The Hong Kong Chinese Christian Churches Union
Logos Academy

Annual School Report
2024 - 2025

	Campus 1 (Primary Division)	Campus 2 (Secondary Division)
Address:	5 Ling Kwong Street, Tseung Kwan O	1 Kan Hok Lane, Tseung Kwan O
Telephone:	2337 2126	2337 2123
Fax:	2337 2898	2337 6848

Email Address: info@logosacademy.edu.hk
School Website: http://www.logosacademy.edu.hk

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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.

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), 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.

1.1 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.

1.2 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), the Development Stage (5 years), and the Mastery Stage (4 years). 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 progress 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 is 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. 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 and Transdisciplinary Learning. Students grasp related knowledge, cultivate different skills, acquire broad perspectives and establish the noble Christian 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 ability to cope with stress and build up their confidence to perform well in front of the 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 of 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 international IB Diploma Programme and prepare to participate in the IBDP examination. Both HKDSE and IBDP could lead to a qualification that fulfills the requirement for entering local and overseas universities of their choices.

1.3 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.

1.4 Members of the School Management Committee (SMC)

Service Period	29/6/2024 to 27/6/2025	28/6/2025 to 27/6/2026
Chairman	Rev. Chung Kin Kai	Rev. Chung Kin Kai
Vice Chairman	Rev. Yu Ying Ngok	Rev. Chan Tak Cheong
School Supervisor	Rev. Chung Ka Lok	Rev. Chung Ka Lok
Treasurer	Rev. Chan Tak Cheong	Mr. Au-yeung Chi Kong,
Secretary	Dr. Lee Chak Hong (Principal)	Dr. Lee Chak Hong (Principal)
Managers	Mr. Au-yeung Chi Kong, 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, Prof. Law Wing Wah, Rev. Luk Hang Chuen, Mr. Ng Sze Yuen, Mr. Pong Yuen Sun, Louis, Ms. Lam Christie (Parent Manager), Mr. Yau Lik Hang Justen (Alumni Manager), Mr. Chan Mung Hung (Teacher Manager)	Rev. Chu Woo Ping, Rev. Kwan Chun Wai, Prof. Kwan Yui Huen, Ms. Kwong Ka Yin, Prof. Law Wing Wah, Rev. Lee Tak Wing, Mr. Ng Sze Yuen, Mr. Pong Yuen Sun, Louis, Prof. Wong Man Kong, Dr. Yu Huen, Rev. Yu Ying Ngok Ms. Lam Christie (Parent Manager), Mr. Lam Chi Hin (Alumni Manager), Mr. Ng Ka Wo Anthony (Teacher Manager)

2. Achievements and Reflection on Major Concerns; Feedback and Follow-up

The school is in the first year of the three-year School Development Cycle (2024-2027), which is based on the review of the achievements and reflections of subject departments, functional teams, and senior management concerning the execution of the previous School Development Plan 2021-2024. Recommendations have been put forth for the major concerns, implementation plans, and strategies for the 2024-25 academic year. Incorporating a holistic school-wide strategy to tackle these major concerns, departments and teams have been granted flexibility to adopt tailored strategies based on their subject-specific requirements or functional roles. The two primary concerns and their respective implementation guidelines of the current School Development Cycle in the academic year 2024-25 are outlined below.

(a) Major Concern 1: Refining the through-train curriculum of the three key learning stages in line with the curriculum renewal

i) To optimise progressive targets on knowledge framework and generic skills at different stages in the through-train curriculum

ii) To strengthen students' generic skills through transdisciplinary learning experiences

(b) Major Concern 2: Fostering an environment for students to become moral and healthy learners

i) To cultivate students a sense of nationhood, national identity and affection for the nation

ii) To foster Logosian Core Values and attitudes among students, teachers and parents

Report on Implementation of School Major Concerns

2.1 Major Concern 1: Refining the through-train curriculum of the three key learning stages in line with the curriculum renewal

i) Optimise progressive targets on knowledge framework and generic skills at different stages in the through-train curriculum

The development of the knowledge framework and generic skills framework in the through-train primary-secondary education requires a whole-school approach under meticulous supervision by the school's senior management. Various data-driven inspections, such as internal assessments and external benchmark assessments, are adopted to monitor the appropriateness of the progressive targets.

Achievements

1. Curriculum Refinement & Uniform Assessment Implementation

The school implemented the Uniform Test Periods from FS1 to MS3 to strengthen curriculum alignment and assessment consistency, starting with merging the assessment plans and coverage of each subject across the two campuses to ensure more aligned assessment requirements—especially for critical transition stages including FS2 to DS1, DS3 to DS4, and MS1 to MS2. Additionally,

progressive learning targets were collected and started to fine-tune, allowing HoDs and teachers from both campuses to clearly understand these targets and adjust their assessment times and expectations accordingly. To further enhance collaboration, more cross-campus meetings and academic meetings were held to identify the strengths and weaknesses of each campus, fostering peer learning among teachers that facilitated improvements to their teaching practices; teachers then followed up on findings from these meetings to support students and refine their instruction, ultimately enhancing overall learning and teaching and leading to better assessment results. Indeed, based on the comparison analysis of Uniform Test and Summative Assessment (SA) of the first half of the academic year 2024-25, 84% of subjects across all grades FS1-MS3 have improved in standard deviation in the marks, which means that the learning diversity has greatly improved, as evidenced from Summative Assessment after the first half of the academic year. This phenomenon may be caused by the timely feedback to the students and parents for those students whose performance in Uniform Test was at risk. On the other hand, the assessment framework and paper-setting format for MS2 to MS4 were also aligned with public examinations assessments to boost exam readiness. When comparing 2024-25 SA2 to 2023-24 SA2, 16 out of 19 subjects (84%) achieved performance that was either sustained or enhanced with the new measure. Positive outcomes were validated by multiple data sources: P Values for both Positive Affect and No Negative Affect from APASO increased by 5%–22% across both campuses following the implementation of the Uniform Test and curriculum planning initiatives, while School Satisfaction P Values rose by 18% in Campus 1 and maintained Good in Campus 2. The positive outcome supported the measures from UT, and its follow-up measures could relieve students' stress and increase their satisfaction with school life.

A generic skill framework for lower primary, upper primary, junior secondary and senior secondary stages with reference to the EDB's curriculum guide was created. With the launch of the new Primary Science curriculum, a template of Science Inquiry Process and a template of Engineering Design and Innovation Process were set. These two templates contain the progressive targets of PDIR cycle and PDAR cycle in lower primary and upper primary as well as progressive outcomes in the generic skill framework. These two templates will be used for FS1 and DS2 in line with the new Science curriculum guide in 2025-26.

From the Stakeholder Survey(SHS), teachers gave a relative high score for the school's systematic collection of evaluation data with a focus on students' whole-person development for holistic work effectiveness reviews and its active communication of self-evaluation findings to teachers, students, and parents; overall learning and teaching performance scores were strong and higher than the previous year, reflecting student satisfaction with new effective and focus. Additionally, views on support for student development increased in the SHS, and teachers rated highly the school's alignment of development directions with Hong Kong's education aims and seven learning goals.

2. EDB Collaboration: "Speak To Peak" Public Speaking Initiative

With support from EDB officers via the SEED project, the school successfully established a Public Speaking Circle titled "Speak To Peak". The circle held seven sessions throughout the year and concluded with an inter-school speaking competition involving other SEED project participating schools.

3. Reading Across Curriculum (RaC) Implementation

Both campuses launched Reading Across Curriculum (RaC) initiatives, with Campus 1 implementing a large-scale program and Campus 2 conducting a trial run. The initiative yielded satisfactory results, with students demonstrating measurable enhancement in language skills. Per ASAPO, Campus 1 students performed encouragingly in Reading (Non-assigned Materials) and Time for Leisure Reading, outpacing Hong Kong's overall Q Values average and demonstrating a love of reading. The teachers participating in this program agreed that the series of reading-across-the-curriculum activities, in collaboration with the school libraries, was able to promote a culture of reading; therefore, they supported its further development.

4. Development of Formal Gifted Education Guideline

To provide structured, actionable support for gifted students, the school developed a formal set of Gifted Education Guidelines. This document offers clear recommendations tailored to both parents and teachers, outlining practical strategies to nurture gifted students' unique learning needs, foster their potential, and ensure their holistic development aligns with the school's educational goals.

Reflections

1. Curriculum Refinement & Uniform Assessment: Gaps and Growth Areas

While the Uniform Test and merged assessment plans laid a foundation for alignment, reflections revealed key areas for improvement. HoDs identified that expectations between the two campuses require further adjustment to fully align with the 11-year curriculum, necessitating revisions to curriculum plans and schemes of work—particularly for FS and DS assessment requirements. The compressed timeline of the 11-year curriculum also highlighted a need for additional support to bolster student learning. Cross-campus communication challenges were noted, along with a clear need to enhance teacher professional development to strengthen their curriculum knowledge and teaching skills. Additionally, upcoming reforms primary Science and Humanities curriculum updates, and the 2029 IB digital exam implementation require proactive adjustments, especially on the strengthening of pinyin skills in learning Putonghua.

2. EDB Collaboration: "Speak To Peak" Reflections

The "Speak To Peak" Public Speaking Circle was deemed highly valuable, as its "prepared speech" and "impromptu speech" sessions enabled students of diverse abilities to develop holistic speaking skills including voice projection, body language, and speech-writing while building confidence through peer and teacher feedback. Notably, some students translated these skills to external competitions, securing awards like "Best Speaker (Table Topic)". The SEED project's accompanying public speaking learning videos were also recognized as a lasting, valuable resource for future use.

3. Reading Across Curriculum (RaC): Coordination and Enhancement Needs

While RaC yielded positive results, reflections emphasized the need for targeted improvements. The primary division's RaC should be continued and enhanced with transdisciplinary reading activities and more learning targets. For the secondary division, particularly DS4 to MS1, stronger coordination and more concrete planning are required to streamline implementation. Moreover, RaC's impact could be deepened through greater collaboration across different subjects to integrate reading more seamlessly into diverse curricula.

4. Gifted Education: Targeted Support for Tier 2 and 3 Students
Though the formal Gifted Education Guideline provided a framework, reflections highlighted a critical need to further strengthen gifted education with specific focus on enhancing support for Tier 2 and 3 gifted students to better nurture their unique potential.

Feedback and Followup Actions

1. Curriculum Refinement & Uniform Assessment Implementation
To address gaps in campus alignment and prepare for upcoming reforms, HoDs from both campuses will jointly review progressive learning targets to align with the 11-year curriculum, alongside revising schemes of work and FS/DS assessment requirements. Weekly cross-campus meetings will be organized and supplemented by lesson observations and paper circulation to resolve communication challenges. To support students within the compressed curriculum timeline, revision notes and revision exercises were developed. The annual school plan will also be redesigned to include a dedicated bridging section for key transition stages. Additionally, putonghua elements (including Pinyin and self-directed learning) will be enhanced from FS1 to MS1 to prepare students for the 2029 IBDP digital exam and the new EDB initiatives regarding the self-directed learning. The adoption of the new Science Inquiry Process template and Engineering Design and Innovation Process template will be closely monitored by the Science HoD so as to maintain the same standard and facilitate the use.

2. EDB Collaboration: "Speak To Peak" Public Speaking Initiative
Building on the circle's success, the "Speak To Peak" Public Speaking Circle will continue next year independent of EDB's SEED project. Meeting timing and frequency will be discussed and finalized to optimize participation, while strategic recruitment and promotion efforts will target students with moderate English foundations to ensure inclusive learning. The SEED project's public speaking learning videos will be integrated into the existing DS5 Public Speaking LANG A course to extend their utility.

3. Reading Across Curriculum (RaC)
For the secondary division—particularly DS4 to MS1—greater emphasis will be placed on RaC through enhanced collaboration across subjects. The primary division will continue its RaC initiatives, adding transdisciplinary reading activities and learning targets, and will develop assessments to measure RaC learning outcomes.

4. Gifted Education
To build on the formal Gifted Education Guideline, the school will explore restructuring its gifted education program to strengthen support for Tier 2 and 3 gifted students, ensuring provisions are more targeted to their unique needs.

ii) Strengthen students' generic skills through transdisciplinary learning experiences

Achievements

To enrich students' holistic development and integrate real-world learning, the school implemented two key transdisciplinary initiatives: a Chinese Celebration Activity in partnership with the EDB focused on cultural values and traditional heritage and the HKU InSTEAM Programme centered on STEAM innovation and 21st-century skills. Both projects leverage external expertise to extend classroom learning, fostering cultural confidence and practical, cross-disciplinary capabilities.

1. Transdisciplinary Learning: EDB-Supported Chinese Celebration Activity

In collaboration with the EDB's Primary School Curriculum Development Officer, Primary School-based Curriculum Development Section, the school successfully integrated the 12 Values Education framework into its Transdisciplinary Learning (TDL) curriculum—with funding from the EDB's "One-off Grant for Promoting Chinese Cultural Experience Activities". Held in January 2025, the "True Virtue Lunar New Year Celebration" aligned with the school's annual theme "True Virtue: Warm Hearts with Love", aiming to deepen students' understanding of traditional Chinese values - benevolence, empathy, filial piety, diligence, national identity and foster cultural confidence. The event featured school-wide activities including a Chinese Costume Day, New Year handcraft making, cultural games, and Chinese-class lectures on Lunar New Year traditions with grade-specific themes covering food culture, customs, blessing phrases, traditional stories, the Chinese Zodiac, the Lantern Festival, and Heavenly Stems/Earthly Branches.

Campus 2 also complemented this celebration through cross-subject collaboration between National Education, Chinese Language, Chinese History, BAFS, Visual Arts, Economics, Value Education, and the Students' Union. Students took ownership of designing and planning booths, nurturing Hong Kong's nine generic curriculum skills: collaboration (coordinating venue setup and booth management), communication (liaising with subjects, guiding peers, and engaging stakeholders), creativity (designing interactive cultural activities), critical thinking (aligning activities with cultural values), information technology skills (using digital tools for promotion and blessing sharing), numeracy (budgeting supplies and tracking participants), problem-solving (addressing on-site issues like supply shortages or weather disruptions), self-management (meeting deadlines and prioritizing tasks), and real-world knowledge application (linking traditions to cultural identity). The event was widely regarded as successful.

2. Transdisciplinary Learning: HKU InSTEAM Programme

As one of 10 schools selected for the network mode of HKU's InSTEAM Programme in the 2024/25 academic year, the school successfully partnered with HKU's School-based Support Services Team to roll out the initiative across both primary and secondary divisions. Crucially, the programme's core ideas were integrated directly into classroom lessons through collaboration between the ICT, Math, Science, and STEAM departments, ensuring cross-disciplinary alignment and practical application.

This implementation delivered on key intended learning outcomes, starting with teacher capacity building: HKU-led professional development workshops and on-site support successfully upskilled teachers in innovative STEAM pedagogy with a focus on self-directed learning (SDL) and enhanced

their STEAM-specific assessment literacy. For students, the integrated lessons enabled them to develop 21st-century skills, problem-solving, critical thinking, creativity, collaboration, entrepreneurial spirit, and the ability to apply cross-disciplinary knowledge to solve real-life problems. Furthermore, the partnership successfully established connections with joint-school networks, laying a solid foundation for sustainable pedagogical and assessment innovation in future STEAM initiatives.

Some of the skills learnt from this experience were also adopted in the preparation of the Science Inquiry Process template and Engineering Design and Innovation Process template.

3. Cross-Subject Transdisciplinary Collaboration Initiatives

Building on its commitment to holistic, cross-curricular learning, the school actively cultivated transdisciplinary collaboration beyond STEAM fields, launching and formally evaluating multiple successful initiatives that bridged diverse subject areas. The Physical Education department led two standout partnerships: one with Physics that explored the mechanics of sports through hands-on lab activities and practical sports drills, and another with Biology that focused on human physiology, linking muscle function and energy systems to athletic performance. Both initiatives included student-led presentations at the end of the term, where groups demonstrated how they applied scientific concepts to improve their sports skills.

In the senior grades, the Economics department partnered with Chemistry on a semester-long research project investigating the economic impact of sustainable chemistry practices on local businesses. Students conducted market research, analyzed chemical composition data, and compiled their findings into comprehensive reports—which were displayed during the school's annual Science Week. Meanwhile, the English and History departments collaborated to develop an immersive World War II unit that combined literary analysis of novels and firsthand accounts in English classes with historical research on key events and social impacts in History classes. All these initiatives were formally evaluated through teacher reflections, student feedback, and outcome assessments, confirming their effectiveness in enhancing cross-curricular engagement and learning.

Reflections

1. Transdisciplinary Learning: EDB-Supported Chinese Celebration Activity

Both campuses' "True Virtue Lunar New Year Celebration" were independently successful, effectively integrating the EDB's 12 Values Education framework and immersing students in Chinese cultural traditions. This separation missed a key opportunity to build a unified whole-school identity around cultural heritage, as students and teachers had no platform to exchange ideas, showcase their work, or celebrate collectively. Students and teachers from each campus had limited chance to share their experiences, weakening the collective sense of belonging to the broader school community. Building on this achievement, there is an exciting opportunity to strengthen whole-school unity by connecting the two campuses' efforts. Involving students and teachers in cross-campus planning would not only extend their ownership of the event but also foster a stronger collective sense of belonging around shared cultural heritage.

2. Transdisciplinary Learning: HKU InSTEAM Programme

The HKU InSTEAM Programme was a clear success, equipping teachers with SDL pedagogy skills, enabling students to apply cross-disciplinary STEAM knowledge to real-world challenges. To capitalize on this momentum now that the programme has concluded, there is great potential to embed its key elements into the core Science, ICT, and Math curricula—ensuring its benefits endure. Additionally, adapting these proven initiatives for more grade levels would expand access to its high-quality, student-centered learning approaches.

3. Cross-Subject Transdisciplinary Collaboration Initiatives

The school's existing cross-subject projects including PE's partnerships with Physics and Biology, Economics' Chemistry research, and English-History's World War II unit proven that transdisciplinary collaboration deepens student learning by linking abstract concepts to practical application. To build on this success, expanding these initiatives by providing structured support like planning time or collaboration resources would encourage more departments to partner. This expansion would not only enhance inter-departmental communication but also give more students the chance to apply their generic skills across subjects, creating even more cohesive, real-world learning experiences.

Feedback and Follow-up Actions

1. Transdisciplinary Learning: EDB-Supported Chinese Celebration Activity

To build on the celebration's success and foster whole-school unity, the event will be continued as an integrated, cross-campus initiative for the 2025/26 academic year. Cross-campus planning committees with student and teacher representatives will be established to lead organization, ensuring shared ownership and collaboration across the school. Moreover, teachers will be invited to propose grade-specific cross-campus sub-activities, ensuring broader ownership and participation while strengthening the collective sense of school belonging.

2. Transdisciplinary Learning: HKU InSTEAM Programme

To sustain and expand the programme's impact, key elements will be formally integrated into regular curricula and teaching practices. By the start of the 2025/26 school year, the Science, ICT, and Math departments will collaborate to embed SDL pedagogy into their annual schemes of work with department heads reviewing and refining these integrations quarterly. The cross-subject project frameworks developed during the programme will be adapted for use across DS stages. Regular departmental sharing sessions will be held to exchange best practices, ensuring the programme's innovative approaches become a permanent part of the school's teaching toolkit.

3. Cross-Subject Transdisciplinary Collaboration Initiatives

Existing cross-subject collaborations will be continued, with efforts to expand participation to additional departments in the coming academic year. To enhance alignment with school-wide events, selected cross-subject projects will be integrated into the planning and execution of the upcoming Chinese New Year Celebration, further linking interdisciplinary learning to real-world school activities, allowing students to showcase their cross-disciplinary learning to peers, teachers, and parents.

2.2 Major Concern 2: Fostering an environment for students to become moral and healthy learners

i) Cultivate students a sense of nationhood, national identity and affection for the nation

Achievements

1. On reinforcing National Education (NE) and National Security Education (NSE)

Strand 1: Implementing National Education (NE) and National Security Education (NSE) in subject curricula

In Campus 1, the latest Focused Inspection (FI) conducted by the EDB on national education has revealed encouraging success in incorporating NE and NSE elements into the curriculum. Prime examples include the introduction of the Chinese white dolphin in English lessons, followed by reading, writing, and discussion tasks that embody the importance of ecological security; and the fusion of Mathematics with Chinese history, tracing the popular "Nine Factors Song" back to the Spring and Autumn period, which showcases the wisdom of Chinese ancestors. The FI inspectors also praised the long-standing TDL curriculum, acknowledging the effectiveness of integrating different national security domains into the TDL themes at various levels.

In Campus 2, one notable example of the integration of NSE into subjects is the DS5 Chinese History curriculum, covering the topic of the Opium War, which was linked to the anti-"Space Oil Drugs" Week from February 24 to 28. Drug prevention falls under the domain of Social Security, and therefore this cross-learning activity was conducted using an "organic integration and natural connection" strategy. Through comparing historical events (such as the Opium War) with current issues, students deepened their sense of responsibility for social security.

Strand 2: Participation in district-wide and territory-wide NE activities

Visits to a number of sites were organized for Campus 1 students to experience national education outside of the school, including 國家安全教育暨資源中心, 安全社區體驗館 and 國家安全展覽廳. Some students participated in 「STEM X 國安教育活動」之「電動小旗桿」STEM工作坊, which combined scientific knowledge with educational elements from the Constitution and the Basic Law. Students also particiapted in territory-wide EDB programmes, in particular 《憲法》和《基本法》學生校園大使培訓計劃：從本地抗戰史跡認識東江縱隊港九大隊及其貢獻講座」, gaining a deeper understanding of Hong Kong's anti-Japanese history, and the《憲法》和《基本法》學生校園大使培訓計劃：大熊貓小印記：紀念品設計比賽」, which aimed to raise awareness of national conservation and ecological safety, while enhancing national pride and a sense of belonging to the country. A series of competitions were attempted, including 「2024/25 全港學界國家安全常識挑戰賽」, 「有問有答《基本法》問答比賽」, 2025《憲法》和《基本法》全港

校際問答比賽,《文明中華》網上挑戰賽, and so on.

In Campus 2, active participation in competitions related to national education helped the school garner a number of awards, including 「傳承．想創——積極推廣中國歷史與中華文化學校嘉許獎」, 2024國家憲法日聯校升旗禮積極參與獎, and 2025年全民國家安全教育日聯校升旗禮積極參與獎.

Strand 3: Pilot Integration of National Education in MS1 Career Day

A targeted Career Day program integrating National Education elements into the MS1 Community Innovators (CI) curriculum was successfully implemented. The initiative, which aimed to foster national education elements while translating CI lesson learning to the primary division as a potential curriculum-wide model, saw seamless integration of National Education components across all Career Day modules. A standout effective element was interactive sessions, delivered by MS1 students to younger peers in Campus 1, analyzing the symbolic significance of badges on police and fire service uniforms—tangible representations of national identity. They carefully designed activities, including thematic games and hands-on demonstrations, resulting in measurable growth in students' national awareness and community understanding, and enhancing recognition of national symbols and appreciation for civil service roles.

A notable outcome of these cross-campus activities is that older students from Campus 2 were able to build closer relationships with their counterparts at Campus 1, thereby holistically strengthening students' sense of belonging. This resulted in P-values from APASO for "School Atmosphere" and "Sense of Belonging" rising well above the Hong Kong average, while also reinforcing both national and global identities.

Strand 4: Celebrating the 75th anniversary of the establishment of the PRC

National Day booth activities were organized from October 2-4, 2025 to promote Chinese cultural face painting and aerospace technology, managed by student ambassadors from the Constitution and Basic Law program.

Particularly in Campus 1, the abovementioned FI visit gave positive recognition to a themed exhibition titled "Celebrating the 75th Anniversary of the PRC'. It was credited for helping to deepen students' understanding of the country's history and development. Information about national education and related student works are displayed on bulletin boards throughout the school, with a special section for NE-themed books set up in the library to encourage extensive reading, promoting their knowledge of Chinese culture, national geography, as well as the Constitution and the Basic Law.

In Campus 2, by way of celebrating this special and important occasion, a "National Education Enlightenment Zone" has been established in the school library. This zone aims to enhance access to learning and reading resources related to national education for students.

Overall, as a result of a series of measures and initiatives targeting different facets of school life and the curriculum, APASO data indicate that students at Campus 1 scored higher in terms of "national identity" across all four sub-domains ("Responsibility and Obligations", "Pride and Love", "National Flag and Anthem", and "Achievements"), showing an increase in Q-values ranging from 2.3% to 7%, while the figures for students at Campus 2 remained mostly the same. This bears testimony to the effectiveness of the initiatives aimed at enhancing students' sense of nation and national identity.

2. On fostering Logos Core Values and values education

Particularly in Campus 2, the year theme of Perseverance was promoted through a mix of a recorded drama and the mascot PerseDeer. The mascot was highly visible through broadcast and assembly presentations and the creation of a set of WhatsApp stickers, posters and school decorations; it was also heavily featured in small gifts given to students.

Outside-school learning experiences offered students authentic opportunities to exercise and develop their values. One notable instance is the MS1 Community Service Programme, conducted in multiple phases throughout this year, engaging small groups of 8–10 students in each activity. The activities included「愛心券大行動」, animal volunteer training and service,「關愛清潔姐姐行動」and「黑暗中的光明」(a life-simulation experience allowing students to understand the challenges faced by the visually impaired). The experiences and activities were carefully structured to expose students to a variety of community needs and service formats—ranging from street outreach to empathy-building simulations, giving students opportunities to reflect on the importance of the values of compassion, teamwork, and resilience.

The relevant APASO data for this year (regarding "Honesty" and "Sense of Morality") are comparable to those of last year, supporting the effectiveness of the propagation of moral values throughout the school.

3. On maintaining Christian values

The routine work of the Christian Ministry, including weekly Christian Education sessions, Morning Devotion periods featuring the sharing of Bible verses, and the Gospel Week on both campuses, proved instrumental in fostering a healthy Christian spirit within the school community. This year, more focus was placed on students' public participation: over 200 students from all levels on both campuses served in Morning Devotion sessions and Christian Education sessions, among other activities. By leading hymn-singing, Bible verse reading, and prayers, they had the opportunity to demonstrate leadership while reinforcing Christian values across the campuses.

Notably, there was significant growth in The Boys' Brigade (基督少年軍) in Campus 1, which was formally established in the previous school year. A total of 19 DS1 students were enrolled in the group. Aiming to develop members' Christian faith, the group introduced face-to-face programs, conducted regularly on Saturdays, to nurture students' faith through activities such as marching, games, Bible learning, prayer, and hymn singing, in the presence of teachers. Over 79% of students agreed that this program helped them gain a deeper understanding of the Christian faith.

Reflection

1. On reinforcing National Education (NE) and National Security Education (NSE)

In terms of reinforcing National Education and National Security Education, the school has demonstrated steady performance in implementing the "National Security Education Curriculum Framework" and related national education work, promoting curriculum development (such as updating the 2025 framework document). However, further development is required for a more robust ongoing monitoring mechanism for curricular planning and for increased depth of cross-disciplinary collaboration.

The wide ranges of territory-wide NE-related activities and competitions provided students with various options to gain and demonstrate a deep understanding of the Constitution, the Basic Law, and Chinese history.「校園大使培訓計劃」extended students' learning from knowledge to practical action, strengthening their sense of mission as the future stewards of the nation.

The NE-aligned reading programmes in Campus 1 attracted positive student feedback, reflecting the success of the strategy to enhance their understanding of Chinese history and culture through reading. In Campus 2, despite the set up of the Enlightenment Zone in the school library, quantitative data on students' actual learning effectiveness (such as attitude changes and knowledge acquisition) has not yet been systematically collected.

2. On fostering Logos Core Values and values education

In terms of fostering values education, the Value Education lessons yielded positive feedback; students appreciated the relevance of the themes and found the lessons meaningful and reflective of real-life situations.

Student reflections from the MS1 Community Service indicated that the activities enhanced their awareness of the needs of others and encouraged a spirit of service, as well as allowed them to apply empathy and cooperation in meaningful ways. The diverse range of service settings—campus, public spaces, and NGOs—allowed students to engage in different social contexts, fostering a broader understanding of social inclusion and human dignity.

3. On maintaining Christian values

In terms of maintaining and enriching the Christian values among students, the within time-table and outside timetable Christianity-related activities were able to cultivate students some Christian values and Christian faith through teaching from bible and experiencing God. The school will strengthen the current Christian Ministry strategies and explore more ways to spread the Christian values among students and extend to their parents.

Feedback and follow-up action

On reinforcing NE and NSE across the curriculum, close attention will be paid to the latest curriculum guidelines from the Education Bureau regarding national education, and ensure that all subjects continuously update their curricula in accordance with the Bureau's requirements. Particularly in Campus 2, cross-subject meetings will be held to provide updates on the latest EDB guidelines. Each

subject will submit a progress report on curriculum integration at the end of each month to implement the "Thematic Cross-Disciplinary Collaboration Plan" (「主題式跨科協作計劃」).

One significant area for improvement, as recommended by the EDB's FI visit, is to establish a set of progressive learning targets in the domains of NE and NSE that clearly define the expected learning outcomes for each stage. More progress will be needed in this area, drawing from collaboration between subject areas.

To address time limitations and enhance the effectiveness of integrated initiatives, dedicated time will be allocated in the upcoming school year's schedule to ensure sufficient depth for National Education activities within Career Day and wellbeing promotion efforts. A comprehensive assessment framework will be implemented to evaluate program impact: this will include administering student surveys to gather targeted insights, analyzing quantitative data from Transdisciplinary Learning (TDL) to track objective learning outcomes, and collecting students' self-assessed ratings of their National Education understanding via standardized metrics. Qualitative feedback will also be solicited to measure student engagement levels and perceived content relevance. All collected data will undergo systematic analysis to identify trends, strengths, and areas for refinement, which will then inform iterative improvements to the program's design—such as adjusting activity duration, tailoring content to student needs, and optimizing delivery methodologies. This work will be supported by close collaboration between Campus 1 teachers, Career Day organizers, and MS1 Community Innovators (CI) teachers to ensure alignment with broader goals of strengthening national identity, fostering positive values, and enhancing students' generic skills.

To further optimize the efforts in values education, the school-based values education framework and teaching materials should be revised to ensure better accordance with the "Priority Values and Attitudes" (PVAs) propagated by the EDB. Lesson plans can also be optimized to become more precise and better align with student interest and learning styles. Adding more interactive elements, such as games and multimedia content, could be considered to maintain engagement.

ii) Foster Logosian Core Values and attitudes among students, teachers and parents

Achievements

1. On Career and Life Planning

The first strand involves the organic integration of life planning education into different Key Learning Areas (KLAs) of the academic curriculum, which is essential for contributing to students' holistic development. On top of the many pre-existing subject-CLP linkages, the VASK (Values, Attitudes, Skills, and Knowledge) framework was introduced into the MS1 English curriculum, requiring students to apply the framework while exploring various professions; and MS3 module on writing a job application was expanded to include practical elements such as a talk on interview techniques and a mock job interview, as explained below.

Moreover, to extend these subject-CLP links beyond the classroom, a series of subject-specific career visits were organized for students. For example, Biology, Geography and Physics students visited the

Department of Health, Planning Department, and the Civil Engineering and Development Department of the government, respectively. These visits offered valuable opportunities for students to witness the realistic application of their subject knowledge in a complex workplace and to learn about possible career paths.

The second strand involves fostering students' self-understanding and goal-setting capabilities. The majority of MS2-MS3 students and half of the DS4-MS1 students successfully made good use of the My Life Planning Portfolio (MLPP) (with tools such as the Career Interest Inventory (CII) and Basic Interests Markers (BIM)) to better understand how their interests and abilities relate to career options. In particular, the CII was effectively utilized during counseling sessions, providing data-driven guidance to students; and in teaching MS3 students how to write job applications in English lessons.

Goal-setting workshops were conducted for students in DS4 and DS5, yielding immediate positive effects. Meanwhile, the majority (84% or more) of senior-level students managed to conduct research on further education paths and future career choices as part of their self-understanding.

The third strand involves supporting students' diverse needs in their life-planning journeys. Partnership with the AA Team led to one-on-one consultations to assist students facing challenges with subject elective selection. With the collaboration with Student Support Team, several SEN students participated in career-related activities specially designed for them, including self-understanding sessions, job-tasting sessions, and one-on-one career/life planning consultations. Participating students were able to indicate their preferences for job-tasting sessions (e.g. guide dog trainer and chef), maximising personalization.

The continued promotion of Applied Learning (ApL) courses represents a major aspect of catering to the needs of students who are not immediately academically inclined. More parents and students have welcomed ApL as a viable educational and career pathway, thanks to the increased availability of comprehensive ApL information. The ApL was introduced to MS1 parents and students in 2024–25, allowing some students to begin career training in MS2 and MS3. This provides them with more time to focus on core subjects and electives, ultimately enhancing their chances of admission to tertiary education.

To better support the younger MS1 and MS2 students in their selection of Elective subjects, talks and curriculum briefings were conducted to provide clear, timely guidance and support informed decision-making.

The fourth strand involves equipping students with practical knowledge that supports their university applications while increasing their practical workplace knowledge and experience. To enhance student preparedness and confidence for tackling interviews, a mock job interview was conducted for all MS3 students and a mock university interview for all MS4 students. Preparatory booklets were developed to help students curate strong personal profiles. Notably, parents with diverse professional backgrounds were invited to act as interviewers, leveraging the school's robust and supportive parent network. Additionally, talks and fairs on admission to local and non-local universities/institutions were organized for students and parents to provide as much information as possible.

Students gained valuable career insights through activities on Career Days and the Job Shadowing Programme. Building on the much smaller-scale Career Day of previous school years, this year saw two large-scale Career Days organized to bring students to a variety of workplaces, including pet grooming, medical care, photography, and Chinese medicine. Notably, all MS2 students participated in a career exploration tour in the Greater Bay Area in collaboration with CSD. Furthermore, with the support of the parent network, the Job Shadowing Programme benefited a number of MS2-3 students, giving them experience in realistic job environments in fields such as property management and engineering.

2. On promoting healthy school life

In accordance with the 4Rs Mental Health Charter advocated by the EDB, particularly the principles of "Relaxation" and "Relationship", Campus 1 hosted Mental Health Week after UT1, with exhibitions and mental health workshops held during lunch hours. The "Magic Formula of Love" gift bag was delivered to the whole school, encouraging students to ease stress in different ways. The DS3 mental health workshop used hands-on crafting as a medium to help students relax and learn to alleviate emotional stress. Other similar seminars taught students to recognize their emotions and practise principles of emotional expression. Likewise, a "Mental Health" Day (9 May 2025) was organised in Campus 2, encompassing a wide range of activities specially designed for different levels as well as general activities for all students, fostering a positive school culture and sense and promoting the importance of emotional wellbeing.

To support particular DS4 students in their transition to a new school campus, a small group of DS4 students with weaker emotional control ability were invited to join an ACT group, which made use of the concept of "Acceptance and Commitment Therapy". Participants were guided to handle emotions step by step using various methods.

DS4 students also received support from MS1 and MS2 Guidance Prefects, previously dubbed "Big Brothers Big Sisters". DS4 students participated in class-based activities, lunchtime "we time zone" activities, read-dict-write sessions and so on, all with the assistance and support of the Guidance Prefects.

In terms of case-handling, students' needs and problems were identified and responded to accordingly. Tai Po Baptist Church Social Service Centre collaborated with the Positive Counseling and Play Therapy Centre to arrange for trainee play therapists to provide play therapy services to students in need at school. This program included not only play therapy but also social work consultations and parent meetings.

As highlighted in School Major Concern One, the positive outcomes were supported by multiple data sources. P Values for both Positive Affect and No Negative Affect from APASO increased by 5%–22% across both campuses following the implementation of the Uniform Test and a series of mental health activities. School Satisfaction P Values also rose by 18% in Campus 1 and maintained Good in Campus 2. These improvements were the result of strong collaboration between the Academics and Student Support teams, which successfully reduced student stress while providing more rest time, in line with the EDB's advocacy of the 4Rs.

Equally important is physical health, in which efforts by the PE Department have translated into improvement. A school-based fitness award scheme was implemented to enhance students' fitness, with 75% of students meeting the standard. Fitness prizes were presented during assemblies to create a positive impact. In Campus 1, 36% of the students met the sportACT criteria, achieving Bronze Awards or higher. The positive outcomes were reflected in the APASO results, with the Q-value for "Physical Exercise" rising by 4.5% in Campus 1 and by as much as 15.7% in Campus 2.

Reflection

1. On Career and Life Planning

In the front of career and life planning efforts, to enhance the appeal of life planning education, more gamified learning can be introduced in various contexts, such as FLE lessons, HRT periods, and subject lessons. Additionally, instruments such as MLPP and CII proved useful in helping students explore the connection between personal interests and viable career options. To extend the goal-setting capabilities of DS4-5 students, follow-up activities and lessons are recommended to reinforce these concepts and improve long-term retention.

Collaboration between the CLP Team and various functional teams (e.g. Student Support Team, AA Team) was highly effective, enabling cohesive, timely support for students with diverse academic and life-planning needs. The full range of preparedness-enhancing and career-exposure programmes—including mock interviews, Career Day workplace visits, and the Job Shadowing Programme—fostered a supportive environment for students' career decision-making.

2. On promoting healthy school life

In terms of fostering positive and healthy school life, Mental Health Week in Campus 1 attracted largely positive student feedback, indicating that they learnt about the importance of self-love and gained knowledge on ways to soothe emotions and practise relaxation. In addition, activities on the theme of expressing love and practising self-love were held to encourage students to express love in different ways.

While student feedback for Mental Health Day in Campus 2 from different levels was generally positive, some adjustments will be needed in terms of students' attire since casual wear was allowed. The Mental Health Day could also be organized concurrently in Campus 1 so that the spirit across the whole school can be reinforced.

In Campus 2, all participants of the DS4 ACT group agreed that the activity achieved its aim of helping students learn more about mental health and develop positive self value. Service provided by the Guidance Prefects also led to very positive feedback from DS4 students, who agreed that the service helped them adapt to the new school life in the new campus, foster a sense of belonging in school, and enhance their awareness of mental health. In the meantime, Guidance Prefects also believed through supporting and serving young peers, they developed self-esteem and leadership skills.

Feedback and follow-up action

To optimize life planning education implementation, further integration with the FLE, LE teachers and HRTs to introduce gamified learning and tools can be explored. Meanwhile, more meaningful collaboration between the CLP Team and KLAs should be fostered in Campus 1, as only 37% of Campus 1 teachers found the collaboration to be sufficient, compared to 78% in Campus 2.

To reinforce the positive impact of DS4 and DS5 goal-setting workshops, follow-up activities—such as goal-tracking worksheets and peer-sharing sessions—could be considered. Moreover, DS5 students can benefit from simplified CII/BIM tests to help them set more concrete goals. While the My Life Planning Portfolio (MLPP) tool will be maintained, the MLPP reports should be utilized more extensively, for example, by HRTs to help students and parents better understand viable career pathways. Parents should be provided with more relevant information so they can participate in career exploration and goal-setting with their students.

In terms of catering for diverse student needs, while the existing range of services including personalized consultation sessions will continue, the involvement of CLP team teachers in providing individual support should be further encouraged. Additionally, some students may still struggle with career and academic planning, pointing to a need for tighter collaboration between CLP, DSE Coordination, IB Coordination, and AA teams. Regular cross-team meetings should be encouraged to ensure cohesive, timely support for students.

In order to further enhance authentic career exposure and cater for diverse student interests, breakthrough collaboration with OLE+ and CI will be a main development. OLE+ will offer certificate courses in high-interest fields, including the planned Architect, Drone, and Flight Simulator, Personal Training, Healthcare courses, with enrollment opened to eligible MS students.

To further support all students in their self-management regardless of their academic/non-academic needs and chosen pathways, a comprehensive timeline will be co-created with the CLP Team, DSE Coordination, IB Coordination, and Academic Affairs teams by the end of Term 1 to ensure all key milestones—such as ApL information sessions and elective selection deadlines—are clearly mapped.

The Mental Health Activities across both campuses should be continued to support the principles of the 4Rs, with refinements introduced to enhance their effectiveness and help students lead a healthy school life.

Lastly, a Career Day for DS2 and DS3 students could be considered in Term 5 to further reinforce life planning education at a young age and to more systematically coordinate activities.

2.3 Conclusion

The school has taken proactive and planning-ahead approach to embrace the launch of the new curriculum and new educational initiatives (e.g. life planning, strengthening of Putonghua skills for IB digital assessment in 2029, etc) and, at the same time, committed whole-school approach and significant amount of resources on students' well-being in facing their academic and emotional

challenges. The school deliberately empowered vertical governance to Heads of Department to supervise the curriculum development and the quality of teaching, and facilitated horizontal collaboration across key learning areas through transdisciplinary learning and the empowerment of Transdisciplinary Learning Coordinators. The widening of scope and strengthening of Careers and Life Planning strategies and its extension to junior secondary education helped students to establish their personal goals through participation at an earlier stage. Moreover, the rigorous data-driven approach on assessment data has helped the school develop strategies to improve student learning. The National Education based activities have significantly enriched students' love of our Country and the appreciation of Chinese culture. The addition of abundant resources on student counselling via addition of social workers on both campuses created great momentum to reinforce 4Rs (Rest, Relaxation, Relationships, Resilience) in the school community.

2.4 The ESR follow up measures

The measures executed in response to ESR (External School Review) recommendations have substantially elevated our school's educational ecosystem. Below are 11 key points that exemplify our dedication to sustained enhancement:

1. The Professional Development Team launched Professional Learning Communities (PLCs) to foster cross-departmental sharing of best practices. These PLCs served as platforms for exchanging strategies on leveraging data and pedagogical approaches to boost student motivation.

2. To enrich language education, the school integrated dedicated Language Activities sessions into the timetables of FS1-MS1 students. These sessions provide additional avenues for students to practice English speaking in a relaxed, interactive environment, deepening their language acquisition experiences. With a focus on cross-curricular language integration, the public speaking skills developed by MS1 students were applied in a range of school events, including Showcase Day, Graduation Ceremonies, and public speaking competitions. Notably, all MS1 students participated in the MS1 Pitching Day, where they presented to judges from various professional associations. Beyond public speaking, students were also required to apply their language proficiency to create posters for subject weeks, academic projects, and Showcase Day, reinforcing practical language use across contexts.

3. As a through-train primary-secondary school, we possess the distinct advantage of tracking student data from FS1 to MS4, encompassing both internal assessments and external evaluations. The school has also established a centralized database integrating student records and teacher feedback, enabling educators to track academic performance and other critical information for timely follow-up and feedback. This system ensures all stakeholders receive prompt access to key information, with assessment data stored and analyzed at both individual student and cohort/division levels.

Collaboration among HoDs has led to the establishment of progressive learning targets informed by this data, promoting a unified, coherent approach to student development. The effectiveness of this strategy is underscored by consistent academic progress—evidenced by improved results from the HK Pre-S1 Attainment Test (HKAT) through to the HKDSE. By systematically tracking and utilizing data at every stage, the school has significantly contributed to positive academic outcomes and the

delivery of individualized student support throughout their educational journey. Furthermore, comparative analysis of data across key phases (FS1-DS3 and DS4-MS4), including APASO results and EDB Stakeholder Surveys, has cultivated a culture of sharing best practices for continuous improvement. This data has been systematically organized to analyze academic performance, identify at-risk students, design targeted interventions, and communicate actionable insights to stakeholders for focused support.

4. Embedding consistent STEAM lessons across the FS1-MS1 curriculum ensures students engage in a comprehensive, progressive exploration of foundational concepts achieved by integrating technology themes through a transdisciplinary, project-based learning approach. Through hands-on activities spanning programming, engineering, and artistic design, students collaborate to develop solutions for real-world challenges, fostering an interactive, experiential learning environment that deepens their practical understanding of STEAM principles. Concurrently, tiered training programs have been implemented to enhance the skills of students at different proficiency levels; special emphasis has been placed on providing tailored development opportunities for gifted and talented students, equipping them with advanced, targeted instruction aligned with their abilities.

5. The school implemented a proactive curriculum oversight strategy to uphold high teaching standards and drive continuous improvement across all Key Learning Areas (KLAs). Under this framework, Deputy and Assistant Principals were assigned KLA-specific supervision responsibilities, with focused efforts on two core priorities: mentoring senior teachers and evaluating the instructional practices of new teachers. Coaching for senior teachers aimed to standardize training quality across the faculty, with targeted emphasis on refining questioning techniques and assessment methodologies, plus interventions designed to boost teaching effectiveness and elevate student learning outcomes. Deputy and Assistant Principals led cross-division lesson observations to further elevate teaching and learning quality across all grade levels. All teaching approaches were aligned with school-wide goals and evaluation criteria, with regular reviews to identify opportunities for professional growth.

Moreover, rigorous quality control measures were implemented to gatekeep the standard and quality of assessment papers, ensuring consistency in evaluation practices. Close monitoring of classroom performance enabled timely, targeted support for teachers, fostering an environment conducive to professional advancement. Complementing these efforts, the school facilitated diverse individualized professional development opportunities to keep teachers updated on the latest educational trends and EDB regulatory requirements.

6. The school conducted a comprehensive review of each subject's curriculum, with HoDs leading meticulous evaluations of content to ensure full compliance with EDB Curriculum Guidelines. Beyond regulatory alignment, departments proactively integrated enrichment components to deepen and diversify students' educational experiences. Collaborative teamwork and open inter-departmental communication were pivotal to sustaining adherence to EDB standards; this collective approach not only fostered a cohesive, unified learning environment but also drove continuous improvements in critical subject areas particularly amid the rollout of the new Primary Science and Humanities curriculum reforms. In direct response to updated EDB curriculum standards for PSHE and Science, the school also facilitated the renewal of relevant textbooks, ensuring students access the most current, essential learning elements aligned with revised guidelines.

7. Following a comprehensive curriculum mapping exercise, the school identified gaps in the coverage of critical learning components across specific KLAs. To address these deficiencies, the timetable and lesson allocations for DS4–MS4 were strategically restructured, with the initiative further enabled by the EDB's optimization of the four senior secondary core subjects. Leveraging this opportunity, the school revised its weekly timetable layout to increase total lessons from 45 to 48, creating capacity to fill identified learning gaps. Specifically, one additional lesson was integrated into DS4 and DS5 Social Studies curricula, while junior secondary students received two extra lessons in Technology Education, ensuring targeted reinforcement of undercovered content.

8. To tackle the unique educational challenges brought from the COVID-19 period, the school carried out a comprehensive revamp of the MS1 curriculum, centering on delivering authentic subject-specific experiences. This restructuring was deliberate: its core aim was to equip students with first-hand insights, enabling them to make well-informed decisions when selecting their MS2 electives. A pivotal update came in the expansion of elective offerings, growing from 5 to 14 options which provided students with access to essential learning modules and detailed programme information. Beyond the regular timetable, teachers also took proactive initiative to organize after-school Taster Programmes for Psychology and Chinese Literature, designed to deepen students' understanding of these electives' nature and further expand their options for MS2 selection. Collectively, these enhancements not only strengthened students' preparation for the senior secondary phase but also ensured they gained clear clarity on the prerequisites tied to their desired academic pathways.

9. To support this elective preparation process, the school introduced a preliminary integrated Mathematics curriculum at the MS2 level combining M1 and M2 content under the umbrella of "Advanced Mathematics." This initiative afforded both teachers and students additional time to assess and identify the most suitable Mathematics module for students to pursue in MS3. The restructuring yielded a notable outcome: increased enrollment in the MS2 "Advanced Mathematics" elective. Critically, this eliminated the need for the Saturday or after-school supplementary classes that had previously been required for Mathematics M1 and M2 instruction in MS3 and MS4.

10. Leveraging its through-train school structure, the school strategically integrated Primary and Secondary Division operations to drive mutual growth and coherence. A core focus was placed on vertical curriculum planning between DS3 and DS4, designed to streamline students' transition between the two phases. As Phase One of this initiative (2024–25), core Subject Departments including Chinese Language, English Language, and Mathematics collaborated closely to align learning objectives, ensuring curricular continuity across divisions. To further strengthen alignment, the school facilitated regular sharing of TSA and HK Pre-S1 AT data, enabling teams to identify performance discrepancies and bridge learning gaps; targeted meetings were also held to resolve marking inconsistencies. Looking ahead, the Science and PSHE KLAs will join this effort, with plans to implement regular weekly cross-division meetings, shared circulation of assessment papers, and joint lesson observations, played a pivotal role in harmonizing expectations and deepening coordination, all with the goal of fostering a consistent, high-quality learning environment across the entire school journey.

11. Given the significance of its 11-year through-train educational journey, the school emphasized embedding progressive learning targets across all KLAs to foster continual student growth. HoDs

have already gathered these goals and are assigned to refining them to fit different students' needs—while still keeping high education standards.

3. Learning and Teaching

3.1 Lesson Time Allocation

(a) In 2024-2025, teaching days for different levels are as follows:

FS1 to DS3	DS4-DS5	MS1 to MS3	MS4
190 days	192 days	192 days	110 days

(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	28%	26%	20%	20%	15%-16%	16%	18%
English Language	20%	20%	20%	20%	15%-16%	16%	18%
Mathematics	11%	11%	13%	13%	12%-17%	12%-23%	13%-25%
CSD	--	--	--	--	6%	6%	6%
Natural Science	4%	4%	10%	9%	33%-34%	23%-34%	23%-34%
Technology	6%	6%	8%	7%			
Personal, Social & Humanities	8%	9%	17%	17%			
Arts	11%	11%	4%	6%			
Physical Education	6%	6%	4%	4%	4%	4%	4%
Others	6%	7%	4%	4%	10%-13%	12%	6%-7%

Remarks:

FS1-DS3
Chinese Language Education includes Chinese Language, Putonghua and ½ DEAR period.
English Language Education includes English Language and ½ DEAR period.
Personal, Social & Humanities Education includes Primary Humanity, Social Studies, Religious Studies, Family Life Education and Media Education.
Science Education includes Science and STEAM Education.
Technology Education includes Information and Communication Technology.
Arts Education includes Visual Arts, and Music.
Physical Education includes Physical Education.
Others include morning assembly, weekly assembly and homeroom teacher period.

DS4-MS1
Chinese Language Education includes Chinese Language, Putonghua and ½ DEAR period.
English Language Education includes English Language and ½ DEAR period.
Personal, Social & Humanities Education includes Social Studies, Chinese History, Religious Studies and Family Life Education.
Science Education includes Integrated Science.
Technology Education includes Information and Communication Technology and Technology Education.
Arts Education includes Visual Arts and Music.
Others include morning assembly, weekly assembly and homeroom teacher period.

MS2-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, self-study, Religious Education and 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 of 30 June 2025:

Class Level	No. of Class	No. of Boys	No. of Girls	Total
FS1	6	85	110	195
FS2	6	114	82	196
DS1	6	115	73	188
DS2	6	104	75	179
DS3	6	94	80	174
DS4	5	117	82	199
DS5	5	97	91	188
MS1	5	76	84	160
MS2	5	62	73	135
MS3	5	55	59	114
MS4	5	64	66	130
Total	60	983	875	1858

(b) Annual Attendance Rates

Class Level	Annual Attendance Rates
FS1	97.72%
FS2	97.54%
DS1	97.62%
DS2	97.84%
DS3	98.06%
DS4	97.21%
DS5	97.68%
MS1	97.70%
MS2	97.36%
MS3	96.56%
MS4	97.50%

3.3 Our Teachers

(a) No. of teachers

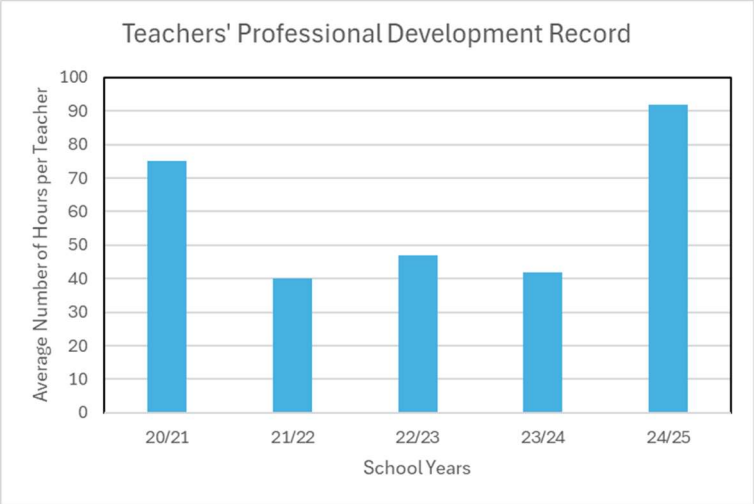
There were 159 teachers in the approved establishment.

(b) Professional Qualifications

Qualifications and professional training (% of Teachers)	
Teacher Certificate / Diploma in Education	92%
Bachelor Degree	100%
Master / Doctorate Degree	58%
Special Education Training	39%

Working Experiences (% of Teachers)	
0 – 4 years	28%
5 – 9 years	18%
≥10 years	54%

(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 can be facilitated. The timely feedback enables teachers to make informed decisions about the next step to enhance the learning outcomes of students.

(c) Use of Internal and External Assessment Data to Inform Learning and Teaching

Teachers use internal and external assessment data to learn about the strengths and weaknesses of students so as to improve their teaching effectiveness. Internal data collected in the two Uniform Tests and Summative Assessments annually are systematically summarized in statistical modes. Qualitative markers reports are compiled to help teachers reflect on student performance. Subject Departments also review the reports of TSAs and Pre-S1 Attainment Test and actual public examinations to learn the performance of our students and teaching effectiveness. The following table summarizes how these data are used.

Item	Data	Use of Data	Subject / Stage
1.	Internal Uniform Tests, Summative Assessment Results (UT1, UT2, SA1 and SA2 or Pre-Mock and Mock for MS4)	● Based on students' Uniform Tests, Summative Assessment marks, each class teacher has an overall summary of performance of individual students for analysis. ● Statistical data and charts for individual class, group and level were generated by the IT Team. ● Markers reports were done by subject departments for each assessment paper of all subjects to analyze the level of difficulty of each paper, the performance of students, common weaknesses and follow up actions and recommendations. ● A Brief Reflection Report has to be submitted by each subject department head after each Summative Assessments to summarize the overall performance of students in the subject, strength and weaknesses identified by front-line teachers as well as the follow-up actions to be done.	All subjects for all levels from FS1 to MS4

2.	Primary TSA data	● Statistical data released by HKEA are analyzed by all the core subject departments. ● Through the performance for different papers (Reading Writing and Listening for Languages and the 4 Strands in Mathematics), the strength and weakness of students in different areas are analyzed. ● Curriculum adjustments and teaching approach modifications are discussed in respective departments. ● Cross-year analysis is also available to inform whether curriculum modifications were effective or not. ● Results of analysis will also be used to inform summer enrichment courses for these core subjects. ● These data also serve as benchmark information in comparison of other schools in Hong Kong.	Core subjects at DS1 Level
3.	Pre-S1 data	● The performance of students are analyzed to find out students' strengths and weaknesses. ● Teachers of core subjects in FS1-DS3 will study the analysis in detail to reflect on how to inform better curriculum arrangement and teaching approaches. ● Teachers of core subjects in DS4-MS4 will use them for bridging purposes at the beginning of DS4 (this is particularly important as our curriculum runs for 11-years instead of the usual 12-years in all other schools in Hong Kong).	Core subjects at the end of DS3 Level
4.	Secondary TSA data	● Statistical data released by HKEA are analyzed by all the core subjects. ● Through the performance in different papers (Reading Writing and Listening for Languages and the 4 Strands in Mathematics), the strengths and weaknesses of students in different areas are analyzed. ● Curriculum adjustments, teaching approach modifications are discussed in respective departments. ● Cross-year analysis is also available to inform whether curriculum modifications has been successful or not. ● These data also serve as benchmark information in comparison with other schools in Hong Kong. ● Due to our through-train mode, the Primary TSA, Pre-S1 and Secondary TSA data for the same cohort are also analyzed by the core subjects for better information about the progression of performance at these different stages of study.	Core subjects at MS1 Level
5.	DSE/IB performance data	● HKEA reports and IB reports are fully utilized to conduct more detailed analysis to spot out students' weaknesses. ● Reflection on these reports is useful for informing learning and teaching in the preparation stage of public examinations. ● The effectiveness of resources allocation including extra tuition classes are reviewed.	All subjects with public examinations at MS4 Level

		● Useful strategies can be formulated by performing comparison of Pre-Mock, Mock and actual public examination results of MS4 students. ● Students' scripts are used to identify strengths and weaknesses of students in actual public examinations and to inform teaching students of later cohort effective ways of tackling questions in public examinations. ● Trend of examination questions are also identified among teachers of public examination courses of the same subject. ● In-depth question-by-question analysis by teachers of public examination classes are performed to identify weaknesses of students and to inform modifications on curriculum and teaching approaches.	

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 adopting the Whole-School Approach (WSA) to integrated education (IE), the school is committed to promoting inclusion through its culture, practices and policies based on the five underlying principles (i.e. early identification, early intervention, WSA, home-school cooperation, and cross-sector collaboration).

4.1.1 Management and Organization Domain

Under the supervision of the Principal, the school has a well-established Joint Student Support (JSS) Team coordinated by Assistant Principal (Student support and school ethos) to arrange support for students on individual, whole-class, whole-grade, and whole-school levels. The Campus Life team, Counselling Service and Values Education team, Social Worker Services, and Learning Diversity Team work together to collaborate with other school functional teams and create a positive school ethos adhering to Christian and Logosian values and to support students' social, emotional, and behavioural development.

To support students with Special Educational Needs (SEN), the Special Educational Needs Coordinators (SENCOs), Educational Psychologists (EPs), Educational Counsellor (EC), Learning Support Teachers (LSTs) and Learning Support Assistants (LSAs) jointly support the academic, socioemotional and behavioural needs of SEN students while Social Worker Services provide personalised support for students diagnosed with mental illnesses. To strengthen the collaboration and coordinate support measures within the JSS Team, regular joint meetings are held to review students' progress and to discuss upcoming support arrangements. Cross-division collaboration also took place whenever necessary.

To achieve a whole-school consensus in which teachers recognize their responsibility to address diverse needs, the school systematically arranged for educators to participate in training courses offered by the Education Bureau (EDB), including Basic, Advanced, and Thematic Courses on Catering for Diverse Learning Needs. Additionally, school professionals and external agencies provided training on inclusive teaching practices and managing the diverse needs of students. The school-based Educational Psychologists (EPs) also conducted talks and workshops focused on diversity and inclusion, supporting students with SEN and gifted students, including those underachieving gifted ones.

4.1.2 Learning and Teaching Domain

The JSS Team closely worked with the Academic Affairs (AA) and subject departments to evaluate and improve accommodations for the diverse learning needs of students step by step. WSA was adopted in Teaching and Learning (Tier 1) via subject-based regular lesson evaluation on pedagogical content knowledge, namely catering for learner diversity and adopting differentiation and e-learning tools in teaching.

To optimize Tier 1 support at Campus I, the school has progressively promoted differentiated teaching since 2022. In the 2022–23 academic year, the SEN Support Team and the Academic Affairs Department jointly developed the School-based Curriculum Adaptation and Diversified Teaching Strategies Guides, encouraging all teachers to adopt relevant strategies. Learning Support Teachers (LSTs) piloted these strategies and shared their experiences with colleagues. In 2023–24, the guidelines were refined and redistributed. The Chinese, English, and Mathematics departments, led by LSTs, actively implemented differentiated teaching and conducted sharing sessions to reflect on their progress. By 2024–25, the guidelines were further enhanced. With support from the Academic Affairs Department, subject panel heads led their departments in adopting differentiated teaching across the school. A comprehensive teacher survey revealed encouraging results, including increased student engagement, improved participation from diverse learners, and enhanced confidence in expressing ideas. Building on these successes, the school will continue to implement and refine differentiated instruction in the coming years to further enhance teaching effectiveness and support the diverse needs of learners.

In the 2024–25 academic year, pilot dictation accommodations were introduced in both Chinese and English subjects across FS1 to DS3. This initiative marked the launch of a school-based accommodation policy and its associated arrangements. At the end of the school year, teachers conducted a survey to evaluate the effectiveness of the initiative and provided suggestions for improvement in the 2025–26 school year.

While at Campus II, a lesson study in two English language lessons was piloted in 2024-25 and teaching and learning strategies were evaluated and further revised under the supervision of the school-based educational psychologist. The lesson studies were said to be effective in developing inclusive teaching strategies, therefore more lesson studies would be arranged in more subject departments in the upcoming school year.

On the other hand, peer buddy system at class level was introduced since 2022-23 and more peer buddies were assigned by HRTs and subject teachers in 2024-25. SEN students with greater

challenges in adjusting to classroom routine were assigned one to two classroom buddies, subject to suitability and availability of such resource.

Subject-based remedial tutorials were enriched for academically low-achieving students in junior levels to consolidate students' academic foundation and better bridge them from DS3 to DS4 as well as between DS and MS levels since 2023-24. Such arrangement was extended to 2024-25.

4.1.3 Student Support and School Ethos Domain

The LDT Team has continued to enrich the inclusive environment. Inclusion talks for students and inclusion talks or workshops were arranged for teachers and parents. Like previous school year, value-based sharing sessions were done by teachers of the Counselling Service and Value Education team and Christian Ministry to raise students' awareness of respecting individual differences. Complementally, inclusion promotion on campus was made through board displays, book sharing and exhibitions.

To strengthen the home-school cooperation in supporting the diverse needs of students, the EPs and SENCOs scheduled face-to-face meetings with parents and other stakeholders (e.g. Home Room Teachers) whenever necessary to co-plan individualised support and evaluate the effectiveness and adjust the support for concerned SEN students. In line with this effort, a parent talk titled *Expressing Your Love Through Child-Centered Play Therapy Practices* was conducted for selected FS1 to DS3 parents of children with SEN. This talk aligned well with the overarching goal of promoting student wellbeing and strengthening parent-child relationships, particularly in the context of supporting children with SEN.

4.1.4 Student Performance Domain

To support parents in strengthening their children's literacy development at home, a parent workshop was conducted by the school-based EP for selected FS1 to DS3 parents of children with Specific Learning Difficulties (SpLD). The workshop focused on effective strategies to enhance students' reading and writing abilities through multi-sensory approaches, engaging activities, and practical tips.

To promote students' wellbeing, the school-based EPs have conducted student talks on the importance of quality sleep and healthy sleep habits for students at FS1-MS1 levels. To promote students' wellbeing, various wellness activities were designed for selected students with greater potential mental health concerns in 2024-25. A series of student stretching sessions was done by a LST with professional training. Mindful Wednesday was also introduced by the school's counselling team, allowing students to partake in welling activities during morning/recess/lunch breaks.

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.

4.2.1 Systems Level Support (Tier 1)

To address students' general developmental needs and transient difficulties, the JSS Team regularly provided consultation to Home Room and/or subject teachers on handling student cases. The school

social workers and counselling personnel also worked with teachers to prepare materials for guidance lessons in homerooms, and to deliver school-wide student guidance programmes. What's more, the school utilized community resources in supporting students with diverse needs, including participation in the AIM Project, EDB and GPS Programme funded by Quality Education Fund.

4.2.2 Groups Level Support (Tier 2)

To support students with persistent learning and behavioural difficulties, with professional advice of the school-based EPs, SENCOs liaised with external organisations to provide regular group interventions. For students with SEN, intervention goals include Chinese and English literacy skills, executive functioning skills, and social skills to target their persistent academic, socioemotional and behavioural difficulties.

For twice-exceptional students, intervention goals include leadership experiences and creative problem-solving skills. Various modes of training were adopted, including strength-based experiential activities, play therapy, art and sensory workshops, lego-based training, and sports training.

To better facilitate the transition between DS3 and DS4 for students with SEN, a transition programme was jointly organised and coordinated by the school-based EPs and SENCOs for DS3 students with SEN who would be promoted to DS4. MS2 Guidance Prefects and other student helpers from DS4-MS1 were trained by EPs and EC to act as buddies for transitioning students. Under the coordination of SENCOs and guidance of EPs, these students served as student mentors to organise and lead activities and to give learning skill-based sharing to prepare transitioning students for the upcoming school life at Campus II. Pursuant to the Education Bureau's policy, the SENCOs and EPs in both divisions further aligned information transfer and bridging programmes between DS3 and DS4 for SEN students.

To further facilitate the transition across different academic and life stages, an exclusive career and life planning programme centred on educational and vocational counselling for MS1-MS3 students with SEN has been implemented since 2022-23. The programme aimed to assist students with SEN to increase their self-understanding and to make informed and suitable choices about their studies and future career paths.

4.2.3 Individual Levels Support (Tier 3)

On the individual level, students with SEN were given due consideration in terms of homework accommodations as well as special examination arrangements internally and in public exams. Since the development of a more structured application procedure and policy in 2022-23, students and parents were informed of possible special accommodations prior to tests and exams, and the implementation has been more transparent and smoother.

Individual support sessions were arranged for students with more severe difficulties/SEN 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, 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.

In light of the increasing prevalence of mental health issues across the territory in recent school years, additional manpower and resources have been allocated to clinical psychology services. It has been noted that an expansion of service hours should be considered for the upcoming school year.

4.3 Early Identification and Intervention

The Early Identification and Intervention Screening Exercise (EII) for Primary One students is conducted annually by the SEN Support Team. This initiative involves collaboration between the Educational Psychologist (EP), the Special Educational Needs Coordinator (SENCO) and FS1 teachers to identify and screen students at risk of having special educational needs across FS1 to DS1. Based on the identified needs, Chinese language learning and behavioural training groups were provided. In addition, in accordance with the Education Bureau's requirements, the Learning Achievement Measurement Kit (LAMK) was administered at the end of the 2024-2025 school year to selected FS1 to DS3 students and those who are academically low-achieving. Subject-based remedial sessions will be offered in the 2025–26 school year to help consolidate these students' academic foundations.

In response to the increase in transfer students, Specific Learning Difficulties (SpLD) screening at the DS4 level was piloted in the 2023-24 academic year and continued into 2024-25 to identify students with SpLD for timely intervention. Additionally, at least one experienced Homeroom Teacher (HRT) was assigned to each DS4 class to observe and identify students suspected of having other SEN, including Attention Deficit/Hyperactivity Disorder (AD/HD) and Autism Spectrum Disorder (ASD). This initiative has proven effective, resulting in a greater number of confirmed cases identified by the end of the school year.

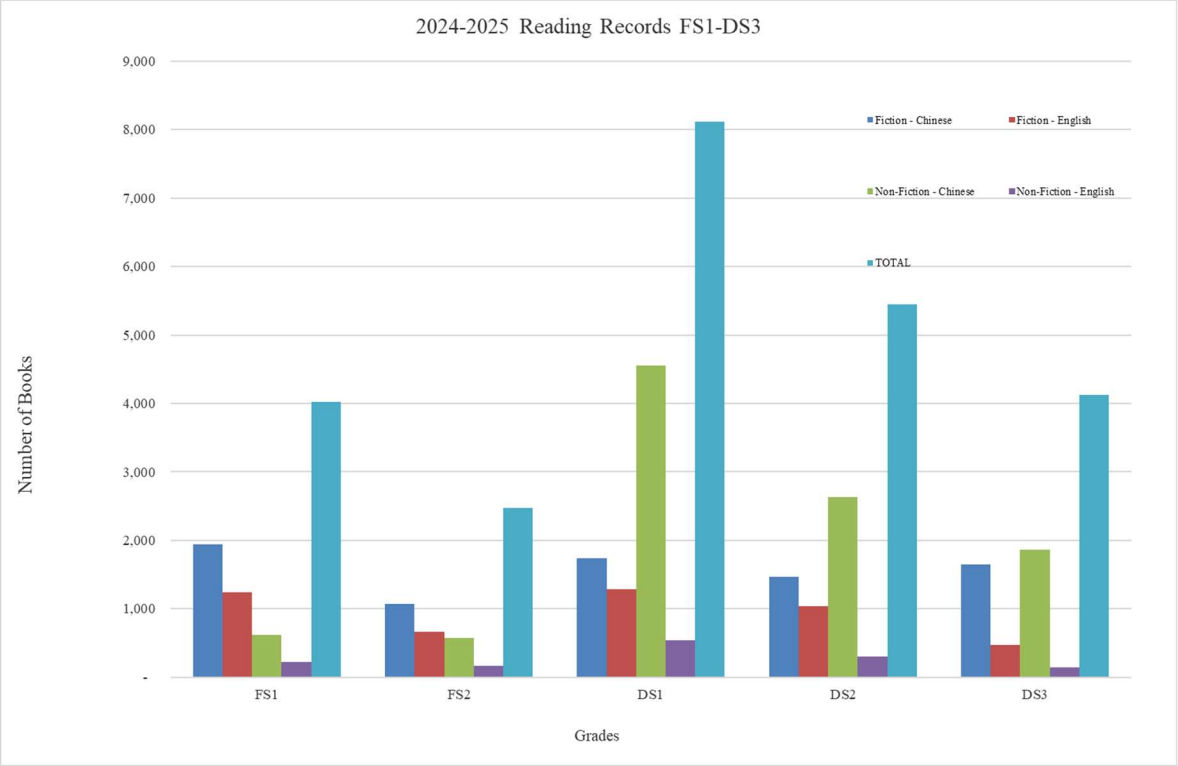
5. Students' Performance

5.1 Reading Habit

(a) Record of Borrowed Books (1 Sept 2024 – 30 June 2025)

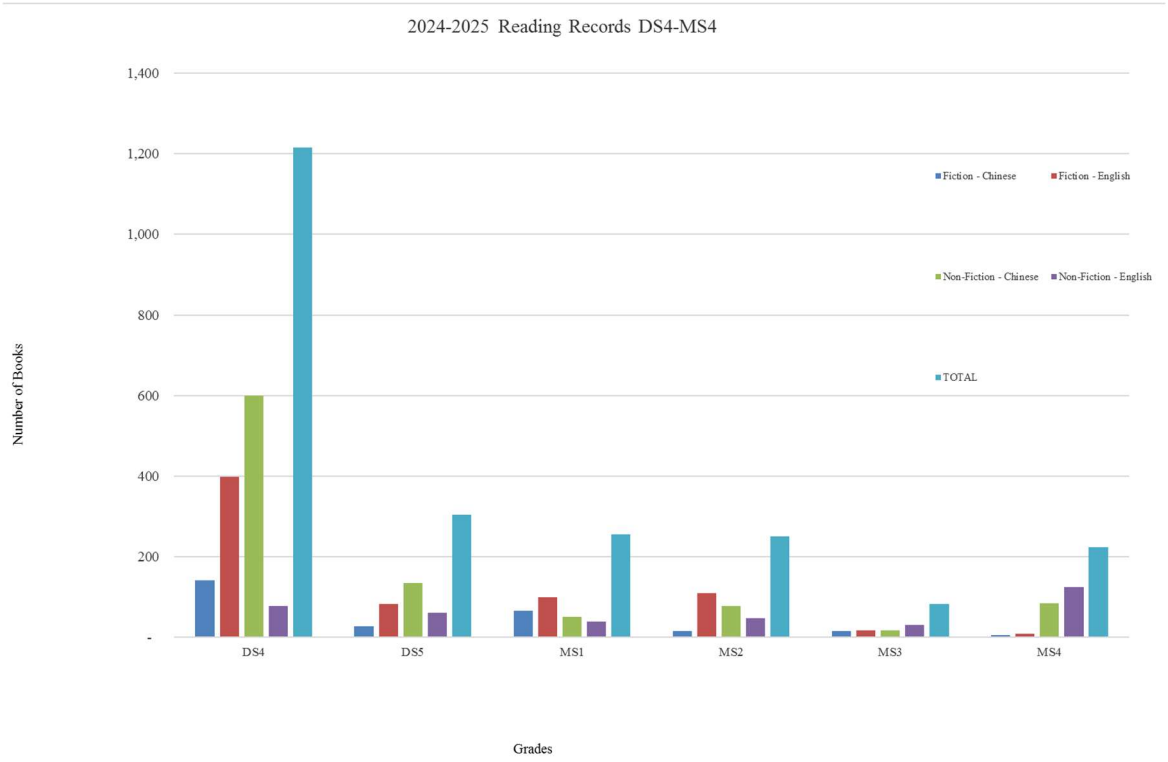
(i) Primary Division

	FS1	FS2	DS1	DS2	DS3
Fiction - Chinese	1,937	1,067	1,735	1,471	1,649
Fiction - English	1,235	663	1,290	1,033	469
Non-Fiction - Chinese	623	573	4,555	2,637	1,864
Non-Fiction - English	225	168	542	302	146
TOTAL	4,020	2,471	8,122	5,443	4,128



(ii) Secondary Division

	DS4	DS5	MS1	MS2	MS3	MS4
Fiction - Chinese	141	27	66	16	16	5
Fiction - English	398	82	100	110	17	9
Non-Fiction - Chinese	599	135	51	77	18	84
Non-Fiction - English	77	34	39	47	31	125
TOTAL	1,215	305	256	250	82	223



(b) Library Collection (till 30 June 2025)

(i) Primary Division

Item Type	No. of Item (volume/set)
Chinese Books	13,242
English Books	10,062
Serials	183
Media	474
TOTAL	24,234

(ii) Secondary Division

Item Type	No. of item (volume/set)		
	Chinese	**English**	**Total**
Chinese Collection	10,640		10,640
English Collection		9,751	9,751
Past Papers (DSE, CE, A-level, IELTS, TSA, IGCSE, etc.)	304	1,345	1,649
Serials	2,235	1,011	3,246
DVD & CD	414	848	1,262
Total	13,593	12,955	26,548

5.2 Academic Performance

(a) IBDP Examination Results, May 2025

The thirteenth cohort of our candidates (42 students) achieved excellent results in the IBDP examinations in May 2025. The average score was 39.07 (out of 45; the global average was 30.5 marks), reflecting a 0.97-point improvement over last year's average of 38.1. Four candidates scored 44 marks and four candidates scored 43 marks. 24 students (57.1%) scored 40 marks or above, a noteworthy achievement compared to the global rate of 9.3%.

Percentage Achieving Grade 5 or Above by Individual Subject

The percentage of Grade 5 (out of 7) or above for each subject in the May 2025 session are shown below:

Subject	%	Subject	%
English B (HL): Language acquisition	100%	**Geography (SL)**	100%
Chinese A: language and literature (SL)	83.3%	**History (HL)**	100%
Mathematics: Analysis and Approaches (HL)	100%	**History (SL)**	100%
Mathematics: Analysis and Approaches (SL)	100%	**Economics (HL)**	100%
Biology (HL)	87.5%	**Economics (SL)**	100%
Biology (SL)	100%	**Psychology (HL)**	100%
Chemistry (HL)	100%	**Psychology (SL)**	100%
Chemistry (SL)	100%	**Computer Science (HL)**	100%
Physics (HL)	100%	**Computer Science (SL)**	100%
Physics (SL)	100%	**Music (HL)**	100%
Geography (HL)	100%	**Visual Art (SL)**	50%

(b) HKDSE Results 2025

The highest score in the best 5 subjects was 26 marks. The overall passing rate (Level 2 or above) of our candidates was 95.1%; passing rates of 12 subjects out of 16 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	67.8%	**English Language**	93.1%
Mathematics (Compulsory Part)	75.9%	**Citizenship and Social Development**	96.6% (Attained)
Business, Accounting and Finance Studies (Accounting)	78.9%	**Business, Accounting and Finance Studies (Business Management)**	100.0%
Biology	73.0%	**Chemistry**	88.2%
Chinese History	72.7%	**Economics**	63.6%
History	100.0%	**Geography**	85.7%
Mathematics (Extended Part –	100.0%	**Mathematics (Extended Part –**	58.3%

Algebra and Calculus)		**Calculus and Statistics)**	
Information and Communication Technology	62.5%	**Physics**	75.0%
Visual Arts	100.0%		

(c) Further Education of Graduates

There were 130 graduates in 2025. All graduates have responded to the school's inquiry regarding their post-secondary pathways. The total percentage of graduates studying bachelor degree programs or higher offered by local and overseas universities was around 75%. Some other graduates were admitted to local and overseas associate degree / higher diploma / foundation programs. A few students chose other pathways.

5.3 APASO

FS1-DS3

In 2024-25, the school continued to use the **APASO III student survey** (consistent with the 2324 transition from APASO II) to evaluate the affective development of primary school students. The survey includes 17 measurement items. A total of 524 DS1-3 students participated in the APASO III student survey, and the student sample represented 97% of the entire DS1-3 student population in the primary section. Results of the APASO III student survey are shown in Table 1 below.

Item	Primary Levels (DS1-DS3)	
	Q-Score	P-Score
Affect (Positive Affect)	109	72.6
Affect (No Negative Affect)	107	68
Affect (No Anxiety, Depressive Symptoms)	105	63.1
Satisfaction (School)	101	52.7
Physical Exercise	116	85.7
Honesty (Act of Honesty)	100	50
Morality (Importance)	97	42.1
School Atmosphere (Not Lonely)	114	82.5
School Atmosphere (Belongingness)	110	74.8
Reading (Non-assigned Materials)	111	76.8
Reading (Time for Leisure Reading)	112	78.8
Information Technology (Less Time for Leisure)	106	65.5
Information Technology (No Addiction)	109	72.6
National Identity (Responsibility, Obligations)	91	27.4
National Identity (Proud, Love)	87	19.3
National Identity (National Flag, Anthem)	89	23.2
National Identity (Achievements)	87	19.3

Table 1

Remarks

1. The APASO III student survey uses **Q-score (Quotient Score)** and **P-score (Percentile Score)** to illustrate students' responses.
2. The survey converts raw responses into standardized Q-scores, with the mean and standard deviation (SD) of Q-scores for Hong Kong schools set to 100 and 15, respectively. This allows quick comparison of the school's performance against other Hong Kong schools without referencing raw means.
   P-scores rank schools from 1 to 100: a P-score of 1 indicates the lowest rank (worst performance among 100 schools), while a P-score of 100 indicates the highest rank (best performance). For example, a P-score of 85.7 means the school outperforms 85.7% of schools in Hong Kong.
3. For simplified reading: higher Q-scores and P-scores indicate better performance.
4. Q-scores are assumed to be normally distributed. Due to lower reliability of comparisons at extreme ends, the reported Q-score range is 85–116, and the P-score range is 15.9–85.7.

Analysis

As shown in Table 2, primary level students perform better in 11 items (Affect (Positive Affect), Affect (No Negative Affect), Affect (No Anxiety, Depressive Symptoms), Satisfaction (School), Physical Exercise, School Atmosphere (Not Lonely), School Atmosphere (Belongingness), Reading (Non-assigned Materials), Reading (Time for Leisure Reading), Information Technology (Less Time for Leisure), Information Technology (No Addiction)) compared to the Hong Kong norm (Q-score above 100). The Q-score for 1 item (Honesty (Act of Honesty)) is 100 (equal to the norm). However, the Q-scores for the other 5 items (Morality (Importance), National Identity (Responsibility, Obligations), National Identity (Proud, Love), National Identity (National Flag, Anthem), National Identity (Achievements)) are below 100 compared to the Hong Kong norm.

Item	Primary Levels (DS1-DS3)		
	Q-Score	Q-score Above / Below Norm in HK	P-Score
Affect (Positive Affect)	109	Above	72.6
Affect (No Negative Affect)	107	Above	68
Affect (No Anxiety, Depressive Symptoms)	105	Above	63.1
Satisfaction (School)	101	Above	52.7
Physical Exercise	116	Above	85.7
Honesty (Act of Honesty)	100	Same	50
Morality (Importance)	97	Below	42.1
School Atmosphere (Not Lonely)	114	Above	82.5
School Atmosphere (Belongingness)	110	Above	74.8
Reading (Non-assigned Materials)	111	Above	76.8
Reading (Time for Leisure Reading)	112	Above	78.8
Information Technology (Less Time for Leisure)	106	Above	65.5

Information Technology (No Addiction)	109	Above	72.6
National Identity (Responsibility, Obligations)	91	Below	27.4
National Identity (Proud, Love)	87	Below	19.3
National Identity (National Flag, Anthem)	89	Below	23.2
National Identity (Achievements)	87	Below	19.3

Table 2

DS4-MS4

In 2024-25, the school continued to use the **APASO III student survey** for secondary school students, which includes 19 measurement items focusing on affective development. A total of 549 junior secondary (DS4-MS1) students and 378 senior secondary (MS2-MS4) students participated in the APASO III student survey, and the student sample represented 99.4% of the entire student population in the secondary section. Results of the APASO III student survey are shown in Table 3 below.

Item	**Junior Secondary Level (DS4-MS1)**		**Senior Secondary Level (MS2-MS4)**	
	Q-Score	**P-Score**	**Q-Score**	**P-Score**
Affect (Positive Affect)	96	39.5	88	21.2
Affect (No Negative Affect)	108	70.3	103	57.9
Affect (No Anxiety, Depressive Symptoms)	89	23.2	85	15.9
Satisfaction (School)	100	50	114	82.5
Meaning in Life	106	65.5	108	70.3
Physical Exercise	109	72.6	93	32
Honesty (Act of Honesty)	116	85.7	116	85.7
Morality (Importance)	114	82.5	116	85.7
School Atmosphere (Not Lonely)	112	78.8	105	63.1
School Atmosphere (Belongingness)	116	85.7	116	85.7
Reading (Non-assigned Materials)	116	85.7	98	44.7
Reading (Time for Leisure Reading)	102	55.3	85	15.9
Information Technology (Less Time for Leisure)	89	23.2	85	15.9
Information Technology (No Addiction)	116	85.7	116	85.7
Information Technology (Not Attracted by its Functions)	106	65.5	102	55.3
National Identity (Responsibility, Obligations)	110	74.8	116	85.7
National Identity (Proud, Love)	116	85.7	116	85.7
National Identity (National Flag, Anthem)	116	85.7	116	85.7
National Identity (Achievements)	116	85.7	116	85.7

Table 3

Analysis

1. Junior Secondary (DS4-MS1)

As shown in Table 4, junior secondary level students perform better in 15 items compared to the Hong Kong norm (Q-score above 100). The Q-score for 1 item (Satisfaction (School)) is 100 (equal to the norm). However, the Q-scores for the other 3 items (Affect (Positive Affect), Affect (No Anxiety, Depressive Symptoms), Information Technology (Less Time for Leisure)) are below 100 compared to the Hong Kong norm.

Item	Junior Secondary Levels (DS4-MS1)		
	Q-Score	Q-score Above / Below Norm in HK	P-Score
Affect (Positive Affect)	96	Below	39.5
Affect (No Negative Affect)	108	Above	70.3
Affect (No Anxiety, Depressive Symptoms)	89	Below	23.2
Satisfaction (School)	100	Same	50
Meaning in Life	106	Above	65.5
Physical Exercise	109	Above	72.6
Honesty (Act of Honesty)	116	Above	85.7
Morality (Importance)	114	Above	82.5
School Atmosphere (Not Lonely)	112	Above	78.8
School Atmosphere (Belongingness)	116	Above	85.7
Reading (Non-assigned Materials)	116	Above	85.7
Reading (Time for Leisure Reading)	102	Above	55.3
Information Technology (Less Time for Leisure)	89	Below	23.2
Information Technology (No Addiction)	116	Above	85.7
Information Technology (Not Attracted by its Functions)	106	Above	65.5
National Identity (Responsibility, Obligations)	110	Above	74.8
National Identity (Proud, Love)	116	Above	85.7
National Identity (National Flag, Anthem)	116	Above	85.7
National Identity (Achievements)	116	Above	85.7

Table 4

2. Senior Secondary (MS2-MS4)

As shown in Table 5, senior secondary level students perform better in 13 items compared to the Hong Kong norm (Q-score above 100). However, the Q-scores for the other 6 items (Affect (Positive Affect), Affect (No Negative Affect), Affect (No Anxiety, Depressive Symptoms), Physical Exercise, Reading (Non-assigned Materials), Reading (Time for Leisure Reading), Information Technology (Less Time for Leisure)) are below 100 compared to the Hong Kong norm.

Item	Senior Secondary Levels (MS2-MS4)	Senior Secondary Levels (MS2-MS4)	Senior Secondary Levels (MS2-MS4)
	Q-Score	Q-score Above / Below Norm in HK	P-Score
Affect (Positive Affect)	88	Below	21.2
Affect (No Negative Affect)	103	Above	57.9
Affect (No Anxiety, Depressive Symptoms)	85	Below	15.9
Satisfaction (School)	114	Above	82.5
Meaning in Life	108	Above	70.3
Physical Exercise	93	Below	32
Honesty (Act of Honesty)	116	Above	85.7
Morality (Importance)	116	Above	85.7
School Atmosphere (Not Lonely)	105	Above	63.1
School Atmosphere (Belongingness)	116	Above	85.7
Reading (Non-assigned Materials)	98	Below	44.7
Reading (Time for Leisure Reading)	85	Below	15.9
Information Technology (Less Time for Leisure)	85	Below	15.9
Information Technology (No Addiction)	116	Above	85.7
Information Technology (Not Attracted by its Functions)	102	Above	55.3
National Identity (Responsibility, Obligations)	116	Above	85.7
National Identity (Proud, Love)	116	Above	85.7
National Identity (National Flag, Anthem)	116	Above	85.7
National Identity (Achievements)	116	Above	85.7

Table 5

3. Comparison between Junior Secondary (DS4-MS1) and Senior Secondary (MS2-MS4)

As shown in Table 6, junior secondary level students outperform senior secondary level students in **10 items** (e.g., emotional well-being, physical exercise, and reading habits). There are 3 items where junior secondary students have lower Q-scores than senior secondary students. Both groups achieve identical Q-scores in **6 core items** (focused on character education and national identity), reflecting the school's consistent educational outcomes in these areas.

Item	Junior Secondary (DS4-MS1) Q-Score	Senior Secondary (MS2-MS4) Q-Score	Which Level has Higher Q-score?
Affect (Positive Affect)	96	88	Junior
Affect (No Negative Affect)	108	103	Junior
Affect (No Anxiety, Depressive Symptoms)	89	85	Junior
Satisfaction (School)	100	114	Junior
Meaning in Life	106	108	Senior
Physical Exercise	109	93	Junior
Honesty (Act of Honesty)	116	116	Both
Morality (Importance)	114	116	Senior
School Atmosphere (Not Lonely)	112	105	Junior
School Atmosphere (Belongingness)	116	116	Both
Reading (Non-assigned Materials)	116	98	Junior
Reading (Time for Leisure Reading)	102	85	Junior
Information Technology (Less Time for Leisure)	89	85	Junior
Information Technology (No Addiction)	116	116	Both
Information Technology (Not Attracted by its Functions)	106	102	Junior
National Identity (Responsibility, Obligations)	110	116	Senior
National Identity (Proud, Love)	116	116	Both
National Identity (National Flag, Anthem)	116	116	Both
National Identity (Achievements)	116	116	Both

Table 6

5.4 Highlights of Non-academic Awards obtained by students of Logos Academy in 2024-2025 (Updated version)

Classification	Physical Education	Chinese and English Department	Mathematics, Science, Humanities and National Education	Music, ICT, VA and Others
Items	● Shatin District Basketball Competition (Girls U14) ● Inter-School Swimming Competition 2024-2025 ● Inter-School Athletics Competition 2024-2025 ● Inter-Primary Schools Athletics Competition 2024-2025 ● Inter-School Table Tennis Competition 2024-2025 ● All Hong Kong Inter-Secondary Schools Girls Football Competition 2024-2025 ● Wofoo School Girls' Football Development Program 2024-2025 ● Sai Kung District Primary School Futsal Competition 2024 ● Inter-School Badminton Competition 2024-2025 ● 2024-2025 Secondary School Basketball Challenge Competition ● Inter-Primary School Rope Skipping Competition 2025 ● Inter-Secondary School Rope Skipping Competition 2025 ● Inter-School Volleyball Competition 2024-2025 ● 2024-2025 Sai Kung Area Inter-Primary Schools Swimming Competition ● 2024-2025 Inter-School Football Competition ● All HK Inter-Area Primary Schools Swimming Competition 2024-2025 ● 2024-2025 Wofoo School 7-a-side Girls Football Cup ● 2025 Outreach Coaching Table Tennis Team Competition ● Jockey Club Futsal Cup - Football Challenge Day ● Jump Rope For Heart Inter-School Rope Skipping Competition 2025	● The 76th Hong Kong Inter-schools Speech Festival ● Canadian English Writing Competition 2024-2025 ● Hong Kong Secondary Schools Debating Competition 2024-2025	● Hong Kong Primary Schools Rummikub Invitation Competition ● The 11th Hong Kong Primary Mathematics Challenge ● The 50th Hong Kong Primary Mathematics Contest ● The Hong Kong Mathematical High Achievers Selection Contest 2025 ● Mathematical Book Report Competition for Secondary School ● IMO 2025 Preliminary Selection Contest ● "Touching History - Cultural Ambassador Training Program" ● 2024-2025 Hong Kong Science Olympiad for Primary Schools ● International Junior Science Olympiad 2025 ● "Project Learning Report Writing Competition of the Chinese Historical Figure of 2024" ● Hong Kong Secondary School Health Exhibition Presentation Competition ● Hong Kong Brain Bee Competition 2025 ● 2025 International Children and Youth Biology Competition ● Innohealth Cup	● Joint School Music Competition 2025 (Primary & Secondary School Choir) ● Joint School Music Competition String Orchestra (Primary School Group) ● Joint School Music Competition 2025 Orchestra (Secondary School Group) ● Joint School Music Competition 2025 Hand Bells and Hand Chimes (Primary & Secondary School Group) ● Hong Kong Inter School Choral Festival, Choir (Secondary Section) ● Joint School Music Competition 2025 ● "Tranquil" Photography Contest 2025 ● Hong Kong Junior Robotics Tournament Competition 2025 ● Greater Bay Area Primary and Secondary School Smart Rescue Challenge ● Rotary Club of Hong Kong Island East - The 3rd Student Smartphone Photo Contest - Primary Category
Number of Awardees	398 (Only count the Champion, 1st runner-up and 2nd runner-up or equivalent awards)	48 (Only count the Champion, 1st runner-up and 2nd runner-up or equivalent awards)	80 (Only count the Champion, 1st runner-up and 2nd runner-up or equivalent awards)	300 (Only count the Champion, 1st runner-up and 2nd runner-up or equivalent awards)

6. Financial Report

Financial Summary for the 2023 / 2024 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)	66.73%	*N.A.*
School Fees	*N.A.*	26.18%
Donations, if any	*N.A.*	0.00%
Other Income, if any	1.72%	5.37%
Total	68.45%	31.55%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	78.78%	
Operational Expenses (including those for Learning and Teaching)	13.72%	
Fee Remission / Scholarship [1]	2.99%	
Repairs and Maintenance	0.79%	
Depreciation	3.72%	
Total	100%	
Surplus/~~Deficit~~ for the School Year [#]	0.05 month of the annual expenditure	
Accumulated Surplus/~~Deficit~~* in the Operating Reserve as at the End of the School Year *	8.13 months of the annual expenditure	
**excluding Net Book Value of New Annex Building – equals to 2.65 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)*