

The Hong Kong Chinese Christian Churches Union Logos Academy



Annual School Plan 2023-24

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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 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 implementing 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 2023-24 Areas of Concern

This is the last year of our current 3-year School Development Cycle. Various strategies had been launched to achieve the targets of the three school major concerns in the first two years. There had been evaluations on these and it was decided that the school will continue to focus on the facilitation of the same three school major concerns, namely in the aspects of self-directed learning, positive education and values education. In this academic year, the school will make appropriate improvements based on the evaluation of the effectiveness of the work carried out in the last academic year, and implement the on-going plans for these school major concerns.

Major Concerns:

1. To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students
2. To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers
3. To explore the moral and values education of Logosians

**The HKCCCU Logos Academy
Annual School Plan
(2023-24)**

Major Concern 1

To explore and implement Self-Directed Learning Strategies for developing the self-learning skills of students

Implementation Plan and Strategies:

- 1.1) To equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching
 - To further make effective use of e-Learning tools to encourage students' involvement and autonomy in learning
 - To further utilize and improve the in-house Professional Development Website to collect and archive sharing of good practices extensively, including the promotion of effective teaching pedagogies, e-learning skills, effective use of student performance data for evaluation, self-directed learning experiences, positive education strategies, and any other strategies for the good sake of students
 - To adopt a wider repertoire of teaching strategies to help students take greater responsibility for their learning
 - To encourage sharing of good practices and provide training on active learning to help teachers transform into effective enablers and activators of learning
 - To further support students' learning diversity by tiered assignment

- 1.2) To strengthen students' inquisitiveness and sustain their motivation and engage them in diversified learning opportunities
 - To utilize project learning and cross-curricular projects to encourage student-centred learning
 - To provide adequate curriculum information and counselling timely to help students to choose appropriate subject choices according to their abilities, interests, and aspired university programme choices
 - To give students choices when learning in classroom and completing assignment
 - To guide students to be aware of the core meaning of learning
 - To increase the learning motivation in some generic skills via trans-disciplinary collaboration and project-based learning

- 1.3) To nurture students to become self-directed learners who strive for academic excellence
 - To help students define their personalized learning goals in different stages

- To help students improve their self-directed learning goals via personalized reflections on their learning processes and learning outcomes
- To provide students their learning progress data timely to increase their awareness on their learning effectiveness
- To reinforce self-directed learning habit of students (a) developing students' notes-making skills, (b) promotion of self and peer assessment, (c) equipping students with life planning and performance goal setting and reflection skills
- To encourage students to be active learners during lessons and non-school learning hours
- To emphasize the importance of pre-lesson preparation by better designing the pre-lesson materials and monitoring the learning progress

1.4) To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development

- To review the school-based curriculum materials of vertical curriculum to ensure that both knowledge and general skill learning are covered
- To create opportunities for peer learning within and outside classroom
- To guide students how to ask useful questions
- To demonstrate and teach students how to learn strategically
- To help students take ownership of their learning by developing their metacognition skills

1.5) To review and refine current curriculum and strategies for metacognitive learning to enhance development of self-directed learning

- To form internal teachers' learning circles by conducting review of curriculum materials, collaborative lesson preparation and peer lesson observation focused on active learning
- To review and refine the materials of vertical curriculum with an aim of enriching student learning experiences by reviewing the subject learning objectives to cater for a range of student competencies
- To adopt assessment strategies that enhance learning motivation

Feedback and Follow-up Actions for Major Concern 1 from the previous year

The “Six Steps to Autonomous Learning” in the Primary Division had helped improve students' learning ability and motivation. Self-directed learning is an important generic skill related to life-long learning. But giving self-directed learning tasks to students alone is not enough to help students develop a passion to learn on their own. It must be accompanied with teachers' and parents' care and nourishment; more involvement with parents should be sought. Also, the preparation of pre-lesson tasks should be based on the design of good quality pre-lesson tasks.

Most DS4 and DS5 students had adopted the pre-lesson exercises and the note-taking as the learning routine. Cornell notes (“康奈爾筆記”) should be introduced in other subjects.

Pre-lesson assignments, with the assistance of e-learning tools were found to be helpful for students to prepare for their lessons. All departments should systematically make good use of pre-lesson assignments. Students can also benefit in the area of information literacy.

Self-assessment with proper guiding questions should be further explored to help students reflect their learning. It will also develop students' metacognition skills.

Project learning and transdisciplinary learning were welcome by students in both campuses. STEAM-related competitions and transdisciplinary learning activities can encourage student-centred learning as well as to increase students' learning motivation on some generic skills and provided various exposure to knowledge of different KLAs through experiential learning. In fact, 95% of teachers reported that STEAM activities and competitions sparked students' interest in STEAM and 100% of teachers reported that students were engaged in hands-on activities in the classroom.

Students agreed the RAC programmes (DEAR, Reading Battles etc.) were meaningful to them. These RAC lessons made it possible for students to read books recommended by the Chinese Department, TDL themed books and books of their own choice. This develops good reading habits as well as students' language skills. Further utilization of the RAC programme should be done. Other departments should also participate in the recommendation of good and interesting books for students.

In general, students were well engaged in Technology Education programs. Around 70-80% of students found that they had applied knowledge from different subjects and KLAs in various context, as well as increase their motivation to learn on their own. Students enjoyed the lessons and expressed that they had learned some new skills from the program effectively and productively. Looking forward, outside professional service providers can be used to maintain the quality of learning in these programs.

More effort should also be used to implement the following strategies more deeply:

- To provide adequate curriculum information and counselling timely to help students to choose appropriate subject choices according to their abilities, interests, and aspired university programme choices

- To help students define their personalized learning goals in different stages
- To guide students how to ask useful questions
- To demonstrate and teach students how to learn strategically

Targets	Strategies	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
1.1 To equip teachers with professional knowledge and skills for embedding self-directed learning in daily learning and teaching	<ul style="list-style-type: none"> • To further make effective use of e-Learning tools to encourage students' involvement and autonomy in learning • To further utilize and improve the in-house Professional Development Website to collect and archive sharing of good practices extensively, including the promotion of effective teaching pedagogies, e-learning skills, effective use of student performance data for evaluation, self-directed learning experiences, positive education strategies, and any other strategies for the good sake of students • To adopt a wider repertoire of teaching strategies to help students take greater responsibility for their learning • To encourage sharing of good practices and provide training on active learning to help teachers transform into effective enablers and activators of learning • To further support students' learning diversity by tiered assignment 	<ul style="list-style-type: none"> • Over 70% teachers agree that the related training workshops are useful • Over 70% teachers have used the appropriate tools and platforms they learned from training for lesson preparation and their teaching inside the classrooms • 80% teachers participated in Gifted Education In-house workshops are more confident to support gifted students 	<ul style="list-style-type: none"> • Teacher survey • Focus group interview 	Senior Management Team Heads of subject departments All teachers e-Learning coordinators Professional Development Team Gifted Education Team	Additional e-Learning resources: hardware and software to enhance e-Learning platform

<p>1.2 To strengthen students' inquisitiveness and sustain their motivation and engage them in diversified learning opportunities</p>	<ul style="list-style-type: none"> ● To utilize project learning and cross-curricular projects to encourage student-centred learning ● To provide adequate curriculum information and counselling timely to help students to choose appropriate subject choices according to their abilities, interests, and aspired university programme choices ● To give students choices when learning in classroom and completing assignment ● To guide students be aware of the core meaning of learning ● To increase the learning motivation on some generic skills via trans-disciplinary collaboration and project-based learning 	<ul style="list-style-type: none"> ● Over 70% of teachers agree that the House Point Reward System is able to increase students' motivation to learn ● Over 65% of senior secondary students agree that they are able to make informed choices about their tertiary study programme ● Over 70% primary and junior secondary students agree that the transdisciplinary projects can increase their motivation to learn some generic skills ● Over 70% junior secondary students agree that they have shown appreciation to their peers and also learned the strengths from them 	<ul style="list-style-type: none"> ● Teacher survey ● Student survey 	<p>Heads of subject departments</p> <p>Careers and Life Planning Team</p> <p>Transdisciplinary Learning (Secondary) Team</p> <p>Library Services Team</p> <p>Educational Psychologist Team</p>	<p>Additional hardware equipment</p>
<p>1.3 To nurture students to become self-directed learners who strive for academic excellence</p>	<ul style="list-style-type: none"> ● To help students define their personalized learning goals in different stages ● To help students improve their self-directed learning goals via personalized reflections on their learning processes and learning outcomes ● To provide students their learning progress data timely to increase their awareness on their learning effectiveness 	<ul style="list-style-type: none"> ● Over 70% students have met their own reading targets ● Over 70% students agree that the pre-lesson tasks or worksheets can enhance their learning effectiveness 	<ul style="list-style-type: none"> ● Student survey ● Teacher survey 	<p>Heads of subject department</p> <p>Language teachers</p> <p>Drop-Everything-And-Read Coordination Team</p> <p>Reading Scheme Support (Primary) Team</p>	

	<ul style="list-style-type: none"> ● To reinforce self-directed learning habit of students (a) developing students' notes-making skills, (b) promotion of self and peer assessment, (c) equipping students with life planning and performance goal setting and reflection skills ● To encourage students to be active learner during lessons and non-school learning hours ● To emphasize the importance of pre-lesson preparation by better designing the pre-lesson materials and monitoring the learning progress 				
<p>1.4 To enhance students' cognitive development through formulation of structured frameworks for generic learning skills development</p>	<ul style="list-style-type: none"> ● To review the school-based curriculum materials of vertical curriculum to ensure that both knowledge and general skill learning are covered ● To create opportunities for peer learning within and outside classroom ● To guide students how to ask useful questions ● To demonstrate and teach students how to learn strategically ● To help students take ownership of their learning by developing their metacognition skills 	<ul style="list-style-type: none"> ● Over 70% junior secondary students agree that they have applied some generic skills through transdisciplinary projects 	<ul style="list-style-type: none"> ● Student survey ● Teacher survey ● Focus group interview 	<p>Heads of subject department</p> <p>Transdisciplinary Learning Team (Secondary)</p> <p>Transdisciplinary Learning Team (Primary)</p> <p>STEAM Team (Secondary)</p> <p>STEAM Team (Primary)</p>	
<p>1.5 To review and refine current curriculum and</p>	<ul style="list-style-type: none"> ● To form internal teachers' learning circles by conducting review of curriculum materials, collaborative 	<ul style="list-style-type: none"> ● Over 70% of teachers agree that the revised curriculum materials 	<ul style="list-style-type: none"> ● Meeting minutes 	<p>Heads of subject department</p>	<p>Marking schemes and scripts of public</p>

strategies for metacognitive learning to enhance development of self-directed learning	lesson preparation and peer lesson observation focused on active learning <ul style="list-style-type: none"> ● To review and refine the materials of vertical curriculum with an aim of enriching student learning experiences by reviewing the subject learning objectives to cater for a range of student competencies ● To adopt assessment strategies that enhance learning motivation 	can enhance self-directed learning in students <ul style="list-style-type: none"> ● Over 70% of senior form teachers agree that the use of public examination marking schemes and marked scripts is effective in enhancing self-directed learning in students 		Academic Policies and Practices Team Primary Division Committee Team	examinations
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Major Concern 2:

To explore and implement Positive Education Strategies for developing positive learning attitude and well-being of students and teachers

Implementation Plan and Strategies:

- 2.1) To cultivate in students a sense of belonging to the school
 - Enriching the school environment by posters, classroom boards and positive quotes of 24 character strengths
 - Integrating Positive Education strategies in Religious Studies, Careers & Life Planning and Other Learning Experience Programs
 - To help students and teachers strengthen their physical fitness through thematic activities, competitions and award schemes

- 2.2) To strengthen positive and supportive teacher-student and student-student relationships
 - Applying Positive Education strategies in daily teaching
 - Deepening students’ understanding of Positive Education through religious activities and community services, etc

- To equip students with skills in developing positive relationships through class-based, form-based and whole-school activities, including sharing of peer experience on helpfulness of positive relationships and positive attitude
- 2.3) To create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes
- To promote a growth mindset for students' self-improvement
 - Training for all teachers about Positive Education rationale and strategies
- 2.4) To enable parents to understand how a growth mindset promotes the wellbeing of students
- To promote character strengths in a whole-school approach
 - To reinforce positive thinking by encouraging students to serve the school and society
 - To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits so they could be effective agents of positive education to students

Feedback and Follow-up Actions for Major Concern 2 from the previous year

Positive mindset of a person is essential to healthy lifestyle. With measures that helped cultivate a positive learning environment and in lessons, students had not only become more-confident learners, but had also developed better relationships with classmates. They also responded positively to being recognized as teachers provided feedback and displayed their good works. Teachers should always bear all these in mind in a systematic way in designing and delivering their lessons.

Primary students had been asked to write positive messages to patients in hospitals. Respecting people, caring about people are good attitude and values. More opportunities should be given to students to use such way to show their empathy. Moreover, they can write congratulation messages as a way of learning to create a positive atmosphere and live a healthy lifestyle.

School-based fitness award scheme were well-received by students. Other fitness activities in both campuses were well received by participating students, whose confidence had also somewhat improved. A good awareness of the need to be fit and healthy is also essential in life.

The expressive arts therapy workshop had provided a good chance for MS3 & 4 students to have fun while releasing their stress. Students found the workshop enlightening and good for their well-being.

The joint efforts of the different departments in the House Point System had generated synergy to encourage students to have positive learning attitude in daily learning and teaching. More involvement of students and teachers in the House Point System can improve the positive attitude of students.

With the resumption of normal schooling, it was hoped that more facilities would be made available to students and teachers once again for extracurricular activities and other after-school events.

More effort should also be used to implement the following strategies more deeply:

- To promote a growth mindset for students' self-improvement
- Training for all teachers about Positive Education rationale and strategies

Targets	Strategies	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
2.1 To cultivate in students a sense of belonging to the school	<ul style="list-style-type: none"> • Enriching the school environment by posters, classroom boards and positive quotes of 24 character strengths • Integrating Positive Education strategies in Religious Studies, Careers & Life Planning and Other Learning Experience Programs • To help students and teachers strengthen their physical fitness through thematic activities, competitions and award schemes 	<ul style="list-style-type: none"> • Over 70% students agree that the Orientation Day, Big Brothers Big Sisters Programme, Love to Share Programme, Mentorship Programme are meaningful to them • 65% secondary students agree that the life planning activities are able to motivate them to set goals and understand their own personal interests • 80% secondary students like the school more when the school environment is enriched with more positive culture created by the decorations in school campus • Leadership workshops provided to chair or vice-chair students of interest clubs in secondary division are appreciated by the participants 	<ul style="list-style-type: none"> • Student survey • Teacher survey • PE physical fitness award scheme record 	Campus Life Home room teachers Careers and Life Planning Team Positive Education Team Student Leadership Development Team PE teachers	

<p>2.2 To strengthen positive and supportive teacher-student and student-student relationships</p>	<ul style="list-style-type: none"> ● Applying Positive Education strategies in daily teaching ● Deepening students' understanding of Positive Education through religious activities and community services, etc. ● To equip students with skills in developing positive relationships through class-based, form-based and whole-school activities, including sharing of peer experience on helpfulness of positive relationships and positive attitude 	<ul style="list-style-type: none"> ● 70% of DS3 English teachers agree the reading novel "Wonder" can cultivate positive values among DS3 students ● Over 70% of DS3 teachers agree the lesson plans which promote Reading Across Curriculum will facilitate positive teacher-student and student-student relationships ● Over 70% of students agree that the recommendations and comments from teachers are supportive and constructive 	<ul style="list-style-type: none"> ● Teacher survey ● Student survey ● Focus group interview 	<p>Campus Life Team Home room teachers English teachers Humanities teachers Christian Ministry Team</p>	
<p>2.3 To create more opportunities for teachers and students to further enhance their self-confidence and develop positive attitudes</p>	<ul style="list-style-type: none"> ● To promote a growth mindset for students' self-improvement ● Training for all teachers about Positive Education rationale and strategies 	<ul style="list-style-type: none"> ● Over 70% of students agree recommendations and comments from teachers are supportive and constructive ● Over 70% students agree that the programmes organized by Counselling and Values Education Team or Student Leadership Development Team are meaningful to them ● 60% secondary students demonstrate improvement on attitude after the completion of 	<ul style="list-style-type: none"> ● Student survey 	<p>All teachers Counselling and Values Team Students Activities Team Campus Life Team Positive Education</p>	

		<p>Self-Directed Scheme (自勵計劃) organized by Campus Life</p> <ul style="list-style-type: none"> The team of secondary student ambassadors formed by the Positive Education Team to promote wellbeing find 		Team	
<p>2.4 To enable parents to understand how a growth mindset promotes the wellbeing of students</p>	<ul style="list-style-type: none"> To promote character strengths in a whole-school approach To reinforce positive thinking by encouraging students to serve the school and society To enrich teachers' and parents' understanding of positive education through talks, seminars and school visits so they could be effective agents of positive education to students 	<ul style="list-style-type: none"> Over 70% of parents are satisfied with the parents talk or student programmes organized by Campus Life, social workers or counselling teachers for the development of students' wellbeing Over 70% of students agree that the student leadership programmes can facilitate them to develop positive thinking through serving school / society 	<ul style="list-style-type: none"> Student survey Parent survey 	<p>Campus Life Team</p> <p>Social Workers</p> <p>Counselling and Values Team</p> <p>Student Leadership Development Team</p>	

Major Concern 3

To explore the moral and values education of Logosians

Implementation Plan and Strategies:

- 3.1) To set up Teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework for students
- Adopting a values education curriculum in the HRT Period with highlights on core values and attributes of the School Year
 - Strengthening the student award systems relating to core values
- 3.2) To promote Christian Values Education for our students
- To hold regular assemblies for promoting Christian Values
- 3.3) To promote Logosian's core values
- To recommend strategies for a Whole-School Approach to Values Education
 - To review the goals of Logosian's core values in the corresponding curriculum materials at different learning stages
 - Invite teachers, staff and parents as role models to demonstrate school's core values
 - Invite speakers, teachers and students to share on the Values to inspire students and deepen their understanding of the Core Values
 - To promote Values Education through formal and informal curriculum
 - To create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection for nurturing the Core Values
 - To enhance key stakeholders' understanding of the school's values
- 3.4) To promote National Identity as a core value in the school system
- To have speeches relating to National Identity as a core value to be adopted

Feedback and Follow-up Actions for Major Concern 3 from the previous year

The curriculum of Value Education lessons for DS4 to MS4 should be fine-tuned with a whole-school approach in the next school year. The Religious Studies curriculum could be further enriched through incorporating different classroom activities, e.g. group discussion, case studies, role play, etc. to encourage more participation by students.

Weekly assemblies and Homeroom Teacher (HRT) times are important channels for transmitting the school's values to students and helping them form positive habits. They also provide opportunities for students to develop a sense of belonging. More systematic approach should be explored for utilizing this valuable time. Values such as perseverance, respect, honesty and caring could be emphasized more, especially in the Primary Division as advocated

by the EDB.

Guest speakers from the community or experts in various fields could be invited to share their experiences and insights with students. This can help to broaden students' perspectives and inspire them to pursue their passions and interests.

The lunchtime funfair organised by the Counselling Team was well received. Lunch programmes are good ways to promote positive values and enhance the supportive atmosphere at school.

To improve the delivery of Logos Values in OLE lessons, the instructors should be requested to make the linkage more explicitly; students can also be asked to write post-lesson reflections relating to the values.

More integration of Christian Values Education and Logos Core Values Education will be expected to take place in the future. One recommendation is to invite speakers who serve in the nearest churches in Tseung Kwan O to share their faith and introduce their churches in the "Christian Education" period.

Subject Departments should find out what would be required by the EDB regarding the implementation of National Security Education in the subject level. They should be made known to all teachers concerned.

Online quizzes relating to National Day and National Security Education Day could arouse students' awareness of national identity and national security. Over 70% of DS4 and DS5 students took part in online quizzes relating to National Day and National Security Education Day. More promotion of such activities should be done in the campus.

The arrangement for sharing sessions on Chinese culture during Morning Devotion were well received by students, especially in the Primary Division. These cultural activities should continue next year, building on the success and positive impact of this year's activities. This will provide ongoing opportunities for students to learn about and appreciate Chinese culture, and to develop a broader perspective on the world.

The school had a long tradition of having academic exchanges with schools across the border in Guangzhou and Shenzhen. They were unfortunately suspended due to the pandemic Covid-19 for the past few years but should be resumed next year. Moreover, the school should actively participate with the cross-border visits arranged by the Education Bureau when restrictions to Mainland are more relaxed. It is hoped that all these valuable cross-border exchanges can be resumed in due course.

More effort should also be used to implement the following strategies more deeply:

- To create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection for nurturing the Core Values
- To implement National Security Education in the subject level

Targets	Strategies	Success Criteria	Methods of evaluation	Person(s) responsible	Resources Required
3.1 To set up Teams to steer the direction and provide support for a Whole-School Approach to Values Education Framework for students	<ul style="list-style-type: none"> Adopting a value education curriculum in the HRT Period with highlights on core values and attributes of the School Year Strengthening the student award systems relating to core values 	<ul style="list-style-type: none"> Over 70% of teachers are satisfied that the tailor-made HRT lessons materials will benefit students Over 70% of teachers agree that the House Point Reward System is able to help students develop core values 	<ul style="list-style-type: none"> Teacher survey 	Home room teachers Subject teachers	
3.2 To promote Christian Values Education for our students	<ul style="list-style-type: none"> To hold regular assemblies for promoting Christian Values 	<ul style="list-style-type: none"> Over 75% of Christian teachers agree that Christian values in the morning assemblies, Christian Education lessons and Christian activities are beneficial to students Over 70 % of students agree that the promotion of gospels books by Religious Education teachers is meaningful 	<ul style="list-style-type: none"> Teacher survey 	Christian teachers	
3.3 To promote Logosian's core values	<ul style="list-style-type: none"> To recommend strategies for a Whole-School Approach to Values Education To review the goals of Logosian's core values in the corresponding curriculum materials at different learning stages Invite teachers, staff and parents as role 	<ul style="list-style-type: none"> 80% of FS students are familiar with core values after completing Library Booklets about moral values through reading e-books Over 70% teachers agree that the House Points Rewards System is able to promote Logosian values Over 70% students agree that the curriculum would develop Logosian Core Values 	<ul style="list-style-type: none"> Teacher survey Student survey Meeting minutes 	Language teachers Subject teachers Social Workers Christian Ministry Team Media Department Parent and Teachers Coordination and	Funding from "My Pledge to Act"

	<p>models to demonstrate school's core values</p> <ul style="list-style-type: none"> ● Invite speakers, teachers and students to share on the Values to inspire students and deepen their understanding of the Core Values ● To promote Values Education through formal and informal curriculum ● To create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection for nurturing the Core Values ● To enhance key stakeholders' understanding of the school's values 	<ul style="list-style-type: none"> ● Over 70% parents agree that the content of the talks conducted by social workers are useful ● 90% secondary students are willing to participate in the "To love your neighbour" Programme by sending DIY cards and blessings to nearby hospital ● Over 70% students agree that the activities in Values Education Lessons are meaningful to them ● Over 70% of students' media literacy has been improved from the funding of My Pledge to Act ● Over 70% of participants find that parents' seminars on strengthening parents' ability in nurturing students' habit of introspection are useful for parenting 		<p>Support Team</p>	
<p>3.4 To promote National Identity as a core value in the school system</p>	<ul style="list-style-type: none"> ● To have speeches relating to National Identity as a core value to be adopted 	<ul style="list-style-type: none"> ● Over 70% teachers agree that the National Education Committee is able to promote National Identity or Chinese culture in the student activities organized by the National Education Committee 	<ul style="list-style-type: none"> ● Teacher survey ● Student survey 	<p>Chinese teachers Chinese History teachers Humanities teachers</p>	<p>Additional teaching materials relating to National Education Training budget for teachers on</p>

	<ul style="list-style-type: none"> ● To implement National Security Education in the subject level* 	<ul style="list-style-type: none"> ● Over 80% Chinese and Chinese History teachers agree that the reading materials are able to facilitate students to understand Chinese Culture or National Identity ● Over 70% students are willing to participate at least one activity in developing National Identity organized by Humanities Department ● Over 70% of students sees the importance of becoming a law-abiding person ● Subject Departments include National Security Education elements in their subject curriculum* 		<p>Religious Education teachers</p> <p>National Education Committee</p>	<p>National Education</p>
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