

The Hong Kong Chinese Christian Churches Union Logos Academy



Annual School Plan 2018-19

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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” mode of primary and secondary education, takes advantage of the flexibility of the direct-subsidy scheme and enjoys well-equipped classrooms and buildings with high-tech learning facilities. With these, Logos Academy is in a privileged position to develop into a unique school of character, meeting world-class standards and comparing with high quality schools around the world.

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

We trust that life kindles life. On this basis, Logos Academy will serve as a meeting point for talented local and overseas educators to work hand-in-hand in various positions throughout the school. We maintain a strong connection with external organizations, staying up-to-date with the latest educational and scientific research, and implement new educational theories and ideas to ensure our continued progress in the direction of excellence. We also share our practices and experiences with other schools throughout the world to raise the quality of education.

The school invites parents to collaborate with management. We will set aside resources to enhance the professional growth of our teachers and to enrich their personal lives. Ongoing improvement and adjustments in the curriculum, teaching methods, and the design of learning activities, assessments and management will help the school set the right direction to provide quality education for the community.

Suggestions for 2018-19 Areas of Concern

The recommendations in the ESR Report (2015) were thoroughly studied again and the items in areas essential to the continuous development of the school were reviewed. After

the completion of the School Development Plan (2015-2018), there had been a thorough review by the school to inform the formulation of the new three-years School Development Plan (2018-2021). School Major Concerns for 2018-19 were then proposed to address these issues. A series of School Senior Management Team meetings, Subject Department Committee meetings and Staff meetings were held to discuss these suggestions. The final version of major concerns for the school year 2018-19, agreed by the School Senior Management Team, subject teachers and members of the functional teams are given in the following section. The school annual plan based on the major concerns was then drafted and further consultation was sought among senior management staff and teachers. The final version of the school annual plan was then submitted to the School Management Committee for formal approval.

Major Concerns:

1. To improve students' academic performance through curriculum development and teachers' professional development
2. To nurture good characters, habits and attitude of students
3. To foster sustainable school development through self-evaluation

Roles of the School Senior Management Team (Principal, DP, AP)

As the head of the school, the Principal will oversee the implementation of all items of the Major Concerns at the school level. Consultation with other members of the School Senior Management Team (Principal, Deputy Principal and Assistant Principals) will be regularly conducted to monitor the implementation of the School Plan. The Head of Academic Affairs, under the supervision of the Deputy Principal, will oversee the implementation of all items in Major Concern 1 in the departmental and teacher levels with the assistance of Heads and Coordinators of subject departments. The Assistant Principals in charge of Student Affairs and School Ethos will oversee the implementation of Major Concern 2 in the committee level and teacher level. Major Concern 3 needs a whole-school approach and will be directed by the Principal with the assistance with the entire School Senior Management Team. Apart from these, other teachers and teams (including team heads) responsible for different items of the Major Concerns are specified in the tables of implementation plans in the following sections.

**The HKCCCU Logos Academy
Annual School Plan
(2018-19)**

Major Concern 1

To improve students' academic performance through curriculum development and teachers' professional development

Overall Intended Outcomes:

- **Students acquire key generic skills in the school curriculum**
- **Students have genuine interests in studying through inter-disciplinary approaches in teaching and learning**
- **Students benefit directly in terms of academic performance as a result of the strengthening of key professional teaching skills**

Implementation Plan and Strategies:

1.1 To develop students' self-study skills through curriculum initiatives in subjects

- Subject department heads will lead discussions with their members on how to develop students' self-study skills in their subjects
- Opportunities will be provided to develop self-study skills in lessons when appropriate
- Subject departments are encouraged to hold discussions on methods such as "flipped strategies" and their implementation
- Questionnaires will be completed by teachers to collect their views on the impact of learning as a result of developing students' self-study skills
- Questionnaires will be completed by students to collect their views on using self-study strategies to learn

1.2 To introduce the skills of ATL in the school curriculum

- Selected teachers will be sent to have formal in-depth training on ATL skills
- The professional development team will organize workshops/seminars on ATL skills
- Subject departments will identify how to develop students' various ATL skills within their subjects

- Opportunities will be provided for students to demonstrate the ATL skills acquired
 - Questionnaires will be completed by teachers to collect their views on students' ATL skills
 - Questionnaires will be completed by students to collect their views on the development of ATL skills
- 1.3 To explore and implement effective inter-disciplinary strategies such as Project-based Learning and Game-based Learning
- The professional development team will organize workshops/seminars on effective inter-disciplinary strategies
 - Project-based Learning (PBL) team will provide basic training to all teachers involved in PBL
 - Teachers will develop students' generic skills through inter-disciplinary strategies
 - Teachers will develop students' genuine interests in learning through inter-disciplinary strategies
 - Questionnaires will be completed by teachers to collect their views on inter-disciplinary strategies
 - Questionnaires will be completed by students to collect their views on learning through inter-disciplinary strategies
- 1.4 To provide workshops on improving lesson design and adopting effective teaching strategies to cater for learners' diversity
- Selected teachers will be sent to formal in-depth training courses on catering for learners' diversity
 - The professional development team will organize workshops/seminars on lesson design
 - Subject department heads will lead discussions with their members on how to implement good lesson design in their subjects
 - Subject departments will explore different effective teaching strategies to cater for learners' diversity in their subjects
 - Questionnaires will be completed by all teachers to collect their views on the effectiveness of lesson design on catering for diversity in the classroom
 - Questionnaires will be completed by students to collect their views on impact of learning for specific teaching strategies
- 1.5 To organize in-house professional sharing workshops on key learning and teaching skills and strategies such as Assessment For Learning (AFL)
- The professional development team will organize in-house workshops on key learning and teaching skills
 - Subject departments will discuss how to apply "key learning and teaching skills" in their subject areas
 - Teachers will apply "key learning and teaching skills" in their lessons
 - Questionnaires will be completed by teachers on the impact of "key learning and teaching skills" in their lessons

- Questionnaires will be completed by students on the impact of “key learning and teaching skills” on their learning
- 1.6 To promote assessment for learning in daily L&T activities, e.g. by providing teacher training workshops on the use of effective e-learning tools
- The professional development team will organize in-house workshops on “assessment for learning” tools
 - Subject departments will discuss how to apply “assessment for learning in lessons” strategies
 - Teachers will implement “assessment for learning” strategies in their lessons
 - Questionnaires will be completed by teachers to collect their views on the impact of “assessment for learning” in their lessons
 - Questionnaires will be completed by students to collect their views on the impact of “assessment for learning” in their lessons
- 1.7 To organize staff development seminars and workshops on questioning skills for provoking students’ in-depth thinking
- The professional development team will organize workshops/seminars on questioning skills
 - Subject departments will discuss how to make good use of questioning techniques to provoke students’ in-depth thinking
 - Questionnaires will be completed by all teachers to collect their views on the effectiveness of using the questioning techniques to provoke students’ in-depth thinking
 - Questionnaires will be completed by students to collect their views on teachers’ questioning in lessons

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.1 To develop students’ self-study skills through curriculum initiatives in subjects	<ul style="list-style-type: none"> ➤ All departments have held discussions on how to develop students’ self-study skills in their subjects ➤ Teachers have shared their experiences in “flipped strategies” in their subject departments ➤ Over 75% of teachers have provided opportunities to develop students’ self-study skills in their lessons ➤ Over 75% teachers agree that students have improved their self-study skills 	<ul style="list-style-type: none"> ➤ Department meeting minutes ➤ Teachers’ questionnaires ➤ Students’ questionnaires 	Heads of subject departments, All teachers	Questionnaires

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	<ul style="list-style-type: none"> ➤ Over 75% of students agree that they have engaged more time in self-studying ➤ Over 75% of students agree that self-studying has been beneficial to their learning 			
1.2 To introduce the skills of ATL in the school curriculum	<ul style="list-style-type: none"> ➤ Selected teachers have been sent to have formal in-depth training on ATL skills ➤ The Professional Development Team has organized workshops/seminars on ATL skills ➤ All major departments have identified how to develop students' some ATL skills within their subjects ➤ Over 75% of teachers have provided opportunities for students to demonstrate the ATL skills acquired ➤ Over 75% teachers agree that students have acquired certain ATL skills identified by their department ➤ Over 75% of students agree that ATL skills are important in their learning ➤ Over 75% of students agree that their ATL skills have improved in the school year 	<ul style="list-style-type: none"> ➤ Department meeting minutes ➤ Record of professional development workshops/seminars ➤ Teachers' questionnaires ➤ Students' questionnaires 	Professional Development Team, Heads of subject departments, All teachers	Questionnaires, Funding for enrolment of courses, Funding for running PD workshops/seminars
1.3 To explore and implement effective inter-disciplinary strategies such as Project-based Learning and Game-based Learning	<ul style="list-style-type: none"> ➤ The Professional Development Team has organize workshops/seminars on effective inter-disciplinary strategies ➤ Project-based Learning (PBL) Team have provided basic training to all teachers involved in PBL ➤ Over 75% teachers agree that students have acquired certain generic skills through inter-disciplinary strategies ➤ Over 75% of students agree that generic skills are important in their learning ➤ Over 75% of students agree that their generic skills have improved in the school year 	<ul style="list-style-type: none"> ➤ Record of professional development workshops/seminars ➤ Teachers' questionnaires ➤ Students' questionnaires 	Professional Development Team, Project-based Learning (PBL) Team, Head of Curriculum Development (Primary) All teachers	Questionnaires, Funding for running PD workshops/seminars

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.4 To provide workshops on improving lesson design and adopting effective teaching strategies to cater for learners' diversity	<ul style="list-style-type: none"> ➤ Selected teachers have been sent to formal in-depth training courses on catering for learners' diversity ➤ The Professional Development Team has organized workshops/seminars on lesson design ➤ All subject departments have held discussions on how to implement good lesson design in their subjects ➤ All subject departments have explored different effective teaching strategies to cater for learners' diversity in their subjects ➤ Over 75% teachers agree that effective lesson design is important to the quality of teaching ➤ Over 75% teachers agree that good lesson design can improve the effectiveness of catering for diversity in the classroom ➤ Over 75% of students agree that they can learn better under specific teaching strategies 	<ul style="list-style-type: none"> ➤ Record of professional development workshops/seminars ➤ Department meeting minutes ➤ Teachers' questionnaires ➤ Students' questionnaires 	Professional Development Team, Heads of subject departments All teachers	Questionnaires, Funding for enrolment of courses, Funding for running PD workshops/seminars
1.5 To organize in-house professional sharing workshops on key learning and teaching skills and strategies such as Assessment For Learning (AFL)	<ul style="list-style-type: none"> ➤ The Professional Development Team has organized in-house workshops on "key learning and teaching skills" ➤ All subject departments have held discussions on how to apply "key learning and teaching skills" in their subject areas ➤ Over 75% teachers have applied "key learning and teaching skills" learnt in seminars and workshops in their lessons ➤ Over 75% teachers agree that the "key learning and teaching skills" learnt have improved the effectiveness of catering for diversity in the classroom ➤ Over 75% of students agree that they can learn better when teachers employ some "key learning and teaching skills" 	<ul style="list-style-type: none"> ➤ Record of professional development workshops/seminars ➤ Department meeting minutes ➤ Teachers' questionnaires ➤ Students' questionnaires 	Professional Development Team, Heads of subject departments, All teachers	Questionnaires, Funding for enrolment of courses, Funding for running PD workshops/seminars
1.6 To promote assessment for learning in daily	<ul style="list-style-type: none"> ➤ The Professional Development Team has organized in-house workshops on "assessment for learning" tools ➤ All subject departments have held discussions on how to apply "assessment for learning in lessons" strategies in their subjects 	<ul style="list-style-type: none"> ➤ Record of professional development workshops/seminars 	Professional Development Team, Heads of subject departments,	Questionnaires, Software for running e-learning applications

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
L&T activities, e.g. by providing teacher training workshops on the use of effective e-learning tools	<ul style="list-style-type: none"> ➤ Over 75% teachers have attended workshops on the use of effective e-learning tools ➤ Over 75% teachers have applied “assessment for learning” strategies in their lessons ➤ Over 75% students agree that “assessment for learning” strategies employed by teachers can help them learn more effectively ➤ Over 75% students agree that e-learning tools can help them learn more effectively 	<ul style="list-style-type: none"> ➤ Department meeting minutes ➤ Teachers’ questionnaires ➤ Students’ questionnaires 	All teachers	
1.7 To organize staff development seminars and workshops on questioning skills for provoking students’ in-depth thinking	<ul style="list-style-type: none"> ➤ The Professional Development Team has organized workshops/seminars on questioning skills ➤ All subject departments have held discussions on how to make good use of questioning techniques to provoke students’ in-depth thinking in their subjects ➤ Over 75% teachers have applied questioning techniques to provoke students’ in-depth thinking in their lessons ➤ Over 75% students agree that they are motivated in class by teachers’ questioning skills ➤ Over 75% of students find that teachers’ questions have made positive contribution to their learning effectiveness ➤ Over 75% of students find that teachers’ questions have made them develop their in-depth thinking 	<ul style="list-style-type: none"> ➤ Record of professional development workshops/seminars ➤ Department meeting minutes ➤ Teachers’ questionnaires ➤ Students’ questionnaires 	Professional Development Team, Heads of subject departments, All teachers	Questionnaires, Funding for enrolment of courses, Funding for running PD workshops/seminars

Major Concern 2:

To nurture good characters, habits and attitude of students

Overall Intended Outcomes:

- **Students develop good habits and attitude through moral values education**
- **Improvement in students' self-discipline and leadership skills**

Implementation Plan and Strategies:

- 2.1 To review the framework and improve the implementation of the school-based moral education
 - The Survey and Evaluation Team will work with Campus Life Team to set up a review program for the framework of school-based moral education
 - Questionnaires will be completed by all teachers to collect their views on the learning objectives in the domain of values and attitude in the curriculum and the effectiveness of their implementation
 - The senior management team will analyze the results and review the school-based moral education framework
- 2.2 To adopt a whole-school approach in moral education
 - The senior management team will explore with teachers how to implement a whole-school approach on moral education
 - Departments and Functional Teams will explore their roles in the whole-school approach on moral education
- 2.3 To strengthen the roles of HRTs and assistant HRTs in moral education
 - The senior management team will review the roles of HRTs and assistant HRTs in moral education
 - Clear expectations on the roles of HRTs and assistant HRTs in moral education will be issued
- 2.4 To strengthen the effectiveness of HRT periods through central coordination and structured lessons
 - The senior management team will coordinate the roles of HRT periods in moral education

- More structured lessons in HRT periods to implement moral education will be done through central coordination
- Questionnaires will be completed by all HRTs to collect their views on the effectiveness of HRT periods
- Questionnaires will be completed by students on the impact of HRT periods on their moral values

2.5 To help students develop positive attitude and good learning habits

- The senior management team will explore with teachers how to develop positive attitude and good learning habits
- Departments and Functional Teams will explore their roles in developing positive attitude and good learning habits of students
- Encouragement schemes and programs will be used to promote positive attitude and good learning habits
- Questionnaires will be completed by teachers on students' attitude and learning habits
- Questionnaires will be completed by students to collect their views on their change of attitude and learning habits

2.6 To explore the possibility of a students' mentorship program

- The senior management team will explore the possibility of a students' mentorship program
- Questionnaires will be completed by students to collect their views on the mentorship program

2.7 To help students develop self-discipline, leadership and organizational skills

- Departments and Functional Teams will explore their roles in developing self-discipline and leadership skills of students
- Programs for training students' leadership and organizational skills will be run
- Questionnaires will be completed by students to collect their views on the various programs on leadership training
- Questionnaires will be completed by students on their views of self-discipline

2.8 To encourage students to take up the executive posts in student groups and attend leadership training programs

- Departments and Functional Teams will encourage more students to take up various roles of responsibilities
- Schemes for recognizing the contribution of students in student group will be designed and implemented
- Questionnaires will be completed by students to collect their views on contributing to the student community

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
2.1 To review the framework and improve the implementation of the school-based moral education	<ul style="list-style-type: none"> ➤ The Campus Life Team has worked with the Survey and Evaluation Team to set up a review program for the framework of school-based moral education ➤ Questionnaires have been completed by all teachers to collect their views on the learning objectives in the domain of values and attitude in the curriculum ➤ Questionnaires have been completed by all teachers to collect their views on the effectiveness of the implementation of the learning objectives in the domain of values and attitude ➤ The senior management team have analyzed the results on the review of the school-based moral education framework ➤ An improved version of the school-based moral education framework is compiled for future implementation 	<ul style="list-style-type: none"> ➤ Meeting minutes of Campus Life Team ➤ Meeting minutes of Survey and Evaluation Team ➤ Teachers' questionnaires ➤ Updated Moral Education Framework 	Campus Life Team, Survey and Evaluation Team, Principal, Deputy Principal, Assistant Principals, All teachers	Questionnaires
2.2 To adopt a whole-school approach in moral education	<ul style="list-style-type: none"> ➤ The senior management team have explored with teachers on how to implement a whole-school approach on moral education ➤ Subject departments and Functional Teams have explored their roles in the whole-school approach on moral education ➤ All subject departments conduct discussions on how to infuse "moral, values and attitude" education strategies in their lessons. ➤ The learning objectives in the domain of values and attitude have been included in the School-based Curriculum Plans of all subjects and levels. ➤ Discussions on how to meet the learning objectives in the domain of values and attitude are held in the co-planning of lessons in all departments. ➤ Over 75% of teachers make progress in meeting the learning objectives in the domain of values and attitude in the curriculum. ➤ Over 75% of teachers find that they can grasp appropriate opportunities to promote positive and moral values in their lessons without prior planning. 	<ul style="list-style-type: none"> ➤ Staff meeting minutes ➤ Meeting minutes of subject department and teams ➤ School-based Curriculum Plans ➤ Teachers' questionnaires ➤ Level meeting minutes ➤ Lesson observation records 	Principal, Deputy Principal, Assistant Principals, Heads of subject departments, Heads of functional teams, All teachers	Questionnaires

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	<ul style="list-style-type: none"> ➤ Over 75% of department heads find that teachers have appropriately met the learning objectives in the domain of values and attitude in the curriculum. 			
2.3 To strengthen the roles of HRTs and assistant HRTs in moral education	<ul style="list-style-type: none"> ➤ The senior management team have reviewed the roles of HRTs and assistant HRTs in moral education ➤ The Professional Development Team has organized workshops and seminars on “the essential roles of HRTs” ➤ The Homeroom Management Team will coordinate with the Professional Development Team on HRTs training workshops ➤ Clear expectations on the roles of HRTs and assistant HRTs in moral education have been be issued to all staff 	<ul style="list-style-type: none"> ➤ Staff meeting minutes ➤ Record of professional development workshops/seminars 	Principal, Deputy Principal, Assistant Principals, Professional Development Team, The Homeroom Management Team, HR teachers	Funding for enrolment of courses, Funding for running PD workshops/seminars
2.4 To strengthen the effectiveness of HRT periods through central coordination and structured lessons	<ul style="list-style-type: none"> ➤ The senior management team has reviewed the use of HRT periods for moral education ➤ More structured lessons in HRT periods have been done used to implement moral education through central coordination ➤ Over 75% HR teachers agree that the designated HRT periods have been effective in promoting moral education ➤ Over 75% students agree that they have understood more about moral values through lessons delivered in designated HRT period ➤ Over 75% students agree with the moral values delivered in HRT lessons ➤ Over 75% students agree that they will act according to the moral values covered in HRT lessons 	<ul style="list-style-type: none"> ➤ HRT periods schedule ➤ Teachers’ observations ➤ Teachers’ questionnaires ➤ Students’ questionnaires ➤ Feedback from the students 	Principal, Deputy Principal, Campus Life Team, HR teachers	<ul style="list-style-type: none"> ➤ Questionnaires
2.5 To help students develop positive attitude and good	<ul style="list-style-type: none"> ➤ The senior management team has explored with teachers how to develop positive attitude and good learning habits ➤ The school have provided extra resources for students to build up good learning habits 	<ul style="list-style-type: none"> ➤ New facilities and support for self-study ➤ Meeting minutes of subject department 	Principal, Deputy Principal, Assistant Principals, Heads of subject departments	Questionnaires, Funding for improvement of facilities in

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
learning habits	<ul style="list-style-type: none"> ➤ Departments and Functional Teams have explored their roles in developing positive attitude and good learning habits of students ➤ Encouragement schemes and programs have been used to promote positive attitude and good learning habits ➤ Over 75% teachers agree that students' attitude and learning habits have been improved in the school year ➤ Over 75% students agree that their attitude and learning habits have been improved in the school year 	<ul style="list-style-type: none"> and functional teams ➤ Teachers' questionnaires ➤ Students' questionnaires 	and functional teams, All teachers	self-study rooms
2.6 To explore the possibility of a students' mentorship program	<ul style="list-style-type: none"> ➤ The senior management team have explored the possibility of a students' mentorship program ➤ Campus Life Team have taken the role of coordination to implement a students' mentorship program ➤ Over 75% students agree that the mentorship program is useful for their life 	<ul style="list-style-type: none"> ➤ Students' Questionnaires 	Principal, Deputy Principal, Assistant Principals, Campus Life Team	Questionnaires
2.7 To help students develop self-discipline, leadership and organizational skills	<ul style="list-style-type: none"> ➤ Departments and Functional Teams have explored their roles in developing self-discipline and leadership skills of students ➤ Programs for training students' leadership and organizational skills have been conducted ➤ Over 75% students participated in leadership programs agree that the programs have improved their leadership skills ➤ Over 75% students participated in leadership programs agree that the programs have improved their self-discipline 	<ul style="list-style-type: none"> ➤ Meeting minutes of subject department and functional teams ➤ Students' questionnaires 	Campus Life Team, Heads of subject departments and functional teams	Funding for students leadership training programs, Questionnaires
2.8 To encourage students to take up the executive posts in student groups and attend	<ul style="list-style-type: none"> ➤ Departments and Functional Teams have encouraged more students to take up various roles of responsibilities ➤ Schemes for recognizing the contribution of students in student group have been designed and implemented ➤ Over 75% students who take up executive posts in student groups have positive attitude about their contribution to the student 	<ul style="list-style-type: none"> ➤ Meeting minutes of subject department and functional teams ➤ Students' questionnaires 	Heads of subject departments and functional teams	Funding for students leadership training programs, Questionnaires

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
leadership training programs	community ➤ Over 75% students participated in leadership training programs agree that the programs have improved their leadership skills			

Major Concern 3

To foster sustainable school development through self-evaluation

Overall Intended Outcomes:

- **The quality of education for our students is enhanced with a whole-school approach to School-Self-Evaluation**
- **Subject departments and major functional teams can make use of the collected relevant data in feedback to devise self-improvement pedagogical strategies**

Implementation Plan and Strategies:

3.1 To strengthen self-evaluation capacity in academic subject departments and functional teams

- The senior management team will arrange training workshops for heads of departments and functional teams on setting self-evaluation questionnaires.
- Questionnaires will be completed by heads of departments and functional teams to collect their views on setting self-evaluation questionnaires, collecting relevant data for analysis and writing relevant reports

3.2 To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys

- The Survey Team will collect views from teachers, with various questionnaires, at appropriate time during the year.
- The Survey Team will collect and analyse the data collected and prepare relevant reports for the senior management team.
- The Survey Team will prepare the reports addressing the effectiveness of learning and teaching, and providing suggestions for improvement. These reports are to be submitted to the relevant parties concerned.

3.3 To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans

- All heads of subject departments and functional teams will discuss with their members on putting down clear action plans with evaluation processes for the continuous improvement of their departments or teams.
- All subject department heads will set tasks focusing on the effectiveness on student learning. Evaluation methods will also be designed and put in their annual plan and discussed in the department meetings.
- All heads of subject departments and functional teams will discuss with their members on the school major concerns and the school priorities before writing their annual plans. They will also design appropriate success criteria for the major concerns
- All heads of subject departments and functional teams will design appropriate means of monitoring the execution of departmental and school plans of major concerns
- All heads of subject departments will promote a working habit of using data-driven mechanism to enhance learning and teaching.
- At the end of the year, all subject departments and functional teams will carry out their evaluation work based on various evidence collected.
- All subject departments and functional teams will make reflective evaluation of their work based on evidence, report their findings and use these findings for forward planning

3.4 To launch suitable training workshops to help academic subject departments heads and functional teams heads to set appropriate annual self-evaluation survey questions and compile reflective reports

- The Survey Team will launch suitable training workshops to help academic subject departments heads and functional teams heads to set appropriate annual self-evaluation survey questions
- The Survey Team will launch suitable training workshops to help academic subject departments heads and functional teams heads to compile reflective reports
- Questionnaires will be completed by heads of departments and functional teams to collect their views on setting self-evaluation questionnaires, collecting relevant data for analysis and writing relevant reports

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
3.1 To strengthen self-evaluation capacity in academic subject departments and functional teams	<ul style="list-style-type: none"> ➤ Suitable training workshops are arranged for department and team heads on setting appropriate annual self-evaluation survey questions. ➤ Over 75% of workshop participants find the workshop useful for improving their self-evaluation capacity. ➤ Over 90% of department and team heads can set proper and appropriate annual self-evaluation survey questions. ➤ Over 90% of department and team heads can produce satisfactory reflective reports using data collected and other evidence. 	<ul style="list-style-type: none"> ➤ Workshop Schedule ➤ Workshop Survey ➤ Survey Questionnaires of departments and teams ➤ Interim Reports and Annual Reports of Teams and Departments 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, Heads of departments and teams	Questionnaires, IT supporting platform for surveys
3.2 To conduct holistic evaluation of learning effectiveness and quality of school life via APASO, KPM and stakeholders surveys	<ul style="list-style-type: none"> ➤ All the holistic surveys are conducted at appropriate time during the school year. ➤ All data collected are analysed with sufficient details and prepared in suitable formats for extraction of information ➤ The summary report compiled can bring out the major findings of the survey. ➤ The findings are suitably presented to all major stakeholders. ➤ Reflective evaluations are made for informed forward planning. ➤ Reflective report has been used to enhance the effectiveness of learning and teaching. 	<ul style="list-style-type: none"> ➤ Results of APASO, KPM and stakeholders surveys ➤ Summary reports of holistic surveys ➤ School Annual Plans and Reports 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team	Questionnaires, IT supporting platform for surveys
3.3 To ensure all subject departments and functional teams to follow a P-I-M-E approach in their annual action plans	<ul style="list-style-type: none"> ➤ All departments and functional teams have clear action plans with evaluation for the purpose of continuous improvement. ➤ All subject departments set tasks with a focus on the impact of student learning. ➤ All subject departments evaluate their work in direct relation to learning and teaching effectiveness. ➤ All subject departments and appropriate functional teams have addressed the school major concerns in alignment with the school priorities. 	<ul style="list-style-type: none"> ➤ Department and Team Annual Plans ➤ Interim Reports and Annual Reports of Teams and Departments ➤ School Annual Plan ➤ School Development Plan 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, Heads of departments and functional teams	Questionnaires, IT supporting platform for surveys

Programme and Implementation Plan (Strategies)	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
	<ul style="list-style-type: none"> ➤ All heads of subject departments and functional teams have designed appropriate means of monitoring the execution of departmental and school plans of major concerns ➤ All subject departments and appropriate functional teams have evaluated their work in alignment with the success criteria set out for the major concerns. ➤ All heads of subject departments have made effort to promote a working habit of using data-driven mechanism to enhance learning and teaching. ➤ All subject departments and functional teams have made evaluation of their work using a variety of evidence. ➤ All subject departments and functional teams can make reflective evaluation for informed forward planning. 	<ul style="list-style-type: none"> ➤ School Annual Report 		
<p>3.4 To launch suitable training workshops to help academic subject departments heads and functional teams heads to set appropriate annual self-evaluation survey questions and compile reflective reports</p>	<ul style="list-style-type: none"> ➤ Suitable training workshops are arranged for department and team heads on setting appropriate annual self-evaluation survey questions. ➤ Over 75% of workshop participants find the workshop useful for improving their self-evaluation capacity. ➤ Over 90% of department and team heads can set proper and appropriate annual self-evaluation survey questions. ➤ Over 90% of department and team heads can produce satisfactory reflective reports using data collected and other evidences. 	<ul style="list-style-type: none"> ➤ Workshop Schedule ➤ Workshop Survey ➤ Survey Questionnaires of departments and teams ➤ Interim Reports and Annual Reports of Teams and Departments 	Principal, Deputy Principal, Assistant Principals, Survey and Evaluation Team, Compliance Team, Heads of departments and teams	Questionnaires, IT supporting platform for surveys