To help students develop positive attitude and good learning habits</li> </ul>
		✓	✓		<ul style="list-style-type: none"> <li>To explore the possibility of a students' mentorship program</li> </ul>
	<ul style="list-style-type: none"> <li>Improvement in students' self-discipline and leadership skills</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>To help students develop self-discipline, leadership and organizational skills</li> </ul>
		✓	✓		<ul style="list-style-type: none"> <li>To encourage students to take up the executive posts in student groups and attend leadership training programs</li> </ul>
			✓	✓	<ul style="list-style-type: none"> <li>To strengthen the roles of student leaders, such as Prefects, Chairmen, Vice-chairmen and Executives of various student groups etc.</li> </ul>
3. To foster sustainable school development through self-evaluation	<ul style="list-style-type: none"> <li>The quality of education for our students is enhanced with a whole-school approach to School-Self-Evaluation</li> </ul>	✓			<ul style="list-style-type: none"> <li>To strengthen self-evaluation capacity in academic subject departments and functional teams</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys</li> </ul>

		✓	✓	✓	<ul style="list-style-type: none"> <li>To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans</li> </ul>
	<ul style="list-style-type: none"> <li>Subject departments and major functional teams can make use of the collected relevant data in feedback to devise self-improvement pedagogical strategies</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>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</li> </ul>
			✓	✓	<ul style="list-style-type: none"> <li>To promote a working habit of using data-driven mechanism to enhance learning and teaching</li> </ul>