



香港華人基督教聯會真道書院
HKCCCU Logos Academy

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https://www.logos.edu.hk/

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 Academy is committed to nurture future leaders with global perspectives by providing an all-round education, leading to students' spiritual, moral, cognitive, aesthetic, physical and social development.

School Information

Supervisor / Chairman of School Management Committee	Rev. Chung Ka Lok				
Principal (with Qualifications / Experiences)	Dr. Lee Chak Hong (Ph.D., University of Cambridge; PgDE (Dean's List, Rowell Prizes), The University of Hong Kong)				
School Type	DSS	Student Gender	Co-ed		
School Motto	-				
Name of Sponsoring Body	The Hong Kong Chinese Christian Churches Union		Year of Commencement of Operation	2003	
Area Occupied by the School	About 14000 Sq. M	Religion	Protestantism / Christianity		
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / Association	Yes
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets			Not Applicable
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

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 (% of Teaching Staff)		
Had Received Teacher Training	92%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	57%	
Special Education Training	39%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
28%	18%	54%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Development Stages 4 and 5 (S.1-S.2): Chinese Language, Chinese History, Religious Education, Family Life Education, Visual Arts and Design, Music and Physical Education. Mastery Stage 1 (S.3): Chinese Language, Chinese History, Religious Education, Family Life Education, Physical Education and Community Innovator.
	English as the Medium of Instruction	Development Stages 4 and 5 (S.1-S.2): English Language, Mathematics, Integrated Sciences, Citizenship, Economics and Society, Geography, History, Technology Education, and Information and Communication Technology. Mastery Stage 1 (S.3): English Language, Mathematics, Junior Science (Physics), Junior Science (Chemistry), Junior Science (Biology), Citizenship, Economics and Society, Geography, History, Information and Communication Technology, Business Fundamentals, Visual Arts and Design, and Music.
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Development Stages 4 and 5 (S.1-S.2): Technology Education, Religious Education and Family Life Education. Mastery Stage 1 (S.3): Community Innovator, Business Fundamentals, Religious Education and Family Life Education.
S.4 - S.6	Chinese as the Medium of Instruction	Mastery Stages 2 to 4 HKDSE Classes (S.4-S.6): Chinese Language, Chinese History, Citizenship and Social Development, Physical Education, Other Learning Experiences. Mastery Stages 3 & 4 International Baccalaureate Diploma Classes (S.5-S.6): Chinese A - Language and Literature.
	English as the Medium of Instruction	Mastery Stages 2 to 4 HKDSE Classes (S.4-S.6): English Language, Advanced Mathematics (S.4), Mathematics and Extended Parts, Physics, Chemistry, Biology, Economics, Geography, History, Information and Communication Technology, Business, Accounting and Financial Studies, Music, Visual Arts. Mastery Stages 3 & 4 International Baccalaureate Diploma Classes (S.5-S.6): English A-Language and Literature, English B, Mathematics, Physics, Chemistry, Biology, Computer Science, Economics, Geography, History, Psychology, Music, Visual Arts, Theory of Knowledge, Extended Essay, Creativity, Activity, Service.
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mastery Stages 2 to 4 HKDSE Classes (S.4-S.6): Advanced Mathematics, Religious Education, Life Education and Other Learning Experiences Plus. Mastery Stages 3 & 4 International Baccalaureate Diploma Classes (S.5-S.6): Religious Education and Life Education.

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Development Stages 4 and 5 (S.1-S.2): Chinese Language, Chinese History, Religious Education, Family Life Education, Visual Arts and Design, Music and Physical Education. Mastery Stage 1 (S.3): Chinese Language, Chinese History, Religious Education, Family Life Education, Physical Education and Community Innovator.
	English as the Medium of Instruction	Development Stages 4 and 5 (S.1-S.2): English Language, Mathematics, Integrated Sciences, Citizenship, Economics and Society, Geography, History, Technology Education, and Information and Communication Technology. Mastery Stage 1 (S.3): English Language, Mathematics, Junior Science (Physics), Junior Science (Chemistry), Junior Science (Biology), Citizenship, Economics and Society, Geography, History, Information and Communication Technology, Business Fundamentals, Visual Arts and Design, and Music.
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Development Stages Four and Five (S.1-S.2): Technology Education, Religious Education and Family Life Education. Mastery Stage One (S.3): Community Innovator, Business Fundamentals, Religious Education and Family Life Education.
S.4 - S.6	Chinese as the Medium of Instruction	Mastery Stages 2 to 4 HKDSE Classes (S.4-S.6): Chinese Language, Chinese Literature, Chinese History, Citizenship and Social Development, Physical Education, Other Learning Experiences. Mastery Stages 3 & 4 International Baccalaureate Diploma Classes (S.5-S.6): Chinese A - Language and Literature.
	English as the Medium of Instruction	Mastery Stages 2 to 4 HKDSE Classes (S.4-S.6): English Language, Literature in English, Mathematics and Extended Parts, Physics, Chemistry, Biology, Economics, Geography, History, Psychology (S.4), Information and Communication Technology, Business, Accounting and Financial Studies, Music, Visual Arts. Mastery Stages 3 & 4 International Baccalaureate Diploma Classes (S.5-S.6): English A-Language and Literature, English B, Mathematics, Physics, Chemistry, Biology, Computer Science, Economics, Geography, History, Psychology, Music, Visual Arts, Theory of Knowledge, Extended Essay, Creativity, Activity, Service.
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mastery Stages 2 to 4 HKDSE Classes (S.4-S.6): Religious Education, Life Education and Other Learning Experiences. Mastery Stages 3 & 4 International Baccalaureate Diploma Classes (S.5-S.6): Religious Education and Life Education.

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	\$32,300	\$32,300	\$32,300	\$32,300	\$32,300	\$32,300
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	-	-	-	-	-	-
Student Union / Association Fee	-	-	-	-	-	-
Approved Charges for Non-standard Items	-	-	-	-	-	-
Other Charges / Fees	-	-	-	-	-	-

Remarks

Students will take the Hong Kong Diploma of Secondary Education (HKDSE) examination or International Baccalaureate Diploma Programme (IBDP) examination after they have completed Mastery Stage Four (S.6). Students can choose to follow either the HKDSE curriculum or the IBDP curriculum in their Mastery Stages Three & Four after they have completed their Mastery Stage Two.

The annual tuition fee for the IBDP classes is \$83,680.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will not accept discretionary places. Our school will not participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).
Orientation Activities and Healthy Life
The Academy offers various programmes for prospective secondary students, fostering sustained attention for learning and good discipline so that they are able to adapt to the demanding learning requirements in secondary education. Moreover, a series of meetings, seminars and workshops is held for the parents to facilitate their sharing of experiences and to help their children adapt to and cope with the new changes. Basically, all S.1 school places are reserved for the students completing DS3 at our School. The consideration of S.1 applicants from other primary schools is subject to the availability of Development Stage 4 school places. The criteria for assessment are based on the academic results, personal conduct, teachers' comments, performance in extra-curricular activities, music, art or sports. Performance during interviews including Chinese and English Language proficiency, problem solving abilities, manners and responsiveness, etc. will also be considered. Parents will be required to attend an interview. The sincerity of the parents and their views on the Academy's mission will also be considered. Development Stage Four (Secondary One) Admission Information: https://www.logosacademy.edu.hk/en/admission/admission-development-stage-four/

School Characteristics
School Management
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.
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. This enhances the overall quality of administration, as administrative matters are handled by staff recruited for that purpose. A professional team of experienced heads of subject departments is employed to engage in curriculum development and professional staff development. We also invite local and overseas consultants to advise the Academy on different professional matters and issues.
Incorporated Management Committee / School Management Committee / Management Committee: The Hong Kong Chinese Christian Churches Union Logos Academy Management Committee Limited
School Green Policy: Measures have been adopted to save energy, reduce and upcycle wastes.
Learning and Teaching Plan
Whole-school Language Policy: Students should be able to communicate fluently in Chinese (Putonghua and Cantonese) and English. Opportunities are also optimized for students to communicate with people and teachers using foreign languages. In addition to employing English and Putonghua speaking teachers, the Academy also organises different programmes to facilitate multi-cultural encounters for our students.
Learning and Teaching Strategies: The Academy aims to foster students' abilities for life-long learning and to prepare them physically and psychologically for future higher education. Students master knowledge, skills and positive attitude through different key learning areas. Students acquire time management skills and build up self-initiated learning abilities through group activities and projects. They learn how to collaborate with others. In addition to the daily learning activities within the Academy, field trips and cultural exchange programmes during school holidays locally and overseas are organised. These trips are voluntary. Having carefully considered the development of education in other countries all over the world, the Academy has customized the design of the junior and senior secondary curricula to match the latest local and international secondary education public examinations. This enables students to learn with global-mindedness, thereby preparing them to study overseas at a later stage.
School-based Curriculum: 1. Electives: 3X. Please refer to the Sections "Subjects offered" and "Extra-curricular/Co-curricular Activities". 2. Curriculum highlights: Please refer to the Sections "Subjects offered" and "Extra-curricular/Co-curricular Activities".
Major Renewed Emphases in the School Curriculum: 1. To consolidate the habit and interest in reading, DEAR (Drop Everything And Read) sessions have been included in timetable for silent reading among students and teachers at the beginning of the school days. 2. The "Community Innovator" programs have been integrated into the curriculum to inspire students to chase their aspirations and cultivate empathy towards serving the community consistently throughout the year. The programs aim to develop collaboration, problem-solving skills, and entrepreneurship among students.
Life Planning Education: For details, please refer to http://www.logosacademy.edu.hk/en/about-us/career-and-life-planning/
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 so that a harmonious campus can be established. 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, the Assistant Principal for Student Support stipulates strategic plans and coordinates the Joint Student Support Team composed of Special Educational Needs Coordinator (SENCO), the Head and Coordinator of the Campus Life Team, the Head of Counselling Team, the school social workers and Educational Psychologist to coordinate and arrange support for individual students. The team also convenes regular meetings to follow up on individual cases and provides these students with appropriate support, such as counselling service, special homework and assessment accommodations, reading and writing skills training groups and social skills training groups, etc. To ensure the quality of these measures, service providers are monitored and evaluated regularly and systematically. Under the supervision of the Principal, the SENCO flexibly allocates Learning Support Grant and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs to support students with special educational needs through the three-tier support model and to promote an inclusive culture based on the school's core values. In terms of teachers' professional development, the Academy arranges teachers to receive external training courses systematically, and the school Educational Psychologist regularly holds training talks and workshops to train teachers to support students with different learning needs. In terms of teaching and learning, the Joint Student Support Team works closely with the Academic Affairs and subject departments to adjust strategies and optimize classroom teaching, so that diverse learning needs of students can be accommodated. Support measures include after-school homework guidance group and study groups, etc.
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; 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. In order to enhance the inclusive culture and the understanding of Chinese Culture, the school organizes activities and seminars related to Chinese Culture for all students.
Measures to Provide Adaptation for Learning and Assessment: There are five terms in an academic year, including a number of formative assessments and two summative assessments. Assessment reports will be provided to the parents. Following the common practices of some leading countries, the Academy adopts the criterion-referencing model instead of the conventional norm-referencing model.
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. The school has scholarships, competition awards and exchange programmes. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

The Academy has a great tradition of active home-school cooperation. Parents treasure their partnership roles and are proactive in contributing support to enhance the Academy's endeavours. Good collaboration between parents and the school are brought to life including the Parents' Academy, Parents' Fellowship, Parents and Teachers Association, Parents' Evening Meetings, Parent-volunteers' Team and Parents' Newsletter etc. The attendance has exceeded thousands in terms of head count per year.

School Ethos:

"The heart of education is education of the heart". The Academy is committed to developing "self-management", "self-learning" and "self-reflection" among students and assisting them to pursue an abundant life built on truth, goodness and beauty. Through the synergy of local and overseas educators and scholars, we have developed an extensive social network through home-school collaboration. Close and solid support for the development of students is also provided.

Future Development**School Development Plan:**

Upholding an international educational philosophy, adopting a through-train primary and secondary education model and equipped with up-to-date teaching facilities, the Academy aims to develop as a school comparable to other recognized schools in the World. The Academy will enhance the linkage and exchange with its counterparts both locally and overseas and will introduce and implement new ideas from educational research and practices all over the world. The Academy will continue to connect local and overseas experts to construct a multi-dimensional learning community. Through continuous improvements on curriculum, teaching pedagogies, assessments and school administration, we are committed to providing an all-round education.

Teacher Professional Training and Development:

The Academy has set appropriate funds for all its teachers to join professional teaching bodies internationally, to visit schools in different places, and to attend international education conferences. Through these valuable encounters, our teachers can meet with educators, scholars of different disciplines, build up relationships and explore further professional development opportunities. Moreover, the Academy will invite renowned educators or scholars both locally and overseas to visit our school and to develop a global and multi-cultural support network in education.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

The Academy provides cultural, physical and recreational co-curricular activities based on the developmental needs and individual potentials of the students. The programmes include choirs, orchestras, fellowships, uniformed services, social service groups, field trips, camping, local and foreign students cultural exchange programmes, interest groups, various kinds of ball games and physical exercises. Through different activities, students develop team spirit, all-round personal development and a well-balanced living style.

School Facilities

Number of Classroom(s): 51

School Facilities:

The Academy shares all the facilities of the two Y2K-design primary and secondary school campuses. In addition to the standard facilities, we have an electronic piano room, a Campus TV room, a studio and a broadcasting centre, student self-study rooms and a career guidance centre. The new complex building comprises an indoor swimming pool, an indoor basketball court of para-NBA standard, an art gallery, multi-functional conference rooms, an IB resource room, a STEM room, etc.

The school has fee remission scheme. For details, please refer to the school website <https://www.logosacademy.edu.hk/en/admission/fee-remission-scheme/>.

Facility(ies) for Supporting Students with Special Educational Needs:

Accessible lift.

Others

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Direct Public Transportation to School

Bus: E22A, 694, 792M, 796, 796A, 796B, 796C, 796X, 797M;

MTR: Tiu Keng Leng Station, 7 minutes' walking distance;

Public Green Mini Bus: 110;

School Bus Service: 37 bus routes cover most areas in the territories.