



香港華人基督教聯合真道書院 The HKCCC Union Logos Academy

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Chung Ka Lok	Dr. Lee Chak Hong	Not Applicable	DSS Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Chinese Christian Churches Union	Please refer to the Chinese version	2002	Chinese (incl.: Putonghua) and English	School Bus	About 7000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
The Hong Kong Chinese Christian Churches Union Logos Academy					
			Yes	Yes	Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2026/2027 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$28,600 (Collect in 10 instalments)	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
76	6	3	3	An indoor swimming pool and a air-conditioned basketball court.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Primary & Secondary: Science Laboratories, Visual Arts Rooms, Music Rooms, Computer & Media Rooms, Dance Room, Conference Rooms, Lecture Rooms, Digital Piano Room, Counselling Room, Reading Room and Studio & TV Station.				Accessible lift.

Teaching Staff Information (including School Head) in the 2025/2026 school year

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		159
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
92%	100%	57%	39%	28%	18%	54%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2025/2026 school year	No. of classes	6	6	6	6	0	30
2026/2027 school year (Based on the approval of EDB in 2026)	No. of classes	7	7	7	7	0	35
Mode of teaching at different levels	Primary & Secondary education span 11 years, leading to HKDSE or IBDP exams. The 11 years is reconstructed into three stages: Foundation Stage (2 years), Development Stage (5 years) and Mastery Stage (4 years). Remark: Students will be promoted to Secondary Division of the same school after completion of the 5-year primary education.						
Remarks	The innovative design does not heavily rely on textbooks, but adopts tailor-made materials to cultivate motivation and pleasure in effective learning. The approved number of enrollees for Grade 1 is 198. An additional class is approved to operate under the DSS Expansion to expand the intake of non-local students with student visas.						

Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	According to the needs of individual subjects, continuous assessments vary from students' performance in class, course work, tests and projects etc. Timely feedback is provided. There are two summative assessments each school year, in January and June.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Based on various factors including gender balance, arrangement of homeroom teachers, peer interaction, learning and teaching effectiveness, class size, etc.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:00 AM	3:30 PM	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Put emphasis on physical and psychological health program for both students and teachers. No tuck shop but eat smart. Lunch boxes are provided by qualified food service providers. Students join the school sports program by Leisure and Cultural Services Department. School got numerous prizes in inter-school sports competitions.				

Based on students' development stages, academic, recreational and physical education training are provided through the weekly co-curricular activities. Extracurricular activities include interest classes, Christian fellowships, uniform service teams, social services teams, inter-school competitions, field trips, overnight camps, cultural exchange programmes and various types of physical exercises.

School Mission

Adopting the Direct Subsidy Scheme and enhanced by the privileged "through-train" model, students' complete quality primary and secondary education in eleven years. Founded on the Truth of the Bible, the school is committed to nurturing future leaders with global perspectives by providing an all-round education, leading to students' spiritual, moral, cognitive, aesthetic, physical and social development.

School Characteristics

School Management
School Management Organisation: The administrative work is mainly handled by the Principal, Deputy Principals, Assistant Principals and a team of non-teaching supporting staff, while the teaching staff devote themselves to students' learning and pastoral care.
Incorporated Management Committee / School Management Committee / Management Committee: The Hong Kong Chinese Christian Churches Union Logos Academy Management Committee Limited.
School Green Policy: The school has paper recycling scheme and encourages reduction in paper consumption.
School's Major Concerns: 1. Refining the Primary-Secondary through-train curriculum in line with the curriculum renewal 2. Fostering an environment for students to become moral and healthy learners.
Learning and Teaching Plan
Learning & Teaching Strategies: There are five semesters and 190 teaching days per academic year. "Modular approach" is used flexibly to optimise lesson time in each semester. The school places emphasis on the authentic and genuine experiences within and beyond school hours and encourages students to internalize personal experiences within contexts in life. From Foundation Stage One onwards, cross-subject learning is promoted in all subjects. Science as well as humanity subjects adopt an integrated approach in curriculum design.
Development of Major Renewed Emphases of the Primary Education Curriculum: Our school has developed a distinctive school-based curriculum to meet the school's major concerns and the latest curriculum development needs. We emphasize the importance of cultivating students' habits of self-directed learning, developing lifelong learning abilities, strengthening cross-curricular learning and reading at all levels and subjects, promoting the popularization of gifted education, catering to student diversity, strengthening STEAM education, emphasizing the use of hands and brains, cultivating students' media and information literacy, and improving assessment literacy to promote the effectiveness of teaching and learning. We also enhance values education, including life education, national and national security education, make good use of learning time to create space, promoting balanced development of body and mind, enriching comprehensive learning experiences, and promoting the development of the whole person.
Development of Generic Skills: Students' generic skills are developed through transdisciplinary learning, regular STEAM lessons and various activities. The school also fosters a culture of self-management, self-learning and self-reflection. Generic skills such as creative and critical thinking are essential in learning. Student achievements are measured according to how well their generic skills are applied.
Cultivation of Proper Values, Attitudes and Behaviours: The school adopts a whole-school approach to carry out positive education. Teaching staff has received trainings on positive psychology in order to establish the principles of personal wellbeing to students, parents, teaching and non-teaching staff and the whole community.
Student Support
Whole School Approach to Catering for Learner Diversity: The Academy adopts the Whole School Approach model to cater for learner diversity. We are committed to promoting an inclusive culture. Joint Student Support Team members and teachers work closely together to assist freshmen, transfer students, gifted students, or students with special educational needs in adjusting to the campus environment. Homework accommodations and special examination arrangements are offered to meet the genuine needs of students with special educational needs. In the upcoming school development cycle 2024-2027, the school has decided to further facilitate integrated education as one of the approaches to foster an environment for students to become moral and healthy learners. In addition, the Academy encourages teachers to adopt differentiated instruction, tiered learning, e-learning and subject-based teaching strategies to cater for learning differences.
Whole School Approach to Integrated Education: Under the leadership of the Principal and Assistant Principal for Student Support, SENCO coordinates various internal student support teams and external support organisations to support students in need through a three-tier support model and EII. This aims to enhance students' social adaptation and learning effectiveness, promoting an inclusive school culture. Joint Student Support Team formulates support plans based on the needs of individual students. Regular meetings are held to follow up on cases and provide appropriate support such as assessment accommodations, counselling groups, Chinese reading and writing groups, social skills training groups and school-based speech therapy services. In addition, the SEN Support Team closely collaborates with the Curriculum Development Team to adjust strategies and optimize classroom teaching so that diverse learning needs of students can be accommodated.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.
Curriculum Tailoring and Adaptation: Teaching materials from local publishers, Mainland and overseas are used. The school strives to integrate the most effective ways of learning among the best education systems practised all over the world.
Home-School Co-operation and School Ethos
Home-School Co-operation: Many parent meetings are held annually. Parents participate in these meetings actively. Logos Parents' Reading Community has been set up to encourage parents to read. In addition, newsletters are issued frequently. Through the PTA, the Volunteer Parent Helpers Scheme, the Parents Academy, the Parents Fellowship, the Parents Support Group and the Parents Praying Group, partnership between the school and parents and among parents are strengthened.
School Ethos: The school promotes a student-oriented approach to handle issues and concerns raised during everyday school life. All stakeholders are encouraged to communicate with one another. Mutual understanding and respect are crucial factors to maintain a warm relationship and partnership among stakeholders.
Future Development
School Development Plan: We strongly believe that "the heart of education is education of the heart". Logos Academy is committed to assisting our students to pursue an abundant life built on the Truth, Goodness and Beauty. The school also cultivates and enhances our students' ability to inquire, reason, solve problems and face life's many challenges. It aims to nourish a culture of learning whereby learning is an effective and pleasurable undertaking for students. On this basis, Logos Academy has been serving 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 is in the direction of excellence. Ongoing improvements and adjustments in the curriculum, teaching methods, the design of learning activities, assessments, management help us set the right direction to provide quality education for the community.
Teacher Professional Training & Development: We have appropriated funds for our teachers to join worldwide professional teaching bodies, to visit schools in different places, and to attend international education conferences. Moreover, we also invite local and overseas renowned educators and scholars to visit us and to develop a global and multi-cultural support network in education. Our school also encourages teachers to attend professional development training so as to enhance teaching effectiveness.
Fee Remission
Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.
Others
The school has scholarships, competition awards and exchange programmes.