The Hong Kong Chinese Christian Churches Union Logos Academy

Annual School Plan

2025/26

The HKCCCU Logos Academy

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 (DSS) in September 2002. Composed of registered school managers, the School Management Committee (SMC) holds regular meetings to create school development plans, approves financial budgets, oversees human resources management and reviews effectiveness of the school, etc.

Logos Academy has a unique 11-year through-train curriculum, comprising three key learning stages. They are: Foundation Stage (2 years, FS1-FS2), Development Stage (5 years, DS1-DS5, DS1-DS3 as Lower Development Stage and DS4-DS5 as Upper Development Stage), and Mastery Stage (4 years, MS1-MS4). FS1-FS2, DS1-DS3, DS4-MS1, and MS2-MS4 can be seen by level equivalent to the lower primary, upper primary, junior secondary, and senior secondary of the Hong Kong school curriculum, respectively. The curriculum of FS1-DS3 is offered on Campus 1 and that of DS4-MS4 on Campus 2. The two campuses are near to each other, within walking distance.

1. School Vision and Mission

Logos Academy is founded on the Truth of the Bible and on a global education perspective. It adopts the "through-train model" of primary and secondary education, takes advantage of the flexibility of the direct-subsidy system, and enjoys well-equipped classrooms and buildings with full facilities. These aspects will ensure that Logos Academy will become a unique school of character that meets world-class standards and compares favourably with best-known quality schools.

We strongly believe that the heart of education is education of the heart. Logos Academy will assist our students to pursue an abundant life built on truth, goodness and beauty. We aim at providing an all-round education leading to spiritual, moral, cognitive, social, aesthetic, and physical growth. The school also cultivates and enhances students' ability to inquire, reason, self-study, solve problems, and to face life's many challenges. We will nourish a culture of learning whereby learning is an effective and pleasurable undertaking for students. The culture will also be shared among school board members, the principal, teachers, staff members, students as well as parents.

We trust that life kindles life. On this basis, Logos Academy serves as a meeting point for local and overseas educators of talent to work hand-in-hand in different positions. We maintain a strong connection with external organisations, gain good access to educational and scientific research, and implement new educational theories and ideas to ensure our progress in the direction of excellence. We also share our good practices and experiences with other schools to raise the quality of education together.

The school will invite parents, teachers, educational psychologists, social workers, pre-school educators and representatives from the Union to collaborate on its management.

We will set aside resources to enhance the professional abilities of our teachers and to enrich their personal lives. Ongoing improvement and adjustments in curriculum, teaching methods, study activities, assessments, and management will help the school set the right direction to provide quality education for our community.

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, social, aesthetic, and physical growth.

Upholding an international educational philosophy, adopting a through-train education model comprising three key learning stages and equipped with state-of-the-art 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.

The HKCCCU
Logos Academy
Annual School Plan
2025/26

Major Concerns

1. **Refining the through-train curriculum of the three key learning stages in line with the curriculum renewal**

2. **Fostering an environment for students to become moral and healthy learners**

1． Major Concern：<u>Refining the through-train curriculum of the three key learning stages in line with the curriculum renewal</u>

Briefly list the feedback and follow-up actions from the previous school year:

Leveraging the robust foundation built in the previous School Development Cycle, the launch of the new School Development Cycle and the preparation work for the multiple educational initiatives set by the Education Bureau (such as the strengthening of National Education, STEAM and Life Planning, and the launch of new Primary Science Curriculum and Primary Humanities) have successfully facilitated the school to carry out numerous new meticulously designed vertical curriculum refinements and strategic curriculum practices in the academic year 2024-2025. Under proactive curriculum oversight on supervising all Heads of Subject Departments by Principal / Deputy Principals / Assistant Principals according to their expertise and the objective assessment data on student learning effectiveness, the curriculum refinement and further escalation of teaching skills and assessment standards were accelerated with promising achievements. The combined positive effect on student learning in the key learning stages resulted from the implementation of Curriculum Refinement, Rigourous Uniform Test Implementation, Language Improvement through Public Speaking (assisted by EDB SEED Project) and Reading Across Curriculum, Structured Gifted Education Strategies, and Structured Cross Departmental Transdisciplinary Learning Curriculum (assisted by EDB School-based Service in Primary Education and HKU InSTEAM Programme in Secondary Education, and internal collaborations across various subject departments) are evidenced by the improvement in Summative Assessment results, a significant increase in APASO III values of the whole school on Affect (Positive Affect, No Negative Affect) and School Satisfaction, and the high value of students' views on learning in the Stakeholder Survey.

Moreover, to safeguard the quality of teaching for the conduct of the new Primary Science Curriculum and new Primary Humanities Curriculum, the school has reviewed and selected textbooks for teachers. In addition, the school has also developed an actionable generic skills framework based on the generic skills framework set by Education Bureau and the Approaches to Learning framework set by International Baccalaureate Organization, and incorporated into the self-developed Science Inquiry Process template and Engineering Design and Innovation Process template.

In the new academic year 2025-2026, the school will continue to adopt, modify-to-improve, extend and deepen the implementation of above effective strategies with reference to student learning data while maintaining vigilance on the new standards set by Education Bureau and the availability of professional support or resources from Education Bureau, universities and other relevant qualified organizations.

Furthermore, some strategies will be strengthened to further enhance the effectiveness of the above on-going practices which are stated as follows.

Target 1.1: To optimise progressive targets on knowledge framework and generic skills at different stages in the through-train curriculum

Seven learning goals:

- (a) National identity / National and global identity
- (b) Proper Values and Attitudes
- (c) Knowledge of key learning areas / Breadth of knowledge
- (d) Language skills / Language proficiency
- (e) Generic skills
- (f) Reading and information literacy / Information literacy

Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible person	Resource Required
• Carry out curriculum mapping and curriculum planning to meet the coverage of latest curriculum changes • Facilitate teacher professional development to strengthen the curriculum knowledge and teaching skills	1. Refinements of the Progressive Learning Targets (Phase 2) are set and reviewed to align with the 11-year curriculum. (*Learning goals (a), (c) and (e)*) 2. Review of the whole school assessment policy and requirements to ensure that assessment criteria and formats are progressively aligned with school and curriculum standards. (*Learning goal (c)*) 3. Merging of "Science" and "STEAM" into a single subject in Primary Education and use English as the medium of instruction to meet the new Primary Science Curriculum standards. (*Learning goal (c)*) 4. Building of topics in Primary Humanities to enhance students' understanding of National Security. (*Learning goals (a), (b) and (c)*) 5. Promotion of Reading on campuses is strengthened to foster RaC. (*Learning goals (d) and (f)*)	1. Teachers and Students Feedback 2. Review of overall assessment policy 3. Assessment Data, Teachers and Students Feedback 4. Teacher Survey 5. Teacher Survey and APASO data	Whole Year	1. Curriculum Development Committee, all Heads of Departments 2. All HoDs and subject teachers 3. All Science Teachers 4. All Primary Social Studies teachers 5. Library Teams	Nil

Target 1.2: To strengthen students' generic skills through transdisciplinary learning experiences

Seven learning goals:

- (a) National identity / National and global identity
- (b) Proper Values and Attitudes
- (c) Knowledge of key learning areas / Breadth of knowledge
- (d) Language skills / Language proficiency
- (e) Generic skills
- (f) Reading and information literacy / Information literacy

Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible person	Resource Required
• Facilitate cross-curricular learning experiences to strengthen students' generic skills	1. Over 70% of students agree that the transdisciplinary projects and activities can increase their motivation to learn some generic skills through the coordination of the Transdisciplinary Learning (TDL) curriculum. (*Learning goal (e)*) 2. Over 70% of teachers have designed lesson plans to develop students' questioning skills / problem-solving skills / communication skills / creativity in the school-based curriculum materials of vertical curriculum. (*Learning goals (c), (d), (e) and (f)*) 3. Integration of more national security education elements into interdisciplinary learning (TDL) curricula in Primary Education to promote national education. (*Learning goals (a), (b) and (c)*)	1. Student Survey 2. Teacher Survey 3. Students' responses on the TDL worksheets and booklets	Whole Year	1. TDL Coordinators (Primary) 2. Primary subject coordinators and subject teachers 3. Primary subject coordinators and subject teachers	Nil

2. Major Concern：<u>Fostering an environment for students to become moral and healthy learners</u>

Briefly list the feedback and follow-up actions from the previous school year:

With the articulated collaboration among the school's National Education Committee, Counselling Team, Student Activities Team, Student Support Team, Campus Life Team, Christian Ministry Team, Careers and Life Planning Team, and subject departments of both campuses, there are significant achievements on students' well-being and affection, physical and mental healthiness, and steady enhancement on good moral values, as shown in the APASO III figures. The strengthening of cross-campuses and cross-functional collaboration, the incorporation of National Education Elements in Formal and Informal Curriculum, Whole-school Thematic Moral Value Campaign (Perseverance in 2024-2025) through experiential learning, Extended Involvement of Students on Christian Ministry Activities, Multi-strand Careers and Life Planning Programmes (personalized VASK self-evaluation, goal setting through My Life Planning Portfolio, holistic strategy review through collaboration with Education University of Hong Kong, personalized consultations, job-tasting sessions, job-shadowing, visitations, mock interviews), Closer Collaborations Within the Learning Diversity Team, and Diversified Mental Health Activities coordinated by strengthened professional social work services from recruited NGO and counselling team teachers have shown to be effective in creating a stable, healthy and caring 4Rs school environment for students to grow with joy and purposes. These observations were based on the Average to Very Good APASO III values on Affect (Positive Affect, No Negative Affect), School Satisfaction, School Atmosphere (Not Lonely, Belongingness), Honesty (Act of Honesty), Morality (Importance), Meaning in Life, Physical Exercise of both campuses. Similarly, there were positive feedback viewed by students on both campuses in the Stakeholder Survey on "I live a healthy life" and "My schoolmates and I help each other and get along well" among primary students got high values whereas not that high among secondary students. The APASO III values of all aspects in National Identity among secondary students were shown to be Very Good. On the other hand, indicators show that the nurturing of National Identity among primary students, though there were some improvements, is still slightly weak.

Starting from 2025-2026, the school has further strengthened the support on social work services by adding two more social workers from a professional social work service NGO to further enhance the implementation of 4Rs for our secondary students, especially in facing academic stresses. On the other hand, with the continuous implementation of the Subject Curriculum Frameworks of National Education, the deepening of national identity among primary students is expected be more effective.

In the new academic year 2025-2026, the school will continue to adopt, modify-to-improve, extend and deepen the implementation of above effective strategies. Furthermore, some strategies will be strengthened to further enhance the effectiveness of the above on-going practices which are stated as follows.

Target 2.1: To cultivate students a sense of nationhood, national identity and affection for the nation

Seven learning goals:

- (a) National identity / National and global identity
- (b) Proper values and attitudes
- (c) Knowledge of key learning areas / Breadth of knowledge
- (d) Generic skills
- (e) Healthy lifestyle

Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible person	Resource Required
• Enhance an environment to foster Christian values, positive values and a sense of national identity in students	1. Over 70% of students agree that the curriculum and activities helped them improve national identity and interests in Chinese culture after implementation of the latest Curriculum Framework of National Security Education set by Education Bureau and promotion of national identity through National Education activities. (*Learning goals (a), (b) and (c)*) 2. Over 70% of involved students, parents, and teachers involved agree that the fostering of positive emotions through lessons and activities are meaningful to them. (*Learning goals (b), (d) and (e)*) 3. Over 70% of students agree that Christian Education has promoted spiritual well-being of students through lessons, student assemblies, and Christian-related activities. (*Learning goals (b) and (e)*) 4. Cooperation with other functional teams to promote "Positive Education" and "4Rs Programs" is able to foster positive culture and positive values in school. (*Learning goals (b) and (e)*)	1. Student Survey 2. Teacher Survey, Student Survey 3. Student Survey 4. Questionnaire / Survey / Parents attendance	Whole Year	1. National Education Committee, Heads of Departments 2. Counselling Team 3. Christian Ministry Team, Christian teachers 4. Counselling Team	Nil

Target 2.2: To foster Logosian Core Values and attitudes among students, teachers and parents

Seven learning goals:

- (a) Generic skills
- (b) Life planning
- (c) Healthy lifestyle

Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible person	Resource Required
• Enhance life planning education to assist students to set personalized learning goals	1. Through collaboration with other subject departments, FS1-FS2 students are able to share their likes and dislikes on various job environments. (*Learning goals (a) and (b)*) 2. Through sharing of life stories, DS1-DS2 students are able to understand responsibilities of different types of work professions. (*Learning goal (b)*) 3. Through life simulation activities, DS3 students are able to understand working for a purpose, earning money and importance of saving. (*Learning goals (b) and (c)*) 4. Through workshops and life simulation activities, DS4 students are able to understand their personal interests and strengths in relation to future careers. (*Learning goals (b) and (c)*) 5. Through workshops, DS5 students are able to strengthen their communication skills, collaboration skills and problem solving skills. (*Learning goals (a), (b) and (c)*)	1. Observations 2. Observations, Journals 3. Observations, Journals 4. Observations, Journals, Student Survey 5. Observations 6. Student Survey 7. Student portfolio, Student Survey 8. Teacher feedback	Whole Year	1. Careers and Life Planning Team, TDL Team, English Department, Family Life Education 2. Careers and Life Planning Team 3. Careers and Life Planning Team 4. Careers and Life Planning Team 5. Careers and Life Planning Team 6. Careers and Life Planning Team 7. Careers and Life Planning Team	Nil

	6. Through workshops, talks, career expo and consultations, MS1 students are able to build their short-term and long-term goals related to their personal and career aspirations, and elective subjects selection. (*Learning goal (b)*) 7. Through education fairs, job shadowing, university admission talks, workshops and individual counselling, MS2-MS4 students are able to identify and prepare for various possible careers and study pathways. (*Learning goal (b)*) 8. Teacher workshop on Careers and Life Planning is organized to equip teachers the knowledge. (*Learning goal (b)*)			8. Professional Development Team	

Target 2.2: To foster Logosian Core Values and attitudes among students, teachers and parents

Seven learning goals:

- (a) Proper values and attitudes
- (b) Knowledge of key learning areas / Breadth of knowledge
- (c) Language skills / Language proficiency
- (d) Generic skills
- (e) Healthy lifestyle

Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible person	Resource Required
• Embrace integrated education	1. Support groups or classes with special needs on a need's basis to enhance Tier 2 and Tier 3 support. (*Learning goals (b), (c) and (d)*) 2. Over 70% of involved students agree that promotion of a positive culture and positive values via 4Rs Mental Health Charter activities are meaningful to them. (*Learning goals (a), (d) and (e)*) 3. Over 70% of teachers and students agree that a Tier 1 Supportive Learning Environment is nurtured through strengthening teachers on behavioural management strategies. (*Learning goals (d) and (e)*) 4. Activities for students to experience, apply and practice the Logosian Core Values to deepen their appreciation of these Core Values in their informal education. (*Learning goals (a) and (e)*) 5. Relevant parents' education activities are organized to equip parents with knowledge and skills in handling children with SEN as well as establishing positive parent-	1. Feedback from parties involved 2. Student Survey 3. Teacher Survey, Student Survey 4. Students evaluation and feedback 5. Questionnaire 6. Teacher feedback	Whole Year	1. Learning Diversity Team 2. Counselling Team 3. Learning Diversity Team 4. Student Activities Team 5. PTA Coordination Team 6. SEN Coordinators	Nil

	and-child relationships. (*Learning goals (a) and (e)*) 6. Teachers are better equipped with knowledge and skills to support students with SEN through BAT courses. (*Learning goal (e)*)				