

The HKCCCU Logos Academy



Annual School Plan 2013-2014

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**The HKCCCU Logos Academy
Annual School Plan
(2013-2014)**

1. To enhance the effectiveness of learning and teaching

Targets:

- i) to provide better and coherent curricula in different subjects and levels**
- ii) to raise the standard of spoken and written English**
- iii) to cater for individual differences in learning by provisions of different programmes for the spectrum of learning needs**
- iv) to employ different strategies for raising the interest of students in knowledge acquisitions**

	Implementation Plan (Strategy)	Schedule	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
A.	To develop and enrich the school-based curricula in major subjects for enhancing learning effectiveness	Whole Year	Refined curricula implemented in several levels within the school year More than 70% of teachers finding the new curricula effective Improvement in examination result	Observation by COs and related teachers Discussion among COs and related teachers Internal and external examinations result data	All Curriculum Officers (CO)	New curricula, Learning and teaching materials; Printing cost
B.	To cultivate an atmosphere favourable for the use of English:					

	<ul style="list-style-type: none"> - English teachers to speak only in English to students in almost all circumstances in the Primary Section - To recruit English Ambassadors in the Primary Section 	Whole year	<p>A habit of communicating in English with English teachers</p> <p>About 15 DS students are recruited as English Ambassadors</p>	<p>Daily observations on communication with students</p> <p>New vocabulary and students' work to be put onto bulletin boards</p>	All English Teachers	Expenditure on buying gifts
	<ul style="list-style-type: none"> - To create a language environment for encouraging the habitual use of spoken English in the Secondary Campus <p>Implementation of the language policy and review its effects on student learning</p>	Whole year	<p>Students are eager to speak in English</p> <p>Overall standard of English of students is raised</p>	<p>Survey of subject teachers</p> <p>Student performance records</p>	All English and EMI subject teachers	<p>Audio and other teaching materials</p> <p>Survey form</p>
	<ul style="list-style-type: none"> - Extensive English Reading Programme 	Whole year	<p>100% of the students participate in the programme</p> <p>85% of the students read the required number of books per term</p>	Students' Reading Logs and book reports	All English Teachers	

	- Writing Class in summer vacations	Summer vacation	Full capacity of class taken up improved writing skills at the end of the course	Students attendance records	Writing Class Coordinator	Part-time teachers, printing cost of learning materials; logistic support
C.	To cater for individual differences in learning through					
	a) enrichment (gifted) programmes, Internal subject department programmes for the gifted; HKUST Gifted Programme; EDB Gifted Programme; support for students attempting GCSE and AL	Whole Year	High participation rate in self-learning platform and different enrichment programmes Number of participants in gifted programme among the top five in HK schools Students getting support from subject teachers	Participation rate List of Awards Results of students	Subject Teachers	Subsidies of fees
	b) remedial programmes for weaker students, including special programmes for SENs	Whole Year	Attendance rates over 90% Improvement of performance	Attendance records	Subject teachers SEN team	Worksheets and assignments of different levels of difficulties SEN support manpower
	c) special class grouping arrangements (one more teachers for the two weaker classes in the core subjects in	Whole Year	Improvement of performance	Subject teachers evaluation reports	Subject teachers of Chinese, English and	An equivalent of approximately extra seven full-time teachers

	the Development Stage)				Maths of the classes concerned	
	d) widening students' range of learning experiences, e.g. debates on current affairs; field trips; cultural visits; community visits; institution visits; museums; musicals; drama; City Forum; overseas field study; fair stall; global IT projects; IB CAS activities	Whole Year	High participation rates (90% of full capacity)	Surveys	All subject teachers	Additional departmental budgets for activities
	e) making use of IT and new online learning platforms to: stimulate interests in learning; improve teaching effectiveness.	Whole Year	Improvement in student class participation Online learning platform for different subjects utilized	Students' performance Participation level Student feedback Online learning data	HoDs All teachers	IT equipment
	f) active participation in internal and external competitions, e.g. Speech Festivals; online Math Competition; World Math Day;	Whole Year	High participation rates and good attainment for over 30% of participants	Activity report List of winners	HoDs teachers -in-charge	Various support and training resources

	Physics Olympiad; Australian Chemistry Quiz; Music Festivals; Video making Competition					
	g) additional assistance for students preparing for public examinations: extra tutorials in long holidays; external mock exams; exam skills sessions; talks and workshops;	Whole Year	Improvements of students' confidence and performance	Students attendance records	Coordinators and subject teachers	Additional teaching and learning materials; Logistic support outside school hours
D.	To organise Departmental Activity Days to arouse students' interest relating to themes associated with the subjects.	Whole Year	At least 50% of students in the secondary campus participated in Departmental Activity Days	Activity report	Activity Day coordinators	Activity resources
E.	To encourage good performances through open public recognition, e.g. Chinese compositions; art work gallery; lunch-time music performance; video shows; footage of internal competitions; school broadcasts of competitions;	Whole Year	Students are interested in the academic and non-academic achievement of fellow school mates	Student survey	HoDs and Coordinators	Display boards, TVs, departmental resources for performing

2. To enhance teachers' professional development

Targets:

- i) to build up a learning community culture of sharing and professionalism
- ii) to employ different strategies such as co-planning, peer lesson observations and open-class in teacher development
- iii) to encourage continuous professional development using in-house and external resources

	Implementation Plan (Strategy)	Time Scale	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
A	To conduct co-planning of lessons to develop teachers' capacity and foster a sharing culture	Whole Year	Regular collaboration meetings are conducted Teachers actively share ideas	Teacher Survey Departmental Meeting minutes	Curriculum Officers, HoDs and Coordinators	Meeting resources
B	To conduct peer lesson observation and provide ways of improvement to teachers to enhance teachers' professional development	Whole Year	Each teacher has observed and been observed by other teachers at least twice per year Teachers give constructive ideas in lesson observation form	Lesson observation record; Lesson observation forms	Curriculum Officers, HoDs and Coordinators	Lesson observation forms
C	To encourage the sharing teaching and learning materials using the newly built intranet system (POLY drives); establishing of a systematic teaching resources bank	Whole Year	Teaching and learning materials in different levels uploaded to intranet	Check list records of materials in POLY drive	All teachers	Costs for increased server capacity and maintenance

D	To organize in-house subject specialist seminar and workshops	Whole Year	At least 2 in-house seminars/workshops to be held	Departmental Meeting minutes	Curriculum Officers, HoDs and Coordinators	Departmental workshop resources
E	To encourage teachers to undertake continuing education and attend relevant professional development activities or workshops organized by EDB, HKEAA, IBO or local tertiary institutions	Whole Year	Review the teaching and learning progress in department meetings Over 80% of all teachers have participated in relevant professional development activities.	Departmental Meeting record Teachers' Professional Development records	Curriculum Officers, HoDs and Coordinators All teachers	CPD records
F	To nominate teachers to become examiners or markers of public examinations such as HKDSE and IBDP examinations	Whole Year	At least one teacher for each public exam subject participated as marker every two years.	Application form(s) or notice from examination authorities	HoDs Coordinator	Substitution teachers to cover official leave
G	To conduct and improve the effectiveness of the nine staff development days to enhance teachers' professionalism	Whole Year	All staff development days successfully conducted as scheduled. Over 70% positive feedback from colleagues in evaluation surveys	Evaluation surveys	Staff Development Team	Scheduled time slot in school calendar Financial support for speakers from outside

H	To utilize the open-class initiatives for staff development, sharing of good practices and micro-teaching resources	Whole Year	Teachers find the open class sessions useful for their professional development	Open-class evaluation form Surveys	Quality Assurance Team	DVD records of open class
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3. To nurture good habits and develop the potential of students

Targets:

- i) to foster good habits and promote moral values in school
- ii) to build up an ownership culture through homeroom management

	Implementation Plan (Strategy)	Time Scale	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
A	To provide systematic value education for students through <ul style="list-style-type: none"> - formal curriculum (family life education and religious studies) - established regular school assembly programmes (e.g. five-minutes sharing with teachers) - an integrated approach with collaboration between Campus Life and Guidance & Counseling Teams 	Whole Year	Improvement in behavior and habits of students Improvement in inter-relationship among students	Close observations on the behavior of students APASO data	Campus Life Team; Guidance and Counseling Team; FLE Department; RE Department All Teachers	Teaching and learning materials

B	To organize formal talks and seminars on topics related to good habits and moral values	Whole Year	Improvement in behavior and habits of students	observations on students student survey	Campus Life Team	Student survey form Printed materials
C	To nurture good habits of completing homework assignments and develop other self-management skills through a whole-school approach	Whole Year	Improvement of on-time submission rate of HW assignment	Student HW submission records	All subject teachers	Homework records Printed notes
D	To formulate and implement simple classroom behavior guidelines to encourage good habits and promote self-discipline	Whole Year	Improvement of classroom learning atmosphere and discipline	Observations Teacher survey	All teachers	Teacher survey form
E	To initiate a "Homeroom Cooperation Scheme" to promote sharing and class-ownership spirit	Whole Year	Better student-teacher relationship	Daily log; reflection journal	Homeroom teachers; Homeroom coordinators	Activity subsidies and small gifts

4. To nurture leaders of tomorrow

Targets:

- i) to provide opportunities for students to take up post of responsibilities
- ii) to develop leadership skills in students

	Implementation Plan (Strategy)	Time Scale	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
A	To develop students' leadership qualities through <ul style="list-style-type: none"> - strengthening the roles of class executive members, and - encouraging the proactiveness of executive members of clubs, societies and the Student Union 	Whole Year	Student leaders have a good sense of responsibility; Smooth running of class executive roles; More initiatives from student-led clubs and societies Students participate eagerly in elections of student leaders	Student survey	Student Leadership Development Team; Campus Life	Survey forms
B	To nominate outstanding students to attend leadership training programmes	Whole Year	Quota for our school on the scheme fully taken up by students	Programme documents	Gifted programme coordinators	Subsidies for training course fee
C	To recognize the roles of student leaders publicly in the Campus through inauguration and oath-taking ceremonies	Whole Year	Ceremonies successfully held at the beginning of the school year	Campus Life Report	Campus Life Team	Badges and Certificates