

# Diocesan Boys' School

Primary Division



Annual School Report



2006 - 2007



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# Evaluation of the School Annual Plan 2006-2007

## Major Concern: First Priority - Direction of the School

### A. School Development Plan

#### 1. Pastoral Policy

- 1.1.1 Intended Outcome/Target: To develop a pastoral policy with the overall support of the students and their health and welfare.
- 1.1.2 Description and Evaluation: Headed by Ms. Agnes Yick and Ms. Natalie Ng, the Discipline and Guidance Committee developed and conducted regular reviews on the school pastoral policies. To ensure all these policies can be implemented with the full support from teachers and students, they have been put in the School Policy Manual for easy reference of school staff. Details are listed as follows:
- (1) Guidelines for Administering Student Punishment (Policy Manual P.37)
  - (2) Referral Procedure for Student Emotional /Disciplinary Problems (Policy Manual P.37)
  - (3) Preventive Measures against Classroom Thefts (Policy Manual P.37)
  - (4) Crisis Management Procedures (Policy Manual P.94-97)
  - (5) Fire Evacuation (Policy Manual P.98-104)
  - (6) Arrangements for Tropical Cyclones and Heavy Persistent Rain (Policy Manual P.105-107)
  - (7) Emergency Procedures for Gas Leakage (Policy Manual P.108-109)
  - (8) Suicidal Cases (Policy Manual P.110)
  - (9) Infectious Diseases - Precautionary Guidelines for Students (Policy Manual P.111)
  - (10) Guidelines for Mass Gatherings on Campus (Policy Manual P.112)
  - (11) Medical and Health (Policy Manual P.112-116)
- 1.2.1 Intended Outcome/Target: To give advice and support to parents to combat the learning and behavioral problems of their children.
- 1.2.2 Description and Evaluation: The School Social Workers organized five developmental talks and programmes to cater different developmental needs of students. A series of students' workshops and parents' seminars were also organized in cooperation with Life Education Activity Programme (LEAP) from 14 to 28 March 2007. Besides, both Social Workers made use of the teaching materials and students' journal they designed on the theme of "An Equal Start" to conduct Moral Education lessons. Both parents and student were satisfied with the programmes provided by LEAP and positive feedback was received. Students reflected that they had learned a lot through attending different workshops.



However, the arrangement of certain workshops had occupied the regular lesson time and disturbed the teaching schedule. For the Moral Education lessons, students liked the programme very much. They gave high ratings on the feedback forms. The only concern was that the lesson time had been very limited.

## **2. Equal Opportunities Policy**

- 2.1 Intended Outcome/Target: To develop an equal opportunities policy, to be concerned with equal opportunities within the school for all staff and all students, but also with attitudes towards equality of opportunity in the world outside the school.
- 2.2 Description and Evaluation: On the school level, a new equal opportunities policy on employment procedures and practices has been formulated. Details can be found in the Policy Manual (P.47-49). New guidelines for student admission have also been adopted from the Disability Discrimination Ordinance – Code of Practice on Education to ensure that the school admission procedures do not discriminate against persons with disabilities. Details can be found in the Policy Manual (P.71-72).

On the students' level, the theme of our Whole School Programme for 2006-2007 was "An Equal Start". Five student workshops on discrimination ordinances, such as disability, sexual and family status, were organized. Five exhibitions were held to highlight the ideas of awareness, acceptance and appreciation for differences of one another. Two inter-class competitions and one online survey were organized to motivate students to develop positive attitude towards combating discrimination. One day camp and one student drama were organized to help students understand the meaning of discrimination. The implementation of the Whole School Programme through a wide range of activities was very effective. Students gave us very positive feedback. Workshops delivered by professionals in various fields helped broaden students' knowledge in many different areas. However, we believe that the effectiveness of the programme could be further enhanced if the involvement of parents could be increased. More parents' workshops or parent-child activities can be organized in future.

## **3. Procedures for Staff and/or Parental Complaints**

- 3.1.1 Intended Outcome/Target: To develop procedures for handling staff complaints.
- 3.1.2 Description and Evaluation: Procedures for Handling Staff Complaints have been set up. Details can be found in the Policy Manual (P.54-55).
- 3.2.1 Intended Outcome/Target: To develop procedures for handling parental complaints.
- 3.2.2 Description and Evaluation: Procedures for Handling Parental Complaints have



been formulated. Details can be found in the Policy Manual (P.53-54).

## **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 Description and Evaluation: The timeframe set for staff appraisal interviews was closely followed in the 2006/2007 school year. Appraisal interviews with individual staff were held from 7 to 29 May 2007. The Headteacher reviewed the teaching performance with each staff based on his/her lesson observation forms, inspection of exercise book records and general assessment of the staff's sense of commitment to work. In order to help individual staff members reflect and analyze their own stage of development in all dimensions of each of the 4 domains namely "Teaching and Learning", "Student Development", "School Development" and "Professional Relationships and Services", each teaching staff was required to submit a Staff Development Plan which was newly designed last year. Future planning on staff development and support programmes will be drawn up based on the data collected from these plans.

### **2. Length of Staff Contracts**

- 2.1 Intended Outcome/Target: To provide a more reassuring and professional working situation for teachers.
- 2.2 Description and Evaluation: The durations of employment contracts for staff members of different ranks have been extended with effect from September 2006. Details can be found in the Policy Manual (P.49-50).

## **Major Concern: Second Priority – Teaching and Learning**

### **A. School Curriculum**

#### **1. Review of Curriculum**

- 1.1 Intended Outcome/Target: To review the approaches to learning and teaching.
- 1.2 Description and Evaluation: The School has joined the Project on "School Self-evaluation: Surviving the Educational Reform" and the project lasts for two years from 2006 to 2008. We completed our first School Self-evaluation in the 2006-2007 school year. Surveys were conducted to find out the perceptions of teachers, students and parents on the following areas:



- (1) Students' Quality of School Life
- (2) Students' Perception of School Climate
- (3) Students' Socio-Economic Status
- (4) Students' Perception of Parental Styles
- (5) Teachers' Feelings about School Life
- (6) School Organizational Values
- (7) Organizational Learning
- (8) Parents' Perception of the School

We reviewed the approaches to learning and teaching based on the data collected in the surveys. Scores related to these two areas are listed as follows:

**1.2.1 Students' Perception of Effectiveness of the School – Learning:**

Mean for DBSPD: 3.17

Mean for twenty four participating primary schools: 3.05

*\*Note: The scale ranges from 1 (Strongly Disagree) to 4 (Strongly Agree)*

**1.2.2 Students' Perception of Effectiveness of the School – Teaching:**

Mean for DBSPD: 3.22

Mean for twenty four participating primary schools: 3.18

*\*Note: The scale ranges from 1 (Strongly Disagree) to 4 (Strongly Agree)*

**1.2.3 Parents' Perception of the School – School Effectiveness:**

Mean for DBSPD: 4.74

Mean for twenty four participating primary schools: 4.35

*\*Note: The scale ranges from 1 (Strongly Disagree) to 6 (Strongly Agree)*

With reference to the data collected, it is indicated that both students and parents agree the approaches of learning and teaching adopted in DBSPB are effective.

## **2. Review of Student Assessment**

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

**2.2 Description and Evaluation:** The Departments of English, Chinese, Mathematics and General Studies have adopted different means to conduct formative assessments and report the findings to parents.

**2.2.1 English Department:** Composition and Dictation are used as formative assessments and both are administered on alternate weeks. The respective percentages of English Composition and Dictation are 20% and 10% of the total mark of English Language. The results are printed on students' report cards.

**2.2.2 Chinese Department:** Similar to the English Department, Chinese Composition and Dictation are used as formative assessments. Both are administered on





alternate weeks. The respective percentages of Chinese Composition and Dictation are 20% and 10% of the total mark of Chinese Language. The results are printed on students' report cards.

2.2.3 Mathematics Department: The formative assessments of G1-G6 include Mental, Quiz, Course Work & Attitude. G1 students are given an extra assessment on Amazing Blocks. The formative assessments constitute 50% of the Mathematics Term Mark, and the percentage of each area is: Mental (15%), Quiz (25%), Course Work & Attitude (10% for G2-G6; 5% for G1), and Amazing Blocks (5% for G1 only). The Term Mark is printed on students' report cards.

2.2.4 General Studies Department: The formative assessments include Project, Assignment and Learning Attitude. The total mark of these 3 areas constitutes the Term Mark of GS I and that of GS II.

(1) For GS I, the Term Mark Total is 60. The allocation of marks for the 3 areas is: Project (25), Assignment (25) and Learning Attitude (10).

(2) For GS II, the Term Mark Total is 40. The allocation of marks for the 3 areas is: Project (15), Assignment (15) and Learning Attitude (10).

Both Term Marks are printed on students' report cards.

## **B. Quality of Teaching and Learning**

### **1. Catering the Needs of Students**

1.1.1 Intended Outcome/Target: To provide support for G1 and G2 students who have less facility with English.

1.1.2 Description and Evaluation: The School appoints teachers who are more suitable to teach very young children to be the English teachers of G1 and G2 classes. Since the 2005-2006 school year, teachers have been helping identify students who have less facility with English and give them extra attention and guidance in class. To provide as more intensive support, these students are invited to attend the English Lift-off Programme which are held after-school. For special cases, the School Social Workers would sit in lessons to provide additional support for students. After the intervention, most of these students have become much more confident to use English to interact with others.

1.2.1 Intended Outcome/Target: To provide support for students who have learning difficulties.

1.2.2 Description and Evaluation: Since the 2005-2006 school year, students from G1 to G6 who were found to have learning difficulties in English, Chinese, Mathematics and PMI have been invited to join the "Lift-off Programme". Most of these students have shown significant improvement after joining the programme. It is decided that a



total of 28 Lift-off classes will be organized in 2007-2008. The allocation is as follows:

G1: English (2 classes), Chinese (2 classes), Mathematics (2 classes)

G2: English (2 classes), Chinese (2 classes), Mathematics (2 classes), PMI (1 class)

G3: English (2 classes), Chinese (2 classes), Mathematics (2 classes)

G4: English (1 class), Chinese (1 class), Mathematics (1 class)

G5: English (1 class), Chinese (1 class), Mathematics (1 class)

G6: English (1 class), Chinese (1 class), Mathematics (1 class)

Subject teachers and teachers of the Lift-off Programme will communicate closely to review the progress of each student regularly.

## **2. Internal Staff Development**

2.1.1 Intended Outcome/Target: To organize staff discussion to develop teachers' skill in providing feedback to reinforce student learning.

2.1.2 Description and Evaluation: Collaboration meetings for each of the English, Chinese, Mathematics and General Studies Departments are held once a week. In the 2006-2007 school year, teachers made use of the collaboration sessions to learn from one another the skills in providing feedback for students, especially in compositions and journals, so as to further motivate student learning and give them sufficient recognition. Subject teachers also reviewed the comments they gave on students' report cards. Reference books on giving students feedback were also purchased for teachers' reference.

2.2.1 Intended Outcome/Target: To organize staff discussion to promote a wider range of teaching and learning styles.

2.2.2 Description and Evaluation: Headed by the Deputy Headteacher, the Academic Committee coordinated with all Heads of Department and Panel Chairpersons to work on effective measures to promote a wide range of teaching strategies to cater for students' diverse learning styles. Peer lesson observation was scheduled in October 2006. Teachers were encouraged to sit in the lesson of other teachers to learn different teaching and learning styles from one another. Besides, Mrs. Rakesh made use of the weekly Staff Briefings to conduct staff development sessions. One of the target areas was on students' learning styles. In the Year Heads Meetings last year, the Headteacher also discussed with Year Heads to identify the optimal group sitting arrangements of G1 – G3 classes. A wider range of teaching and learning styles were promoted and implemented in the 2006-2007 school year.



## **Major Concern: Third Priority – Management of School Facilities**

### **A. School Facilities**

#### **1. Purchase of Books for the Library**

1.1.1 Intended Outcome/Target: To ensure a sufficient amount of new library books are purchased each year.

1.1.2 Description and Evaluation: The School budgeted HK\$400,000 for the purchase of new library book each academic year. About HK\$391,000 was spent on purchasing 4,711 items. At the moment, there are over 13,000 items in the School Library. Many parents express their appreciation towards the School as they consider the library books offered at DBSPD, both in terms of quality and quantity, are better than those found in the public libraries.

1.2.1 Intended Outcome/Target: To ensure optimum use is made of the library.

1.2.2 Description and Evaluation: The School Library is open from Monday to Friday from 8:15 a.m. to 5:00 p.m. Last year, during the Summer Holidays from 11 July to 8 August 2007, the Library was open once a week from 10:00 a.m. to 12:00 noon; 1:00 p.m. to 4:00 p.m. To ensure optimum use is made of the library, each G1 – G6 class attends one library lesson per week. Borrowing and returning services are also available at recess and after-school. Each student can borrow a maximum of 3 books for one week with an option for renewal once.

#### **2. Classroom Libraries**

2.1 Intended Outcome/Target: To ensure the fullest possible access to books in classroom libraries in all classrooms.

2.2 Description and Evaluation: Two reading lessons each week, one English and one Chinese, are scheduled in the timetable so that students are given a regular time to borrow and read the classroom library books during lesson time. Students can also access books in the classroom libraries during the class periods. In the 2006-2007 school year, all class teachers helped maximize the storage space in the classrooms to display the classroom library books. The Library Reading Programme continued last year. Class teachers were entrusted to check students' record books every month. However, some class teachers were not able to keep track of students' reading progress. It was decided that the English and Chinese teachers would be required to check students' reading records starting from the 2007-2008 school year.

### **3. Sharing of the Secondary School Facilities**

- 3.1 Intended Outcome/Target: To provide more space, particularly grassed areas, for primary students' use.
- 3.2 Description and Evaluation: Since the 2006-2007 school year, there has been no timetable to restrict the primary students from using the School Field. Our boys were able to use the School Field any time during their PE lessons. Besides, the Athletics School Team training sessions/sports classes, the Soccer School Team training sessions/sports classes, and the Golf classes for primary students are held in the School Field. Students are provided ample opportunities to use the grassed areas and other facilities at the Secondary School, both in the morning and after-school.



# Report on the Use of Capacity Enhancement Grant (Basic Provision) 2006 – 2007

## A. Electives:

### 1. Programme Summation

Electives are specially designed courses which offer students the opportunity to extend their curriculum according to their individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. A total of 40 courses were offered in 2006-2007. Out of the 40 courses, 25 of them were delivered by out-sourced organizations. An evaluation was conducted at the end of each course. All feedback collected from students, teachers and parents were positive and encouraging.

### 2. Programme Evaluation

A. Balance across the curriculum in electives	
Objective	To help students develop their curiosity and interests in content not included in the core curriculum
Target	All students
Period	Whole year
Description	Electives are designed to enhance students' knowledge in art, sports, science, cultures of other places, and personal development
Evaluation	<p>40 electives were offered last year. 25 of these courses were delivered by out-sourced organizations. 9 new courses were introduced.</p> <ul style="list-style-type: none"> <li>● 2 electives (5%) were sports programmes. Handball and rock climbing were the new programmes introduced last year. Students interested in fine arts could join the 'Drawing on the right side of the brain' programme.</li> <li>● 12 electives (30%) were specially designed to teach students about science. Astronomy (basic to advanced classes), Young Scientists Convention, Toy Science, Science Adventures, Science in the Kitchen, Plant Investigation and 天文實驗班 provided students with opportunities to explore new scientific approaches of learning.</li> <li>● 12 electives (30%) provided students with basic language and cultural knowledge about countries such as Japan, France,</li> </ul>

	<p>Korea, Spain and China.</p> <ul style="list-style-type: none"> <li>● Finally, 13 electives (32.5%) helped enhance students' personal development. These courses included Go Culture, Money Management, Personal Management, Service Learning, Creative Problem Solving and Etiquette.</li> </ul>
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<b>B. Highlight the environmental considerations in the 21<sup>st</sup> century</b>	
Objective	To give attention to the humanities, especially geography and history, when designing the electives programme
Target	Students who chose the related electives
Period	Whole year
Description	To enable students to explore and know more about the world through participating in the electives
Evaluation	<p>12 electives (30%) provided students with basic language and cultural knowledge. Geography and history were included in 5 electives which included:</p> <ul style="list-style-type: none"> <li>● International corner: Be a smart kid with an international horizon</li> <li>● Let's explore Chinese culture</li> <li>● Let's explore the world</li> <li>● 韓國の文化 Fun! Fun! Fun!</li> <li>● 港澳自由行</li> </ul> <p>These electives aimed to highlight the environmental considerations required for students in the 21st century.</p>

<b>C. Enable students to select electives according to their interests, strengths and learning styles</b>	
Objective	To develop students' artistic potential through various media explorations
Target	All students
Period	Whole year
Description	<p>Electives for last year were classified into the following areas:</p> <ul style="list-style-type: none"> <li>● Art &amp; Sport</li> <li>● Science</li> <li>● Language &amp; Culture</li> <li>● Personal Development</li> </ul> <p>Parents were required to prioritize their child's electives according to</p>

	his preference in each main area (i.e. students might have 3-4 first choices).
Evaluation	Teachers were able to allocate electives according to students' preferences. Last school year, at least one elective of student's first choice was assigned to each boy. The other two electives had to be choices of their lower preferences. For more popular electives, the priority was given to the boys who had selected the course as their first choice before. When the total number of applicants exceeded the quota set for a particular elective, the selection was made by lot.

<b>D: Exhibition of Students' Work</b>	
Objective	To promote appreciation of students' work amongst peers and celebrate their achievements in the course of participation
Target	All students
Period	Open House
Description	Students' works were displayed in the Conference Room during the Open House.
Evaluation	Visitors were able to share students' learning experiences through examining their works and photos displayed.

<b>E: Visits to Museums and Educational Centres</b>	
Objective	To provide opportunities for students to visit local museums
Target	Students who chose relevant electives
Period	At specific times of the year
Description	Museum visits were organized for students
Evaluation	<p>The Elective Committee made great effort in organizing educational visits in 2006-2007. Details are as follows:</p> <ul style="list-style-type: none"> <li>● <b>Museum Studies I and Astronomy Intermediate:</b> 9 visits were organized to visit the museums and education centres. Transportation was provided by the school.</li> <li>● <b>Plant Investigation and Astronomy:</b> Ho Koon Nature Education cum Astronomical Centre provides a good learning environment for students.</li> <li>● <b>Astronomy Advanced:</b> Students participated in a telescope workshop, and a stargazing &amp; telescope practice session in Ho Koon Nature Education cum Astronomical Centre.</li> </ul>

F: Learning Activities outside Classroom	
Objective	To provide opportunities for students to have lessons outside classroom
Target	Students who chose relevant electives
Period	At specific times of the year
Description	Learning activities outside classroom were organized for students
Evaluation	<p>6 visits were arranged in 2006-2007. Students were excited and enjoyed the lessons conducted outside classroom.</p> <ul style="list-style-type: none"> <li>● <b>Money Management</b> Students practised their skills when they were given the opportunity to go shopping in Park’N Shop.</li> <li>● <b>Etiquette</b> Students practised table manner skills when a lunch visit was organized in Spaghetti House.</li> <li>● <b>Astronomy Experiment</b> Tutors organized a Parent-child astronomy observation night which provided a precious experience for students to examine the beauty of nature.</li> <li>● <b>We all help – Service Learning</b> A series of volunteer services were organized for students.</li> </ul> <p>The Elective Committee will continue organizing outdoor activities for students in the years to come.</p>

## **B. Music Programme:**

### **1. School Orchestra & String Orchestra:**

- a. The Junior Orchestra has increased the number of members from 30 to 77. All of them are students from G.2 to G.4.
- b. Last year, the Senior School Orchestra was awarded the 3<sup>rd</sup> place in the 59<sup>th</sup> Hong Kong Schools Music Festival.
- c. The String Orchestra was also awarded the 3<sup>rd</sup> place in the 59<sup>th</sup> Hong Kong School Music Festival.
- d. The String Orchestra and Senior School Orchestra were invited to perform at a few public concerts. Very positive comments were received.
- e. Through participation in various performances and training sessions, our students gained more passion in sharing their music with others.





- f. Due to the significant improvement made by the orchestral members during the last few years, pieces performed by our String Orchestra and Senior School Orchestra were recorded and sealed in a CD. The CD will be presented to students as a recognition and encouragement to them.

## **2. Woodwind and Brass Ensemble:**

- a. Our Woodwind and Brass Ensembles have made a lot of improvement over the last academic year.
- b. Most of our ensemble members were selected to participate in the 59<sup>th</sup> Hong Kong Schools' Music Festival and other performances.
- c. In the 59<sup>th</sup> Hong Kong Schools' Music Festival, one of our wind ensembles was awarded the 2<sup>nd</sup> place, and another team was awarded a Merit certificate.
- d. Through the intensive training, our students enjoyed ensemble playing and gained a lot of confidence.

# **Report on the Use of Capacity Enhancement Grant (Additional CEG) 2006 – 2007**

## **Sports Programme**

A number of intensive and systematic training programmes were provided for school team members. A total of 8 school team training sessions were organized for students per week, each session lasted for around 1 hour 30 minutes to 2 hours. Apart from skills training, a fitness programme was also arranged for Team A members last year. Regular school sports teams training sessions were conducted all year round from Term 1 to late August in the summer holidays.

Sports team members were divided into Team A and Team B according to their abilities and performances. Team A members were required to attend two training sessions per week, while Team B members attended one session a week.



- 1. Athletics, Badminton, Basketball, Fencing, Football and Table-Tennis Teams**
- a. Over 180 students from G2 to G6 benefited from regular training provided by the school teams.
  - b. Results of Inter-Primary Schools Sports Competitions (Kowloon East Area)
    - i. Athletics: Champion in Boys' B Grade  
1st Runner-Up in A Grade
    - ii. Badminton: 1st Runner-Up  
Leung Yam Wah of G6 was awarded the "Outstanding Player of the Year" and he was invited to represent Hong Kong to participate in the Inter-port Competition. He was awarded the "Outstanding Athlete of the Year" presented by the Watson's Group.
    - iii. Basketball: Merit Award
    - iv. Football: 2nd Runner-Up.  
4 boys were awarded "Outstanding Players of the Year".
    - v. Swimming: Champion in Boys' A Grade  
Champion in Boys' B Grade
    - vi. Table-Tennis: Champion in Boys' A Grade  
Champion in Boys' B Grade  
4 boys were awarded "Outstanding Players of the Year".
    - vii. Tennis: Champion in Boys' aged 11 or below  
Overall Boys' Champion
  - \* Our school was awarded the "Merit Award" among all primary schools in the Kowloon East Area.
  - c. Students demonstrate a boosted sense of belonging to the School due to the achievement gained through participation in the training programme.
  - d. Students' self-confidence has also been enhanced through joining the various competitions.

It was a successful year for the School as all sports teams attained impressive results in all inter-schools competitions. All coaches, teachers and students showed great enthusiasm and determination to strive for excellence. Parents' full support and encouragement to our teams was also an integral part of our success in the 2007-2008 school year.



# Report of School Self-Evaluation Conducted in Partnership with the Chinese University of Hong Kong

During the academic year 2006-2007, the school engaged the CUHK in order to tap its expertise in conducting a self-evaluation by participating in its programme 'Project School Self-evaluation: Surviving the Education Reform'. The programme runs for a period of two years and for the 2006-2007 school year, surveys were conducted using measuring tools provided by the CUHK to look into the following areas:

- Students' Quality of School Life
- Students' Perception of School Climate
- Students' Socio-Economic Status
- Students' Perception of Parental Styles
- Teachers' Feelings about School Life
- School Organizational Values
- Organizational Learning
- Parents' Perception of the School

## Result Summary Tables

For items 1 - 3

Scale: 1 – Strongly Disagree to 4 – Strongly Agree

\* denotes a negative domain

<b>1. Students' Quality of School Life</b>		
	Mean Score of DBSPD	Mean Score of 24 Primary Schools
General Satisfaction	3.02	2.94
Negative Feeling*	1.79	1.82



Teacher-Pupil Relation	3.12	3.08
Social Integration	3.16	3.03
Personal Achievement	3.03	2.82
Future Opportunities	3.23	3.20
Experience in School Life	3.01	2.96

<b>2. Students' Perception of the Staff and Students</b>		
	Mean Score of DBSPD	Mean Score of 24 Primary Schools
Principal/School Head	3.26	3.12
Teachers	3.17	3.13
Classmates	2.94	2.96
Clerical Staff	3.16	3.08
Technicians/Teaching Assistants	3.05	3.00
Janitors	3.19	3.14

<b>3. Students' Perception of Effectiveness of the School</b>		
	Mean Score of DBSPD	Mean Score of 24 Primary Schools
Learning <i>per se</i>	3.17	3.05
Teaching	3.22	3.18
Extra-Curricular Activities	3.20	3.17
Moral and Civic Education	3.19	3.18
Physical and Art Education	3.13	3.13

<b>4. Students' Perception of Parental Styles</b>		
	% for DBSPD	% for 24 Primary Schools
Neglecting (Ignoring and Uninvolved)	9.5	14.6
Indulgent	27.9	25.5
Authoritarian (Power-Assertive)	10.9	14.1
Authoritative-Reciprocal	51.7	45.7

For the items 5 - 8 below, the scale is as follows;  
 Scale: 1 – Strongly Disagree to 6 – Strongly Agree  
 \* denotes a negative domain

<b>5. Teachers' Feelings about School Life</b>		
	Mean Score of DBSPD	Mean Score of 24 Primary Schools
Teacher Commitment	4.51	4.47
Job Satisfaction	4.70	4.28
Sense of Community	4.62	4.28
Students' Order and Discipline	4.08	4.17
Job Pressure	3.29	3.55
Workload	3.82	4.39

<b>6. School Organizational Values</b>				
	Teachers' Personal Values		School's Espoused Values	
	DBSPD	Other 24 Pri Sch	DBSPD	Other 24 Pri Sch
Formality	4.60	4.53	4.69	4.67
Bureaucratic Control	4.13	4.07	4.26	4.43
Participation and Collaboration	5.01	5.16	4.47	4.15
Collegiality	5.02	4.57	5.03	4.40
Clarity of Goals	5.12	5.17	4.77	4.56
Communication and Consensus	5.13	5.18	4.55	4.35
Professional Orientation	5.08	5.07	4.65	4.56
Teacher Autonomy	4.99	4.99	4.54	4.22

<b>7. Organizational Learning</b>		
	Mean Score of DBSPD	Mean Score of 24 Primary Schools
Personal Mastery	4.48	4.41
Mental Model	4.32	4.03
Shared Vision	4.29	4.30
Team Learning	4.63	4.49
Systems Thinking	4.39	4.21

<b>8. Parents' Perception of the School</b>		
	Mean Score of DBSPD	Mean Score of 24 Primary Schools
School Effectiveness	4.74	4.35
Study Pressure*	2.93	3.18
School Ethos	4.95	4.71
Parent-School Collaboration	4.51	4.41
Student Care	4.51	4.42
School Facilities	5.14	4.25
Students' Sense of Belonging	4.22	3.82

### **Analysis and Action**

In analyzing the results, the School's mean score was compared with the mean score of 24 other primary schools participating in the CUHK programme. Our mean scores for most of the items were higher than the average scores of the 24 schools.

The team from CUHK acknowledged that the School had performed well in the categories mentioned above. But even though the indications from various important stake holders groups (students, teachers and parents) were largely positive, there were a few areas of concern the School could look into. These were the areas of concern as highlighted by the expert team from the CUHK after analyzing the data collected in the surveys:

- The relationships between students in Grade 5 and 6 should be improved.
- The Grade 5 and 6 students also scored significantly lower than students of the other grades in their 'General Satisfaction' of the School and their perception of the School's 'Technicians/Teaching Assistants'.
- From the teachers' feedback, there were lower scores than the norm in the areas of 'Participation and Collaboration' and 'Shared Vision', and discrepancy was found among teachers in their scoring of the two items.
- There were some significant concerns from our parents in the area of 'Study Pressure'.

From the data analysis and in the discussion session among teachers under the guidance of the experts from the CUHK, our teachers have already proposed a series of measures that will be implemented in the programme activities for the coming academic year 2007-2008.



## **Overall Review of Subject Programmes 2006-2007**

In addition to covering the various topics and contents as prescribed in the curriculum, different departments also introduced lots of other activities in their 06-07 programmes in order to give students a broader and more interesting learning experience. While the activities might be varied, there are some common and positive aspects shared by them:

### **1) Cultivating good habits, essential skills and perseverance by getting students to participate in competitions.**

#### **Participation in external competition**

Many of the departments enrolled students in competitions organized by external organisations such as the Speech Festival, Music Festival, Math Olympiads, current affairs quiz, and art/drawing etc. and many of our students obtained very good results in these competitions.

#### **Internal competition to encourage internalization of good habits and skills**

The various departments also organised competitions within the School to get the students interested in a particular topic or to encourage the picking up of a good habit or essential skill. Chinese essay writing, storytelling, public speaking and reading award scheme were examples of the various competitions organized by our own departments.

### **2) Leadership opportunities and leadership skills training**

Other than being a school prefect, students were also given a chance to receive leadership skills training and the opportunities to exercise their leadership potential by assisting teachers as Music Captains, Sports Team Captains, School Librarians, IT Prefects and PTH Ambassadors. They also helped teachers in running various school activities throughout the year.

### **3) Publication and display of students' works**

Students' writings were collected and published in a publication called 'Illuminations' and also in the annual school magazine 'Mini Steps'. The Visual Arts Department organized their Art Biennial Exhibition, and several ad hoc art exhibitions were held all



around the school campus the whole year round. The annual Open House was a good opportunity to highlight the outstanding works of our students and finally, there was also a constant display of our students' works online on our school's website.

#### **4) Educational field trips and external study and training tours**

Students' learning was not confined to the school premises, our students went on two field trips to supplement their classroom learning last school year. The PE Department organized a sports and multi-experiential learning camp in Singapore. The French Department went on a study trip to France and the English Department went to the United Kingdom for a cultural immersion tour. There was also a military camp in Zhongshan.

#### **5) Bridging the school and the outside world/Involving external expertise**

The Visual Arts Department had an 'Artist in Residence' programme which an artist was invited to come into the School to work with our students. Professional musicians were also brought in to work with our students during the music camp. Both the English and Chinese Departments invited authors of children's books to talk to our students about being a writer and their very own experiences of being one. The Music Department introduced the learning of two Chinese musical instruments (Dizi and Erhu) into the music curriculum and tutors were brought in especially to run this programme. Students also got to listen and watch a few talks and drama performances about subject specific topics, i.e. math and science, and in the area of building good moral and attitudes and habits for healthy living. Students in the French Stream were also involved in an exchange programme with students from the French International School in Hong Kong.

#### **6) Social awareness and contribution to the community**

Students got to participate in 'Lights Out' in which they became aware of the environmental issues and the role they could play in building a better environment for all in Hong Kong. Some students were also involved in a visit to a home for the elderly and a service visit to a children's home for the critically ill.

## **7) Involving the parents in school activities**

In addition to helping to look after students during field trips and study tours, our parents were also involved in school as story telling mums/dads and project mentors during the Project Learning Weeks.

## **8) Developing the talented in music and sports**

The Capital Enhancement Grant was utilized in helping the School in engaging professionals and experts in the area of sports and music. They helped identify and train students with potential in these two areas. The results could be seen in the achievements of our students in these two areas in all major competitions organized in Hong Kong.

### **Things to note in planning for the next academic year**

While the above summary highlights all the positive aspects of all the subject programmes, it will be useful and prudent to take note of the following in the planning of learning activities for the next academic year:

- i) Ensuring a good balance, especially in the amount of time available, between delivering the contents of the core curriculum and the organization of supplementary learning activities.
- ii) The difference in interests and enthusiasm in participation between the upper and the lower grades.
- iii) Participation of certain students in too many activities due to their interests and abilities.
- iv) Ensuring that activities are catered to the needs of all our students but not just those in the higher ability range.
- v) Safety measures to be noted and given top priority in all trips and study tours.

# Evaluation of the English Programme 2006 - 2007

## Programme Evaluation

### A. Overseas English Study Tour

1. Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas.
2. Targets: G5 and G6 students
3. Period: Summer Holidays
4. Content: Interested students were asked to join a study tour to the United Kingdom.
5. Evaluation: To be evaluated after the Summer Holidays.

### B. School Open Day

1. Objective: To broaden students' 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. Examples of books that students had been reading as well as project work were showcased.
5. Evaluation: The Open Day was a success. Parents were impressed with students' works.

### C. English Days

1. Objective: To broaden students' 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: G1 -6 students did Inter-class Spelling Bee competition. Games were held during 1<sup>st</sup> and 2<sup>nd</sup> recesses. There was also a quiz game, 'Jeopardy', based on their classroom readers for Grades 4-6.
5. Evaluation: The English Week was a success. Students enjoyed taking part in all of the activities.

### D. Expansion of Reading Scheme

1. Objective: To develop students' reading skills
2. Targets: All students
3. Period: From October to May
4. Content: All grade levels were assigned two book study units. Various comprehension and activities were done to develop in-depth understanding of literature.



5. Evaluation: The level of the books was assessed based on the reading level and acceptance of the students. The books were either kept or replaced for the coming school year.

### **E. Best Compositions**

1. Objective: To build up students' writing skills
2. Targets: All students
3. Period: The whole school year
4. Content: Each teacher had to choose 2 best compositions every other week and submit a copy to the Panel Chairperson. Selected compositions were used in the school magazine. Other compositions were put up on the classroom board.
5. Evaluation: Students tried their best and were very proud to have their work displayed in the classrooms.

### **F. Illuminations**

1. Objective: To build up students' writing skills
2. Targets: All students
3. Period: The whole school year
4. Content: Each teacher was asked to choose three compositions and one poem from each class and submit a copy to the Committee where they were compiled and put into a publication of students' work.
5. Evaluation: Students tried their best and were very proud to have their work published in a book.

### **H. Public Speaking**

1. Objective: To build up students' oral skills and confidence in public speaking
2. Targets: All students
3. Period: May-June
4. Content: Students wrote and prepared speeches or gave presentations for an inter-class competition. The best speaker from each class in Grades 3-6 was chosen to compete against other children of the same level. An overall winner from each level was declared by a panel of judges.

### **I. External Competition**

1. Objective: To broaden students' 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 the opportunities to take part in various external events.



5. Evaluation: Many students were encouraged to join the competitions and a lot of boys won numerous awards.

### **J. Support Classes**

1. Objective: To build up the general English skills of weaker students
2. Targets: Eight students from each level
3. Period: Grade 1 – after January  
Grades 2-6 – after November
4. Content: Students attended the weekly remedial class where further support materials were given.
5. Evaluation: Students followed the same syllabus that was being conducted in the classroom. It was decided that in the coming year the English NET teachers will keep the role as the support teacher. They will also introduce a more formal reporting document. Support classes will begin in September in the 2007-2008 school year.

### **K. Enrichment Programme**

1. Objective: To challenge those students who excel in English
2. Targets: 8 from each level
3. Period: Grades 4-6 – after November
4. Content: Students spent time on the reading and writing skills through mini-projects.
5. Evaluation: Students were able to develop their critical thinking skills through reading of books, book discussions, radio drama and follow-up writing projects. In the coming year there will be more of a focus on Readers' Theatre, script writing as well as drama.



## 二零零六至二零零七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：  
-老師邀請各級有興趣的學生參加獨誦比賽，並給予適當的訓練與指導。  
-部分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。
- (五) 活動檢討：  
-參加第五十八屆朗誦節的同學共有六十四位，情況踴躍；同學接受訓練時亦見積極及投入。  
-本屆成績較去年佳，共有五名同學奪得冠軍，四名奪得亞軍，六名奪得季軍；而集誦隊更獲得冠軍佳績。成績如下：

班別	姓名	組別	名次
三、四年級	拔萃男書院附屬小學	詩詞集誦	冠軍
1S	歐汶濤	詩詞獨誦	冠軍
3D	李思行	詩詞獨誦	冠軍
4S	楊易霖	散文獨誦	冠軍
5M	曾浩文	散文獨誦	冠軍
6D	王景楠	詩詞獨誦	冠軍
1D	梁俊鋒	詩詞獨誦	亞軍
2J	陳謙銘	詩詞獨誦	亞軍
2S	羅嘉匯	散文獨誦	亞軍
5P	譚綽豪	散文獨誦	亞軍
3D	岑天溢	詩詞獨誦	季軍
3S	梁綽然	詩詞獨誦	季軍
4P	陳穎韜	散文獨誦	季軍
4P	鄧展榕	散文獨誦	季軍
5D	屈卓延	詩詞獨誦	季軍
5P	譚綽豪	詩詞獨誦	季軍

## 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：全校學生被邀請參加由教協舉辦的「第十一屆全港中小學中英文硬筆書法比賽」，老師選出初級、中級、高級三組的冠、亞、季軍。
- (五) 活動檢討：-同學的反應見積極及認真，成績如下：

	初級組	中級組	高級組
冠軍	1P 馮政寧	3P 何浚禮	6D 丁卓熹
亞軍	2D 吳卓霖	3D 李思行	6J 梁俊諾
季軍	2M 周翊滔	4P 楊雋熙	6D 王景楠

-3P 班何浚禮同學更獲得「第十一屆全港中小學中英文硬筆書法比賽」中文硬筆(中級組)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：三至六年級拔尖班同學
- (三) 推動時間：五月
- (四) 活動內容：老師教導小三至小六「拔尖班」同學一些選擇圖書、講故事及題問的技巧，然後兩位同學為一組，合作挑選一本圖書，於午膳時間到一、二年級各班內給同學講故事，推廣閱讀風氣。
- (五) 活動檢討：「拔尖班」同學不但學會了選擇合適的圖書、講故事及題問的技巧，亦可得到說話訓練的機會。一、二年級同學很喜歡這活動，很留心聆聽故事，回答問題亦見踴躍。

#### 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： 一月至二月
- (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及興趣。
- (二) 活動對象： 全校學生
- (三) 推動時間： 二月十四及十五日
- (四) 活動內容： 本科與常識科合作舉辦是次活動。兩天的活動內容包括有：
  - 1. 黃羽也維先生為四至六年級同學講解文字的起源
  - 2. 李暉小姐教導一至三年級同學少林功夫
  - 3. 攤位遊戲
  - 4. 中國文化的認識(課室活動)
  - 5. 話劇表演—《神奇的箱子》
  - 6. 歷史人物介紹
- (五) 活動檢討：
  - 由於今年的中國文化日於兩天內舉行，所以活動內容較去年豐富及精彩，同學能有充裕的時間參與各項活動。
  - 全校師生反應良好，氣氛熱鬧。特別是話劇表演及歷史人物介紹的環節最受同學歡迎。
  - 攤位遊戲方面，有仍待改進的地方：
    - 1. 禮品數量要準備充足
    - 2. 各攤位遊戲不能跟去年一樣，要有變化
    - 3. 由於程度問題，攤位遊戲的玩法要高、低年級有別

## 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：

-著名兒童文學作家潘明珠小姐為五、六年級同學舉行寫作工作坊，希望同學透過活動及互動交流，學習取材、聯想、思考，並掌握文字運用及寫作技巧，享受創作的樂趣。潘明珠小姐更親自批改同學的作品，給每位同學寶貴的意見。

日期	班級	題目
27/3	5P 5J	寫作母題「假期」 (記敘/抒情)
30/3	5D 5M 5S	
24/4	6D 6J	寫作母題「像我這樣的一個……」 (抒寫成長的感覺)

-於一月四日，名作家「人仔叔叔」到校舉行故事工作坊，題目為「尋找角色的品格」。在工作坊中，「人仔叔叔」帶領一、二年級同學進行與主題相關的創意遊戲，透過藝術、故事、劇場等方式呈現主題故事，並引發學生思考和討論。

(五) 活動檢討： -上述的工作坊非常實用，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 王景楠同學更在「第六屆小學中國語文菁英計劃」中獲得銅獎。

-希望來年能安排合適的語文活動讓小三、四同學參與。

## 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。優勝者獲得獎狀及書券，以作獎勵。
- (五) 活動檢討： -比賽進行時，同學的態度很認真。優勝作品張貼於壁報上，能讓同學觀摩及學習。

-成績如下：

	冠軍	亞軍	季軍	優異
三年級	3S 周衍鎔	3J 歐俊熙	3D 何承謙	3M 周卓義 3P 黃俊彥
四年級	4J 林家樑	4P 許卓朗	4M 文封元	4D 梅俊軒 4S 馬進翰
五年級	5P 陳坤譽	5M 袁知行	5S 鐘洵遙	5D 屈卓延 5J 李亮頌
六年級	6D 馮晉豪	6J 吳旻軒	6D 王景楠	6J 陳震威

## 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： 三月二十一日（五年級）  
三月三十日（六年級）
- (四) 活動內容： 科任老師連同義工家長，分別帶領五、六年級同學前往香港公園及九龍寨城公園進行實地考察。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寫作；學生作品的內容見豐富及條理，是次考察有助提高學生的寫作興趣及技巧。  
-下學年，可以考慮安排四年同學參與這活動。

## 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： 五月十六日
- (四) 活動內容： 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： -各班代表的演出很出色，說故事的技巧相當高，所以台下的觀眾非常投入。時間控制亦恰到好處，於兩節課堂內完成。

-成績如下：

	冠軍	亞軍	季軍	優異
一年級	1M 程灝朗	1J 徐甄鍵	1D 麥啟聰	1P 沈家浩 1S 王曜樺
二年級	2M 任衍熹	2S 黃一正	2P 文繹絡	2D 吳卓霖 2J 劉珀銘

## 10. 每日一篇

- (一) 活動目標： 透過網上閱讀，培養學生良好的學習態度和習慣，並提高學生的閱讀理解能力及自學能力。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 全年
- (四) 活動內容： 全校學生均登記為會員，參與「每日一篇」閱讀計劃；老師鼓勵他們每天上網閱讀一篇短文，並完成有關題目。教師定期查看各班成績，於課堂上讚揚成績優秀的學生，並鼓勵參與程度較少的同學。
- (五) 活動檢討： 大部分學生都會每天上網閱讀短文及完成有關題目。但同學的熱衷程度略為減退，低年級同學較高年級參與程度高。

## 11. 課室圖書

- (一) 活動目標： 增加學生的閱讀機會，提高學生的閱讀興趣。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 全年
- (四) 活動內容： 校方為各班訂購圖書，放置於課室內，讓學生定期借閱，並完成有關工作紙。
- (五) 活動檢討：
  - 由於借閱課室圖書的手續簡便，所以學生樂於借閱。此活動能有效地「吸收」學生的空閒時間，不但增加了學生的閱讀機會，更改善課室秩序。
  - 學生閱讀後要完成圖書館編製的紀錄冊，但由於自願性質，同學不太熱衷填寫紀錄冊。
  - 某些班級有失書情況出現，希望老師跟進借閱程序，盡量減少失書數目。

## 12. 必讀書

- (一) 活動目標： 透過不同形式的活動，提高學生的閱讀風氣。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 全年
- (四) 活動內容： 校方為全校各班訂購三款必讀書，分別供三組學生輪流於聖誕節假期、農曆新年假期及復活節假期閱讀。學生需完成有關閱報告或跟進活動。
- (五) 活動檢討： 學生的閱讀能力頗佳，他們樂於在假期閱讀課外書。高年級同學閱讀後於課堂內進行分享及討論，這能帶給學生共同話題，有效地提高閱讀風氣及交流閱讀心得。而低年級同學閱讀後會完成相關工作紙，由於工作紙設計有趣及題目富發揮性，同學亦樂於完成。

### 13. 拔尖補底班

(一) 活動目標：分別為中文成績有突出表現及未達水平的同學提供特別課程，以達「拔尖補底」之效。

(二) 活動對象：拔尖班——三至六年級  
補底班——一至六年級

(三) 推動時間：全年

(四) 活動內容：-拔尖班於選修課時進行，透過不同的課程，提升同學的讀、寫、聽、說、思維及創造力。2006-2007 年度的課程分為三部分：戲劇訓練、口才訓練及講故事技巧訓練。

-補底班於課後進行，以加強學生的語文基礎能力為目標。教師針對同學的弱項，於每節課定下教學目標及重點，並設計不同的學習活動，改善學生的語文能力，從而提升他們的自信心及對中文的興趣。

(五) 活動檢討：拔尖班：

-由於拔尖班於選修課時進行，令同學的出席率高，沒有因要參與課後活動而缺席。

-「戲劇訓練」及「口才訓練」均邀請專業導師指導同學，同學獲益甚多，表現亦見積極。

-每個課程後，同學都有機會實踐所學知識：

1. 「戲劇訓練」後，全體同學於「中國文化日」中表演話劇；
2. 「口才訓練」後，部分同學被挑選擔當「故事演講比賽」的司儀；
3. 「講故事技巧訓練」後，全體同學被分為十組，於午膳時間到一、二年級的課室講故事，推廣閱讀風氣。

-由於學以致用，同學學習時加倍努力及認真，老師亦能評估到學生的學習進度及情況。

補底班：

-由於小組教學，老師能針對每位學生的弱點，作出個別及適當的指導，部分同學能透過活動，提升自信心，有助改善他們的學業表現。

-但有些組別多至十二人及有選修法文的同學入讀，影響教學進度。老師建議小組人數不多於十人，亦不可讓非選修中文的同學入讀。



#### 14. 購買工具書、參考書、教具及輔助教材

- (一) 活動目標： 充實老師對本科的認識。
- (二) 活動對象： 全體教師
- (三) 推動時間： 全學年
- (四) 活動內容： 購買有關的字典、詞典、語法參考書、教學軟件及光碟，讓老師借用。
- (五) 活動檢討： 教師都感到有需要借助適當的工具來輔助自己，以提高教學的質素。學校需每年購買合用的輔助教材。

# Evaluation of the Mathematics Programme Plan 2006 - 2007

## Programme Summation

In the school year 2006/07, all activities were carried out as planned. All mathematics teachers demonstrated their team spirit and worked cooperatively and hence most of the programmes were very successful.

## Programme Evaluation

### 1. Mathematics Days

- 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' confidence in Mathematics
  - Instil in students the habit of continual, independent learning
- Target: G1 to G6 students
- Period: 22<sup>nd</sup> and 23<sup>rd</sup> May 2007
- Description:
- 15 games stalls with different mathematics activities were set up at the covered playground.
  - 'Inter-class Mathematics Competition' was organized for each level of G1 to G3.
  - Professor M. K. Siu was invited to give a talk on 'Mathematics to You' for G4 to G6 students.
  - 6 sets of challenging questions were posted everywhere on the school campus for students to try.
- Evaluation:
- Students enjoyed the various games and activities. Junior students demonstrated their team spirit in searching for the challenging questions. The participation rate of the junior boys in the challenging questions was particularly high in comparison with the senior boys because many of the senior boys served as helpers of the Mathematics Days or were on duty as prefects and librarians.
  - Students found the talk very interesting and realized that mathematics could be closely related to their daily life.

## 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' confidence in Mathematics
  - Instil in students the habit of continual, independent learning

Target: G4 to G6 students

Period: November 2006 to July 2007

Description: Tutorials during lunch time and after school were organized for the school team members when necessary. A training programme of 6 sessions conducted by the Mathematics teachers during Christmas and Easter Holidays was given to team members to prepare for the competition. In the 2006-2007 school year, the Mathematics Department entered in 7 competitions organized by various organizations:

- (i) The 10<sup>th</sup> Sheng Kung Hui Primary Mathematics Olympiad
- (ii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.5 & 6 and G.3 & 4) 2007
- (iii) The 14<sup>th</sup> Hong Kong Primary School Mathematical Olympiad (G.5)
- (iv) The 14<sup>th</sup> Hong Kong Primary School Mathematical Olympiad (G.6)
- (v) EMB Hong Kong Primary Mathematics Creative Problem Solving 2007
- (vi) HK Primary Math Trail Competition
- (vii) The 18<sup>th</sup> HK Professional Teachers' Union Primary Mathematics Competition

Evaluation: This year the Mathematics Department has attained the goals set for mathematics external competitions. We provided ample learning opportunities and challenging problems for gifted students. Students have raised their self-esteem, heightened motivation in learning and enhanced mathematics cognition. There were 66 students taking part in various competitions. The results were as follows:

- 26 1<sup>st</sup> class honours / gold awards
- 16 2<sup>nd</sup> class honours / silver awards
- 13 3<sup>rd</sup> class honours / bronze awards.

The School was awarded the following prizes:

- 2<sup>nd</sup> in the HK Mathematics Olympiad Open
- 3<sup>rd</sup> in the 18<sup>th</sup> Primary Mathematics Competition
- 4<sup>th</sup> in the 10<sup>th</sup> SKH Primary Mathematics Olympiad.



Results of individual students in the HK Mathematics Olympiad Open were as follows:

- Anson Watt (5D) - 2<sup>nd</sup> in position
- Yeung Yik Lam (5S) - 5<sup>th</sup> in position

The results were encouraging. Joining in competitions successfully aroused students' interest in mathematics. They enjoyed the process and gained some valuable experience. It is suggested to continue promoting these functions in the coming school year.

### **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' confidence in Mathematics
- Target: G1 to G6 students
- Period: October 2006 to May 2007
- Description: Challenging questions were posted at both the covered playground and classrooms each month.
- Evaluation: After 5 rounds of monthly challenging questions, 9 students were given the gold awards, 30 students were given the silver awards, and 104 students were given the bronze awards. The rate of participation was about 70%.

### **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' confidence in Mathematics
  - Instil in students the habit of continual, independent learning
- Target: G1 to G6 students
- Period: October 2006 to June 2007
- Description: About eight students from each level were invited to attend the weekly remedial lesson. The aim was to give individual support and guidance to students with special needs and learning difficulties.
- Evaluation: We had mixed teaching effects and the learning outcomes of students of support classes in different levels were different. In general, parents

commended the progress of their boys who attended the remedial class. Their marks in assessments improved. Students demonstrated a boosted motivation to learn and built up positive self-esteem.

## **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' confidence in Mathematics
  - Instil in students the habit of continual, independent learning
- Target:** G3 to G6 students
- Period:** October 2006 to June 2007
- Description:** Eight students from each level were invited to attend two enhancement lessons weekly.
- Evaluation:** Students were given the opportunity to explore new learning mathematical topics, such as different numeral systems, that were not covered in the regular curriculum. Students enjoyed the programme very much.

## **6. On Line e-Learning**

- Objective:**
- Explore and discover Mathematics in daily life situations
  - Learn to communicate and cooperate to work in teams
  - 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' confidence in Mathematics
  - Instil in students the habit of continual, independent learning
- Target:** G1 to G6 students
- Period:** September 2006 to June 2007
- Description:** Each student was assigned an account to do practices and assessment tests on the Planetii platform during school hours
- Evaluation:** Most students enjoyed the activity. The tools had been fine-tuned to meet the requirement of the School. Although there are still some technical problems in using the Planetii, it is worth continuing the cooperation.

## 7. Mathematics Projects

- Objectives:
- Explore and discover Mathematics in daily life situations
  - Learn to communicate and cooperate to work in teams
  - 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' confidence in Mathematics
  - Instil in students the habit of continual, independent learning

Target: G2 to G6 students

Period: September 2006 to June 2007

Description: The Mathematics Project for each level was done throughout the whole school year.

Evaluation: Due to a change in school policy, the mathematics projects became part of the cross-curricular activities in the 2006-2007 school year. The result was satisfactory. Students demonstrated good communication and collaboration skills. They could think and work logically in order to achieve their objectives. However, better coordination regarding the choice of themes and time for the project completion is required when the projects will be organized in future.

# Evaluation of the General Studies Programme Plan 2006 - 2007

## Programme Summation

Various kinds of activities were organized as supplements to the core curriculum so that students are able to experience life-wide learning and other learning experiences. A variety of activities could also help address students' different learning needs and learning styles. From observation most of the students enjoyed the activities. All the G.S. teachers worked together to plan, implement, and evaluate the activities.

## Programme Evaluation

Activity	Observation of National Day
Objective	<ul style="list-style-type: none"><li>To develop a sense of pride and identification with our home country through teaching students concepts about the national flag and anthem</li><li>To let students know more about the National Day</li></ul>
Target	G.1-6
Period	GS lessons at the end of September, 29/9/2006, 1/10/2006
Description	<ul style="list-style-type: none"><li>Websites about the National Day were distributed to teachers so that they could have more information to answer students' queries.</li><li>An activity sheet about the National Day was designed for each grade according to students' abilities. Teachers conducted the activity during the GS II lessons.</li><li>Students obtained more information about China through reading posters and participating in game stalls activities.</li><li>On 29<sup>th</sup> September, a few students who had observed the flag-raising ceremony in Beijing during the summer camp were invited to share their feelings with the whole school. Following that all students sang the national anthem in the morning assembly.</li><li>On 1<sup>st</sup> October, some students were selected to join the flag-raising ceremony at the Hong Kong Museum of Coastal Defence.</li></ul>
Evaluation	<ul style="list-style-type: none"><li>Teachers found the websites and worksheet useful and students were able to acquire basic knowledge about the history and culture of China.</li><li>We could nurture in students a sense of national identity when students shared their feelings, attended the flag-raising ceremony and sang the national anthem.</li><li>For the Observation of National Day activity next academic year, we will borrow display boards from the textbook publisher to show students more information about the National Day.</li></ul>

<b>Activity</b>	<b>Green Club and Environmentally-Friendly Design Competition</b>
Objective	<ul style="list-style-type: none"> <li>To enable students to learn about the importance of plants</li> <li>To help students become more aware of the green movement</li> </ul>
Target	G.1-6
Period	October 06 – February 07
Description	<ul style="list-style-type: none"> <li>G1-3 students entered an environmentally-friendly design competition called “源因爲你環保設計比賽”, which required students to design toys or household items from recycled items.</li> <li>Similar to last year, we participated in the One Person One Flower scheme, whereby each student from G4 to G6 was required to take care of a small pot of marigold flowers for 10 weeks. The ‘Best Flower’ was selected from each class and then given to an elderly folk during a visit to a home for the elderly.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>In the environmentally-friendly design competition, our students managed to win quite a few prizes including 2 champions, 1 first runner-up, 1 second runner-up, and 7 merits.</li> <li>Senior grade students who planted marigold flowers this year were not as enthusiastic as the junior grade students who participated last year. Thus, it is decided that we will let the G2-3 students participate in this planting activity next year. We also propose organizing a flowerpot design competition by using recycled materials.</li> </ul>

<b>Activity</b>	<b>GS Learning Zone/Seminars and Workshops - Talk organized by Clorox /Colouring Competition</b>
Objective	<ul style="list-style-type: none"> <li>To raise students’ awareness on personal and environmental hygiene</li> </ul>
Target	G.3-4
Period	18 / 12 /2007
Description	<ul style="list-style-type: none"> <li>We invited expertise from an external organization to give students a talk on how to prepare food.</li> <li>Students learnt some methods to keep their living environment and their own body clean and hygienic.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Positive feedback was given by both teachers and students as the topic introduced in the workshop was related to the teaching content of G.S. II.</li> </ul>

<b>Activity</b>	<b>GS Field Trips</b>
Objective	<ul style="list-style-type: none"> <li>To provide life-wide learning opportunities for students so that they can gain new learning experiences outside of school</li> </ul>
Target	G.1-6
Period	January 07 to April 07
Description	<ul style="list-style-type: none"> <li>As part of the life-wide learning domain of the GS curriculum, students</li> </ul>



	<p>visited relevant places of interest to extend their knowledge of the core curriculum.</p> <ul style="list-style-type: none"> <li>• G.1 went to McDonald's to learn about food hygiene, food variety and types.</li> <li>• G.2 went to the SPCA where students learnt about the issue of abandoning of pets.</li> <li>• G.3 went to Lee Cheng Uk Han Tomb and Han Garden. Students had a taste of what a garden during the Han Dynasty would look like and the special architecture of the tomb.</li> <li>• G.4 went to Fanling Environmental Resources Centre where students were shown how people were polluting the environment and what they could do to stop the worsening problem.</li> <li>• G.5 went on a visit to Electri'City' and a power station (owned by China Light and Power) where they were shown how electricity was produced. There were also displays about what electricity could do, and how electricity was transmitted. They were given a tour around the site of the power station, and were shown where the coals were stored and where the generators were.</li> <li>• G.6 went to Hong Kong Wetland Park to learn about ecology. Because of concerns about the bird flu, each student was given a mask for safety sake.</li> <li>• Students had to complete their worksheets during and after the visit.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Students' performances during the visits were good. It demonstrated that the field trip activities suited their learning styles, and they learnt a lot by participating in various activities.</li> <li>• As for the GS field trips next academic year, they might be combined with relevant field trips organized by other subjects.</li> </ul>

<b>Activity</b>	<b>Chinese Cultural Days</b>
Objective	<ul style="list-style-type: none"> <li>• To design different experience-based activities for students so that they know more about Chinese culture</li> <li>• To help students appreciate Chinese culture and cultivate a sense of belonging to our home country</li> </ul>
Target	G.1-6
Period	14/2/2007 -15 /2/2007
Description	<ul style="list-style-type: none"> <li>• Collaborative effort was made with the Chinese Department.</li> <li>• On 14 February 2007, activities were organized for the students to try out martial arts. In the school hall, drama and presentation about famous people and legends in Chinese folklore were put up by students.</li> <li>• On 15 February 2007, display boards and game stalls were set up. Films were also shown in class.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Students learnt a lot from participating in the activities.</li> <li>• Students found it difficult to understand the film in which the narration was</li> </ul>

	<p>given in Mandarin with simplified Chinese subtitles.</p> <ul style="list-style-type: none"> <li>• The topics were a bit difficult for G.1 to G. 3 students.</li> <li>• There were also problems with the viewing equipment. The issue was referred to the relevant department.</li> <li>• Since the date of the Open House will be very close to the Chinese Cultural Days next year, it is suggested that the Chinese Cultural Days would be half days next year instead of full days like this year. Teachers will have more time to do the preparation. It is also suggested that the materials used in the Chinese Cultural Days could be used as part of the display for the Open House.</li> </ul>
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<b>Activity</b>	<b>L.E.A.P.</b>
Objective	<ul style="list-style-type: none"> <li>• To enable students to have a healthy personal development</li> <li>• To help individual student to recognize his role and responsibilities as a member of his family and the society, and to show concern and care for his well being.</li> <li>• To develop students' critical thinking skills</li> </ul>
Target	G.1-6
Period	14 / 3 / 2007 – 26 / 3 /2007
Description	<ul style="list-style-type: none"> <li>• Students attended workshops with the following themes: G.1 - Air to Live. G.2 - Food for Life G.3 - Body Journey G.4 - Brainy Bunch G.5 - Internal Affairs G.6 - No Way</li> <li>• Students then completed selected worksheets in order to consolidate their learning.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• With different teaching aids, students were motivated to learn the right attitudes towards life and the importance of having good habits.</li> <li>• Teachers found the worksheets provided useful. They could help consolidate students' learning.</li> <li>• However, the environment (a container) was too crowded for senior boys.</li> <li>• It is suggested that L.E.A.P. for next year should be scheduled for 15 to 30 May 2008. The programme should also be held during G.S. lessons.</li> </ul>

<b>Activity</b>	<b>321 Lights Out</b>
Objective	<ul style="list-style-type: none"> <li>• To arouse students' awareness of the adverse effects of environmental pollution, such as global warming, and the using up of energy in future</li> </ul>
Target	All students, teachers and Headteacher

Period	21/3/2007
Description	<ul style="list-style-type: none"> <li>• PowerPoint about the adverse effects of environmental pollution was prepared for teachers to use in the GS lessons.</li> <li>• On March 21, two students were trained to give a short audio broadcast to the whole school during the lights out period.</li> <li>• Signatures were collected and stapled onto a notice board. A photo of the board was taken and sent to the organization as a record of our participation.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Students were shocked to find how bad the consequences could be due to global warming and the abuse of energy. Some students continued switching off the lights when they were not in use.</li> </ul>

<b>Activity</b>	<b>Eat Fruit Months</b>
Objective	To encourage students eating fruits
Target	G.1-6
Period	18/4/2007 – end of the academic year
Description	<ul style="list-style-type: none"> <li>• The activity was initiated by EDB.</li> <li>• During one of the morning assemblies, a group of selected students was invited to give an introduction to tell the whole school about the nutrients in different types of fruits and the importance of eating fruits.</li> <li>• Each student was given a booklet with information about fruits e.g. why we should eat fruits, how much fruit we should eat every day.</li> <li>• Students were given a sticker when they could prove to the prefects or teachers that they had finished eating their portion of fruits after lunch.</li> <li>• A circular was given to parents of students who bring their own lunch to school so that they could also prepare fruits for their children.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Many students who seldom eat fruits in school changed their eating habit. It was proven by comparing the amount of fruits left after lunch before and after the activity was held.</li> <li>• Many students who brought their own lunch also brought fruits with them to school.</li> <li>• Although the activity only lasted for a few months, many students including those of senior grades still wanted to get the stickers by eating their portion of fruits every day. Some students reported to teachers that they would eat fruits at home after dinner as well.</li> </ul>

<b>Activity</b>	<b>GS Learning Zone - Drama about Environmental Awareness '愛多八十年'</b>
Objective	To teach students to protect our environment by adopting a 'green' live
Target	G.3-4
Period	27 / 4 / 2007

Description	<ul style="list-style-type: none"> <li>The drama was presented by the Friends of the Earth.</li> <li>The interactive drama aroused students' awareness on the issue of environmental protection and how they could live an environmentally friendly life.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>As the show required lots of interactions between the actors and audience, students' response was good and they enjoyed the show very much.</li> <li>The actors were very professional as they were students from The Hong Kong Academy for Performing Arts.</li> <li>Students informed teachers that they would try to be more environmental friendly in their everyday lives.</li> <li>Some teachers reported that the show was interesting and students could learn how to be environmentally friendly in their everyday lives.</li> <li>It is suggested that similar shows could also be arranged for G.1-2 students.</li> <li>The show could be arranged in the period right before or after the recess so that less inconvenience would be caused to the subject teachers.</li> </ul>

<b>Activity</b>	<b>Science and Technology Convention - Science Fantasy Drawing Competition and Exhibition</b>
Objective	<ul style="list-style-type: none"> <li>To develop students' creativity and imagination based on scientific knowledge</li> <li>To provide opportunities for students to share their fantasy drawings with their fellow classmates</li> </ul>
Target	G.1-6
Period	2 / 5 / 2007 – 4 / 5 / 2007
Description	<ul style="list-style-type: none"> <li>The Science Fantasy Drawing Competition was organized by Hong Kong New Generation Cultural Association Science Innovation Centre.</li> <li>Students were required to draw pictures based on the two themes 'Underwater World' and 'Green City'.</li> <li>Selected students' drawings were displayed in the multi-purpose room during recess.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Almost all students joined the competition.</li> <li>6 students were awarded the prizes for the best drawings; one of them came 3<sup>rd</sup> in the primary group.</li> <li>Students could express their ideas about science invention through drawing, especially the junior grade students.</li> <li>Since not all students like drawing, a variety of final products such as report writing or model making should be accepted next year.</li> <li>It is suggested that the Science and Technology Convention, seminars and workshops could be combined into one activity next year.</li> </ul>

<b>Activity</b>	<b>Science and Technology Convention – Science Workshops</b>
Objective	<ul style="list-style-type: none"> <li>To develop students' interests, skills and abilities on science investigation and problem solving.</li> <li>To develop students' communication skills, creativity and self-management skills through the science workshop and talk.</li> </ul>
Target	G.1-6
Period	3 / 5 / 2007
Description	<ul style="list-style-type: none"> <li>Three science workshops and experiments were scheduled for G.1-2, G.3-4 and G.5-6 students.</li> <li>Students applied science concepts covered in their G.S. curriculum by designing, making and testing toys.</li> <li>The workshops were co-organized with the Educational Publishing House Limited, the publisher of our G. S. textbooks.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Most students enjoyed the workshops as they could make and design their own toys.</li> <li>Students learnt quite a lot as the workshop stimulated their creativity and sense of investigation.</li> <li>Since the workshops were held during normal lesson time and the teaching schedule was tight for the upper grades, it is suggested that the workshops for next year could be conducted for the lower grades only.</li> <li>The science workshop for Grades 1 and 2 was a little difficult as it involved a lot of cutting and sticking, and it was not exactly suitable for young students to complete as a group.</li> <li>Teachers had approached the Science Museum for running some kind of workshop for the staff but there was nothing suitable available.</li> </ul>

<b>Activity</b>	<b>Science and Technology Convention – Talk on Science Invention and Creativity</b>
Objective	<ul style="list-style-type: none"> <li>To arouse students' interest about invention</li> <li>To develop students' creativity and problem-solving skills</li> </ul>
Target	G.1-6
Period	4 / 5 / 2007
Description	<ul style="list-style-type: none"> <li>Dr. Wong, the director of the Hong Kong New Generation Cultural Association Science Innovation Centre, was invited to conduct the talk about science invention and creativity.</li> <li>During the talk, science inventions made by students from other schools were demonstrated.</li> <li>Dr. Wong also engaged students in games about creativity.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Students were willing to participate in all the games and they enjoyed the talk very much.</li> </ul>

	<ul style="list-style-type: none"> <li>It is suggested that students could design their inventions on paper first, and they could then make the actual invention after getting the approval from their teachers-in-charge.</li> </ul>
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<b>Activity</b>	<b>General Studies and Current Affairs Online Competition</b>
Objective	<ul style="list-style-type: none"> <li>To provide students with the experience to participate in a competition</li> </ul>
Target	G. 6
Period	May 2007
Description	<ul style="list-style-type: none"> <li>It was organized by Hong Kong Polytechnics University (Smiling.HK)</li> <li>A total of nine students were selected and they were divided into three groups.</li> <li>First, they were required to finish the initial Heat Quiz at school by going on-line. Out of hundreds of schools, our team got through into the semi-final.</li> <li>On the day of semi-final, out of the 15 groups from different schools, our team got through into the finals, and they went on and were awarded the Champion.</li> <li>One student in our group was also awarded the Best Performance Award. Apart from the Champion trophy, a cash reward of \$2000 was also presented to our team.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Students loved the competition as it was very exciting, and they enjoyed the experience.</li> <li>Students gained experience from participating in the activity. Our team will continue participating in similar competitions in future.</li> </ul>

<b>Activity</b>	<b>GS Learning Zone - Board Display "A Journey of a Water Droplet"</b>
Objective	<ul style="list-style-type: none"> <li>To set up displays in school to help supplement students' knowledge in GS</li> <li>To learn more about the water cycle through reading information on the display boards</li> <li>To develop a habit of conserving water in daily life.</li> </ul>
Target	G.1-6
Period	Two recesses in the first week of May 2007.
Description	<ul style="list-style-type: none"> <li>The boards were on loan from the Water Supplies Department.</li> <li>They were displayed in the G.S. Room in the first week of May.</li> <li>G.S. teachers took their classes to the G.S. Room to look at the board display during G.S. lessons.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Through the board display, students could learn more about the water cycle and what they should do to save water.</li> <li>Since the information was related to the curriculum in GS I, it is suggested that this activity could be carried out in the first term of the next academic</li> </ul>

	<p>year when the G4 students will be learning this topic.</p> <ul style="list-style-type: none"> <li>• Since not many students went to the GS room during recess, the exhibition could be held in the multi-purpose room or even the covered playground where there are more students.</li> </ul>
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<b>Activity</b>	<b>GS Room Improvement Project and Resource Building</b>
Objective	<ul style="list-style-type: none"> <li>• To equip the GS room and turn it into an active learning center that will help engage the students in their learning of GS</li> <li>• 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</li> </ul>
Target	G.1-6 and all GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> <li>• We tidied up and catalogued the items in the G.S. storeroom in the months of October, February, April and August.</li> <li>• New equipment was added, including different models of the human body and other teaching resources for science experiments.</li> <li>• We organized the resources in the storeroom according to their related topics.</li> <li>• DVDs, additional teaching models/aids and resource books about the teaching of GS were added to the inventory. Several desktop computers were also installed in the GS room.</li> <li>• The Department's website was updated.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• The DVDs and teaching aids were good complements to teaching and learning. The computers helped students in their research work.</li> <li>• A teacher suggested that the resources in the G.S. Room could be rearranged according to the EDB General Studies subject guidelines.</li> <li>• Due to insufficient space in the school server, GS e-books would be taken out of the server and installed in the classroom computers.</li> <li>• The Department's website required concerted efforts of all GS teachers to help provide photos and information of the various activities.</li> </ul>

<b>Activity</b>	<b>Staff Development Days – (1) Ocean Park, (2) Scratch (Animation), (3) Seminars by Outside Organizations</b>
Objective	<ul style="list-style-type: none"> <li>• To enrich the curriculum by researching, creating and planning lessons with teaching contents that are not found in the textbooks and workbooks</li> </ul>
Target	All GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> <li>• The first staff development programme was provided by Ocean Park and it was about sea lion, seal, and other marine animals. It gave teachers more</li> </ul>

	<p>information about marine animals related to the GS curriculum. It also provided a preview of what our Grades 1 to 3 students would see and learn for their Project Learning field trip.</p> <ul style="list-style-type: none"> <li>• Another staff development workshop was provided by the Chinese University of Hong Kong. Teachers learned how to use an animation programme called 'Scratch'.</li> <li>• Teachers attended seminars / workshops held by outside organizations and shared with other teachers during the weekly collaborations.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Teachers actively participated in various activities provided by Ocean Park and they found it very useful in providing them with information for planning their lessons and classroom activities.</li> <li>• The teachers had problems in following the instructors during the workshop on 'Scratch'. However, the same workshop that was conducted for students went smoothly. There would be another workshop given by the instructors from the Chinese University of Hong Kong again in late August. It would be on a computer programme called 'Cricket', which is used for programming simple robots. We will reflect to the instructors to keep it at a comfortable pace for the teachers.</li> <li>• Outside organizations provided expertise and useful teaching packages for teachers' use in GS lessons. Teachers were encouraged to share the resources obtained from seminars and workshops they attended during the weekly collaborations.</li> </ul>



# Evaluation of the French Programme 2006 - 2007

## Programme Summation

All the plans were designed to build up and improve students' French oral, writing, reading and presentation skills. They helped reinforce the school's reading scheme and enhance students respect for different cultures. One important aim of the French programme for 2006-2007 was to promote cross-curricular activities. Through the implementation of all five plans, students took part in the following cross-curricular activities:

- The English and GS Departments: making a project about special days in the Calendar and preparing for the Christmas Concert.
- The Music Department: taking part in "la fete de la musique" at FIS.
- The Elective Committee: preparing for the Christmas Concert with the Spanish Class.
- The Mandarin Department: preparing for the Christmas Concert with the Mandarin Class.
- The Art Department: preparing for the visit to the Art Museum: the Impressionism Gallery.

## Programme Evaluation

<b>Plan 1: Oral Skills</b>	
Objective	French Conversation
Target	All French Stream students
Period	Whole Year
Description	Students engaged in French conversation during the class.
Evaluation	The small class size allowed students to participate actively in daily class conversation. Students were able to converse in French during the class time. All students who attempted the DELF A 1 passed the examination successfully.

<b>Plan 2: Presentation, Leadership, Writing Skills</b>	
Objective	Delivering Projects
Target	All French Stream students
Period	December, May and June



Description	<p>Students organized and participated in various presentations in school and in other schools.</p> <ul style="list-style-type: none"> <li>- International Christmas Carols in DBSPD</li> <li>- Christmas Concerts at FIS</li> <li>- French Days Performance in DBSPD</li> <li>- ‘Fete de la musique” in FIS</li> </ul>
Evaluation	<p>Many positive comments were received after the performances, orally by spectators, by parents’ letters, e-mails or phone calls. Students were motivated and excited about their participation in all the performances.</p>

<b>Plan 3: Writing Skills</b>	
Objective	To strengthen pupils’ grammatical and spelling skills through various topics
Target	All French Stream students
Period	Whole Year
Description	Students took part in projects such as French correspondence and poems presentation. They kept a weekly journal.
Evaluation	<p>Students were able to write compositions and passages in French for publication in the school magazine. They were able to write poems and speech and deliver them to the whole school during the French Days. Students were able to use their writing skills to prepare letters and e-mails to francophone students overseas.</p> <p>All students who attempted the DELF A 1 passed the examination successfully.</p>

<b>Plan 4: Implement a French Reading Programme</b>	
Objective	Encourage 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 twice a month. A new story was started every month, and students were encouraged to read parts of the story at home. The Department purchased a set of Galaxy Readers level 2. G1 to G3 students had reading sessions at least once a month.
Evaluation	<p>Students asked for more reading periods in a week, but we could not afford the time as there were other plans that had to be implemented. The teacher observed that students acquired a lot of new vocabulary items through reading and some grammatical structures were reinforced. Students were becoming independent readers as they were able to build up more vocabulary.</p> <p>All students who attempted the DELF A 1 passed the examination successfully.</p>



<b>Plan 5: Cultural awareness</b>	
Objective	To enhance students' cultural awareness and respect for different cultures
Target	Students from G3 to G6
Period	06/07/07 to 16/07/07
Description	Students participated in a trip to France
Evaluation	<p>Children gained lots of cultural and historical knowledge through participating in various visits.</p> <p>The exchanges with the French International School and the reading programme also allowed all the French Stream students to gain exposure and understanding of the French culture.</p>



## 二零零六至二零零七年度普通話科工作計劃檢討報告

### 1. 普通話展板

- (一) 活動目標： 增加學生對普通話的興趣及認識。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 一年三次
- (四) 活動內容： 選取及找尋各式各樣有關普通話的資料，將其歸類為不同主題，如粵普對照、聲調變化、兒化、輕聲等，按月張貼資料於專題展板上，讓學生自學及觀賞。
- (五) 活動檢討： 各同事已如期完成展板，展板內容則改為以發放校內普通話活動消息為主，如「普通話大使」、「校際朗誦節」及「普通話日」。

### 2. 校際朗誦節

- (一) 活動目標： 提升學生普通話之發音及朗誦技巧，給予學生提供一個與友校互相觀摩、切磋的機會。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 九至十一月
- (四) 活動內容： 由教師揀選各級有潛質的學生，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。
- (五) 活動檢討： 報名情況十分踴躍，共有 113 人參加獨誦比賽，其中有 6 個冠軍，12 個亞軍，9 個季軍(部分同學參加兩個比賽項目)，一、二年級集誦隊奪得冠軍。

### 3. 普通話日

- (一) 活動目標： 鼓勵學生多聽多說普通話，提高學生對普通話的興趣。
- (二) 活動對象： 全體學生
- (三) 推動時間： 二零零七年七月五日至六日
- (四) 活動內容： 本科舉辦兩項活動，包括普通話攤位遊戲及早會表演。攤位遊戲分兩組(一至三年級、四至六年級)，老師按照各組的程度設計題目；早會表演包括繞口令表演及短劇表演，表演後設有獎問答遊戲。
- (五) 活動檢討：
  - 1. 早會表演：
    - 學生反應踴躍，積極舉手回答問題。
  - 2. 攤位遊戲：
    - 學生反應踴躍，從各級的攤位遊戲分數記錄表顯示，大部分學生都努力完成所有遊戲，並取得良好成績。
    - 遊戲時限、攤位數目、參與人數皆配合得宜，整體秩序良好，學生亦有充足的時間參與所有遊戲活動。

#### 4. 校外比賽

- (一) 活動目標：為學生提供一個與友校互相觀摩、切磋的機會，從而提升普通話水平。
- (二) 活動對象：有潛質的學生
- (三) 推動時間：全年
- (四) 活動內容：老師推薦學生參與校外普通話比賽，並提供訓練。
- (五) 活動檢討：本科的財政預算計劃於學年中曾更改，資源用於舉行其他活動，故未有舉辦任何校外比賽。

#### 5. 購買普通話書籍、影音教材（供學生借用）

- (一) 活動目標：增加學生練習普通話的機會及興趣。
- (二) 活動對象：全校學生
- (三) 推動時間：全年
- (四) 活動內容：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。
- (五) 活動檢討：
  - 老師已購下不少拼音書籍，放在圖書館供學生外借。
  - 影音教材因版權問題，學生未能外借，令借用情況欠理想，影音教材或可列入教師資源，由老師借出在課堂上播放。

#### 6. 購買工具書、參考書及輔助教具教材（供教師借用）

- (一) 活動目標：協助課程剪裁及教學。
- (二) 活動對象：普通話老師
- (三) 推動時間：全年
- (四) 活動內容：由老師購買有關普通話科參考書籍和教材。
- (五) 活動檢討：
  - 為了應付下學年的圖書教學課程(PMI)及法語學生的識字普通話課程，老師已購買不少參考書籍，亦能從中篩選出合適的教材。
  - 老師已更換了新的拼音檔案處理軟件。

#### 7. 收集本科專題資料

- (一) 活動目標：協助課程剪裁及教學。
- (二) 活動對象：普通話老師
- (三) 推動時間：全年
- (四) 活動內容：特設文件夾及專櫃一個，專門收集有關本科知識及本科課程最近發展的資料，歡迎各曾出席或參與有關專題講座、會議的教師提供參考資料。
- (五) 活動檢討：
  - 科主任已把學科講座的資料交給其他老師傳閱。
  - 為了收集本科專題資料，老師已積極購買參考書籍。
  - 本科老師曾出席好些普通話專題講座，但講座的資料多流於空泛，並不合用。

## 8. 參加專題研討會

- (一) 活動目標：提高教學水平，爭取跟校外教育團體交流的機會。
- (二) 活動對象：普通話老師
- (三) 推動時間：全年
- (四) 活動內容：教師參加教學講座、研討會，提高教學水平。
- (五) 活動檢討：本科老師曾出席好些普通話專題講座，但講座的資料多流於空泛，並不合用。

## 9. 普通話大使

- (一) 活動目標：鼓勵學生多聽多說普通話，提高學生對普通話的興趣。
- (二) 活動對象：全體學生
- (三) 推動時間：二月至五月
- (四) 活動內容：由老師從四至六年級選出普通話大使，大使在逢星期一、三的小息時間跟同學用普通話交談，表現認真積極的同學會獲得大使印章。儲夠印章後，同學可向普通話老師換領禮物。
- (五) 活動檢討：
  - 低年級學生的反應比高年級積極。
  - 大部分的普通話大使十分盡責。
  - 豐富的獎品能吸引學生積極參與，但評分準則可以更嚴謹，以平衡財政預算。

# Evaluation of the Music Programme 2006 - 2007

## Programme Evaluation

<b>Plan 1: Set up Chinese Instrument Ensemble</b>	
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.2 – G.6
Period	From September 2006
Description	Experienced conductors were invited to select potential students (G.1-G.6) to participate in the Chinese Instrument Ensemble.
Evaluation	<ul style="list-style-type: none"> <li>- The Chinese Instrument Ensemble has been established. The standard is satisfactory. There are currently 30 members.</li> <li>- Due to the positive response received after their performance on the School Open Day, the ensemble performed again in the Demonstration Concert.</li> <li>- New members will be recruited to join the ensemble if they can demonstrate their ability to play the instruments.</li> </ul>

<b>Plan 2: Development of Music Resource Centre</b>	
Objective	To develop creativity, the ability to appreciate music and to effectively communicate through music To nurture aesthetic sensitivity and cultural understandings 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	Teachers purchased a variety of reference materials to enrich the teaching resources of the Department.
Evaluation	Next year, we will continue to acquire more teaching resources, especially books and software, for all grades.

<b>Plan 3: Introduce Chinese Instrument --- ‘Dizi’ and ‘Erhu’</b>	
Objective	To develop creativity, the ability to appreciate music and to effectively communicate through music To nurture aesthetic sensitivity and cultural understandings 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.4
Period	2 <sup>nd</sup> Term & 3 <sup>rd</sup> Term
Description	All G4 & G3 students had the opportunity to learn both the Dizi and Erhu during the music lessons once a week.
Evaluation	<ul style="list-style-type: none"> <li>- G3 Erhu lessons and G4 Dizi lessons were conducted as planned.</li> <li>- Positive feedback was received from both parents and students.</li> <li>- The lessons helped arouse students' interest in learning Chinese instruments.</li> <li>- Capable students who can master either one of the instruments are invited to join an intensive training programme.</li> </ul>

#### **Plan 4: Music Appreciation (Weekly)**

Objective	<p>To gain enjoyment and satisfaction through participating in music activities</p> <p>To pursue a life-long interest and the appreciation of music</p> <p>To develop music skills, construct knowledge in music and cultivate positive values and attitudes</p>
Target	G.1-G.6
Period	Whole Year
Description	Music would be recommended by G4-G6 students, including Chinese and Western Music.
Evaluation	Students who showed interest in this programme were already involved in other activities. Therefore, regular music appreciation activities were not conducted. Adjustments will to be made on the weekly music appreciation programme and details will be discussed in the panel meeting next year.

#### **Plan 5: Take Part in Hong Kong Schools Music Festival and Other Competitions**

Objective	<p>To develop music skills, construct knowledge in music and cultivate positive values and attitudes</p> <p>To pursue a life-long interest and the appreciation of music</p>
Target	G.3 - G.6
Period	September to March 2007
Description	Teachers selected potential students (G3-G6) to participate in the Treble Choir, Vocal Solo, Woodwind & Brass Ensemble and School Orchestra
Evaluation	<ul style="list-style-type: none"> <li>- More than 300 students participated in the 59<sup>th</sup> H.K. School Music Festival and the Hong Kong Youth Interflow.</li> <li>- More than 50% of them were awarded merits or above.</li> <li>- We participated in 4 group events in the 59<sup>th</sup> Hong Kong Schools Music</li> </ul>



	<p>Festival. Our school achieved good results in the competition.</p> <ul style="list-style-type: none"> <li>● Treble Choir - 1<sup>st</sup> Prize</li> <li>● Wind Ensemble - 2<sup>nd</sup> Prize</li> <li>● School Orchestra - 3<sup>rd</sup> Prize</li> <li>● String Orchestra - 3<sup>rd</sup> Prize</li> </ul>
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<b>Plan 6: Music Performances</b>	
Objective	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 understandings
Target	G.1 - G.6
Period	Whole Year
Description	Music performances were presented by professional organizations, DBS and our students.
Evaluation	Due to the tight schedule of our school programmes, we were not able to invite professional musicians to perform for our students this year. We will invite the musicians and professional organizations again and make sure the time of their performances will match the school schedule next academic year.

<b>Plan 7: Celebration Party after the 59<sup>th</sup> H.K. Schools Music Festival</b>	
Objective	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	End of March 07
Description	Invitations were extended to all members of the Senior School Orchestra, String Orchestra, Junior School Orchestra, Treble Choir and Chinese Instrument Ensemble. The party was an occasion to celebrate their success in the Music Festival.
Evaluation	Parents and students enjoyed participating in the function.

<b>Plan 8: Music Captains</b>	
Objective t	To gain enjoyment and satisfaction through participating in music activities
Target	G.5 - G.6
Period	Whole Year
Description	Four potential students of G5 & G6 were selected to be Music Captains.

Evaluation	Four music captains were selected to assist the Music Department. They assisted in the Demonstration Concert, Open House, Orchestra Audition and all the regular rehearsals, etc. They were very helpful and responsible.
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<b>Plan 9: Music Workshop</b>	
Objective	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 understandings
Target	G.5 - G.6
Period	Third Term
Description	- A singing workshop conducted by the Australia Singing Company was held for the Treble Choir in October 2006. - The Hong Kong Sinfonietta was invited to hold a workshop for the String Orchestra. Master Classes were organized for the students to cultivate their musicianship.
Evaluation	- Through participating in the workshops, students were given the opportunities to enhance their musicianship. - The students demonstrated positive response when they attended the workshops. They hope there will be more of these learning opportunities in future.

<b>Plan 10: Students Performances</b>	
Objective t	To develop music skills, construct knowledge in music and cultivate positive values and attitudes To gain enjoyment and satisfaction through participating in music activities To encourage all of our students learn at least one kind of instruments
Target	G.1 - G.6
Period	Whole Year
Description	During assemblies, students were given the opportunities to perform to their fellow schoolmates.
Evaluation	Students were very enthusiastic about having the opportunities to perform during the assemblies. To further improve the arrangement of the performances, certain changes will be made for next academic year.

# Evaluation of the Physical Education Programme Plan 2006 - 2007

## Programme Evaluation

<b>Plan 1: Swimming Gala</b>	
Objective	<ol style="list-style-type: none"> <li>1. To enhance students' interest and desirable attitudes towards physical activities and to take part in sports, physical training and recreational activities actively and regularly</li> <li>2. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship</li> <li>3. To develop their sense of belonging, team spirits and sense of achievement through participating in a series of training programmes and competitions.</li> </ol>
Target	Whole School
Period	2 September 2006 (Heat) 6 September 2006 (Final)
Description	This was the second time for the Primary Division to co-organize the Inter-House Swimming Gala with the Secondary Division at the Kowloon Park Indoor Swimming Pool.
Evaluation	The Swimming Gala was held with the Secondary Division successfully. We will continue running this event with the Secondary Division in the coming school year.

<b>Plan 2: Inter-School &amp; Jing Ying Sports Competitions</b>	
Objective	<ol style="list-style-type: none"> <li>1. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship.</li> <li>2. To develop their sense of belongings, team spirits and sense of achievement through participating in a series of training programmes and competitions.</li> </ol>
Target	G3 to G6 School Sports Team Members
Period	October 06 to June 07
Description	Teachers & coaches selected potential students (G3-G6) to participate in Athletics, Badminton, Basketball, Football, Swimming & Table-Tennis competitions.
Evaluation	Students attained excellent results in the competitions, and their talents have been developed more thoroughly after attending the systemic and intensive training programmes. One of the students was awarded the 1 <sup>st</sup> Runner-Up in Jing Ying Sports Competitions (Badminton) and represented Hong Kong in the Inter-Port Badminton



	Competition.
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<b>Plan 3: Sports Day</b>	
Objective	<ol style="list-style-type: none"> <li>1. To enhance students' interest and desirable attitudes towards physical activities and to take part in sports, physical training and recreational activities actively and regularly</li> <li>2. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship</li> <li>3. To develop their sense of belonging, team spirits and sense of achievement through participating in a series of training programmes and competitions</li> </ol>
Target	G1 to G6
Period	Heats: 16 December 2006 Final: 11 January 2007
Description	The Sports Day (Final Day) was jointly organized with the Secondary Division at Wan Chai Sports Ground.
Evaluation	The Sports Day was held with the Secondary Division successfully. Students showed great enthusiasm and participated actively in the Sports Day. We will continue organizing this event with the Secondary Division in the coming school year.

<b>Plan 4: Inter-House Sports Competitions</b>	
Objective	<ol style="list-style-type: none"> <li>1. To enhance students' interest and desirable attitudes towards physical activities and to take part in sports, physical training and recreational activities actively and regularly</li> <li>2. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship</li> <li>3. To develop students' ability of observation, analysis, judgment and creativity in the process of participating in activities</li> <li>4. To develop their sense of belonging, team spirits and sense of achievement through participating in a series of training programmes and competitions</li> </ol>
Target	Whole School
Period	Whole Year
Description	Inter-house sports competitions would be organized to promote house spirit and interest in playing sports among students of DBSPD.
Evaluation	This plan was cancelled because the school schedule was too tight and suitable time could not be identified for organizing the training programmes and competitions.

<b>Plan 5: Summer Sports Training Camp</b>	
<b>Objective</b>	<ol style="list-style-type: none"> <li>1. To enhance students' interest and desirable attitudes towards physical activities and to take part in sports, physical training and recreational activities actively and regularly</li> <li>2. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship</li> <li>3. To promote desirable moral behaviours, co-operation in communal life, ability to make decision, and the appreciation of aesthetic movements</li> <li>4. To develop their sense of belonging, team spirits and sense of achievement through participating in a series of training programmes and competitions</li> </ol>
<b>Target</b>	G4 – G6 School Team Members
<b>Period</b>	16-20 June, 2007
<b>Description</b>	The Summer Sports Training Camp was organized to enhance the team spirit among teachers, coaches, parents & students.
<b>Evaluation</b>	<ol style="list-style-type: none"> <li>1. A 5-day/4-night camp was held in Singapore Sports School. A total number of 116 teachers, parent volunteers, coaches and team members joined the camp.</li> <li>2. Apart from sports training provided by professional coaches, students were also involved in a multiple experiential learning programme to help develop their overall abilities and skills during the camp.</li> </ol>

# Evaluation of the Visual Arts Programme 2006 - 2007

## 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

<b>Plan 1: Cross – Curricular Integrated Learning</b>	
Objective	To help students make connections between art, nature, science, history and culture
Target	All Students
Period	Throughout the Year
Description	<p>Several art projects and programmes that involved cross-curricular learning were carried out:</p> <ul style="list-style-type: none"> <li>● <b>Art &amp; Science:</b>  <b>Spinning Art / G4</b> <ul style="list-style-type: none"> <li>- The project was inspired by the UK artist, Damien Hirst.</li> <li>- Students learned to create abstract artwork by applying the concept of centrifugal force.</li> </ul> </li> <li>● <b>Art &amp; Nature:</b>  <b>Visit to Kadoorie Farm and Botanic Garden (Mosaic &amp; Ceramic Art Project)</b> <ul style="list-style-type: none"> <li>- Students participated in a sensory journey to experience a wide range of herbs using all their senses. After that, they examined the plants closely and created life drawings of the plants.</li> </ul> </li> <li>● <b>Art, History &amp; Culture:</b> <ol style="list-style-type: none"> <li><b>a. Australian Aboriginal Art / G3 &amp; 4</b> <ul style="list-style-type: none"> <li>- Students studied the style and characteristic of Australian Aboriginal art.</li> </ul> </li> <li><b>b. African Art/ G5</b> <ul style="list-style-type: none"> <li>- Students looked at different African masks and their meanings.</li> </ul> </li> <li><b>c. Chinese Peking Opera / G5</b> <ul style="list-style-type: none"> <li>- Students studied how colour was used in Chinese Peking Opera to portray different characters.</li> </ul> </li> <li><b>d. Mosaic &amp; Ceramic Art Project</b> <ul style="list-style-type: none"> <li>- Students learned about the history of Mosaic and different styles represented in various cultures.</li> </ul> </li> </ol> </li> <li>● <b>Art &amp; Technology:</b>  <b>Writing Machine Art Workshop</b> <ul style="list-style-type: none"> <li>- Students were introduced to the stories and composition of Pictograms. They recreated moving/animated words to express</li> </ul> </li> </ul>



	<p>themselves with the aid of technology.</p> <ul style="list-style-type: none"> <li>● <b>Art &amp; Life:</b> <b>Life Art Adventure Workshop / G1-3</b> - In the workshop, students gained collaboration skills and enriched their social values through art, drama and games.</li> </ul>
Evaluation	More and more integrated learning was adopted this year, ranging from nature, science, history and culture. We will work towards bringing in other topics that respond to social issues in the coming year.

<b>Plan 2: Art In School Partnerships</b>	
Objective	To develop the boys' artistic potential through various media explorations
Target	Whole School
Period	Throughout the Year
Description	<ul style="list-style-type: none"> <li>● <b>Artist In School Programme 2007 / G4-6 (Artist Residence)</b> <ul style="list-style-type: none"> <li>- The theme was "Frog Serenade" which was a wooden sculpture and three-dimensional construction.</li> <li>- The artist, Wong Tin Yan, was invited as the artist residence.</li> <li>- 8 sessions were held from 2 March to 18 May 2007.</li> </ul> </li> <li>● <b>"100% Red" Visual Arts Exhibition / G4-6 (HKYAF)</b> <ul style="list-style-type: none"> <li>- The exhibition was held on 3 April 2007 at the Hong Kong Racing Museum.</li> <li>- A diverse exhibits of Chinese art, including ink painting, dyeing, paper cutting and 60's &amp; 70's propaganda poster designs were displayed.</li> </ul> </li> <li>● <b>"Collective Memory Box" Art Project / G4 (HKYAF)</b> <ul style="list-style-type: none"> <li>- It was part of the "10 FOR 10" Integrated Arts Project (慶賀十週年回歸視藝計劃), celebrating the 10th anniversary of the handover.</li> <li>- 2 sessions were held on 24 &amp; 26 April 2007.</li> </ul> </li> <li>● <b>Writing Machine Art Workshop / G5 (School of Creative Media/ Hong Kong Arts Development Council)</b> <ul style="list-style-type: none"> <li>- It was a one-day art workshop on Pictograms and Animation.</li> <li>- The workshop was held on 23 June 2007 (Saturday).</li> </ul> </li> <li>● <b>LEAD Day Camp/ G5-6 (HKFYG)</b> <ul style="list-style-type: none"> <li>- The camp was co-organized by VA and CS Departments.</li> <li>- It was held on 24 March 2007 (Saturday) at the Cyberport.</li> </ul> </li> <li>● <b>Life Art Adventure Workshop / G1-3 (Baptist Oi Kwan Service)</b> <ul style="list-style-type: none"> <li>- It was a workshop that linked art with drama and games.</li> <li>- It was held on 28 &amp; 29 June 2007.</li> </ul> </li> </ul>

Evaluation	<p>The activities organized were topics not covered during normal lesson times. They served as alternative opportunities to broaden students' art experiences and exposure to various media and learning styles.</p> <p>The School has established good relationship with organizations (Hong Kong Youth Arts Foundation, Hong Kong Federation of Youth Groups, Baptist Oi Kwan Service). However, the activities organized by the Baptist Oi Kwan Service did not quite meet our expectations. We will work with other organizations/institutions in the coming year.</p>
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<b>Plan 3: Collaborative Art Projects</b>	
Objective	To give students opportunities to develop creative problem solving skills outside the classroom environment
Target	All Students
Period	Throughout the Year
Description	<p>Students created artwork in groups or teams for special occasions (Open House, Biennial Art Exhibition) and Festivals (Christmas, Chinese New Year, Easter). Different sorts of collaborative artwork could be found on the school campus (Lift lobbies, Art rooms, Display boards).</p> <p>A group of G4-6 students worked with the Art Teachers on the Mosaic &amp; Ceramic Art Project during the Project Learning Weeks. They created a mosaic mural display, and the work has been installed permanently on the ground next to the Rock (near the footbridge).</p>
Evaluation	<p>Students enjoyed working as a team. They also gained great satisfaction and pride out of creating collaborative works. All projects are effective in building students' team spirit and enhancing their creative thinking.</p> <p>Since some students have become Art Directors this year, they can play a part in collaborative art projects or even lead a team in doing collaborative artwork for special occasions in the near future.</p>

<b>Plan 4: Various Art Media and Art Materials</b>	
Objective	To provide a broad range of media for learning about art making
Target	All Students
Period	Whole Year After School Art Classes (ECA)
Description	<p>Throughout the year, students were given the chance to explore different media during normal lesson time.</p> <p>Lessons on <b>Drawing, Painting, Craft, Printmaking, Ceramic, Sculpture and Animation</b> were offered to students.</p>





	Besides, a number of After School Art Classes were offered to students across the grades, ranging from Chinese Painting, Photography, Ceramics, Flash Animation, Web Design and Video Production & Editing.
Evaluation	Our boys are lucky to be able to try out many different art media while Ceramic and Animation are not offered to students in many other schools. The Schemes of Work are tailor-made for the boys so that they are able to acquire new skills and concepts at different levels of need. By offering various media to the boys during lesson time as well as after school ECA period, each child not only discovers his own interest and talent, but also boosts his confidence.

<b>Plan 5: Student Art Exhibition</b>	
Objective	To promote appreciation of art work among peers and celebrate achievements of students in Visual Arts
Target	All Students
Period	Varied from one week display to permanent exhibition
Description	Major art exhibitions held this year were the Open House Art Exhibition and Biennial Art Exhibition. Both exhibitions were held at the Student Activity Centre (Rm 101). Students' artworks were exhibited occasionally in classrooms, art rooms and lift lobbies.
Evaluation	Students and visitors enjoyed both the Open House art displays and Biennial Art Exhibition. We managed to showcase a lot of students' works of different media (ranging from drawings, paintings to ceramic works). Students took part in the voting for the 'Most Favourite Artwork' during the Biennial Art Exhibition. Awards were given to three students in each grade as a recognition and encouragement. Whereas exhibiting artwork in the art rooms is a very effective way in helping students to develop a critical eye for the appreciation of artwork.

<b>Plan 6: On Line Gallery</b>	
Objective	To provide a window for students to view their own work and exchange ideas
Target	All Students
Period	Whole Year
Description	Artworks of various students created throughout the year were photographed and put online in the School Website.
Evaluation	Parents, students & outsiders indicated that the artworks shown online

	gave them a good idea about the characteristics and the quality of art lessons our students had been having in DBSPD.
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<b>Plan 7: Art Competitions</b>	
Objective	To give students exposure in art competitions and enable them to gain experience
Target	Different Year Groups
Period	Different Times of the Year
Description	<ul style="list-style-type: none"> <li>● <b>Internal Competitions:</b> <ol style="list-style-type: none"> <li>1. School Fete Souvenir Design Competition</li> <li>2. School Magazine Inside Dividing Pages Design Competition</li> </ol> </li> <li>● <b>External Competitions:</b> <ol style="list-style-type: none"> <li>1. Hong Kong Flower Show Student Drawing Competition</li> <li>2. 18 Districts Loveable Sights Drawing Competition</li> <li>3. Arts Carnival Poster Design Competition</li> <li>4. Beijing 2008 Olympics Games' Card Design Competition</li> <li>5. Faber-Castels Recycle Bag Design Competition: G1 – 3</li> <li>6. Treasure My Beloved Memory of Hong Kong (2nd Hong Kong Drawing Contest)</li> </ol> </li> </ul>
Evaluation	Students enjoyed working on the competition pieces but they required more encouragement, skills building, personal focus and motivation to create award winning art works.

<b>Plan 8: Cultural Adventures Visits</b>	
Objective	To get students involved in life-wide learning activities in relation to art and other disciplines
Target	All Students
Period	Different Times of the Year
Description	<ul style="list-style-type: none"> <li>● <b>Drawing Trips:</b> Three trips were organized this year: Kowloon Wall City Park, Victoria Garden &amp; Kadoorie Farm and Botanic Garden (Tai Po).</li> <li>● <b>Exhibition and Research Trips:</b> Two exhibition trips to 100% Red Exhibition (&amp; art workshop) HKYA at HKJC and Hong Kong Museum of Art, and one research trip to Hong Kong Central Library were organized.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● <b>Drawing Trips:</b> Students enjoyed going on the trips and gained the experience of drawing outdoor.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Exhibition and Research Trips:</b> Students learned to appreciate and gained greater understanding of both the modern art form, such as installation art, and the traditional arts, such as Chinese arts and craft.</li> </ul>
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<b>Plan 9: Supersize Me Art Program</b>	
Objective	To involve students who have proven to be highly artistic in self-directed and independent projects related to art
Target	Students Talented in Art
Period	Throughout the Year
Description	The theme of the Supersize Me Art Programme for Grades 3 & 4 was “An Imaginative Journey”. Three themes were selected for the Supersize Me Art Programme for Grades 5 & 6. They were From Ordinary to Extraordinary (Term 1); Touch and Construct (Term 2); and In the Eyes of Artists (Term 3).
Evaluation	All students who were selected to take the courses felt it was a privilege to attend the Supersize Me Art Programme. They were disappointed to find that the programme would not discontinue in the coming academic year.

<b>Plan 10: After School ECA Art Lessons</b>	
Objective	To develop students artistic potential through various media explorations
Target	All Students
Period	Different Times of the Year
Description	Outside experts were invited to conduct after school art courses for students. These courses included Chinese Painting, Ceramics, Photography, Flash Animation, Web Design, Film & Editing.
Evaluation	The range of courses offered and the number of participants in the ECA classes were satisfactory this year. However, we would like to see more students build on their foundation skills such as drawing. In the next academic year, ECA drawing classes will be organized to meet that need.

## 二零零六至二零零七年度宗教教育科工作計劃檢討報告

檢討：

### 1. 新生調適活動

- (一) 活動目標：讓小一新生認識學校是一所基督教學校，盡快投入校園生活。
- (二) 活動對象：小一
- (三) 推動時間：十月中旬
- (四) 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。
- (五) 活動檢討：讓新生在九月初先認識上帝及耶穌為人所作的預備，避免老師在講述班名由來有關那五位聖經人物事蹟時，他們所產生的疑惑。

### 2. 班際金句背誦比賽

- (一) 活動目標：讓學生緊記聖經金句，遵從聖經的教導。
- (二) 活動對象：全校
- (三) 推動時間：十一月
- (四) 活動內容：安排一至三年級學生背誦課本內的金句；四至六年級背誦刻於班房門上的金句。以班際形式進行比賽，得分最高的班別獲贈禮物一份。
- (五) 活動檢討：同學的反應積極及認真，六年級兩班表現甚佳，故兩班均獲贈禮物。

### 3. 崇拜

- (一) 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。
- (二) 活動對象：全校
- (三) 推動時間：四月及五月
- (四) 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，於本年的復活節及升天節，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。
- (五) 活動檢討：小四及小五學生到基督堂參加復活節崇拜；小二及小三學生則到基督堂參加升天節崇拜。全校到中學部禮堂參加結業崇拜，整體同學表現投入，秩序良好；但仍要提醒學生應有的行為表現。

### 4. 開放日

- (一) 活動目標：讓到訪的嘉賓了解本校推行宗教教育的情況。
- (二) 活動對象：小一至小六
- (三) 推動時間：二月
- (四) 活動內容：當日於五樓設有宗教室，張貼學生平日的習作、禱文及圖畫，並展覽學生製作的祈禱盒。
- (五) 活動檢討：房間大小適中，學生的作品精美；下年度可以較早準備開放日需要展示的作品或材料。



## 5. 福音話劇及獻唱

- (一) 活動目標: 讓學生了解話劇中的故事及背景，發揮演戲的天份。
- (二) 活動對象: 小五
- (三) 推動時間: 五月十七日
- (四) 活動內容: 於升天節崇拜後舉行是次活動，演員及獻唱者均是小五學生。5D, 5J, 5M 負責話劇，5P, 5S 負責獻唱。
- (五) 活動檢討: 整項活動特別感謝劉太抽空和同學練習。觀眾反應不錯，惟小五學生演出經驗不足，以致過程不太流暢，內容的連貫性較弱。建議明年在復活節崇拜後舉行福音話劇及獻唱，更能配合節期。

## 6. 小六佈道會

- (一) 活動目標: 加深學生對基督教信仰的認識，希望學生決志信主。
- (二) 活動對象: 小六
- (三) 推動時間: 四月六日
- (四) 活動內容: 計劃於六月為小六準畢業生舉辦佈道會，邀請牧師跟學生分享信息，讓學生對基督教有更深的認識，更希望他們能接受耶穌基督為個人的救主。
- (五) 活動檢討: 原定於六月在學校禮堂舉行佈道會，正巧四月六日「頌恩旋律」在聖公會聖三一堂演出一齣“未完的故事”佈道話劇，故老師決定更改此計劃，改為鼓勵小六同學踴躍出席參與“未完的故事”佈道話劇。由於學校已放復活節假期，當日的話劇亦於晚上舉行，所以反應未如理想。

## 7. 早會

- (一) 活動目標: 幫助學生認識聖經及其價值觀，培養他們愛人如己的精神。
- (二) 活動對象: 全校
- (三) 推動時間: 全學年
- (四) 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。
- (五) 活動檢討: 集會形式多元化，有祈禱、唱詩、故事、問答等部分，同學表現認真。

## 8. 添置教具

- (一) 活動目標: 充實老師對本科的認識。
- (二) 活動對象: 全體教師
- (三) 推動時間: 全學年
- (四) 活動內容: 購買有關的聖經書籍、教學軟件及光碟，讓老師借用。
- (五) 活動檢討: 教師借用有關書籍或光碟。今學年部分書籍由出版社贈送，並已編碼，可留待下學年使用。歡迎同事購置宗教科教材或早會用的書籍。

# Evaluation of the Library Studies Programme 2006 - 2007

## Programme Summation

The School Library plays an essential role in guiding students to learn from reading. Through promoting the interest in reading and equipping students with the skills to search for information, students will be able to benefit from the enriched life that comes with the habit of reading and the ability to solve problems through reading.

## Programme Evaluation

<b>Plan 1: Development of the School Library</b>	
Objective	<ol style="list-style-type: none"> <li>1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning</li> <li>2. To provide a good learning and reading environment for students and staff</li> </ol>
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> <li>1. Routine of School Library               <ol style="list-style-type: none"> <li>a. To provide check in/check out services</li> <li>b. To issue overdue notices</li> <li>c. To keep the library tidy and comfortable</li> <li>d. To offer advice on library resources</li> <li>e. To prepare library cards, order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library order, and stock-take.</li> <li>f. To decorate the library</li> <li>g. To update information in Library WebOPAC</li> <li>h. To organize and manage the student librarians</li> <li>i. To organize the library parent volunteers</li> </ol> </li> <li>2. Budget Management</li> <li>3. Collection Development               <ol style="list-style-type: none"> <li>a. English, Chinese and French books</li> <li>b. Magazines</li> <li>c. Online encyclopedia</li> </ol> </li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. The size of the library collection continues to expand this year to over 13,000 items. The speed of development is quick.</li> <li>2. The number of students entering the library was kept to around 100</li> </ol>



	during each recess. Students enjoyed the library facilities without the problem of the library being overcrowded.
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<b>Plan 2: Library Education</b>	
Objective	To enhance students' information skills and reading incentive
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> <li>1. G.1-G.6 students were introduced various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources.</li> <li>2. G.1-G.2 students were given story time. They were taught extended reading activities and simple library skills.</li> <li>3. G.3-G.6 students learned the different types of literature, usage of library WebOPAC, the way to use various reference tools, the classification methods of library materials (Dewey Decimal Classification), and research skills (types of information, formation of questions, information selection, note-taking, bibliography).</li> </ol>
Evaluation	The library curriculum was further refined and improved this school year to suit the needs and interests of our students. Independent reading time was inserted in the library lessons to provide a quiet period for students to read.

<b>Plan 3: Cross-Curricular Collaboration</b>	
Objective	<ol style="list-style-type: none"> <li>1. To provide teachers with diversified resources to facilitate curriculum teaching</li> <li>2. To consult subject teachers when selecting curriculum related materials for the library</li> </ol>
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> <li>1. To select, order, and process the classroom libraries' books for English and Chinese departments</li> <li>2. To consult the recommended booklists suggested by the English and Chinese Departments to enrich the quality reading materials of the central library</li> <li>3. To re-arrange reading activities held by English Department, Chinese Department and the Library</li> <li>4. To support research for different General Studies topics</li> <li>5. The library selected books with reference to the scheme of works of the</li> </ol>



	<p>different subjects.</p> <p>6. To select, order, and arrange resources to support the Project Learning activities</p> <p>7. To support and obtain advice of the Computer Department in launching the Second Star Reading Award Scheme</p> <p>8. The Putonghua corner was set up in the Library to support the Putonghua Department.</p> <p>9. Departmental advice regarding the special needs of each subject was sought in order to support the teaching and learning.</p>
Evaluation	Collaboration with various departments can be strengthened. The Library will continue playing a supportive role for the enhancement of teaching and learning.

<b>Plan 4: Reading Promotion Activities</b>	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole Year
Description	<p>1. <b>DBSPD Reading Programme</b> Record booklets were designed for students to complete. Marks were given for the records. Prizes were distributed according to the marks they accumulated.</p> <p>2. <b>Author Visit (G.1 to G.3)</b> Julia Donaldson, the U.K. children's books writer, was invited to conduct a sharing session at DBSPD.</p> <p>3. <b>Book Fair</b> Six companies (1.Fields &amp; Associate, 2.中華書局, 3.但以理, 4.智恆軟件, 5. 日新教育, 6. 學與樂教育) were invited to set up booths at our book fair on the Parents' Day.</p> <p>4. <b>Vote for Your Favourite Author</b> Students voted for their favourite author using the School Library WebOPAC on the internet.</p> <p>5. <b>Reading Activities Held by the Hong Kong Professional Teachers' Union</b> a. Story Rewriting Competition (External) b. Reading Slogan Writing Competition (External) c. Book Poster Design (External) These 3 activities were organised by the Hong Kong Professional Teachers' Union for G.1 to G.6 students.</p>



	<p><b>6. 4.23 World Book Day Celebration</b></p> <ul style="list-style-type: none"> <li>i) All students were allowed to borrow books in the School Library. Students who borrowed book on the World Book Day were given a present.</li> <li>ii) Reading games stalls were set up in the Library for students to play.</li> </ul> <p><b>7. Reading Banner</b></p> <p>The banner materials were provided by the Hong Kong Education City and changed every 2 months. It was hanged at the covered playground for students to read.</p> <p><b>8. Second Star Reading Award Scheme(External)</b></p> <p><b>9. Story Mum and Dad Workshop</b></p> <p>2 training sessions on storytelling were provided for parents. After completing 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 every week during recess time.</p> <p><b>10. Book Donation</b></p> <p>The library collected the donated books and processed them.</p> <p><b>11. Newspaper Subscription</b></p> <p>Newspaper subscription to South China Morning Post, Goodies, 明報 and 星島日報 was organized.</p> <p><b>12. Bulk Application of Hong Kong Public Library Cards</b></p> <p>Students applied for the HKPL Library Cards through the School.</p>
Evaluation	<p><b>1. DBSPD Reading Programme</b></p> <p>More prizes were given to the students to encourage them to read more. All students participated in the programme as it was compulsory for everybody. This year we collected 665 book records.</p> <p><b>2. Author Visit (G.1 to G.3)</b></p> <p>Julia Donaldson, the U.K. children’s books writer, was invited to come to our school. This event was very successful. Our student adored this author and her performance so much and all the books written by Julia Donaldson in the library were taken out after the visit.</p> <p><b>3. Book Fair</b></p> <p>2 more companies were invited to set up booths in our annual book fair. Parents were given more choices.</p> <p><b>4. Vote for Your Favourite Author</b></p> <p>This activity enhanced students’ interests in reading and encouraged them to use the Library WebOPAC through the internet.</p>

**5. Reading Activities Held by the Hong Kong Professional Teachers' Union**

- a. Story Rewriting Competition(External)
- b. Reading Slogan Writing Competition (External)
- c. Book Poster Design (External)

1D Lam Lok Hin was awarded merits in both the Creative Book Report Writing Competition and Book Poster Design Competition.

**6. 4.23 World Book Day Celebration**

Students liked the presents and the games very much.

**7. Reading Banner**

The reading banner was a good way to promote books of different themes.

**8. Second Star Reading Award Scheme (External)**

The period for implementing this scheme was close to the school test, thus it was cancelled.

**9. Story Mum and Dad Workshop**

There were 40 volunteers who joined the Story Mum teams this year. The teams ran smoothly. The team coordinators were helpful and organized. The experienced story mums shared their skills of storytelling with the new ones. Students enjoyed the storytelling sessions.

**10. Book Donation**

A circular could be issued next year to remind parents and students of this event.

**11. Newspaper Subscription**

Students could subscribe to one more newspaper, 'Goodies', this year. 'Goodies' is an English newspaper designed for primary students. 140 students subscribed to the South China Morning Post, 532 students subscribed to Goodies, 76 students subscribed to 明報 and 67 students subscribed to 星島日報 this school year.

**12. Bulk Application of Hong Kong Public Library Cards**

38 students applied for the HKPL Library Cards through the School. As G2 to G6 students knew or participated in this scheme in the previous school year and most of the applicants this year were G. 1 students, it is suggested that this service will be provided for G. 1 students only in the next school year.

<b>Plan 5: Student Librarian Training</b>	
Objective	<ol style="list-style-type: none"> <li>1. To nurture the selected student librarians a sense of responsibility and sense of belongings to the School</li> <li>2. To provide students with library skills training</li> </ol>
Target	The Selected Student Librarians
Period	Whole Year
Description	<p>Student librarians were recruited, and training was provided so that they could:</p> <ol style="list-style-type: none"> <li>1. assist in the daily operation of the Library</li> <li>2. keep the library clean and tidy</li> <li>3. make sure the students behave themselves in the Library</li> <li>4. help fellow students in using the Library <ul style="list-style-type: none"> <li>- To show students how to use the library</li> <li>- To direct the way for fellow students to locate books on the shelves</li> </ul> </li> </ol>
Evaluation	Overall, the student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training and practice. The Library issued certificates and presented them to all student librarians this year to recognize their contribution to the School.

<b>Plan 6: Library Promotion</b>	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole Year
Description	The information in the Library WebOPAC is updated regularly to provide the latest reading and school library information for students. Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.
Evaluation	Promoted items were very popular and the borrowing rate for these items was very high.

# Evaluation of the Computer Studies Programme 2006 - 2007

## Programme Summation

In the school year 2006-2007, all activities were carried out as planned. The Computer Studies teachers demonstrated fine professionalism and worked diligently to make the programmes successful.

## Programme Evaluation

### 1. IT Prefects/ IT Trainee

- Objectives:
- To develop students' leadership and cooperation qualities
  - To develop students' sense of responsibility and ethical issues when using computers or information technology
- Target: G.4 to G.6 Students
- Period: Sept 2006 – June 2007
- Description:
- Permanent IT prefects and trainees had been chosen and were given fixed duty time slots.
  - Their 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 prefect or trainee, and they performed their duty punctually and seriously.
  - IT prefects and trainees were able to lighten the load of our IT Officers.
  - IT prefects and trainees were able to give closer supervision of students in the computer room.

### 2. External Competition : I-cube Competition

- Objectives:
- To give students more exposure to outside competitions
  - To equip students with knowledge and daily life skills of computer operations
  - To foster students' independent thinking, creativity and problem solving skills
- Target: G.1 to G.6 Students
- Period: Dec 2006 – May 2007
- Description: One student was chosen from each level to participate in the competition.
- Evaluation: Our School attained the Overall Champion and Intermediate Level Champion.



### **3. Internal Activities**

- Objectives:
- To develop students' self-learning, research and life-long skills
  - To stimulate students' interests in learning computer technology
  - To build up confidence, a positive learning attitude and habit towards the use of computers and information technology
- Target: G.1 to G.6 Students
- Period: October 2006 – June 2007
- Description: Christmas e-card design, Chinese typing exercise, Homepage design and Poster design
- Evaluation: The various activities were very successful in drawing students' interests in learning and doing more using IT technology.

### **4. Internet Safety**

- Objectives:
- To build up students' confidence, a positive learning attitude and habit towards the use of computers and information technology
  - To develop students' sense of responsibility and ethical issues when using the Computers or Information Technology
- Target: G.1 to G.6 Students
- Period: February 2007
- Description: The programme was conducted in collaboration with the School Social Workers.
- Evaluation: This program was a success. Students enjoyed the programme very much and participated actively during the Q&A Session.