

Diocesan Boys' School

Primary Division



Annual School Report
2005 - 2006

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Evaluation of the School Annual Plan 2005-2006

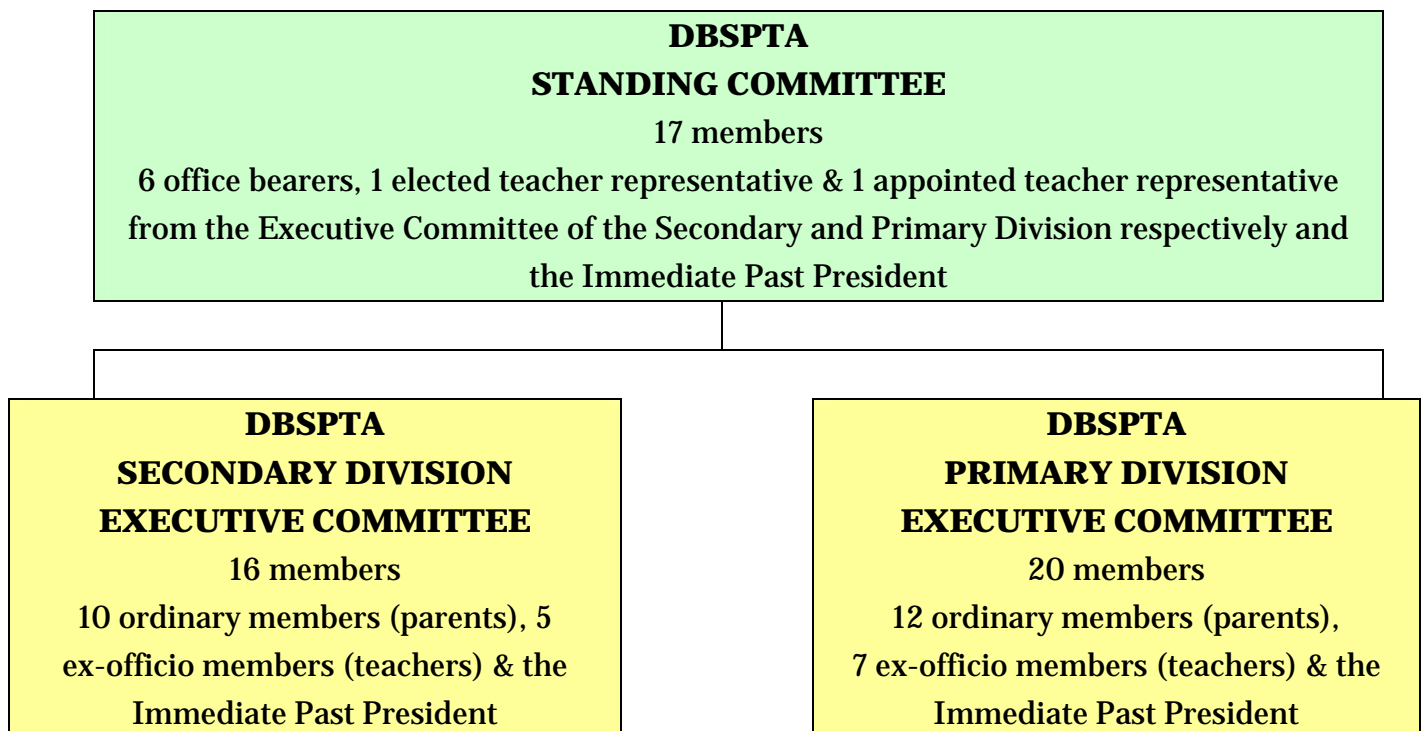
Major Concern: First Priority - Direction of the School

A. School Development Plan

1. Parent-Teacher Association

1.1 Intended Outcome/Target: To organize the first Executive Committee of the DBSPTA-PD in September 2005.

1.2 Evaluation: The constitution of the DBSPTA was amended at an Extra-ordinary General Meeting of the DBSPTA in July to include representation from the Primary Division. The 1st Executive Committee of the DBSPTA-PD was elected on 24 September 2005. The inauguration Ceremony was held on 22 October 2005 at the Assembly Hall of DBS. The organization chart of the DBSPTA is as follows:



2. Pastoral Policy

2.1.1 Intended Outcome/Target: To develop a pastoral policy with the overall support of the students and their health and welfare.

2.1.2 Evaluation: The Discipline and Guidance Committee was formed in September 2005. The Committee reviewed the previous practices and formulated new pastoral policies. Teachers' feedback indicates that the policy is effective and the guidelines are useful.

The overall students' performance in discipline has been enhanced. New pastoral policies developed in the 2005/2006 school year include:

- (1) Teacher's Role in Provision of Pastoral Care
- (2) Developmental Programmes and Personal Growth Education
- (3) Guidelines for Teachers-on-duty
- (4) Enforcement of School Rules
- (5) Award and Disciplinary System
- (6) Case Referral System
- (7) Recruitment and Training of School Prefects
- (8) Class Monitor System
- (9) Reinforcement in School Anti-Bullying
- (10) Reinforcement in Lining-up Practice
- (11) Procedure in Handling Student Tardiness
- (12) Student Dismissal Arrangement
- (13) Detention Class Arrangement
- (14) Student Homework Record
- (15) Student Service Record
- (16) Fire Drill/Emergency Evacuation Practice
- (17) Handling of Lost Property

2.2.1 Intended Outcome/Target: To give advice and support to parents to combat the learning and behavioral problems of their children.

2.2.2 Evaluation: The School Social Worker organized five talks/workshops for students and parents last school year. The evaluation for each event is listed as follows:

- (1) Topic: Consequences of Violence and Stealing (Talk)

Speaker: Sergeant Lai

Period: 11 November 2005

Evaluation: Sergeant Lai's explanation was very clear. There were too many students in the hall and they were too noisy and could not concentrate on the talk. Teachers reported that some of the students' behaviours improved after the talk.

- (2) Topic: Sex Education (Workshop)

Speaker: CUBC Whampoa Integrated Children and Youth Service Center

Period: February to March 2006

Evaluation: Aims of the workshops were achieved. Cases of attacking others' body parts reduced after the talk.

- (3) Topic: Fight Against Bullying (Talk)

Speaker: School Social Worker

Period: 4 May 2006

Evaluation: There were no violent cases being reported in G2 after the talk.

(4) Topic: Equal Opportunities (Talk)

Speaker: Jumbokids Theater

Period: 11 -12 May 2006

Evaluation: Both teachers and students enjoyed the drama. Teachers suggested that this drama should be organized next year. However, since this was a subsidized project, the theatre group might not be available next year.

(5) Topic: Parental Skills (Parents' Workshop)

Speaker: School Social Worker

Period: May – June 2006

Evaluation: Parents' feedback indicated that the skills learned in the workshop, such as daily dictation method, were very useful in helping their child to learn. They proposed that similar workshop should be held again.

2.2.3 Lessons on Personal Growth Education (PGE) were designed by the School Social Worker and delivered by the R.E. Teachers last school year. The evaluation for each event is listed as follows:

- (1) Description: Five lessons of PGE were incorporated in the Religious Education syllabus. R.E. teachers were responsible to conduct the PGE. The G1 to G3 syllabus were designed by the D&G Committee members while the G4 to G6 syllabus employed the materials suggested in the Understanding the Adolescent Project (Primary).
- (2) Evaluation: All the G1 to G6 R.E. teachers were able to complete over 90% of the PGE syllabus. R.E. teachers were suitable persons to conduct PGE because moral values mentioned in PGE were very similar to the values mentioned in R.E. books. Besides, PGE was applied in students' daily lives as a complement to the R.E. teaching.

2.2.4 Volunteer Service Programmes were organized by the School Social Worker to help students understand and learn to appreciate other children from underprivileged families.

- (1) Description: Volunteer Services included volunteer trainings (from September 2005 to March 2006), three outing functions (from December 2005 to February 2006) and some inter-school training workshops and award ceremony (May 2006 to June 2006). Students were responsible to organize the functions by themselves.
- (2) Evaluation: Students enjoyed the programmes very much. Most of them were willing to participate again next year. However, some of them expressed that they preferred serving other target groups, such as the elderly. After the programme, students learned that other children might not be as resourceful as



they were but those children cherished what they had.

To encourage all G4 to G6 to participate in volunteer services, the School participated in the Heart to Heart Volunteer Service Project.

- (1) Description: G4-G6 students should contribute a total of 2000 volunteer service hours in one school academic year. Each student was given a service record book issued by the Volunteer Movement. Those having served over 50 hours would receive a bronze award, over 100 hours a silver award and over 200 hours a golden award.
- (2) Evaluation: With participation of all school prefects, volunteers, librarians, IT prefects and games leaders, our School has completed over 2000 service hours. Some students even recorded service hours they performed outside of school.

3. Procedures for Staff and/or Parental Complaints

- 3.1.1 Intended Outcome/Target: To develop procedures for handling staff complaints.
- 3.1.2 Evaluation: Based on the practices of the Secondary Division, the Primary Division developed the procedures for handling staff complaints which have been included in the School Policy Manual (2006-2007).

- 3.2.1 Intended Outcome/Target: To develop procedures for handling parental complaints
- 3.2.2 Evaluation: Based on the practices of the Secondary Division, the Primary Division developed the procedures for handling parental complaints which have been included in the School Policy Manual (2006-2007).

4. Policy on School Journeys and Visits

- 4.1 Intended Outcome/Target: To develop guidelines on adult/child ratios, health and safety measures, the kinds of visits envisaged and their purposes.
- 4.2 Evaluation: Mr. James Mok helped develop the “Guidelines and Procedures for Field Trips, Excursions and Sports Activities for Activity Coordinator”. Details of the guidelines were explained to all staff in the 2nd Staff Meeting last year. The schedule and details of parents’ notification have also been improved and standardized. When parents are notified of an outing, they are given at least two days before parental permissions are collected.

B. Teaching Staff - Staff Appraisal and Staff Development

1. Staff Appraisal and Staff Development

- 1.1 Intended Outcome/Target: To undertake the staff appraisals and set up appropriate staff development based on the results.
- 1.2 Evaluation: The Headteacher, Senior Teachers and Panel Chairpersons were responsible for supervising and evaluating performances of staff using the existing Performance Appraisal System. Details are as follows:



- (1) Peer Observation – October 2005
- (2) Exercise Book Inspection – November 2005
- (3) Lesson Observation – February to April 2006
- (4) Assessment of Skills and Attributes – Whole Year

According to the timeframe, the Headteacher should meet all staff in May to give feedback and help each staff to set up his/her individual professional development plan. However, the meetings have to be rescheduled to October 2006. With the assistance of the Deputy Headteacher, the timeframe for conducting appraisal interviews with individual staff has to be controlled more tightly in the coming years.

2. Role of Local Teachers in Teaching of English

- 2.1 Intended Outcome/Target: To review the role of local teachers in arrangements for the teaching of English.
- 2.2 Evaluation: In the 2005-2006 school year, the School recruited six Native English Teachers. All of them were entrusted to teach students independently without the help of a local teacher. Three fully qualified local English teachers were also appointed to teach English. In the coming years, both native speakers and local teachers will be appointed to deliver the English curriculum of the Primary Division.

Major Concern: Second Priority – Teaching and Learning

A. School Curriculum

1. Balance across the Curriculum

- 1.1.1 Intended Outcome/Target: To give science a more significant position in the curriculum of General Studies.
- 1.1.2. Evaluation: Students were given sufficient opportunities to pick up basic skills of scientific inquiry and investigation in their General Studies learning. In May 2006, the Science and Technology Convention – HK2100 was held. The best works were selected for displays during the 3 day convention. All students thoroughly enjoyed the exhibition and the exhibition hall was constantly full. In July 2006, the Beijing Summer Science Camp was organized and 3 themes, Aviation Technology, Botany and Traditional Architecture, were identified for students' focus learning. 32 students joined the camp which lasted for 14 days, and the programme was a great success. Besides, about 35 titles of BBC science documentaries on DVD's, additional teaching models/aids and resource books on the teaching of science and science activities were bought and added to the inventory. A subscription to the website Brainpop.com was made. These new resources were a good complement to our science curriculum.



1.2.1 Intended Outcome/Target: To give attention to the humanities, especially geography and history when designing the electives programme.

1.2.2 Evaluation: New electives were identified to give special attention to geography and history. They were:

- (1) International Corner: Be a Smart Kid with an International Horizon
- (2) Let's Explore Asia
- (3) Let's Explore Chinese Culture
- (4) Elementary Japanese
- (5) 港澳自由行
- (6) 日本の文化 紛!紛!紛!
- (7) 韓國の文化 Fun! Fun! Fun!

To review the quality of electives that the school offered last year, feedback from students and teachers were collected in February and June 2006. It was found that most students were interested in these courses and they rated the programmes to be very good. They liked learning about the culture of other people in the world and regarded the knowledge gained in their electives valuable. Teachers suggested that the duration of some of the electives could be longer so that students could be given sufficient time to express their opinions. Besides, the class size of certain electives could be further reduced.

2. Policy Document on Curriculum

2.1 Intended Outcome/Target: To improve the policy document on the curriculum.

2.2 Evaluation: All departments have fine-tuned the content of the subject memorandums which set out clear guidelines to include the aims, objectives, content, assessment and evaluation of the curriculum. The memorandum for RE has been completed and aims for PE have also been added in the memorandum for PE.

Additional guidelines were given to teachers for suggesting effective learning and teaching approaches. Examples are:

- (1) Gifted Education Handbook for Teachers
- (2) Project Learning 2005-2006 Teachers' and Parent Mentors' Guide

Guidelines on setting meaningful homework and frequency/amount of homework were given to teachers in the First Staff Meeting in August 2005. A research on Parents' Involvement in Students' School Assignment was also conducted by the PTA last year. The information about homework policy has been incorporated in the School Policy Manual (2006-2007).

3. Review of Schemes of Work

3.1.1 Intended Outcome/Target: To review the schemes of works produced by all



departments, using the model provided by Computer Studies.

3.1.2 Evaluation: The schemes of work of all departments were reviewed last year. Appropriate changes were made though not all departments chose to follow the model provided by the Computer Studies Department. The scheme of work of the General Studies Department adopted the suggested format which includes Week: Date: Topic: Objectives: Content/Activities the students will be engaged in through the lesson: Resources: Remarks.

3.2.1 Intended Outcome/Target: To use the schemes of work to provide support for all teachers who teach the subject across each year group.

3.2.2 Evaluation: Different departments adopted different formats of schemes of work which best suited the needs of their subject teachers. E.g. the Chinese Department included Evaluation in the scheme of work, while the Departments of General Studies I and General Studies II included all three areas on Assessment: Keys/Enquiry Questions: Evaluation in their schemes. The schemes of work are being reviewed each year to support effective teaching of all subject areas.

4. Review of Student Assessment

4.1 Intended Outcome/Target: To use formative assessments to help develop students' learning.

4.2 Evaluation: After reviewing the workload of teachers, the School decided to defer the plan of compulsory use of formative assessments. However, the Mathematics, Visual Arts and Music Departments still adopted formative assessments to be one of the major tools in assessing students' performance.

5. Adjustment of Timetable

5.1 Intended Outcome/Target: To adjust the timetable to provide longer lessons and time for recess and lunch.

5.2 Evaluation: At the beginning of the 2005/2006 school year, the school timetable was adjusted to provide lessons of 35 minutes and to allocate 20 minutes for the 1st recess and 50 minutes for lunch/2nd recess. However, some adjustment was made in the second term to address teachers' request for adding a class period at the end of the school day. It was resolved that the duration of the first 5 lessons was 35 minutes each, while that of the last 3 lessons was 30 minutes each. A class period of 20 minutes was provided before school dismissal.



B. Quality of Teaching and Learning

1. Catering the Needs of Students

- 1.1.1 Intended Outcome/Target: To provide support for P1 and P2 students who have less facility with English.
- 1.1.2 Evaluation: Experienced teachers were specially selected to be class teachers and subject teachers of P1 and P2 students. With the support given to students, most of them adjusted well to the English learning environment by the 2nd term. Besides, five students of 1M, 1P and 1S were identified by teachers to have learning difficulties. In the 2nd term, three teaching assistants and the school social worker were assigned to sit in the classrooms to support these students during class time. Most of these students showed significant improvement in their learning performance and teachers' support was gradually reduced in the 3rd term.
- 1.2.1 Intended Outcome/Target: To provide support for students who have learning difficulties.
- 1.2.2 Evaluation: Students from P1 to P6 who were found to have learning difficulties in English, Chinese and Mathematics were invited to join the "Lift-off programme". The programme was actually "support classes" held after-school, twice a week, on a whole-year basis. Subject teachers of each level were entrusted to give extra support to students in small groups, and most students showed satisfactory improvement after attending the programme.

2. Internal Staff Development

- 2.1.1 Intended Outcome/Target: To develop teaching skills without the use of microphones in classroom situations, and to develop students' essential listening skills.
- 2.1.2 Evaluation: In the 1st Staff Meeting, teachers got a clear message from the Headteacher that they were encouraged to teach without using microphones. In daily classroom supervision, peer lesson observation as well as the Headteacher's lesson observation, over 90% of our teachers demonstrated their willingness to deliver lessons without the use of microphones. Teachers could free up their hands to teach effectively and less formal teaching approaches were adopted. Students' listening skills were also developed when teachers spoke to them directly.
- 2.2.1 Intended Outcome/Target: To organize staff discussion to develop teachers' skills in providing feedback to reinforce student learning.
- 2.2.2 Evaluation: Panel Chairpersons of the English, Chinese and Mathematics Departments made use of the weekly collaboration sessions to discuss the means and ways of reinforcing student learning through methods of providing feedback. Teachers were more ready to give students encouragement and feedback in their



compositions and journals. Quality reference books about providing students feedback would continue to be purchased.

- 2.3.1 Intended Outcome/Target: To organize staff discussion to promote a wider range of teaching and learning styles.
- 2.3.2 Evaluation: Teachers understood and agreed to the reasons and advantages of sitting students in groups. The classroom of all P1 – P3 classes was in a setting of small groups which facilitated active participation and interaction among students. Besides, Panel Chairpersons of the English, Chinese and Mathematics Departments made use of the weekly collaboration sessions to promote a wider range of teaching and learning styles. Many teachers attended courses and develop their skills last year. A more structure staff development programme will be established for teachers to learn from one another through peer lesson observation and dissemination of good practices with colleagues during the collaboration sessions in the 2006/2007 school year.

Major Concern: Third Priority – Management of School Facilities

A. School Facilities

1. Use of Display in Classrooms and Public Areas

- 1.1 Intended Outcome/Target: To create a warm and lively climate or learning in the school, and to encourage students' efforts to produce good work, celebrate good standard of work and provide a model for younger students to try to achieve similar or better standards.
- 1.2 Evaluation: Hanging wires were installed in all P1 classrooms and the art room last year. Displays in classrooms, special rooms and display boards along the corridors were changed at least 3 times a year. Lots of students' works were displayed in the campus to show our recognition of their efforts and high standard works.

2. Purchase of Books for the Library

- 2.1 Intended Outcome/Target: To complete the purchase of books for the library, and to ensure optimum use is made of the library.
- 2.2 Evaluation: Ms. Cherry Tai, the teacher librarian, made full use of HK\$400,000 to purchase library books for the Central Library and classroom libraries. Last year, the size of the library collection expanded to 9,000 items. The speed of development would achieve an optimal level in the next two years. Each class was allocated 1 library period per week for students to learn about the library skills. The opening hours of the library were from 8:15 a.m. to 5:00 p.m., Monday to Friday. Students of different class



levels were also assigned specific time to use the library. The number of students entering the library was kept to around 100 during each recess. Students could enjoy the library facilities without the problem of over crowdedness.

3. Classroom Libraries

- 3.1 Intended Outcome/Target: To establish classroom libraries in all classrooms.
- 3.2 Evaluation: Ms. Cherry Tai was entrusted to purchase both the English and Chinese books for the two departments. Procedures were set up by Panel Chairpersons of both the English and Chinese Departments to ensure students having the fullest possible access to books. Teachers considered it more convenient to store all classroom library books in plastic boxes. They decided that no movable bookshelves were required.

4. Sharing of the Secondary School Facilities

- 4.1 Intended Outcome/Target: To provide more space, particularly grassed areas, for primary students' use, to provide sports training for primary students using the Secondary School facilities in the morning, e.g. swimming pool, golf range and tennis courts.
- 4.2 Evaluation: PE teachers of both the Secondary and Divisions had a compromise in their timetables, and students of the Primary Division could use the School Track during their PE lessons whenever necessary. Besides, sports training classes were organized for primary students using the Secondary School facilities at 7:15 – 8:15 a.m. and 3:15 – 4:45 p.m. These classes included swimming, athletics, football, golf, tennis, basketball and table-tennis. Students were excited when they were given the opportunity to use the various facilities in the Secondary School.

Capacity Enhancement Grant Report 2005 - 2006

A. Electives:

DBSPD used the grant to provide various choices of electives for students to broaden their knowledge and horizons. There were 8 lessons in each term. The duration of each lesson was 1 hour and 10 minutes.

Students participated in electives which were classified into four main areas: Art, Science, Personal Development and Language & Culture. Since these courses were non fee- charging, all students were given equal opportunities in participation.

1. Electives (Beginner Go, Japanese and Korean Culture, Money Management, International Corner, Applied Personal Management and Science Workshop) provided students with basic knowledge in chess, Japanese language, Japanese and Korean culture, money management, international view, personal management and science.

- a. 679 students from G.1-6 benefited from participating in these electives from Term 1 to Term 3.
- b. Although each course lasted for only 10 hours, students gained a sound basic knowledge from the course.
- c. Boys participated in Go and Chess open competitions in 2005- 2006, which definitely provided a chance for them to learn from other participants.
- d. Students showed much enthusiasm and satisfaction through taking part in the activities.

2. Electives (Drawing on the Right Side of the Brain and Mathematical Olympiad) provided students with advanced knowledge in drawing and Math.

- a. 62 students from G.4-6 benefited from participating in these electives from Term 1 to Term 3.
- b. Each course lasted for 28 hours, students gained an intensive training and advanced knowledge from the course.
- c. Boys participated in open Mathematical Olympiad competitions in 2005- 2006, which provided a chance for them to learn from other participants.



3. Astronomy classes (Astronomy Basic, Astronomy Intermediate, 天文實驗班 & 天文小記者) provided students rare and precious chances to get to know more about astronomy.

- a. 208 G.1-6 boys participated in Astronomy classes.
- b. Students gained a sound basic knowledge of astronomy through doing experiments and visits.
- c. Students showed much enthusiasm and gained an appreciation for astronomy.

4. Electives (Creative Painting, Ways of seeing, Ceramics and DV Editing) provided students with basic knowledge in fine art.

- a. 168 students from G.4 to G.6 benefited from participating in these electives from Term 1 to Term 3.
- b. Students showed much enthusiasm and displayed creativity through producing art works of various natures.

The above activities received a lot of support from parents and students who showed enthusiasm in their participation. DBSPD offered a variety of electives so as to provide the means, place and space for each individual to discover his capabilities.

B. Music Ensemble:

1. School Orchestra & String Orchestra:

- a. The Junior Orchestra was set up and 30 students from G.1 to G.3 benefited from participation in this music activity.
- b. After two years of regular training, the Senior School Orchestra achieved a good result by being placed 3rd in the 58th Hong Kong Schools Music Festival.
- c. The String Orchestra also achieved a very good result they were awarded 2nd place in the 58th Hong Kong School Music Festival.
- d. The String Orchestra and the Senior School Orchestra were invited to perform at public concerts and received good comments and feedback from the audience.
- e. Students gained immense enjoyment and satisfaction through training and participation in the three orchestras.
- f. They also gained a lot of confidence through their participation in numerous performances.

2. Woodwind and Brass Ensemble:

- a. 32 students were selected to participate in the Woodwind and Brass Ensemble.
- b. After two years of regular training, they made a lot of improvement in their musicianship, playing techniques and cooperation with other members. 5 students who formed the Woodwind and Brass Ensemble were specially selected to take part in the 58th Hong Kong Schools Music Festival, and they captured the 1st place in the competition.

The School was very pleased with the results of the competition last year. Both parents and students gave us huge support and showed much enthusiasm in their participation. Moreover, the increase in the number of students participating in the music audition this year reflects the success of our activities. Finally, many of our students demonstrate an increased interest in learning different musical instruments. This reflects the success of our promotion in instrumental training and music appreciation among students of our school.

C. School Sports Team

DBSPD used the grant to provide intensive & systematic training for our school sports team students. There were altogether seven school sports teams and each team trained for around 1hr 30 min to 2 hrs each session. Regular school sports teams training sessions were conducted from Term 1 to Term 3. According to students' abilities and performance, team members will be divided into Team A and Team B in the 2006/2007 school year. Boys in Team A will receive two sessions of training each week, while boys in Team B will receive training once a week.

1. PE teachers' and students' feedback and assessment on the performance of these coaches.

PE teachers recognized that the sports coaches demonstrated high professionalism especially their valuable experience and knowledge while providing specific training for our students. This year, our students were given more regular and effective training to prepare them for both internal competitions and inter-schools competitions. They showed great improvement not only from their good results, but also their enhanced performing standards and confidence when participating in competitions.

2. The response and feedback from the school authority, parents, students and old boys in the training, competitions and other sports activities.

The overall sports atmosphere has becoming stronger in our school which is demonstrated by more students with good sports potential being developed by our coaches. Students showed great interests and thus were willing to make efforts in striking the best performance. Parents also showed their support and cooperation with the school by allowing their child to



receive regular sports training. Good relationships between PE teachers, coaches, parents (some DBS old boys are parents of our students) and students are also another successful element for contributing to the remarkable results achieved in competitions and other sports activities.

3. The results of the external sports competitions e.g. Inter-Schools Sports Competitions.

DBSPD makes full use of the CEG to provide intensive & systematic training for our school team students. There are 7 school teams in our school and each training session lasts for 1hr 30 min to 2 hours. Regular training is conducted for our school sports teams from Term 1 to Term 3:

According to students' abilities and performances, team members are divided into Team A and Team B. Boys of Team A attend 2 training sessions per week, while boys of Team B attend one training session per week.

Athletics, Badminton, Basketball, Fencing, Football and Table-Tennis Teams

- a. Over 160 students from G2 to G6 benefited from participating in regular school teams training.
- b. *Results of Inter-Primary Schools Sports Competitions (Kowloon East Area)*
 - a. After two years of regular training, the Table-Tennis Team achieved good results-----Overall Champion in both Boys' A and B Grades of Inter-Primary Schools (Kowloon East Area) Table-Tennis Competition. Four boys were also awarded the Outstanding Player of the Year.
 - b. The Athletics Team was awarded the Overall Champion in Boys' B Grade.
 - c. The Badminton Team was awarded the 2nd Runner-Up. One student was awarded the Outstanding Player of the Year.
 - d. G5 Chan Garreth G.Y. was awarded the Sportsboy of the Year.
- c. Our students demonstrated enhanced team work, and gained enjoyment and satisfaction through participating in the sports team training.
- d. They also gained a lot of confidence through participating in numerous competitions.

Tennis Teams

- a. The Tennis Team was set up in 2005-06. Boys practised on Monday and Friday mornings.
- b. *Results of Inter-Primary Schools Tennis Competitions*
P4S Lam Siu Chuen Tommy was awarded the Overall Champion (Aged 10 or below) in



competitions of both Kowloon and Hong Kong Regions.

Again, we are very pleased with the results of the competitions this year. Both the parents and students gave us huge support and showed much enthusiasm in their participation. Moreover, the increase in the number of students participating in the selection this year reflected the promotion of our activities has been very successful. Furthermore, many of our students demonstrated an increased interest in engaging in different sports classes.

D. English Support and Enhancement

Ms. Stacey Hahn who has the expertise in teaching students with special needs was brought in on a part-time basis last year from March to June 2006. She collaborated with the remedial teacher who was working with students in Grade 1 who displayed problems in learning with English. She was also responsible for running a Writers Workshop for Grade 4 to 6 students with exceptional abilities in English.

1. Grade 1 Support

Working in partnership with Ms. Stephenie Ho, who was the teacher running the support class for grade 1 English, Ms. Hahn assisted in producing the teaching materials which were used in the support lessons. She also advised Ms. Ho on the various ways in which lessons could be delivered more effectively using those materials. The support class consisted of 10 grade 1 students who were selected by their English teacher to join the after school programme that were conducted twice a week for a duration of 35 minutes per session. These support sessions benefited the students and their improvements were noted by their English teachers in their daily performance in the classroom.

2. Writers Workshop for Grade 4-6

The workshop was conducted as part of the 'Supersize Me' programme. The programme was intended to provide extension to the core curriculum for exceptional students in the subjects of English, Chinese and Mathematics. The 'Supersize Me' English programme was an after school programme conducted twice a week for 45 minutes per session for a group of 21 grade 4 to 6 students. During the Writers workshop from March to June 2006, Ms. Hahn took the students through the whole creative writing process as experienced by a professional writer and it gave students a chance to apply various creative writing techniques in producing a fictional story from scratch. The resulting works, some of which were published in the school's various publications, were evidence of the benefits gained by the students from the workshop.

Student Achievements 2005-2006

1. Inter-Schools Swimming Competition

The School Swimming Team was the Champions in both A Grade and B Grade Competitions. Our team was invited to be the leader of Kowloon East Primary Schools which was awarded the Overall Champion in the Territory-wide Inter-Schools Swimming Competition.

2. Inter Primary Schools Athletics Competition

The School Athletics Team was awarded the Overall Champion in Boys' B Grade Competition. Results of other events are:

- a. 4x100M Relay (Boys' B Grade) – Champion
- b. 100M (Boys' B Grade) – 1st Runner-up
- c. 60M (Boys' B Grade) – 1st Runner-up
- d. Long Jump (Boys' B Grade) – 1st Runner-up
- e. Cricket Ball Throw (Boys' B Grade) – 1st Runner-up
- f. Long Jump (Boys' A Grade) – 2nd Runner-up
- g. High Jump (Boys' B Grade) – 2nd Runner-up
- h. 4x100M Relay (HK Junior Age Group Boys' D Grade) – 1st Runner-up

3. 57th HK Schools Speech Festival

Our students were awarded the 2nd Place in Cantonese Choral Speaking Competition and 4th Place in English Choral Speaking Competition. Results of other solo verse speaking competitions are as follows:

- a. English – 1st Place - 10; 2nd Place - 16; 3rd Place – 16
- b. Cantonese – 1st Place - 2; 2nd Place - 6; 3rd Place - 5
- c. Putonghua – 1st Place - 3; 2nd Place - 5; 3rd Place – 1

4. 58th HK Schools Music Festival

The School String Orchestra was awarded the 2nd Place. Both the School Orchestra and Treble Choir were awarded the 3rd Places. A Wind Ensemble was awarded the 1st Place. Results of other solo competitions are as follows:

- a. 1st Place – 19
- b. 2nd Place – 27
- c. 3rd Place – 37

5. Other Competitions

A. Hong Kong Schools Drama Festival 2005/06

Students participated in the School Performance Phase of the Drama Festival in March 2006. Mrs. Chandni Nair Rekesh, our Senior Teacher and Head of English Department, was awarded the "Award for Outstanding Script". 6J Gordon Chu and 5D Edmond Wong each was awarded the "Award for Outstanding Actor".

B. HK Tennis Association Inter Primary Schools Tennis Competition

4S Tommy Lam was awarded the Regional Championship – Kowloon (Boys' 10 & Under) and the Annual Championship (Boys' 10 & Under).



C. Inter-Primary Schools Badminton Competition (Kowloon East)

The Badminton Team was awarded the 2nd Runner-up. 5D Brian Leung was awarded the Best Player of the Year.

D. Hong Kong Sudoku Competition

6J Benedict Pang was awarded the Champion of the Ultimate Sudoku Challenge.

E. Hong Kong Inter-School Team Chess Championships 2006

The Chess Team was awarded the 2nd Place. Individual winners include 5D Eugene Yuen - Gold Medal (Board 1) and 5J Kelvin Chu - Bronze Medal (Board 4)

F. 4th I-Cube Inter-Schools Quiz Competition

The School I-Cube Team was awarded the 2nd Place for the Inter-Schools Overall Result. The P1 & P2 was awarded the 2nd Place for the Lower Primary Team Competition, while P5 & P6 was awarded the 3rd Place for the Upper Primary Team Competition.

Evaluation of the English Programme 2005 - 2006

Programme Evaluation

A. English Summer School

1. Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas.
2. Targets: G4,5 and 6 students
3. Period: Summer holidays
4. Content: Interested students were asked to join a study tour to the United Kingdom.
5. Evaluation: The trip was successful. Progress was made merging into a new culture.

B. School Open Day

1. Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas.
2. Targets: All students
3. Period: January
4. Content: Interesting composition pieces and various writings were collected from students in all classes. G5 and 6 students had to design some games for visitors.
5. Evaluation: The Open Day was a success. Parents were impressed with the games and the students' works.

C. English Week

1. Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas.
2. Targets: All students
3. Period: February
4. Content: Paired reading was done between grades. G3 to 6 boys did public speaking. There was also a spelling bee for all students.
5. Evaluation: The English Day was a success. Paired reading should be done once a month throughout the next school year. Proper game booths should be set up in a fixed place. English week should be timed so that it doesn't clash with music and drama festivals. Students enjoyed taking part in the activities.

D. Extensive Reading Scheme

1. Objective: To develop their students reading skills.
2. Targets: All students
3. Period: September to December
4. Content: All students were given a reading record sheet. Every time they finished reading a



book, they had to note it down and give comments. Teachers were to check the sheets occasionally and sign them. Various reading schemes were bought such as the Oxford Reading Tree series and other group readers were also purchased. The programme was incorporated into the library reading scheme in January.

5. Evaluation: Some of the G. 2 books were too easy. These books are to be sorted and passed along to the G. 1 classes. More suitable books are to be ordered later on for each level. A class reader for literature study was piloted in G5. Literature study guides will be implemented in 2006-2007.

E. Best Compositions

1. Objective: To build up their writing skills
2. Targets: All students
3. Period: The whole school year
4. Content: Two best compositions were chosen every other week and a copy was submitted to the Panel Chairperson. Other compositions were also put up on the classroom board.
5. Evaluation: Students tried their best and were very proud to have their work displayed in the classrooms. Various ones were chosen to be put in the school magazine.

F. External Competitions

1. Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English.
2. Targets: All students
3. Period: The whole school year
4. Content: Students were given opportunities to take part in various external events.
5. Evaluation: Many students were encouraged to join and a lot of the boys won numerous awards

G. Inspirations

1. Objective: To build up their writing skills.
2. Targets: All students
3. Period: January
4. Content: All students had to do creative writing. All students had to submit one piece and it would be compiled into a publication. The books could be ordered through the school.
5. Evaluation: All students had to participate. The best were selected for publication.

H. Internal Competitions

1. Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English.
2. Targets: All students
3. Period: The whole school year

4. Content: Students participated in penmanship competition. Students were also given the opportunity to participate in a public speaking. Upper primary levels held debates.
5. Evaluation: For those students who participated in the speaking competitions, they displayed confidence in their presentations.

I. Support Classes

1. Objective: To give extra support for those students needing who are having difficulty in keeping up with the English curriculum.
2. Targets: Selected students
3. Period: October through till June.
4. Content: Students attended classes after school where they were given further supplementary materials to enhance their classroom learning.
5. Evaluation: It was decided that the Teaching Assistants should not be responsible for the support classes and that English Language Teachers would take over in the coming academic year.

J. Enrichment Programme

1. Objective: To further develop English language skills through a variety of activities.
2. Targets: Selected students
3. Period: October through till June.
4. Content: Students attended classes after school where they were given further materials to challenge and develop more critical thinking skills.
5. Evaluation: The programme provided by Longman was not really suitable. English Language Teachers would be in-charge in the coming academic year.

二零零五至二零零六年度中文科工作計劃檢討報告

1. 校際朗誦節

- (一) 活動目標: 透過活動, 訓練學生的說話能力及技巧, 並培養審美情趣。
- (二) 活動對象: 小一至小六
- (三) 推動時間: 九月至十一月
- (四) 活動內容: 老師會邀請各級有興趣的學生參加獨誦比賽, 並給予適當的訓練及指導。今年, 三、四年級同學更參加了集誦比賽。
- (五) 活動檢討: -參加本屆朗誦節的同學共有四十二位, 情況踴躍; 同學接受訓練時亦見積極及投入。
-本屆共有兩名同學奪得冠軍, 七名奪得亞軍, 六名奪得季軍; 而本校的集誦隊更獲得亞軍成績。

2. 硬筆書法比賽

- (一) 活動目標: 讓學生體認中華文化, 並培養審美情趣。
- (二) 活動對象: 小一至小六
- (三) 推動時間: 十月
- (四) 活動內容: 全校學生均需參與由教協舉辦的「硬筆書法比賽」, 老師選出初級、中級、高級三組的冠、亞、季軍。優勝者會獲得證書, 其作品亦會寄往教協參加比賽。
- (五) 活動檢討: 同學的反應見積極及認真, 二年級何浚禮同學獲得了初級組優良獎。

3. 閱讀學會

- (一) 活動目標: 提高學生的閱讀素質。
- (二) 活動對象: 四至六年級拔尖班同學
- (三) 推動時間: 五月
- (四) 活動內容: 小四至小六「拔尖班」同學參與由中學部老師及多名中四同學舉辦的工作坊, 內容集中分享閱讀心得及如何進行討論。
- (五) 活動檢討: 部分同學未能領悟問題, 但整體表現仍見雀躍。內容及形式仍在摸索階段, 明年有待更新。

4. 栽種水仙花

- (一) 活動目標: 透過活動, 讓學生體認中華傳統文化, 並培養審美情趣。
- (二) 活動對象: 小六
- (三) 推動時間: 一月
- (四) 活動內容: 農曆新年前, 老師指導六年級學生栽種水仙花, 並把製成品售賣, 為學校籌款。
- (五) 活動檢討: 老師指導同學栽種水仙花時, 同學很認真學習。眼看盛開的水仙花, 同學表現興奮, 亦有成功感。

5. 中國文化日

- (一) 活動目標： 加強學生對中國文化的認識。
- (二) 活動對象： 全校學生
- (三) 推動時間： 一月二十四日
- (四) 活動內容： 本科與常識科合作舉辦是次活動。全校師生皆穿上富中國特色的服裝回校，參與各項活動，包括攤位遊戲、揮春設計、互贈祝福語及時裝表演。
- (五) 活動檢討： 全校師生反應良好，氣氛熱鬧。各項活動均能提高學生對中國文化興趣，時裝表演環節更有助學生了解中國少數民族服裝的特色。

6. 工作坊及講座

- (一) 活動目標： 刺激學生的思維，並提高其寫作能力及興趣。
- (二) 活動對象： 全校
- (三) 推動時間： 全年
- (四) 活動內容： 針對不同級別的需要及興趣，老師安排不同的工作坊及講座，情況如下：
 - 於十一月，著名兒童文學作家潘明珠小姐走進課室，為五、六年級同學舉行寫作工作坊。小六的題目是「筆下生花」，主要教導同學寫出活潑新鮮的文字；小五的題目是「靈感百寶箱」，教導同學學習觀察和感受。潘明珠小姐還親自批改同學的作品，給每位同學寶貴的意見。
 - 於二月，名作家君比小姐到校進行講座，為二、三年級講解寫作技巧，題目為「一個童話的誕生」。
 - 於三月，為小四同學舉辦「中文詞典工作坊」，讓同學認識不同的檢字法及詞典內的各種功能，從而提高同學的語文知識及自學能力。
- (五) 活動檢討：
 - 上述的工作坊及講座非常實用，而且有趣。同學參與活動時見投入及興奮。
 - 老師其後安排同學參加不同的寫作比賽，6D 張智游同學在「第五屆小學中國語文菁英計劃」中獲得銅獎，而 6D 何諾言同學在「第四屆全港微型小說創作大賽」中獲得推薦獎。
 - 希望來年老師能安排合適的語文活動給小一同學參與。

7. 班際寫作比賽

- (一) 活動目標： 提高學生的寫作能力及興趣。
- (二) 活動對象： 小三至小六
- (三) 推動時間： 三月
- (四) 活動內容： 小三至小六各級老師自定題目，同學於課堂內進行寫作比賽，然後由老師選出優勝作品。優勝者會得到獎狀及書券，以示獎勵。
- (五) 活動檢討：
 - 比賽進行時，同學的態度很認真。
 - 除了把優勝作品張貼於壁報板外，亦可考慮把作品刊登於校刊或《雲水集》內，讓更多人可以欣賞到同學的作品。



8. 實地考察式寫作計劃

- (一) 活動目標： 透過實地考察，提高學生的觀察能力及寫作興趣。
- (二) 活動對象： 五、六年級同學
- (三) 推動時間： 三月三日
- (四) 活動內容： 五、六年級科任老師連同八名義工家長，帶領同學前往香港公園進行實地考察。學生按着工作紙要求，進行各種感官記錄，以助回校完成作文。
- (五) 活動檢討： 學生反應良好，工作紙設計有助學生完成寫作記錄；是次考察有助提高學生的寫作興趣及技巧。

9. 故事演講比賽

- (一) 活動目標： 通過活動，訓練學生的說話能力，並培養審美情趣。
- (二) 活動對象： 小一及小二
- (三) 推動時間： 七月
- (四) 活動內容： 本活動於期考後進行。先由老師在課堂上作出甄選，每班派一名代表，齊集於禮堂參加比賽。各級優勝者均獲得書券及證書，以作鼓勵。
- (五) 活動檢討： 此活動因「手足口病」而取消，已購買的獎品(書券)會留待明年使用，而各班代表獲贈禮物一份，以示鼓勵。

Evaluation of the Mathematics Programme Plan 2005 - 2006

Programme Summation

In the school year 2005/06, all activities were carried out as planned. All mathematics teachers demonstrated their team spirit and worked cooperatively to make most of the programmes a success.

Programme Evaluation

1. Mathematics Week

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Learn to communicate and cooperate in team work
 - Learn Mathematics meaningfully integrated with other subjects
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up positive learning attitudes and habits
 - Foster students' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning

Target: G.1 to G.6 students

Period: 24th to 28th April 2006

- Description:
- Different mathematics activities such as 'Close to 100', 'Mini Trail' and 'Maths Trail' were organized for each of the levels.
 - 'Sudoku Competition' was organized for G4 to G6 students.
 - Dr. Samuel Leung and Professor N.Y. Wong were invited to give talks on 'The Wonderful World of Number Patterns' and 'Interesting Shapes and Buildings Around Us' respectively.

- Evaluation:
- Students enjoyed the various games and activities. The lower primary boys were particularly keen on answering questions in the Multi-purpose Room at the covered playground. However, as there was not enough promotion and many of the prefects / librarians were on duty, the board games for the senior primary boys in the Student Activity Centre were not as popular.
 - Students felt very excited in taking part in the Sudoku Competition. Students found the talks very interesting and enjoyed it, especially the first talk.

2. External Competitions

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Facilitate students' problem solving ability



- Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
- Foster students' sense of confidence in Mathematics
- Instill in students the habit of continual, independent learning

Target: G.3 to G.6 students

Period: February to April 2006

Description: Tutorials during lunch time and after school were given to the school team members when necessary. A training programme of 9 sessions conducted by a team of Mathematics teachers during the Easter holidays was given to the competition team members.

- (i) The 13th Hong Kong Primary School Mathematical Olympiad (Primary Five) in 2006
- (ii) The 13th Hong Kong Primary School Mathematical Olympiad (Primary Six) in 2006
- (iii) Po Leung Kuk Youths Talents Quest 2006
- (iv) Sudoku 「千人數獨終極戰」
- (v) Mathematics Olympiad Open
- (vi) 4th Hua Lo Geng Cup Hong Kong
- (vii) 11th National Hua Lo Geng Cup
- (viii) The 2nd Mathematics Creative Problem-Solving Competition for Primary Schools
- (ix) Education Manpower Bureau Mathematics Cognition Contest

Evaluation: This year the Mathematics Department has attained the set goal of participating in external competitions. We have provided ample learning opportunities and challenging problems for gifted students. Students have raised their self-esteem, heightened their motivation in learning and their mathematics cognition has been enhanced. There were 42 students taking part in various competitions. Individual students achieved success and a high standard of excellence. Thomson Lee (6J) did very well in both the National Hua Lo Geng Cup and EMB Cognition Contest. We got a total of six gold awards in the two Mathematics Olympiads. We won five 1st class honours in competitions organized by Po Leung Kuk, Hua Lo Geng Cup and EMB. As a team, DBSPD came sixth in Mathematics Olympiad, and third in EMB Mathematics Cognition Contest.

Results were encouraging. Joining the competitions had successfully aroused students' interest in mathematics. They enjoyed the process and gained valuable experience. It was suggested that we should continue promoting these functions in the coming school year.

- (i) There were 6 members in the team. Chan Long Tin was awarded the Gold Award., Ting Cheuk Hei, Ng Po Kwan, Fung Chun Ho and



- Chan Karl Wayne were awarded the Silver Award.
- (ii) There were 6 members in the team. Lee Tin Hang was awarded the Gold Award, Leung Ying Ho, Ng Chun Wai and Pang Ho Hin were awarded the Silver Award.
 - (iii) There were 6 members in the team. Lee Tin Hang was awarded the 1st Class Honour Prize, Ho Chung Sum and Yeung Lane Chun were awarded the 2nd Class Honour Prize, and Ng Man Kit, Wong Chun Sing and Chan Lok Yin were awarded the Merit Prize.
 - (iv) Pang Ho Hin was the Champion of the Competition (Primary Division) and Chan Long Tin came 4th.
 - (v) There were 13 students taking part in the competition. Lee Tin Hang, Leung Ying Ho and Watt Cheuk Yin were awarded the Gold Award. Au Tai Ho and Tam Cheuk Ho were awarded the Silver Award.
 - (vi) There were 3 members in the team. Lee Tin Hang was awarded the 1st Class Honour Award, Ho Chung Sum the 3rd Class Honour Award and Leung Ying Ho the Merits Award.
 - (vii) There were 3 members in the team. Lee Tin Hang was awarded the 1st Class Honour Award.
 - (viii) There were 4 members in the team. Our team got an 'Honourable Mention' Award.
 - (ix) There were 2 members in the team. Lee Tin Hang was awarded the 1st Class Honour Award and Ho Chung Sum the 2nd Class Honour Award.

3. Mathematics Challenge

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics

Target: G.1 to G.6 students

Period: October 2005 to June 2006

Description: Challenging questions were placed in the covered playground each month.

Evaluation: 70 awards were given out in total with 59 Bronze, 9 Silver and 2 Gold. The rate of participation was rather low, i.e. below 70%, except for P.1 because the boys were keener in playing with their schoolmates during the recesses. It was suggested that teachers could give out the challenging questions to students in class.

4. Support Class (Lift-Off Programme)

- Objective:
- Facilitate students' problem solving ability
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning

Target: G.1 to G.6 students

Period: October 2005 to June 2006

Description: Eight students from each level were invited to attend two remedial lessons weekly. The aim is to give individual support and guidance to students with special needs and learning difficulties.

Evaluation: We had mixed teaching effects and learning outcomes for the support classes in different levels. In general, parents commended the progress of boys who received remedial teaching. Their marks in assessments improved. The boys had built up learning motivation and positive self-esteem. However, there were boys who were weak in all three core subjects and therefore tried to share their time amongst various support classes. Some also took part in other activities such as instrumental and swimming classes allowing them to stay for 20 minutes only. These boys received limited benefits from the remedial classes and showed little improvement. It is suggested that support classes and training sessions need to be reorganised.

5. Enrichment Class (Super-Size Me Programme)

- Objective:
- Explore and discover Mathematics in daily life situations
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning

Target: G.3 to G.6 students

Period: October 2005 to June 2006

Description: Eight students from each level were given two enhancement lessons weekly.

Evaluation: Students enjoyed the programme very much and the quality of project work completed was quite satisfactory.

6. On Line e-Learning

- Objective:
- Explore and discover Mathematics in daily life situations
 - Learn to communicate and cooperate in team work



- Learn Mathematics meaningfully integrated with other subjects
- Facilitate students' problem solving ability
- Develop students' creativity
- Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
- Foster students' sense of confidence in Mathematics
- Instill in students the habit of continual, independent learning

Target: G.1 to G.6 students

Period: September 2005 to June 2006

Description: Each student was assigned an account to try out Math practices and assessment tests on the Planetii platform during school hours.

Evaluation: Most students enjoyed the activity. The tools had been fine-tuned to cope with the requirement of the school. Although there are still some technical problems in using Planetii, it is worth continuing the cooperation with them. Our students participated in the 'Planetii Online Mathematics Competition' and 24 students were awarded Certificate of Distinction.

7. Mathematics Projects

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Learn to communicate and cooperate in team work
 - Learn Mathematics meaningfully integrated with other subjects
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning

Target: G.2 to G.6 students

Period: 10th to 28th April 2006

Description: Mathematics Project for each level was done during the 'Math Week'.

Evaluation: The result was satisfactory. Students demonstrated their communication and collaboration skills. They could think and work logically to achieve their objectives.

8. Geometer's Sketchpad

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Learn Mathematics meaningfully integrated with other subjects
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit



- Foster students' sense of confidence in Mathematics
- Instill in students the habit of continual, independent learning

Target: G.4 to G.6 students

Period: December 2004 and March 2005

Description: A license for 50 users was purchased for Geometer's Sketchpad. Teachers used the software to prepare teaching materials and students used it as a learning tool, particularly in learning geometric concepts.

Evaluation: The response is positive. However, both teachers and students need time to get familiar with the software before it can be fully utilized.



Evaluation of the General Studies Programme Plan 2005-2006

Programme Summation:

A variety of activities were once again organised to help supplement the core curriculum. The students thoroughly enjoyed the activities and it further reaffirmed the notion that the best way to learn is to provide variation in the way students find out about the different strands in General Studies. Though activities were differentiated into GS I and GS II, all the teachers in the department worked amicably together in planning and implementing all the activities, helping to build good rapport among all the teachers in the department.

Programme Evaluation

Activity 1 : Chinese Costume Day	
Objective	To design different experience based activities for students in order for them to cherish and know more about the Chinese culture.
Target	G.1-6
Period	January 2006
Description	A collaborative effort with the Chinese Department. Selected students wore Chinese Costume made from recycled materials in a fashion show to compete for the best looking costume. Booths were set-up also in the covered playground to provide fun games and activities promoting Chinese culture during recess time.
Evaluation	It was a success. Teachers and students enjoyed the show and the activities and the costume parade helped bring across to the children the different costumes worn by the major ethnic groups in China.

Activity 2 : Observation of National Day - Oct 1st	
Objective	To develop in them a sense of pride and identification with the country through the national flag and anthem.
Target	G.1-6
Period	End of September 2006
Description	The national anthem was sung during the morning assembly and display boards explaining the various national emblems were put up in the covered playground.
Evaluation	Students sang the anthem with gusto and pride and the display boards helped to reinforce the points that were taught in the classroom.

Activity 3: Life Education Activity Programme (L.E.A.P.)	
Objective	To enable students to maintain a healthy personal development and to recognise their role and responsibilities as members of the family and

	society and to show concern and care for their well beings. To develop them to be critical in thinking.
Target	G. 1-6
Period	March 2006
Description	P.1 Air to live P.2 Food for life P.3 Body journey P.4 Brainy Bunch P.5 Internal affairs P.6 No way
Evaluation	Students were motivated to learn about the right attitudes towards life and good habits were fostered due to the interesting environment in which the activities were conducted. It helped to focus their attention solely on what was going on and prevented them from being disrupted. It was also good that a booklet of practice questions was distributed to students for consolidation.

Activity 4 : Green Week	
Objective	To know more about the green movement and to instill in them a concern for the environment
Target	G.2 – 6
Period	November 2005
Description	Students took part in a 'planting activity' organised by the EPD. Seedlings were provided to the school and students in G2 and G6 planted them and took care of them from Nov 05 to Feb 06. Those which were well looked after were awarded with prizes and these pots of plants/flowers were given to a Home for the Elderly. A series of making recycled paper workshop were organised for those in G3 and 4 during recess time.
Evaluation	The 'planting activity' was a meaningful activity, especially for those whose pots were selected to be presented to the Elderly Home as a few of them went along to the Home and they had a very enriching experience with the elderly residents there.

Activity 5 : Science and Technology Convention – HK 2100	
Objective	To enable the students to show their creativity and inventiveness and to provide them with an experience in participating in a Science Fair/Convention.
Target	G.1 – 6
Period	May 2006
Description	Students were given the theme 'HK 2100' and they were asked to imagine

	what life will be like then and what kind of machines/equipment/tools would we be using. Students were allowed to draw, paint, design posters, make displays or 3D models. A talk was also given by a meteorologist from the Hong Kong observatory for students in G5 and 6.
Evaluation	The best works were selected for displays during the 3 day convention in May. Gold, Silver and Bronze medals were then awarded to all the finalists. All the students thoroughly enjoyed the exhibition and the exhibition room was constantly full.

Activity 6 : GS Learning Zones	
Objective	To set up displays around the school to help supplement the students' knowledge in GS
Target	G. 1 – 6
Period	Throughout the year from Oct 2005 to June 2006
Description	Various displays and exhibitions were put up around the school and in the GS room. Some were sourced from outside organisations and some were made by teachers and students.
Evaluation	The students were educated and entertained during recess time and it helped to occupy their time too.

Activity 7 : GS Field Trips	
Objective	To promote experiential learning and to provide variation in teaching and learning by moving out of the school settings.
Target	G. 1 – 6
Period	January 2006
Description	P1 Kowloon Park P2 Ocean Park P3 Health Education Exhibition & Resource Centre P4 Hong Kong Museum of History P5 Hong Kong Heritage Museum P6 Legislative Council
Evaluation	Students enjoyed the outings and the activity cum work sheets given out during the trips helped to reinforce what they had learnt in the classroom.

Activity 8 : Resource Building and GS Room Improvement	
Objective	To provide teachers with sufficient and appropriate teaching aids and resource materials and to make the GS room a more conducive place for teaching and learning.
Target	All teachers and students

Period	Whole year
Description	About 35 titles of BBC science documentaries on DVDs, additional teaching models/aids and resource books on the teaching of science and science activities were bought and added to the inventory. A subscription to the website Brainpop.com was made. A cork board was added to the back of the GS room. A proposal to put up 5 desktop computers in the GS room was also submitted.
Evaluation	The DVDs and the Brainpop.com website were good complement to the science curriculum. The teaching aids/models were useful for the hands on learning of science. The cork board would be helpful in allowing us to display more students' work in the GS room and the computers would be very helpful in allowing students to do research work while in the GS room.

Evaluation of the French Programme 2005 - 2006

Programme Summation

It is designed to build up and improve students' oral, writing and reading skills in French. It also reinforces the school's reading scheme and it promotes students' respect for different cultures.

Programme Evaluation

Plan 1: Oral skills	
Objective	French Conversation
Target	All French stream students
Period	Whole year
Description	Students took part in French conversation during the class.
Evaluation	Small class size allows students to participate actively in daily class conversation.

Plan 2: Writing skills	
Objective	To strengthen students' grammatical and spelling skills through various topics
Target	All French stream students
Period	Whole year
Description	Students took part in projects such as correspondence in French and poems presentation. They keep a weekly journal.
Evaluation	Students were able to write short compositions and passages to be published in the school magazine. They were able to write poems and speech and have them recited to their school mates during the French week. Students were able to use their writing skills to prepare letters and e-mails to francophone students overseas.

Plan 3: Presentation, leadership, writing skills	
Objective	Delivering Projects
Target	All French stream students
Period	December 06, April and May 05
Description	Students organised and participated in various presentations in their school, in other schools and overseas.
Evaluation	Many positive comments were received after the performances, orally by spectators, in the newspapers, by parents' letters, e-mails or phone calls.

Plan 4: Implement a French Reading Programme	
Objective	Encourage the students to start reading in French
Target	All French stream students
Period	Whole year
Description	Students from G4 to G6 subscribed to “Discovery Box” in French, they read aloud and discussed the stories in class once a week. A new story was started every month. Students were encouraged to read parts of them at home. The department purchased a set of Galaxy Readers level 1. G1 to G3 students had reading sessions at least once a month.
Evaluation	Students asked for more reading periods in the week, but a lack of time and other plans did not allow for it. The teacher observed that a lot of new vocabulary was acquired through the reading sessions and some grammatical structures were reinforced.

Plan 5: Cultural awareness	
Objective	To enhance students cultural awareness and respect for different cultures
Target	Students from G4-6
Period	12 April 2005 to 22 April 2005
Description	Students participated in a trip to France.
Evaluation	Children gained a lot of cultural and historical knowledge through the various visits.

二零零五至二零零六年度普通話科工作計劃檢討報告

活動	目標	活動情況	對象	檢討
1. 普通話專題展板	提高學生對本科的學習興趣，培養良好的學習態度和習慣。	選取找尋各式各樣有關普通話的資料，將其分為不同主題，如粵普對照、聲調變化、兒化、輕聲等，按月張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。	全體學生	--各普通話老師及教學助理已依期完成。 --展板多用學校物資，無須另行購買，下年度可以把此項的財政預算降至一百元。
2. 校際朗誦節	增強學生的普通話說話能力，發音正確，能用適當的語調說話，能運用適當的詞語和句法說話，說話流暢自然，以表達自己的思想感情	由教師揀選各級內有潛質的學生，加以訓練其普通話之發音及朗誦技巧，繼而參與校際朗誦節比賽，爭取比賽經驗，為學生提供一個與友校互相觀摩、切磋的機會。	有潛質的學生	--今年第五十七屆校際朗誦節普通話獨誦的總參賽人數為86人，得獎人數為16人，相比去年，參賽的人數和獲獎的人數均倍增，可見學生愈加把握和重視這個學習普通話的機會。(見表格後的附錄) --三、四年級的集誦拿84分，總結這次的經驗是練習的時間不夠，每星期至少要練兩天才行。
3 普通話週	提高學生對本科的學習興趣，培養良好的學習態度和習慣。	--本年度普通話活動包括早會短講、短劇表演、攤位遊戲(分高年級及低年級)、三至四年級歌唱比賽 --早會短講由黃老師負責，短劇表演由趙老師負責 --攤位遊戲由全體普通話老師籌備，每位老師負責高、低年級攤位各一個，高、低年級攤位各有七個，舉辦地點為	全體學生	歌唱表演: --學生及老師的表演都很受學生歡迎 --綵排時間尚算充足，音樂老師對歌唱表演訓練很有經驗，實在給本科老師很大的支援 --部分表演者未能積極地自行練習，過份倚賴老師督促 攤位遊戲: --學生反應踴躍 --場地不夠大，宜減少參與班級的數目，或取消歌唱比賽，騰出禮堂以容納更多學生玩遊戲

		<p>student activity centre 和 multi-purpose room</p> <p>--歌唱比賽由黃老師、趙老師及音樂科溫老師負責訓練學生，比賽地點為禮堂，並於比賽前舉行兩次綵排。</p> <p>--活動當日，不少學生因為要避免感染手足口病而沒有上學，大部分歌唱比賽參賽者及短劇演員都缺席，短劇表演取消，歌唱比賽則改為以表演形式舉行。</p>		
4. 校外交流	讓學生觀摩校外學生的普通話說話表現，以提高其普通話水平及興趣。	<p>--本校共推薦學生參加了四場課外活動比賽，包括：</p> <ol style="list-style-type: none"> 1. 「香港教育專業人員協會普通話組主辦『普通話小主播擂台』（笑話組)」，參賽同學人數為5人。 2. 新市鎮文化教育協會主辦「第八屆全港中小學普通話演講比賽2006」，參賽同學人數為5人。 3. 香港普通話研習社兒童普通話講故事比賽，2M 陳宇軒得優異獎、2M 岑天溢得季軍、1J 何浚亨得最佳台風獎。 4. 全港小學、幼稚園來說普通話比賽 	有潛質的學生	<p>--學生都盡力練習，臨場表現理想，亦吸取到出賽經驗</p> <p>--老師到場觀賽，更能了解校外學生的水平，有助提高訓練學生的技巧</p>

		2005, 參賽同學人數為3人。		
5. 購買普通話書籍、影音教材 (供學生借用)	提高學生對本科的學習興趣及自學能力	由負責教師購買有關普通話科參考書籍和影音教材, 放在圖書館或指定借用書櫃內, 供學生借用。	全體學生	--學生只能借有標示拼音的故事書回家自讀, 視聽教材因版權問題而只限於館內借用, 學生能借出的教材十分有限。 --老師繼續鼓勵學生放學後, 多借看圖書館內的視聽教材, 或自行在書店購買普通話視聽光碟。
6. 購買工具書、參考書及輔助教具教材 (用教師借用)	提升教師的本科及教授普通話的專業知識, 提供有關參考資料及輔助教材。	--已購買一些教師參考資料, 例如: 曾子凡粵普對照、同音字、史努比、叮噹等等, 各位同事如有需要可至校長室對面的資源櫃拿取, 但請於借閱紀錄冊內做紀錄, 以免遺失。 --各普通話部門的同事若見到合適的參考書、多媒體資源, 亦可幫忙添置, 並向學校報帳。但請於購買前, 讓普通話科主任先知道價格、種類和數量。	全體教師	--教材有助備課 --可多採購更多有趣的視像教材, 如普通話卡拉ok音碟、動畫片、電影等等。
7. 收集本科專題資料	提升教師的本科及教授普通話的專業知識, 提供有關參考資料及輔助教材。	--兩位科主任已將所參加的比賽、講座、宣傳單張等相關資料整理, 放在文件夾裏。將會放在普通話資源櫃裏, 以供老師參考。	全體教師	--教師出席各種講座後, 更了解其他學校普通話教學的發展情況

附錄：

05-06 獨誦成績一覽表

	參加人數	優良 (80 分以上)	良好 (75-79)	75 分以下	名次
一年級	17	14	3	0	冠：1 亞：2
二年級	13	7	3	3	冠：1 亞：1
三年級	25	15	9	1	亞：1 季：1
四年級	17	14	1	2	冠：2 亞：2 季：1
五年級	6	6	0	0	季：1
六年級	8	7	0	1	冠：1 亞：2
總數	86	63	16	7	冠：5 亞：8 季：3

04-05 獨誦成績一覽表

	參加人數	優良 (80 分以上)	良好 (75-79)	75 分以下	名次
一年級	9	5	4	0	亞：1
二年級	9	7	2	0	季：1
三年級	9	7	2	0	季：1
四年級	3	2	1	0	
五年級	10	8	2	0	冠：1 季：1
六年級	1	1	0	0	
總數	41	30	11	0	冠：1 亞：1 季：3

Evaluation of the Music Programme 2005 - 2006

Programme Evaluation

Plan 1 : Set up Junior Orchestra and Chinese Instrument Ensemble	
Objective	To develop creativity, the ability to appreciate music and to effectively communicate through music. To gain enjoyment and satisfaction through participating in music activities. To pursue a life-long interest and the appreciation of music.
Target	G.1 – G.6
Period	Junior Orchestra :Whole Year Chinese Instrument Ensemble : from March 2006
Description	Experienced conductors were invited to select potential students (G.1-G.4) to participate in the Junior School Orchestra and the Chinese Instrument Ensemble.
Evaluation	- The Junior Orchestra was set up and it currently has 30 members. There were two performances during the first year. - We will be able to establish the Chinese Instrument Ensemble in the next academic year. We have already invited an experienced tutor to help us with it.

Plan 2 : Development of Music Resource Centre	
Objective	To develop creativity, the ability to appreciate music and to effectively communicate through music. To nurture aesthetic sensitivity and cultural understanding. To gain enjoyment and satisfaction through participating in music activities. To pursue a life-long interest and the appreciation of music.
Target	G.1– G.6
Period	Whole Year
Description	Teacher will purchase different kinds of music reference materials as back up resources.
Evaluation	Next year, we will continue to obtain more teaching resources especially for the G.1-G.3 level.

Plan 3 : Workshop with English Department	
Objective	To gain enjoyment and satisfaction through participating in music activities. To pursue a life-long interest and the appreciation of music.
Target	G.4-G.6
Period	Whole year

Description	A musical play will be performed in June 2006.
Evaluation	The performance was cancelled due to an unforeseen outbreak of Hand, Foot and Mouth disease in the school.

Plan 4 : Music Appreciation	
Objective	To gain enjoyment and satisfaction through participating in music activities. To pursue a life-long interest and the appreciation of music. To develop music skills, construct knowledge in music and cultivate positive values and attitudes.
Target	G.1-G.5
Period	Whole year
Description	Cooperation with Hong Kong Philharmonic Orchestra.
Evaluation	This year, the PTA helped organised a discounted concert ticket scheme for our students and parents. There were a total of 6 concerts and the feedback from parents and students was very good.

Plan 5: Hong Kong School Music Festival	
Objective	To develop music skills, construct knowledge in music and cultivate positive values and attitudes. To pursue a life-long interest and the appreciation of music.
Target	G.3-G.6
Period	Whole year
Description	Teachers will select potential students (G.3-G.6) to participate in the Treble Choir, Vocal Solo, Woodwind and Brass Ensemble and School Orchestra.
Evaluation	We participated in 4 events in the 58 th Hong Kong School Music Festival. Our school achieved good results in the competition. We got one 1 st Prize, one 2 nd prize and two 3 rd prizes.

Plan 6 : Music Performance presented by Professional Organisation	
Objective t	To gain enjoyment and satisfaction through participating in music activities. To pursue a life-long interest and the appreciation of music. To nurture aesthetic sensitivity and cultural understanding.
Target	G.1-G.6
Period	Whole year
Description	Music performances presented by professional organizations, DBS and our students.
Evaluation	This year, we only invited the senior school Chinese Instrument Ensemble to perform in the Demonstration Concert. The department will try to make contact with more groups and host more performances next year.

Plan 7 : Music Award Scheme	
Objective t	To gain enjoyment and satisfaction through participating in music activities. To pursue a life-long interest and the appreciation of music.
Target	G.3-G.6
Period	Whole year
Description	A badge will be awarded to each student who has contributed to any school music activities (e.g. Senior School Orchestra ,Music Captain).
Evaluation	Badges were designed for those who had made significant contribution to the musical life in school. Blue badges were given to those who were in the Senior School Orchestra and Red badges were given to those who were in the Junior School Orchestra.

Plan 8 : Music Captain	
Objective t	To gain enjoyment and satisfaction through participating in music activities.
Target	G.5-G.6
Period	Whole year
Description	Potential students will be selected to assist the music department.
Evaluation	4 music captains were selected to assist the Music department. They assisted in the Demonstration Concert, Open House, Orchestra Audition, etc. They were very helpful and responsible.

Evaluation of the Physical Education Programme Plan 2005 - 2006

Programme Evaluation

Plan 1 Swimming Gala	
Objective	To encourage students' interest and desirable attitudes towards physical activities and to take part in playing sports, physical training and recreational activities actively and regularly. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship. To develop their sense of belonging, team spirits and sense of achievement through a series of training sessions and competitions.
Target	Whole School
Period	6 & 7 September 2005 (Heat) 12 September 2005 (Final)
Description	The first jointly organised swimming gala with the Secondary Division at Kowloon Park Indoor Swimming Pool.
Evaluation	Swimming Gala was held with the Secondary Division successfully. We will continue to run this activity with the Secondary Division in the coming school year.

Plan 2 Selection of Sports School Team Members	
Objective	To encourage students' interest and desirable attitudes towards physical activities and to take part in playing sports, physical training and recreational activities actively and regularly. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship. To develop students' ability of observation, analysis, judgment and creativity in the process of participating in activities. To develop their sense of belonging, team spirits and sense of achievement through a series of training sessions and competitions.
Target	Whole School
Period	Early September 05 & Late April 06
Description	Chief coaches of athletics team, badminton team, basketball team, fencing team, football team and table tennis team selected talented students to receive systematic training.
Evaluation	Two selection sessions were held in September 05 and April 06. The one held in September was for inter-school competitions and the other one held in April was for intensive training during summer holidays.
Plan 3 Sports Classes	

Objective	<p>To improve the cardiovascular, endurance, the neuro-muscular system and physical fitness of pupils.</p> <p>To encourage students' interest and desirable attitudes towards physical activities and to take part in playing sports, physical training and recreational activities actively and regularly.</p> <p>To develop students' ability of observation, analysis, judgment and creativity in the process of participating in activities.</p> <p>To promote desirable moral behaviors, cooperation in communal life, ability to make decision, and the appreciation of aesthetic movements.</p>
Target	Whole School
Period	Whole Year
Description	Sports classes in ten different sports were provided to students to join before and after school.
Evaluation	<ol style="list-style-type: none"> 1. Only one type of sports class was conducted each day. Thus, parents could choose more than one class according to their own time and interests. 2. At first, the fencing class was held in the covered playground. After parents complained that it was too hot, it was moved to the Student Activity Centre and the Assembly Hall. 3. The fees for most of the sports classes were \$50 per hour last year. It will be adjusted to \$60 per hour this year. The fees for badminton class, table-tennis class, tennis class and golf class are \$80 per hour as there are only a small number of participants in these classes. 4. The coach-student ratio of ball games should not be more than 1:15.

Plan 4 Fitness Exercise & Primary School Physical Fitness Scheme	
Objective	<p>To improve the cardiovascular, endurance, the neuro-muscular system and physical fitness of pupils.</p> <p>To promote desirable moral behaviors, cooperation in communal life, ability to make decision, and the appreciation of aesthetic movements.</p>
Target	G3 to G6
Period	Whole Year
Description	In order to improve students' physical fitness condition, fitness exercise session will be included during PE lessons.
Evaluation	To be continued when necessary.

Plan 5 Inter-School & Jing Ying Sports Competitions	
Objective	To cultivate students' positive values and social attitudes such as fair play and good sportsmanship. To develop their sense of belonging, team spirits and sense of achievement through a series of training sessions and competitions.
Target	G3 to G6 School Sports Team Members
Period	October 05 to June 06
Description	Teachers & coaches selected potential students (P3-P.6) to participate in Athletics, Badminton, Basketball, Football, Swimming & Table-Tennis competitions.
Evaluation	Students performed satisfactorily, and their talents have been adequately developed through our systemic and intensive training programmes.

Plan 6 Sports Day	
Objective	To encourage students' interest and desirable attitudes towards physical activities and to take part in playing sports, physical training and recreational activities actively and regularly. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship. To develop their sense of belonging, team spirits and sense of achievement through a series of training sessions and competitions.
Target	G3 to G6
Period	Heats: November 2004 (Students were assessed during PE lessons) Final: 19 January 2005
Description	The first jointly organised Sports Day (Final Day) with Secondary Division at Wan Chai Sports Ground.
Evaluation	Sports Day was held with the Secondary Division successfully. We will continue to run this activity with the Secondary Division in the coming school year.

Plan 7 Inter-House Sports Competitions	
Objective	To encourage students' interest and desirable attitudes towards physical activities and to take part in playing sports, physical training and recreational activities actively and regularly. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship. To develop students' ability of observation, analysis, judgment and creativity in the process of participating in activities. To develop their sense of belonging, team spirits and sense of



	achievement through a series of training sessions and competitions.
Target	Whole School
Period	Whole Year
Description	To promote house spirit in DBSPD & to arouse their interest in playing sports.
Evaluation	Badminton, basketball and table-tennis inter-house competitions were held during the school year. About 80 students participated in the badminton and table-tennis inter-house competitions. The heats were held after school and the finals were held during Project Learning Week. As the school field was under maintenance, the inter-house football competition was cancelled.

Plan 8 Sports Captain	
Objective	To develop students' ability of observation, analysis, judgment and creativity in the process of participating in activities.
Target	G5 & G6
Period	Whole Year
Description	Potential students were selected to assist the PE Department.
Evaluation	The Captains were very helpful and responsible in assisting teachers and coaches and in helping organize sports activities.

Evaluation of the Visual Arts Programme 2005 - 2006

Programme Summation

Through learning visual arts the boys will explore and exercise their creativity and imagination, develop and evaluate their ideas, and gain a better understand of arts in context.

Programme Evaluation

Plan 1: Cross – Curricular Integrated learning	
Objective	To help them make connections between art, nature, science, history and culture.
Target	All students
Period	Though out the year
Description	<p>Several art projects involved cross-curricular learning:</p> <p>Art & Science: Seeing Is Believing, – G.4 & G.5 -Paintings by centrifugal force Artist in School Program ‘ Urban Monsters, Creatures in 1000 years’ – G.4-6 -The evolution of animals in 1000 year time in a polluted world</p> <p>Art & Technology: Animation workshop- G4-6 -Robotic Elective students learn to present their ideas using 3D model making skills and computer animation skills</p> <p>Art & Life/Social Role: Life Art Adventure Workshop -G1 & 2 Baptist Oi Kwan Service -Workshop linking art and drama to social issues faced in everyday life</p>
Evaluation	There was a wide range of cross-curricular activities this year. Linking art with science to social issues.

Plan 2: Art in School Partnerships	
Objective	To develop the boys’ artistic potential through various media explorations.
Target	Whole school
Period	From one lesson to 2 months
Description	<p>-Van Gogh live in HK, HKYA Project – G.2, 3 & 6 : Mural Painting</p> <p>-Artist in School Program – G.4-6 :Ceramic & Mosaic Mural</p> <p>-Seeing Is Believing, HKYA– G.4 & P.5 – Installation Paintings</p> <p>-Animation Workshop- G4-6 – Video and Set Design</p>

	-Life Art Adventure Workshop -G1 & 2 – Performance Art
Evaluation	Activities organised were topics normally not covered during normal lesson time. These activities helped broaden students’ art experiences.

Plan 3: Collaborative Art Projects	
Objective	Give students opportunity to develop creative problem solving skills outside the classroom environment.
Target	All students
Period	Throughout the year during class periods and ECA sessions lasting for one lesson to a month long lesson
Description	Students created artworks as teams that were meant for the outside community and for ourselves: -The Plan 2 activities (above) -Class projects: Future city model G3 Mythical animal project G5
Evaluation	Students gained great satisfaction and pride out of creating collaborative works. All projects promoted team spirit and helped in enhancing creative thinking amongst students.

Plan 4: Various Art Media and Art Materials	
Objective	Provide a broad range of media for learning about art making
Target	All students
Period	Whole year
Description	To develop the boys’ artistic potential through various media explorations: Painting, Printing, Sculpturing, Drawing, Craft, Video & Ceramics
Evaluation	All students from G1-G6 got to explore a broad range of media that is age appropriate. This year was also the first time that students got to experience with Ceramics and Animation. It has been noted that the budget must be kept in mind when running activities using these medium due to the high cost involved.

Plan 5: Student Art Exhibition	
Objective	To promote appreciation of art works among peers and celebrate their achievements in visual arts.
Target	All students
Period	Varies from one week to permanent exhibition

Description	Venues of exhibition and special exhibition: Open House, Clay and Ceramic Exhibition, Art rooms (5th& SAC) & lift lobby
Evaluation	Students enjoyed both the Open House and Clay Ceramic Exhibition as visitors and gallery guides of their own work. Exhibiting works in both the art rooms are probably the most effective way in helping students to develop a critical eye for creating good artworks.

Plan 6: On Line Gallery	
Objective	A Window for student to view their own work and exchange ideas
Target	All students
Period	Whole year
Description	Beijing Art Camp students, Comic Strip Exhibition & Paint like Van Gogh HK mural project opening event
Evaluation	We need to find out how frequently students and parent are using the online gallery and whether further encouragement and improvement are needed.

Plan 7: Art Competitions	
Objective	To give students exposure in art competitions and to gain experience
Target	Different year groups
Period	Throughout the school year
Description	Internal Competitions: Christmas Card Design, Picnic Drawing & School Magazine Inside Dividing Pages External Competitions: Lantern Design Competition, HK Summer Arts Carnival Poster Design competition, Tamagotchi Colouring Competition – G.1 & P.2, Stabilo Football T-shirt Design and Colouring Competition G.3-5, Healthy Bag Design Competition organized by Dr.Kong – G. 3-4
Evaluation	There was one prize for Lantern Design Competition and we have yet to receive replies from other competitions. Students enjoyed doing the competition pieces but they needed more encouragement, skills building, personal focus and motivation to spend time not only in school but also at home to create award winning art works.

Plan 8: Cultural Adventures Visits	
Objective	To get students involved in life-wide learning activities in relation to art and other disciplines.
Target	All students

Period	At different times of the year
Description	Trips to: Comic Strip Exhibition Workshop & Exhibition, Museum of Art, Opening of the mural painting for ABN-AMBO
Evaluation	We had 3 outings organised this year but would like to include more in the coming academic year.

二零零五至二零零六年度宗教教育科工作計劃檢討報告

總結：

整體而言，二零零五至二零零六年度的工作計劃大致都能完成，部份未能如期完成的活動將作出檢討，並列出原因，作為日後的改善指引。

檢討：

計劃一 新生調適活動	
活動目標	幫助新生盡早適應校園生活
活動對象	小一、小三及小四新生
推動時間	九月
活動內容	開學期間於課堂中舉行調適活動，引領學生認識學校的環境及人物，加強新同學對學校的認識。
活動檢討	新同學在活動中表現得很開心，很投入。他們互相認識，並學習了結交朋的方法。大家都很守秩序，很合作，所以活動得以順利進行。最可惜的是因課堂調動上出現困難，1D班未能安排此項活動。老師建議下學年於新生訓練日期間進行此類活動，可避免調動上的困難。

計劃二 早會	
活動目標	幫助學生認識聖經及其價值觀，培養他們有愛人如己的精神
活動對象	全校學生
推動時間	全學年

活動內容	每星期五次，其中四天由羅校長以英文主領，逢星期四由宗教科老師及其他基督徒老師以不同語言輪流主領，並邀請聖公會牧師每月到校一次，主領早會，藉此讓學生有更多機會接觸福音，了解基督教信仰。
活動檢討	此集會於上課前進行，學生精神奕奕，注意力較為集中，所以大都能用心聆聽，今年更添置了鋼琴，老師可作伴奏，讓學生唱詩來頌讚上主，崇拜氣氛更為濃厚。

計劃三 班際名句背誦比賽	
活動目標	透過活動，鼓勵學生仿效他人的好行為
活動對象	全校學生
推動時間	十一月
活動內容	全校課室之玻璃門均貼有聖經金句或名人雋語，宗教老師要求學生背誦同一樓層的名句，於三堂宗教課中，每次抽出五位同學背誦句子，每句得1分，每人最多只可背五句，累積得分最多的班別勝出，得到獎品。
活動檢討	老師以抽籤形式進行比賽，換言之，所有學生都要參與活動。比賽中，大部份同學都表現得很熱烈，各人都希望自己的班級能勝出。同一樓層最多只有七個課室，每人最多只有七句可背，似乎沒有多大的挑戰性，下學年或許可讓學生多背一些句子，令他們更加得益。

計劃四 崇拜	
活動目標	透過教堂的崇拜禮儀，讓學生感受真正的崇拜氣氛
活動對象	全校學生
推動時間	十二月、四月、五月
活動內容	本校得到基督堂主任牧師的允准，讓部份學生於不同的節期，如：聖誕節、復活節及升天節，到基督堂參加感恩崇拜，讓學生了解及感受崇拜進行時的禮儀及氣氛。
活動檢討	本校雖是一所教會學校，但很多學生都不是教徒，他們有機會被安排到教會崇拜，實是難得的經歷。本來，學生分三次到教堂去，每次兩級，即每個學生最少有一次到教堂的機會，可惜，聖誕節期間因基督堂進行裝修，無法接待我們，結果一、二年級的同学便無法前往，要留待下一學年再作安排。

計劃五 開放日	
活動目標	展示學生的作品及平日的活動
活動對象	全校學生及家長
推動時間	一月下旬
活動內容	老師於開放日前佈置一特定的課室，將學生平日的作品及活動的照片掛出來。開放日當天還播放聖誕節的聖景影片，讓來賓欣賞學生的表演。

活動檢討	<p>當日，由當值學生接待一切嘉賓，他們大致都能表現自己主人的身份，從中亦學到如何主動地向別人介紹學校的宗教活動。</p> <p>開放日當天人如潮湧，除了學生外，相信家長也能明白孩子平日在學校的生活點滴。</p>
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計劃六 小六福音營	
活動目標	加深學生對基督教信仰的認識，並能延續下去
活動對象	六年級學生
推動時間	六月
活動內容	計劃於期考後為小六準畢業生舉辦為期一天的福音日營，邀請牧師跟學生分享信息，讓學生享受活動的同時，更希望他們能接受耶穌基督為個人的救主。
活動檢討	此計劃原打算於考試後進行，可是期間適逢專題研習週，小六學生被安排參加一個軍訓營，此活動被迫取消。結果，老師為小五、小六學生安排一項福音劇表演。透過互動形式，同學在輕鬆的氣氛下領略聽從真理的重要性。

計劃七 添置教具	
活動目標	增加教具提升學生的學習興趣
活動對象	教師

推動時間	全學年
活動內容	教師可選購適用的參考書、教學軟件或光碟，以供教學之用。
活動檢討	科主任已選購一些適用的參考書，並已編碼，放於書櫃中，有需要時，老師可隨時借用。只是書冊送來時已接近學期尾，只好留待下學年借用。

Evaluation of the Library Studies Programme 2005 - 2006

Programme Summation

The library studies programme plays an essential role in guiding students to learn from reading. Through promoting an interest in reading and equipping students with the skills to search for information, students will benefit from the enriched life such habits will bring, along with the ability to solve problems through looking up for the answer on their own.

Programme Evaluation

Plan 1: Development of the School Library	
Objective	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning. 2. To provide a good learning and reading environment for students and staff.
Target	All students
Period	Whole year
Description	<ol style="list-style-type: none"> 1. Routine of School Library <ol style="list-style-type: none"> a. Provide check in/check out services b. Issue overdue notices c. Keep the library tidy and comfortable d. Offer advice on library resources e. Prepare library cards, order library materials, check invoice, catalogue, import, print labels, wrap the books, prepare library order and stock-take. f. Decorate the library g. Update information in Library WebOPAC h. Organise and manage the student librarians i. Organise the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> a. English, Chinese and French books b. Magazines c. Online encyclopedia
Evaluation	The size of the library collection expanded this year to 9,000 items. The speed of development is quick and will achieve an optimal level in the

	next two years. The management of the school library is smoother when compared with last year. The number of students entering the library was kept to around 100 during each recess time. Students can enjoy the library facilities without the problem of over crowdedness.
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Plan 1: Library Education	
Objective	To enhance the students' information skills and reading incentive.
Target	All students
Period	Whole year
Description	<ol style="list-style-type: none"> 1. G.1-G.6 students were introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1-G.2 activities included story time, extended reading activities and simple library skills. 3. G.3-G.6 students learnt the different types of literatures, usage of library WebOPAC, the way to use various reference tools, the classification methods of library materials (Dewey Decimal Classification), research skills (types of information, formation of questions, information selection, note-taking, bibliography).
Evaluation	There are no syllabus and formal English textbooks for library studies in Hong Kong. The library curriculum was developed internally and it will be further refined and improved in the next school year to suit the needs and interests of our students.

Plan 2: Cross-Curriculum Collaboration	
Objective	<ol style="list-style-type: none"> 1. Provide diversified resources to facilitate curriculum teaching. 2. Consult subject teachers to select curriculum related materials for the library
Target	All students
Period	Whole year
Description	<ol style="list-style-type: none"> 1. Selected, ordered and processed books for the classroom libraries for both the English and Chinese departments. 2. Consulted the recommended booklists suggested by the English and Chinese Departments to enrich the quality of the reading materials to be purchased for the central library. 3. Re-arranged reading activities held by English Department, Chinese Department and the library. 4. Supported research activities for various General Studies topics. 5. Selected, ordered and arranged resources to support the Project Learning research.

	<p>6. Organised a science fiction book exhibition as part of the science and technology convention in May 06.</p> <p>7. Provided assistance to support the Math week activity.</p> <p>8. Supported and obtained advice from the Computer Department in holding the Second Star Reading Award Scheme.</p> <p>9. A Putonghua corner was set up in the library to provide support for the teaching of Putonghua.</p> <p>10. Departmental advisers were consulted regarding the special needs of each subject in order to support teaching and learning.</p>
Evaluation	Collaboration with various departments was strengthened this year with good results. The library will continue to play a supportive role in the cross-curricular collaboration.

Plan 3: Reading Promotion Activities	
Objective	Various library activities were held for the students in order to inspire their interests in reading.
Target	All students
Period	Whole year
Description	<p>1. DBSPD Reading Programme Record booklets were designed for the students to complete. Marks were given for the records. Prizes were distributed as follows :</p> <ul style="list-style-type: none"> ● Students who have got 50 marks to 99 marks were awarded small gifts ● Students who have got 100 marks or above were awarded medium gifts ● Students who were the top three in each grade were awarded bigger prizes. The students who got the highest mark at each grade were also given medals. <p>2. Book Fair Four companies (1.Paddyfield 2.新雅 3.但以理 4.智恆軟件) were invited to run a book fair on parent's Day.</p> <p>3. Vote for Your Favourite Series Students voted for their favourite series in our School Library WebOPAC in the internet.</p>

- 4. Vote for Your Favourite Book and Author(External)**
This activity was organised by the Hong Kong Professional Teachers' Union. Most of the primary schools in Hong Kong participated in this activity. Students voted for their favourite books and author.
- 5. Book Poster Design(External)**
This activity was organised by the Hong Kong Professional Teachers' Union. G4 and G5 students designed the book posters of their favourite books. The best 5 posters were sent to join the external competition.
- 6. 4.23 World Book Day Celebration**
- All students were allowed to borrow books from the school library. Students who borrowed books on this day received a present.
 - 2 teachers were invited to be mystery readers to tell stories to the students through the PA system.
- 7. Second Star Reading Award Scheme(External)**
This activity was organised by the Hong Kong Education City. Our School applied for participation in the scheme. Students used their HkedCity account to login and read 5 English and 5 Chinese stories during the Easter holidays. Students who got half of the required marks were given an electronic certificate. The two students who got the highest marks of each grade received a medal and a certificate from HkedCity.
- 8. Science Fiction Book Fair**
This book fair was held as part of the Science and Technology Convention. Science fiction books were displayed in the library. Posters, board decoration, models and reports were prepared and displayed in the library.
- 9. Story Mum and Dad Workshop**
4 sessions of training on storytelling were provided for 20 parents. After finishing the workshop, interested parents were invited to form the story mum and dad teams. The teams came to the library to tell stories to the students twice a week during recess time.
- 10. Book Donation**
The library collected the donated books and processed them to get them to be put out for loan.

	<p>11. Newspaper Subscription Newspaper subscription to the South China Morning Post, 明報 and 星島日報 was organized.</p> <p>12. Bulk Application of Hong Kong Public Library Cards Students applied for the HKPL Library Cards through the school.</p>
Evaluation	<p>1. DBSPD Reading Programme After discussing with the heads of the English and Chinese Departments, a decision was made to combine all the reading schemes in the school into the Library Reading Programme. Starting from the second term, all students had to participate in this programme. The result was good because the students did not need to do duplicate book records anymore. There were changes in the prizes awarded this year. More prizes were given out to the students to encourage them to read more. 98 students returned their reading records to compete for the prizes. About 80% of them got more than 50 marks and were awarded the prizes.</p> <p>2. Book Fair Four companies selling different kinds of products were invited to participate in the book fair to avoid having the same products in different counters as was the case last year.</p> <p>3. Vote for Your Favourite Series This enhanced students' interests in reading different book series and it also encouraged the use of the Library WebOPAC through the internet. Apart from releasing the voting results in the Library WebOPAC, we posted the results on a notice board so that we could draw the attention of more students to this reading event.</p> <p>4. Vote for Your Favourite Book and Author(External) All students participated in this external voting activity. This encouraged students to read the books on the voting list. However, the library did not have all the 60 books on the voting list. This limited the number of books the students could vote for. We plan to buy all the books on the voting list next year and display them on a particular shelf to let students have access to all those books before they vote. The voting result was released in the press which raised the students' interests in this territory wide activity.</p>

5. Book Poster Design(External)

The 5 best posters selected were sent to the competition. Some of the students liked this activity, others were not very interested as the poster required was quite big and this required them to spend time in designing and colouring the poster.

6. 4.23 World Book Day Celebration

We extended the World Book Day Celebration to 2 days this year. Students did not need to rush to the library to borrow books in order to get the presents like last year. Students liked the presents very much. The mystery reader activity was very successful. Students were surprised to find that teachers who did not tell stories very often were telling stories through the PA system.

7. Second Star Reading Award Scheme(External)

This was the first year our school joined this Easter reading scheme. This activity required quite a lot of administrative work in having to reconfirm the students' Small Campus accounts with the Reading City, to organise and distribute the accounts, to translate the instructions to English, to confirm the winners and then distribute the certificates. However, this programme was quite successful because the students could access the electronic books easily through the internet during the Easter holidays. 156 students participated in this activity and more than half were awarded with certificates.

8. Science Fiction Book Fair

Students were attracted to the display of new science fiction books in the library. The display helped to create a coherent atmosphere for the science and technology convention.

9. Story Mum and Dad Workshop

More than 70 parents applied for the workshop. As this is the first year the library was running the workshop, the number of participants was limited to 20. Some parents suggested that we should let more parents join the workshop next year. For those parents who participated in the workshop, most of them said that they had learnt useful skills in storytelling. 17 of the participants formed the story mum teams. They came to the library to tell stories to the students during recess time twice a week. They reflected that they like telling stories to the students and would be willing to help next school year.

	<p>10. Book Donation</p> <p>About 300 books were donated to the school this year. They were processed and then put into the collection of the school library and the classroom library.</p> <p>11. Newspaper Subscription</p> <p>Some parents requested that they would like to subscribe to 星島日報. Therefore, the library offered subscription services for students to the South China Morning Post, 明報 and 星島日報 for the school year including the summer holidays. There were 159 students subscribing to the South China Morning Post, 81 students subscribed to 明報 and 34 students subscribed to 星島日報.</p> <p>12. Bulk Application of Hong Kong Public Library Cards</p> <p>49 students applied for the HKPL cards through the school this year. As this is the second year, the number of applications dropped. We expect the application numbers to continue to drop next school year as the library has already helped most of our students to apply for the cards already.</p>
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Plan 4: Student Librarian Training	
Objective	To nurture the student librarians with a sense of responsibility and sense of belonging to the school. To provide library skills training.
Target	The selected Student Librarians
Period	Whole year
Description	Recruiting, providing training to and organising the student librarians to: <ol style="list-style-type: none"> 1. assist in the daily operation of the library 2. keep the library clean and tidy 3. make sure the students behave themselves in the library 4. help fellow students in using the library <ul style="list-style-type: none"> -Show students how to use the library -Provide assistance in how to find a book
Evaluation	Overall, the student librarians were helpful in the daily operation of the school library. Most of them performed very well after training and practice. Some of them needed special attention and instructions when performing their duties. As some of the student librarians were also prefects, they might not always be able to perform their library duties. Some full-time and part-time student librarians have been recruited to

	help out.
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Plan 5: Library Promotion	
Objective	To promote the reading materials of the school library
Target	All students
Period	Whole year
Description	The information in the Library WebOPAC was updated regularly to provide the latest reading and school library information for the students. Monthly displays on different topics were set up. Ad hoc display on special themes, for example, the original fiction of the latest children films (e.g. Narnia) was displayed. New books were displayed with eye-catching decoration.
Evaluation	Promoted items were very popular and the borrowing rate for these items increased significantly.

Evaluation of the Computer Studies Programme 2005 - 2006

Programme Summation

In the school year 2005/06, all activities were carried out as planned. All computer studies teachers demonstrated fine professionalism and worked diligently to make most of the programmes very successful.

Programme Evaluation

1. IT Prefects

- Objectives:
- Develop students' leadership and cooperation qualities
 - Develop students' sense of responsibility and ethical issues when using computers or information technology
- Target: G.4 to G.6 students
- Period: Sept 2005 – June 2006
- Description:
- Permanent IT prefects have been chosen and were given fixed duty time slots
 - Service time was recorded in a Service Record Book in collaboration with our School Social Worker
 - Certificates of appreciation were given at the end of the year
- Evaluation:
- Students felt very proud to be an IT prefects and they performed their duty punctually and seriously
 - IT prefects were able to lighten the load of our IT officers
 - IT prefects were able to give a closer supervision to the students in the computer room

2. I-cube Competition

- Objectives:
- To give students more exposure to outside competitions
 - To equip students with knowledge and daily life skills of computer operations
 - Foster students' independent thinking, creativity and problem solving skills
- Target: G.1 to G.6 students
- Period: Dec 2005 – May 2006
- Description: One student was chosen from each level to participate in the competition.
- Evaluation: Our School attained the Overall 1st Runner up. It was a very enjoyable day and both the parents and students enjoyed it very much.



3. IT Challenge Award

Objectives: ● Develop students' self-learning, research and life-long skills
● Stimulate students' interests in learning computer technology
● Build up confidence and a positive learning attitude and habit towards the use of computers and information technology

Target: G.1 to G.6 students

Period: October 2005 to June 2006

Description: Interested students had to pay a fee to join this program

Evaluation: The provider of this program was only able to provide it in Chinese, which could not benefit our French students. Our students did not find this program to be very challenging or interesting. We have decided not to continue with this program in the coming year.

