

Diocesan Boys' School

Primary Division



Annual School Report

2008-2009

Visions and Values

Value all aspects of a child's development equally: academic, aesthetic, physical, emotional and spiritual.

Provide the means, place and space for each individual to discover his capabilities.

Be an important part of the local community.

Have unity of purpose, and support of the parents and the community.

Vision statement

Our vision is to prepare our students for the 21st Century and to become contributors to society and leaders of the community.

Mission

The mission of the School is: 'to provide a liberal education based on Christian principles.' To realize this stated mission the School has set the following objectives:

- To offer a balanced education for the development of the WHOLE person through effective means and agreeable strategies.
- To maintain the school tradition.
- To evolve a unique cultural identity.
- To help students to develop critical thinking, creative frame of mind and communication skills.
- To provide opportunities for the development of good character based on Christian principles where students are expected to be trustworthy, responsible, fair and considerate.
- To cultivate self-respect and self-esteem through guided activities.
- To promote multiple intelligence and to enable students to maximize their talents.
- We aim to equip students with sound knowledge, essential qualities of good character, social and technical skills to meet future challenges.

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A. Achievements and Reflection of the Annual School Plan 08-09

Major Concern: First Priority - Management & Organization

1 Planning & Administration

1.1 Intended Outcome/Target: Establish Clear Policy-Making Procedures

1.1.1 Strategies/Tasks: To collect views & suggestions of staff & to involve teachers in the school decision-making process

Description and Evaluation:

School management, the middle managers and teachers work in close collaboration and support each other. The School has provided different channels to collect views & suggestions of staff, and to involve teachers in the school decision-making process.

The channels for the staff to express their opinions are summarized as follows:

Rank	Channels	
Headteacher, Deputy Headteacher and Assistant Headteacher	Informal meeting	No specific time
Middle managers	Formal Senior Teachers meeting	At least 4 times a year
	Informal Senior Teachers meeting	Alternate week
All staff	Staff meeting	3 times a year
	Staff briefing	Once a week
	Appraisal interview	Once a year
	Stakeholders' survey	Once a year
	Suggestion box	No specific time
	Intranet	No specific time
Subject teachers	Subject meeting	3 times a year
	Subject collaboration (Core subjects)	Once a week
Committee chairpersons	Report work progress of the Committee to the Primary Division Management Committee	Once a year
Committee members	Committee meeting	At least 3 times a year

All staff can express their views to the school management, the middle managers and among themselves through proper channels. All suggestions are considered and implemented if it is possible.

1.1.2 Strategies/Tasks: To provide both informal & formal communication channels to enhance communication between school management & staff

Description and Evaluation:

The communication between school management and staff is good for all staff as they can share their opinions through different channels. Both informal & formal communication channels for the staff to express their opinions are summarized as follows:

Rank	Formal Channels	Informal Channels
Headteacher, Deputy Headteacher and Assistant Headteacher	/	Informal meeting
Middle managers	Formal Senior Teachers meeting	Informal Senior Teachers meeting
All staff	Staff meeting	Suggestion box
	Staff briefing	Intranet
	Appraisal interview	Short Message Service (SMS)
	Stakeholders' survey	Recreational and sports activities
Subject teachers	Subject meeting	/
	Subject collaboration (Core subjects)	
Committee chairpersons	Report work progress of the committees to the Primary Division Management Committee	/
Committee members	Committee meeting	/
	Committee survey (Staff Welfare Committee, Staff Development Committee)	

Good channels enhance better communication amongst staff. The subject/committee heads can facilitate communication between the management and teachers. Over 90% of staff members agree that the management team facilitates collaboration and communication amongst subject panels and committees and between the management and teachers.

1.1.3 Strategies/Tasks: To enhance collaboration between the SD & PD

Description and Evaluation:

A Staff Brainstorming Session was organized on 25 March 2009. The PD teachers worked in groups to evaluate the appropriateness of the existing school mission, vision and vision statement. New versions of the school mission, vision and vision statement were presented by the group representatives at the end of the Session, and the drafts were submitted to the Headteacher.

Due to the busy school schedules of both the Secondary and Primary Divisions towards the end of the school year and the outbreak of Swine Flu A H1N1 which led to the school closure from 12 June 2009 to the summer break, no Collaboration Sessions could be arranged for the administrators of the SD and PD to discuss and comment on the ideas proposed by the PD teachers.

To simplify the process, the Headteacher will draft the new version of the school mission, vision and vision statement during the summer holidays. Teachers of the PD will then give further comments and suggestions in September 2009. The final version of the school mission, vision and vision statement will be proposed for endorsement in the coming PD Sub-Committee meeting in the 2009-2010 Academic Year.

Remark: This plan will be put in the School Annual Plan for 2009-2010.

1.1.4 Strategies/Tasks: To delegate administrative duties to more teachers who have the desire to participate in administrative work and school development

Description and Evaluation:

Though the Headteacher, Deputy Headteacher, Assistant Headteacher and Senior Teachers performed most of the school administrative duties, the Master Teachers, Head of Departments & Panel Chairpersons of Subject Departments and Chairpersons of Working Committees also played an important role in supporting the school development by taking up different administrative duties. Other teaching staff members were also assigned to be members of various Working Committees and were provided the opportunities to participate in administrative work.

A system was established to allocate a suitable amount of administrative duties to staff of different ranks. The "Breakdown of Staff Duty Allocation" was included in the School Policy Manual (2008-2009) P.41-48, and all staff members were informed of the details in the

First Staff Meeting held in August 2008. The percentages of administrative duties assigned to teachers of each rank are summarized as follows:

Rank	No. of Staff	Percentage
Headteacher	1	100%
Deputy Headteacher	1	55%
Assistant Headteacher	1	50%
Senior Teachers	7	45%
Master Teachers (HoD's & Panel Chairpersons of Core Subjects)	6	30%
Master Teachers	3	20%
Teachers (Panel Chairpersons of Core Subjects)	5	30%
Teachers (Panel Chairpersons of RE, VA, Library & Moral Ed)	5	20%
Teachers	29	10%
Teacher-Teaching Assistants	4	10%
Teaching Assistants (Eng, Chi, Maths, GS, Mu & PE)	6	10%
PTH Teaching Assistants	5	5%

A survey was conducted at the Staff Briefing on 25 June 2009. Out of 70 teaching staff members who completed the survey, 66 of them indicated that they agreed or strongly agreed to the following statement, "The amount of administrative duties assigned to you by the School is satisfactory". The result indicated that **94.3%** of our teaching staff supported the new mechanism, and considered it an effective system to allocate staff administrative duties.

1.1.5 Strategies/Tasks: To formulate new policies to improve school staff welfare

Description & Evaluation:

A survey was held by the Staff Welfare Committee at the beginning of the term to collect teachers' suggestions. Some improvements have been made which are summarized as follows:

1. Collect and express staff comments (especially on lunch matters) to the School and the catering company.
2. Keep the monthly refreshment and organize staff buffets.
3. Organize activities and arrange all the celebrating parties (birthday, Christmas, end of school year).
4. Make/get a place for teachers to relax (Some outdoor benches have been placed outside the Staff Room).

5. Organize some after-school activities for teachers. Eg: Yoga classes, dancing classes etc. (Belly Dance Introductory Course was introduced)
6. Two microwaves have been moved away from the dining table in the Staff Room.
7. Two mirrors have been placed in the female toilet.
8. Subscribe to more magazines and newspapers for reading.
9. Install new shelves in the pantry for mugs, cups.
10. Install disinfectant for the toilet seats in the staff washrooms.
11. Purchase new sanitary bins (with a cover) in the female washrooms.
12. Ask for a budget for the Staff Welfare Committee for next year. Yet to be approved.

Any staff members who had any other suggestions throughout the year could drop a message in the Staff Welfare Committee suggestion box or approach anyone of the committee members.

To ensure a happy and comfortable working environment and improve relationships among all staff, all feedback had been greatly appreciated.

2. Staff Management

2.1 Intended Outcome/Target: Formulate a Staff Development Plan which Meets the Development Requirements of School & Staff

2.1.1 Strategies/Tasks: To set up a 5-year teacher professional development framework to build up teachers' professional capacity in catering for students with special educational needs

Description and Evaluation:

The EDB is committed to implementing integrated education (IE) for students with special educational needs (SEN) who can benefit from education in ordinary schools. Within the five years from the 2007/08 school year, at least 10% of teachers in each ordinary school will complete the Basic Course; at least three teachers will complete the Advanced Course; at least one Chinese Language teacher and one English Language teacher will complete the Thematic Course on SpLD; and for other types of SEN students that individual schools may have to cater for, at least one teacher should have completed the related Thematic Course.

All teachers had tailor-made their own Staff Development Plan and discussed it with the Headteacher during the Appraisal Meeting and completed the plan during the scheduled period. Those teachers who planned to develop their knowledge in catering for students' learning diversities were encouraged to take the SEN courses.

The (SEN) staff development is summarized as follows:

Level	EDB Requirement (No. of teachers)	SEN Staff Development
Basic Course on Catering for Diverse Learning Needs (30 hrs)	10% of teachers (7 teachers)	Jennifer Wong Cabriel Lam
Advanced Course on Catering for Diverse Learning Needs (90 hrs)	At least 3 teachers	Sammy Ho Vivian Chu and Nelly Ho (30 hrs) 「優化語文教學 支援讀寫困難學生」
Thematic Courses on specific SEN Types (90 hrs)	At least one Chinese Language teacher and one English Language teacher	Mandy Yan Carine Chau

Lift-off teachers were encouraged to receive SEN training to cater for individual differences/ learning difficulties. Teachers were encouraged to complete their professional training with reference to their plan and would discuss it with the Headteacher during the Appraisal Meeting. 54/72 (75%) staff included teaching strategies and skills (BBL) in their staff development plan.

2.2 Intended Outcome/Target: To Review the Principles of Assigning Staff Duties to Ensure Fair Distribution of Teaching & Administrative Duties

2.2.1 Strategies/Tasks: To establish a new mechanism to distribute the workload on administration & teaching more fairly & evenly

Description and Evaluation:

The principles of assigning staff duties were reviewed. To ensure a fair and even distribution of workload among all teaching staff, the following measures were adopted:

- (1) The Headteacher was responsible for assigning all teaching and administrative duties which included:
 - (a) Allocation of teaching duties
 - (b) Allocation of school administrative duties
 - (c) Allocation of working committee members

- (2) The Assistant Headteacher was responsible for the central allocation of teaching/support duties as follows:
 - (a) Setting of scheme of work
 - (b) Setting of assessment papers

- (c) Invigilation duties
- (d) Morning/Recess/After school duties
- (e) Change of display boards in corridors

A new mechanism was been established to distribute staff teaching and administrative duties. The “Breakdown of Staff Duty Allocation” was included in the School Policy Manual (2008-2009) P.41–48, and all staff members were informed of the details in the First Staff Meeting held in August 2008. The percentages of teaching duties, administrative duties and working hours per week of teachers of each rank are summarized as follows:

Rank	Teaching	Administration	Working Hrs
Headteacher	/	100%	55
Deputy Headteacher	45%	55%	50
Assistant Headteacher	50%	50%	50
Senior Teachers	55%	45%	50
Master Teachers (HoD's & Panel Chairpersons of Core Subjects)	70%	30%	45
Master Teachers	80%	20%	45
Teachers (Panel Chairpersons of Core Subjects)	70%	30%	40
Teachers (Panel Chairpersons of RE, VA, Library & Moral Ed)	80%	20%	40
Teachers	90%	10%	40
Teacher-Teaching Assistants	60%	*10%	40
Teaching Assistants (Eng, Chi, Maths, GS, Mu & PE)	10-25%	*10%	40
PTH Teaching Assistants	35-45%	*5%	40

*Remarks: Besides administrative duties, other supporting duties (30-80%) were assigned.

A survey was conducted at the Staff Briefing on 25 June 2009. Out of 70 teaching staff members who completed the survey, 60 of them indicated that they agreed or strongly agreed to the following statement, “The distribution of your teaching and administrative duties is fair and even”. The result indicated that **85.7%** of our teaching staff welcomed the change, and considered the new mechanism a fair system to ensure even distribution of staff teaching and administrative duties.

3. Professional Leadership

3.1 Intended Outcome/Target: To Develop the School Management, Senior Teachers & Subject Administrators

3.1.1 Strategies/Tasks: To require the School Management, Senior Teachers & Subject Administrators to receive specialized training relevant to their job & are able to practice what they have learned at work

Description and Evaluation:

From September 08 to June 09, the following staff members of the School Management, Senior Teachers and Subject Administrators engaged or completed in the following specialized training courses:

Name	Rank	Specialized Training Course/Programme	Duration/ CPD Hrs in “Structured Learning
Ms. Phyllis Lo	HT	Blue Skies – Professional Learning Programme for Principals	Oct 08-Aug 09 132 Hrs
Mrs. Chandni Rakesh	DHT	Preparation for Principalship Course	Sept 08-July 09 95 Hrs
Ms. Susanna Chung	AHT	Preparation for Principalship Course	Sept 08-July 09 95 Hrs
Mr. Anthony Lau	ST	<ul style="list-style-type: none"> ● Professional Development Course for Primary School Maths Teachers ● 數學學與教-東方的理論框架 ● 評核認知專題課程 (數學科) ● 香港數學教育會議 2009 	Nov 08-Dec 08 175 Hrs 14/3/09 4 Hrs 6/5/2009 5 Hrs 12/6/2009 3 Hrs
Ms. Agnes Yick	ST	International Conference on Childhood Obesity: Evidence and Practice from Exercise Science	13-16/11/08 20 Hrs
Ms. Kennis Kan	ST	<ul style="list-style-type: none"> ● 全方位活動: 老師如何帶領導賞活動 ● Ngong Ping 360 Education Programme 	8/11/08 4 Hrs 26/11/08 7 Hrs

Mrs. Vivian Chu	Chi Panel	Professional Development Course on “優化語文教學 – 支援讀寫困難學生”	8-12/12/08 30 Hrs
Ms. Carrie Law	Chi HoD	中國語文新課程的教學與評估	March to May 2009 280 Hrs
Mr. Brett White	Eng HoD	The 14th International Conference on Thinking (14th ICOT)	22-26/6/2009 18 Hrs

A survey was conducted at the Staff Briefing on 25 June 2009. Out of 70 teaching staff members who completed the survey, 67 of them indicated that they agreed or strongly agreed to the following statement, “The School Management, Senior Teachers & Subject Administrators are able to practice what they have learned at work”. The result represented that **95.7%** of our teaching staff perceived the school administrators to be proactive in their professional learning and considered they could apply what they had learned in their work for the benefit of the school.

Major Concern: Second Priority – Teaching & Learning

1 Curriculum

1.1 Intended Outcome/Target: Co-ordination & Collaboration in School Curriculum

1.1.1 Strategies/Tasks: To enable teachers to participate in curriculum decisions & exchange information & opinions on curriculum matters

Description and Evaluation:

This academic year, four teachers had been identified to be teacher representatives for the core departments in the Curriculum Development and Academic Affairs Committee (CDAA). They were: Ms Carine Chau- English, Ms Mandy Yan-Chinese, Ms Jessica Chan-Maths and Mr Louis Hau- General Studies. Teachers could approach any of these four teachers if they had any suggestions or opinions regarding the school curriculum.

Moreover, a CDAA suggestion box was placed in the staff room one week prior to all CDAA meetings. Staff members were informed during the staff briefings to place suggestions or opinions in the box. They were also reminded that they could approach their Heads of Departments as they would be mainly chairing the weekly collaboration sessions and teachers could give suggestions or opinions there on curriculum matters.

According to the stakeholder survey, around 94% of teachers agreed that subject panels are able to monitor curriculum implementation of their own subjects, e.g. through systematic use of data on Student Learning and Teaching and evaluation data to inform curriculum implementation.

1.1.2 Strategies/Tasks: To arrange closer collaboration among subjects to avoid repetition

Description and Evaluation:

A cross-curricular meeting was held in July, 08 where subject co-ordinators of every subject took part. During this meeting, themes and common areas of collaboration that could take place were identified. After getting input from the co-ordinators, the Deputy Headteacher produced an overall Cross-curricular Activity Sheet table with appointed co-ordinators who were responsible for calling the meetings for discussing the cross-curricular elements. Moreover, these co-ordinators were also responsible for filling up the Cross-curricular Reflection and Evaluation Sheet. The aim of this was to ensure teachers who participated in the cross-curricular activity could evaluate to see whether the joint activity was useful or whether there would be any suggestions on changes to be made for the coming academic year.

The cross-curricular activities used different approaches. For instance some activities were projects, others were joint subject quizzes. Moreover, many of the subjects shared the responsibility of the activity by one subject teaching a particular aspect of the identified theme and the other subject teaching another aspect. This ensured that there were different learning modes to suit the students.

According to the stakeholder survey, over 90% of teachers agree that the school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.

1.2 Intended Outcome/Target: Review Mechanism for Monitoring & Evaluation of Curriculum Implementation

1.2.1 Strategies/Tasks: To evaluate the implementation of curriculum, give timely feedback and conduct concrete follow-ups on light of review of findings

Description and Evaluation:

In May, subject administrators from all departments were invited to an informal interview with the Deputy Headteacher to discuss various aspects of the school curriculum. Subject administrators were encouraged to especially give their opinions on the Comprehensive Review Departmental Report. Moreover, they were encouraged to discuss any curriculum initiatives that were being planned for the coming academic year. Moreover, as a through train school, the Deputy Headteacher encouraged all subject administrators to identify areas where collaboration between the Primary and Secondary Divisions could take place. To facilitate this, the Deputy Headteacher and the Deputy Headmaster from the Secondary Division co-ordinated a Joint Subject Administrators Meeting between the two sides in May.

In early June, various teacher representatives from each department were selected for a focus group discussion. In general, the teachers were pleased with the school based curriculum. They mentioned that there was adequate freedom for teachers to express their views on the implementation of the curriculum. They felt the school administration was open to their ideas and suggestions. They agreed that teachers could see the data as evidence of student learning. They also understood that the relevant data did not just come in from summative assessment results but also from questionnaires, student group discussion, teacher observations, quizzes and formative assessments.

As stated in item 1.1.1, according to the stakeholder survey, over 94% of the staff either agree or strongly agree that the school effectively monitors curriculum implementation. This indicates that Subject Administrators are able to monitor curriculum implementation of their own

subjects, e.g. through systematic use of data on Student Learning and Teaching and evaluation data to inform curriculum implementation.

1.3 Intended Outcome/Target: Review Curriculum Planning and Organization

1.3.1 To introduce interactive learning with IT in curriculum

Description and Evaluation:

Students' interest in learning English has been enhanced with the use of the Promethean Interactive Whiteboard during English lessons. One workshop was conducted for all English teachers to learn the use of the Promethean Interactive Whiteboard (1 Dec 2009).

Students' visual and auditory learning areas were enhanced with the use of the e-Beam during Math & GS lessons. Two workshops were arranged for all Math & GS teachers to learn the use of the e-Beam (25 Aug 2008 & 2 Sept 2008).

A pilot teacher from each of the Math, GS and English Departments had been identified to spearhead and train other teachers within their departments (Math: Jack Lo, GS: Louis Lau, English: Peter Moran).

A suggested IT Plan had been drafted for the Maths, GS & English Departments for their reference. Lesson visits and support had also been given to pilot teachers.

In Term 2, more teachers from the Maths & GS Departments had used the e-Beam during lessons. Lesson visits by the vendor were arranged for teachers who had used the e-Beam in Term 1 for their feedback and suggestions. Moreover, training sessions had been provided by the pilot teachers to other teachers.

In Term 2, more teachers from the English Department used the Interactive Whiteboard during lessons. Training sessions were provided by the pilot teacher to other teachers.

In Term 2, at least one level of Lower Primary (G. 3) and Upper Primary (G. 6) students were able to do wireless learning on TabletPCs during the Visual Art and Computer Studies collaborative lessons.

In Term 3, at least one level of Upper Primary (G. 5) students were able to compose digital music during Music and Computer Studies collaborative lessons.

1.3.2 To develop on-line learning resources for students

Description and Evaluation:

Students from G.2 to G.6 were taught how to download homework from the Intranet during Computer Studies lessons. Students from G.4 to G.6 were taught how to submit on-line assignments via the Intranet during Computer Studies lessons.

Staff training was given to all teaching assistants on how to upload homework onto the Intranet. Staff training was also given to the new English teaching assistant on how to upload homework onto the Intranet.

In March 2009, on-line assignments were prepared for G.4 - 6 students. In April 2009, all G.4 – 6 students had to do on-line assignments during the Easter holidays. Moreover, during the school closure due to the outbreak of Swine Flu, various online exercises of all four core subjects of English, Chinese, Maths and G.S. were uploaded for student self-learning.

2. Teaching

2.1 Intended Outcome/Target: To Cater for Students' Learning Diversities

2.1.1 Strategies/Tasks: To arrange more Lift-off programme learning places for students with learning problems

Description and Evaluation:

This academic year, all academically weak students had been offered a place in appropriate Lift-off classes in all three terms. Student results from the summative assessments were analyzed. Teachers also had the opportunity to nominate students whom they thought needed help the most by filling in a Student Nomination Form. Teachers could make use of formative assessment data in addition to the summative assessment data.

- For Term 1, we had a total of **137** students for all Lift-off classes.

Chinese	English	Maths	PMI
52	31	40	14

- For Term 2, we had a total of **185** students for all Lift-off classes.

Chinese	English	Maths	PMI
65	46	48	26

- For Term 3, we had a total of **187** students for all Lift-off classes.

Chinese	English	Maths	PMI
61	40	49	37

Questionnaires were given out to parents, teachers and students at the end of each term to enable administrators to make further improvements to the programme. According the latest set of questionnaires given out in Term 3, around 85% of parents, teachers and students find the programme to be useful and agree that it does cater for the learning needs of academically weak students.

2.2 Intended Outcome/Target: Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching

2.2.1 Strategies/Tasks: To require teachers to receive specialized subject training

Description and Evaluation:

The Staff Development Committee members made a checklist about the staff qualifications of the core subjects (Subject-trained and Professional Development). The details are listed below:

Department	No. of Staff	No. of Teachers	
		Subject-trained	Professional Development (Subject) 08-09 (Sept 08 – July 09)
English	16	16	16
Chinese	14	14	14
Mathematics	18	15	18
General Studies	15	11	15

Subject teachers were encouraged to receive specialized training so that they would have a good mastery of the trend, contents and teaching skills of the KLA's that they taught. Heads of Department and panel chairpersons were identified and provided targeted subject development activities, implemented staff development programme as stated in the subject programme plan and identified staff development needs for individual staff. Teachers were reminded to check the EDB website frequently for information about seminars and workshops.

2.2.2 Strategies/Tasks: To provide training for teachers in utilizing different teaching methods in accommodating students' different learning styles

Description and Evaluation:

'To improve the quality of teaching through effective strategies and skills' was the common target set by most teachers with reference to the individual Staff Development Plans submitted by staff. The School provided Brain-based training for teachers to help them utilize different teaching methods in accordance to the students' different learning styles.

Date	Workshop
18 March 2008	Brain-based training Workshop 1 (3 hours)
29 August 2008	Brain-based training Workshop 2a (7 hours)
30 August 2008	Brain-based training Workshop 2b (7 hours)
28 November 2008	Brain-based training Workshop 3 (3 hours)
3 April 2009	Brain-based training Workshop 4 (half day)
3 July 2009	Brain-based training Workshop 5 (half day)

Over 80% of teachers received professional training (Brain-based learning). As reported by the Comprehensive Review Team, brain based learning had been highly promoted and practised. Higher order thinking skills were encouraged.

2.2.3 Strategies/Tasks: To establish clear guidelines to ascertain all teachers are patient, approachable, friendly, caring and ready to encourage students, be fair and able to give respect to students' viewpoints

Description and Evaluation:

Due to the busy school schedule towards to the end of the school year and the outbreak of Swine Flu A H1N1 which led to school closure from 12 June 2009, no guidelines to sharpen teachers' professional attitude to students could be drawn up.

To simplify the process, the Headteacher will draft the guidelines during the Summer Holidays. The guidelines will first be discussed amongst the Senior Teachers. A consultation period will then be given to other teachers to collect their comments and further suggestions.

The new guidelines will be incorporated in the School Policy Manual (2009-2010). All teachers are expected to follow the new guidelines in all their interactions with students.

Remark: This plan will be put in the School Annual Plan for 2009-2010. Students' feedback will be collected through the stakeholders' survey to analyze their overall perception of teachers' professional attitude at the end of the 2009-2010 School Year.

2.2.4 Strategies/Tasks: To draw up guidelines to set high expectations of students' learning, recognize & value students' achievement & potential.

Description and Evaluation:

Guidelines were discussed in one of the CDAA meetings. All Heads of Departments had been asked to guide their teachers on this aspect. Moreover, guidelines have also been drafted in the Curriculum Handbook. However, the Deputy Headteacher intentionally waited for the Comprehensive Review Report to see the suggestions that had been offered by the EDB specialists in this area. The suggestions would be placed in the Curriculum Handbook.

The Curriculum Handbook would be given to staff in September, 09.

3. Student Learning

3.1 Intended Outcome/Target: To Improve Students' Learning Attitude

3.1.1 Strategies/Tasks: To promote good teamwork among students, especially upper grade boys, so they can exchange ideas, work collaboratively to solve problems and share learning outcomes with one another.

Description and Evaluation:

As students had done a pre-test and will do a post-test on APASO Scale PS5 (Social Skills and Inappropriate Assertiveness), it was decided that APASO PS1 (Attitudes to School) would be done in March or April, depending on the schedule of Computer Studies Department as students would be expected to do the test during C.S. lessons.

Although the APASO results indicated that our scores seemed to be better compared to the rest of Hong Kong in terms of statistics, the School does see the need to further enhance collaborative skills amongst the students, especially the upper level boys. This would be done with teachers stating expectations when students do project work, group work, pair work etc.

It is also hoped that with the new grading system, the students would be less competitive with one another and hence be willing to share ideas and work together. The issue would be further

discussed with the Moral Education Department, the school social workers and the Discipline and Guidance Committee.

Around 80% of the teachers strongly agreed or agreed that the School could help students develop good interpersonal skills. For example, in Moral Education and Religious Education lessons, there would be some emphasis on promoting good interpersonal skills amongst students during lessons. In addition, these values would continue to be emphasized throughout the curriculum for all subjects and it would continue to be a part of the key task of the Moral Education Department.

3.1.2 Strategies/Tasks: To put more emphasis on fun & team work, & to utilize different teaching methods in accommodating students; different learning styles in Visual Arts & P.E. lessons.

Description and Evaluation:

Visual Arts Department

Students were asked in a survey given out in May whether they enjoyed VA lessons and the findings are as follows:

Grade 1	1D	93.5% (2 out of 31)	Grade 4	4D	90.3% (3 out of 31)
	1J	100%		4J	80% (6 out of 30)
	1M	100%		4M	100%
	1P	96.6% (1 out of 30)		4P	90% (3 out of 30)
	1S	100%		4S	93.3% (2 out of 30)
Grade 2	2D	96.6% (1 out of 31)	Grade 5	5D	90% (3 out of 30)
	2J	100%		5J	76.6% (7 out of 30)
	2M	96.6% (1 out of 30)		5M	93.3% (2 out of 30)
	2P	100%		5P	100%
	2S	100%		5S	80% (6 out of 30)
Grade 3	3D	96.9% (1 out of 32)	Grade 6	6D	83.8% (5 out of 31)
	3J	96.8% (1 out of 31)		6J	73.3% (8 out of 30)
	3M	100%		6M	96.6% (1 out of 30)
	3P	96.8% (1 out of 31)		6P	89.7% (3 out of 29)
	3S	96.8% (1 out of 31)		6S	83.3% (5 out of 30)

The table shows that most students do enjoy VA lessons as all classes have more than 70% students who enjoy art lessons and the overall average is about 93%.

Students were also asked why they do or do not enjoy art lessons. Some common responses are as follows:

Interesting:

'I like it because I like to make something interesting' - Chan Yiu Sum 4D

Fun:

'I like VA because it is always fun' - Michael Njauw 6D

Cater for different learning styles:

'The VA teacher will design many different art projects for us. Very interesting!' - Timothy Lau 2S

Hence we feel that we have achieved making art lessons fun, interesting & we cater for different learning styles. Comments made by other students can be found in S:Art/Survey/G1-3 interest survey or G4-6 interest survey.

Physical Education Department

Students were asked in a survey given out in May 2009 whether they enjoyed P.E. lessons and results showed that more than 92% of them enjoyed having the lessons.

The findings are presented as follows:

Class	No. of Students			Reasons for Disliking PE
	Received	Like PE	Dislike PE	
1D	31	30	1	Need to change PE uniform
1J	31	30	1	Don't like running
1M	30	29	1	It's boring
1P	30	25	5	1.not good at sport 2. don't like jump 3. don't like sports 4. too hot
1S	28	25	3	1.Too Hot 2.Don't like the teacher 3. Teacher is angry
2D	31	28	3	1. Teacher always angry 2. The water is deep 3.Always teach same thing
2J	30	29	1	Get tired
2M	30	27	3	1.Boring 2. Don't like dancing exam 3.Need to change uniform
2P	30	27	3	1.Hard to do PE 2.Don't like running
2S	29	26	3	1. Get tired 2. Need to change uniform 3. Hate sports
3D	32	30	2	1.Not good at sports 2.The ball hit the head
3J	30	24	6	1.PE grade is low 2.Get tired 3.Hate Basketball 4.No table-tennis lesson
3M	32	31	1	Get tired
3P	31	31	0	
3S	29	27	2	1.Get tired 2.Some activities hard to play
4D	31	25	6	1. Don't like to play sports 2.Get tired 3.Don't like swim
4J	30	26	4	1. Don't like football 2.Borning, don't like teachers and sports is hard 3.Need to change uniform. 4. Too much exams
4M	30	28	2	1.Don't like swim 2. Don't have to play basketball

4P	30	29	1	Too hot
4S	28	23	5	1. Not good at sport 2.Get tired 3.Don't like running 4. Don't like sports
5D	31	25	6	1.Too hot and get heatstroke 2.Get tired 3. Not good at sports 4. Can't play the games they want 5. Sports are boring 6. Sports make me sick
5J	29	29	0	
5M	27	25	2	1.Games dangerous, ball hit the eye 2.Too harsh
5P	30	27	3	1. Not good at sports 2.Hate sports 3. Too hot
5S	30	28	2	1.Too Hard 2.Too Hot
6D	31	31	0	
6J	30	29	1	Too hot
6M	30	29	1	Get tired
6P	29	28	1	Running and jumping all the time
6S	22	21	1	

Hence we feel that we have achieved making P.E. lessons fun, interesting & we cater for different learning styles.

3.1.3 Strategies/Tasks: To adopt a multi-disciplinary approach to help students who may not enjoy learning

Description and Evaluation:

The multidisciplinary approach is intended to correlate two or more subjects in relation to some organizing theme, concept, topic, or issue. As subjects are connected in the context of a theme or topic, they may seem less fragmented to students. Second, by opening a topic to consideration through the lenses of two or more subject areas, it may be better and more completely understood. Though a central theme or topic is used to correlate subjects, the separate subjects retain their identity and, typically, their separate time slots in the school schedule.

A cross-curriculum meeting was held in July, 08 where subject co-ordinators of every subject took part. In this meeting, themes and areas of where collaboration could take place were identified. One of the key aims of cross-curricular activities was to adopt a multi-disciplinary approach to help students and promote their enjoyment of learning.

According to the stakeholders' survey, around 80% students agreed or strongly agreed with the following statement: "The teachers often arrange learning activities outside class for us, such as project learning week, visits, and field trips." Certain visits and field trips were conducted during cross-curricular activities. Unfortunately, the project learning weeks were cancelled due to the school suspension.

According to the stakeholders' survey, 70% teachers agreed or strongly agreed with the following statements: "The teachers often arrange learning activities such as group discussion and oral presentation in lessons." A lot of co-operative learning strategies and group work were utilised especially during cross-curricular activities.

4. Performance Assessment

4.1 Intended Outcome/Target: To Reform the Grading Policy & System

4.1.1 Strategies/Tasks: To devise a new grading policy & system to inform students of their assessment performance & to reduce the negative effect of rivalry

Description and Evaluation:

A new grading policy & system was devised to inform students of their assessment performance. The Deputy Headteacher explained the details of the new policy and system to all teachers in the First Staff Meeting and Staff Briefings held in the school year. A school circular on "Academic Affairs" (Cir. 001 2008/2009) was also distributed to inform parents about the changes on 2 September 2008.

A new design of the Report Card was adopted. Only subject grades and teachers' comments were indicated on the new report card. To enable parents to understand students' performances in specific learning areas, Subject Performance Overviews of English, Chinese and Mathematics were attached as additional information to the report card.

Due to the outbreak of Swine Flu A H1N1 which led to the school closure from 12 June 2009 to the summer break, no students' feedback on the new grading policy & system could be collected through the stakeholders' survey.

Remark: This plan will be put in the School Annual Plan for 2009-2010. The analysis will be conducted at the end of the 2009-2010 School Year to find out if the negative effect of rivalry amongst students can be significantly reduced after the implementation of the new system.

4.1.2 Strategies/Tasks: To reform the assessment system so there will be 3 summative assessments per year

Description and Evaluation:

A new assessment system was established. Three summative assessments were held per year with effect from the 2008/2009 academic year. Dates of the three assessments for this school year were as follows:

Assessment	Date
First Assessment	27/11/08 – 2/12/08
Second Assessment	1/4/09 – 6/4/09
Third Assessment	10/6/09 – 16/6/09

The Deputy Headteacher explained the details of the assessment system to all teachers in the First Staff Meeting and Staff Briefings held in the school year. A school circular on “Academic Affairs” (Cir. 001 2008/2009) was also distributed to inform parents about the changes on 2 September 2008.

Besides summative assessments, the School also placed equal emphasis on formative assessments. All teachers were constantly reminded that assessing children’s learning was integral to teaching and learning at DBSPD. Assessments took place everyday as teachers observed children and gave them feedback. It was the process of gathering and analyzing information about student performance. It also gave students the opportunity to identify achievements and set targets needed for improvement in relation to curriculum goals.

A survey was conducted at the Staff Briefing on 25 June 2009. Out of 70 teaching staff members who completed the survey, 65 of them indicated that they agreed or strongly agreed to the following statement, “The new system of having 3 Summative Assessments can help me assess students’ performance effectively”. The result represented that **92.9%** of our teaching staff considered the new assessment system an effective instrument for assessing students’ performance.

Major Concern: Third Priority - Student support & School Ethos

1. Support for Student Development

1.1 Intended Outcome/Target: To extend the scope of equal opportunities policy to involve parents' participation.

1.1.1 Strategies/Tasks: To help students from disadvantaged families & have closer relationships with their parents

Description and Evaluation:

In order to help students from disadvantaged families, our school has been implementing the Fee Remission Scheme since 2004. This scheme provides financial assistance in forms of fee remission, and reimbursement of ECA and oversea trips. There are 28 students who received different levels of financial assistance in the school year 2008-2009.

Level of Fee Remission	No. of Students
25%	8
50%	7
75%	8
100%	5
Total	28

In order to build closer relationships with parents, phone calls have been made regularly by the teacher-in-charge of the scheme, and parents have been invited to be helpers in school functions.

1.2.1 Strategies/Tasks : To evaluate & revise school rules & system of reward & punishment so that they are clear & reasonable, are well received & supported by teachers, students & parents

Description and Evaluation:

A questionnaire on reassessing the effectiveness of school rules was completed by all staff and was evaluated in February 2009. Information was further discussed with school administrators and the most updated version of school rules was published in the School Calendar 2008-2009. For example, one updated item was that students' allowable amount of pocket money had been increased from \$10 to \$20.

In May 2009, all G.1-6 parents' opinions on the school reinforcement programmes were collected through the circular number 281 - Parents' Survey on the Reinforcement Programmes. The reinforcement programmes included (1) Behaviour Awards Competition, (2) Inter-class Lining-Up Competition, (3) Best School Bus Lining-Up Competition and (4) Best Passenger Awards Competition. Details of the competitions were attached for parents' information. The survey format is shown below:

 **Do you agree that the following competitions are effective measures to reinforce good discipline in our students? Please put a '✓' in the appropriate box.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(1) Behaviour Awards Competition					
(2) Inter-class Lining-Up Competition					
(3) Best School Bus Lining-Up Competition					
(4) Best Passenger Awards Competition					

If you do not agree, please state your viewpoints and suggestions: _____

At the same time, all G.3-6 students completed the same survey during their Computer Studies lessons while G.1-2 students did it during class periods with the help of their class teachers. Moreover, all teachers were required to do this survey online during the staff briefing.

The results met the target set by the School in the Annual School Plan: More than 70% of parents, students and teachers agreed that those programmes were effective measures to reinforce students' good discipline.

	Behaviour Awards	Inter-class Lining-up	Best School Bus Lining-up	Best Passenger Awards
Parents	98.91%	99.38%	98.36%	97.42%
Students	91.72%	88.97%	79.49%	81.02%
Teachers	100%	83.33%	100%	83.33%

1.2.2 Strategies/Tasks: To set up guidelines to give guidance & leeway to G1 students

Description and Evaluation:

On 1 September 2008, only G1 and G6 students attended school so that G6 students could act as big brothers to help G.1 students to adapt to the new school life. G.1 class teachers reflected that this practice was very important as the G.6 big brothers could accompany G.1 new comers to adapt to the new environment. For instance, they could get to know the directions, go to the toilet, identify the play area during recess, etc. G.6 students were also very helpful to class teachers in dealing with class matters. Thus, teachers would like to retain this practice next year.

Adaptation workshops offered to G.1 students included a discipline talk and some activities to help them understand and obey school rules. The workshops also provided opportunities for discipline teachers and School Social Workers to introduce themselves to G.1 students. The feedback of G.1 class teachers on the programmes and measures mentioned above was very positive. Teachers expressed their hope that similar workshops could be continued.

The class periods of the first 2 weeks in September allowed G.1 class teachers to set up and practice class rules with the new comers. The second week was flexible and class teachers and subject teachers could decide if they would start having normal lessons or keep dealing with class matters. However, G.1 class teachers hoped that lessons of the second week of half-day school could be centrally assigned to all subject teachers of G.1 classes next year because the timetable arrangement for some subjects was only in the afternoon periods. As 1 September 2009 will be a Tuesday, G.1 class teachers believe that four days of half-day school for class periods would be enough for them to deal with class discipline matters.

In the first term, G.1 students stayed with their class teachers for longer morning class periods instead of having morning assemblies in the covered playground, which allowed G.1 students to practice class rules and routines. G.1 class teachers welcomed this measure.

Eleven G.5 and G.6 students joined the programme “Big Brother Ambassadors”. They have completed the training in Term 1 Electives periods and acted as Playground Pals who rendered assistance to G.1 students in the playground during recesses.

In March 2009, the Big Brother Ambassadors performed their “peer tutor” duty. They helped nine G.1 students to do revision during first recesses from Monday to Wednesday, and helped five G.2 students to do paired reading during second recesses on Thursday and Friday.

1.2.3 Strategies/Tasks: To identify students' special learning/emotional/social needs & difficulties and to provide guidance and counseling to students

Description and Evaluation:

In addition to individual counseling, group counseling is planned for SEN students. Group size and homogeneity among group members are two significant factors which affect the effectiveness of a counseling group. Group counseling is found suitable for G3-5 students who lack skills to make friends. A programme of eight sessions was held from February to March 2009. Four G3, two G4 and two G5 students participated in the group.

To enhance support for SEN students, a meeting on alternate Wednesday between the Discipline Mistresses and SSWs was planned. Two meetings had been held and further meetings had to be postponed as the Discipline Mistresses had to attend some other meetings. Discussion between the Discipline Mistresses and SSWs continues but is on an informal and irregular basis. Regular meetings on alternative Wednesday were resumed in March 2009.

1.2.4 Strategies/Tasks: To reinforce students' self-management skills and correct attitudes

Description and Evaluation:

Twenty-eight Moral Education lessons were conducted this year. The lessons were conducted by Class Teachers while the lesson plans were prepared by the SSWs. In order to evaluate the social and moral development of students, G3-6 students were asked to fill in the questionnaire "Interpersonal Relationships (Appropriate Social Skills and Inappropriate Assertiveness)" of APASO in late September 2008. The results showed that students had better social skills but G3 students had more inappropriate behaviours, as compared with the HK norm.

In June 2009, a post-test was conducted. Results showed that students' social skills were further strengthened but more inappropriate behaviours were reported. It was speculated that students were more acquainted with one another after a school year and therefore were more likely to show undesirable behaviours. Another post-test will be done in September 2009 when classes have been shuffled to reassess the situation again.

1.3 Intended Outcome/Target: To enable students to strike a balance between academic studies & extra-curricular activities.

1.3.1 Strategies/Tasks: To formulate guidelines on ECA

Description and Evaluation:

This school year we had organized different extra-curricular activities for our students. Our goal is related to the intellectual, physical, social and personal development of students. Evidently, not only did extra-curricular activities fulfill the developmental goals of students, they also contributed to the improvement of school curriculum, the School and teachers.

Most G1-G2 students were enrolled in not more than two activities. Some G3-G6 students were usually involved in one to two school teams. There were still some students who joined three school teams because their academic results were up to standard. Teachers could check the details of activities enrollment through the intranet.

This year the students were very enthusiastic in participating in all sorts of activities, and we had a record number of students participating. In the first and second terms, over 1000 students joined term-long ECA's. Moreover, over 600 students joined the whole year programmes. Details are as follows:

Name of ECA	No. of Students	Grade of Students	By Term / Whole Year	Free enrollment / By Audition
9 Sport Classes	252	G1-G6	By Term	Free enrollment
9 Art Classes	202	G1-G6	By Term	Free enrollment
15 Instrumental Classes	209	G1-G6	Whole Year	Free enrollment
Beavers & Cub Scouts	99	G2-G6	Whole Year	Free enrollment
Computer Club	23	G5-G6	Whole Year	Free enrollment
Global Citizen Alliance	23	G4-G6	Whole Year	Free enrollment
10 Sport Teams (A&B)	267	G2-G6	Whole Year	By Audition
Senior School Orchestra	90	G2-G6	Whole Year	By Audition
Junior School Orchestra	80	G1-G6	Whole Year	By Audition
Chinese Orchestra	30	G2-G6	Whole Year	By Audition
Treble Choir	65	G4-G6	Whole Year	By Audition
3 Ensemble Groups	56	G2-G6	Whole Year	By Audition
Dizi & Erhu Intensive Training	19	G4-G5	Whole Year	By Invitation

In the past few months, some of the groups were very successful and students had good performances. From the parents' feedback, they appreciated the School arrangement of the ECA's.

After the first term, students of the instrumental classes, sports classes and the arts classes completed the questionnaires to give their feedback. We have already completed the data

analysis and the overall summary. At the end of the third term, we sent out another questionnaire. After completing the analysis of data and feedback, we will make further improvement and changes in the next school year.

1.3.2 Strategies/Tasks: To develop club activities & provide opportunities for students to set up their own clubs & societies

Description and Evaluation:

Since September 2008 we have organized two clubs for our students. They are the Global Citizen Alliance and the Computer Club.

A. Global Citizen Alliance (GCA):

The GCA aims at training up students to have a global view and to show care and concern for the people in need all over the world. The theme of this year is 'Poverty and Fair Trade'. To introduce GCA and Fair Trade to students, a workshop for G4-6 was held.

Seventy-five G.4-6 students had enrolled in the GCA. Admission interviews were held and 22 members were selected. Eight meetings have been held. In addition, the members put up a sales stall that promoted fair trade products in the School Fete, attended a training workshop titled "Fair Trade – International Trade and Poverty" which was conducted by Oxfam Hong Kong, and promoted Fair Trade through exhibition boards and games on the day of School Open House.

In March 2009, the members put up exhibition boards in the Covered Playground and conducted two activities for G.5-6 students during Moral Education lessons to disseminate Fair Trade information to the students.

In February 2009, the members explored the feasibility to sell fair trade snacks at the school tuck shop. A survey was conducted to collect students' views. The members then passed the results to the caterer and lobbied on the possibility of selling fair trade snacks at the school tuck shop. The caterer agreed to sell fair trade snacks for a week as a trial run. The feedback was very positive and over half of the students who were asked to fill in a questionnaire indicated that they would like to have fair trade snacks being sold in the tuck shop in the future.

B. Computer Club

The Computer Club was a newly-established club that was run continuously for all three terms

this school year. The total enrollment number was 18 students. Most students had shown keen interest in the club activities and the attendance rate was over 80% most of the time.

Throughout the year, students had been actively engaged in the following applications: The Games Factory 2 (www.theclickteam.com/eng/tgf2.php) and Kahootz 3 (www.kahootz.com). With these applications, students were able to construct their own computer programmes and animations respectively. One example that deserves mentioning is the 'DBS Quiz' used for demonstration in the 2009 Open House.

The students were also given opportunities to join a Winter Robotics Camp (organized by CUHK) during the Christmas holidays to enrich their learning experience.

It has been a real blessing to have had such keen students on-board, as they were the real backbone behind the club.

To take this club to even greater heights (and longevity), it was suggested that the computers be upgraded (or replaced) to cope with the advancements in software applications (e.g. 3D graphics and high screen resolutions).

1.3.3 Strategies/Tasks: To empower students and invite them to join particular working committees.

Description and Evaluation:

Ten representatives from G.5 to G.6 were chosen to join the "School Pal". Members of the School Pal were responsible for collecting and reflecting students' ideas for improving school facilities and policies.

Students were trained as leaders and they had to work independently. Bi-weekly meetings were conducted by a Student Chairman. Minutes were taken by a Student Secretary and the budget was prepared by a Student Treasurer. All committee members were involved in carrying out the plan that they proposed, and the school budgeted \$10,000 for it.

1.3.4 Strategies/Tasks: To form G.S. School Team etc. to represent the School in external academic-related competitions

Description and Evaluation:

Four students (5D Alexander Yen, 5S Anson Lo, 6J Wong Chung Hei and 6M Jack Man) were nominated by G.S. teachers to take part in the Budding Scientists Award organized by the Gifted Education Section of the Education Bureau. The competition started in October 2008 and the winning teams continued the competition till April 2009. The competition included:

1. Heats (Science Knowledge Quiz)
2. Quarter Final (Submission of a science proposal)
3. Semi Final (Defending their proposal by meeting the adjudicator)
4. Final (Part 1: "Future World Problems / Authentic Problems" Proposal)
5. Final (Part 2: "Interview with Scientists")

Our school team got very good results in the heat of the contest. In the Science Knowledge Quiz, 6M Jack Man achieved first class honours, 6J Wong Chung Hei and 5D Alexander Yen obtained second and third class honours respectively. Participants fully contributed to designing the science experiment for their proposal which was selected and succeeded in entering the semi-final.

Two teams of students (Team 1: 6D Au Ho Leong, 6P Au Wing Leuk, 6P Leung Long Sing Jeffrey and Team 2 : 5M Chan King Shun, 5M Low Max, 5M Cheng Wing Chung) joined the Aerospace Science Knowledge Contest 航天科學知識問答比賽 organized by the Education Bureau and HKUST. The duration of this competition was 25 October 2008 to 1 November 2008. The contest included: 1. Semi-final (Aerospace Science Knowledge Quiz - individual) and 2. Final (Aerospace Science Knowledge Quiz – group). Students enjoyed and had interest in the competition, especially about aerospace.

In October 2008, all G.6 students joined the Launching of Shenzhou VII Manned Spacecraft–Poster Design Competition 「神舟七號」飛船升空-海報設計比賽 organized by the EDB. Students designed posters about the launching of Shenzhou VII manned spacecraft. 6P Cyber Chiu won the third in primary division. Cyber and five G.6 students were invited to join the dialogue session with Shenzhou VII astronauts.

In October 2008, all G.1 to G.6 students were invited to participate in a competition called 「健康腸臟由我做起」標語創作比賽 organized by The Hong Kong Stoma Association (香港造口人協會). Students wrote slogans for promoting healthy eating habits. From observation and discussion, students were interested in the activity.

In December 2008, all G1-3 students joined the Science Imaginative Drawing Competition organized by Hong Kong New Generation Cultural Association Science Innovation Centre. Each student drew a picture to present his ideas about science invention. Students enjoyed expressing their ideas of science invention by drawing.

1.3.4 To form Maths School Team to represent the School in external academic related competitions

Description and Evaluation:

With Mr. KWOK Yiu Mo Andrew Philip as the coordinator, all mathematics teachers were involved in the training and competitions of the School Mathematics Team. This year we had recruited 75 members and the distribution of students were as follows:

Class Level	Number of Students
G2	1
G3	8
G4	16
G5	23
G6	27
Total	75

During the term time two training sessions at lunch break were organized for the School Mathematics Team. Mr. Kwok held 30-minutes sessions with the G.5 /G.6 on Wednesday and the G3 /G.4 students on Thursday. We had two 3-days training programmes, one on 20th, 22nd and 23rd of December 2008, and another one on 7th, 8th and 9th of April 2009, which were conducted alternatively by an outsourced coach and mathematics teachers of our school. In addition, the Math Creative Problem Solving Project Group, which consisted of 4 team members, had a one hour session with Mr. Lau and Mr. Kwok after school on Thursday from January to March.

In the school year 2008-2009, we participated in 8 different external competitions and got 77 1st class honours or gold awards, 36 2nd class honours or silver awards, and 27 3rd class honours or bronze awards. DBSPD got the outstanding performance award in the Hua Xia Cup Mathematics Competition, the 12th Sheng Kung Hui Primary Math Olympiad and the Multiple Intelligences Cup Competition. In Hong Kong Open 2009 (HK Math Olympiad Association), DBSPD came 3rd and got the most outstanding school award.

2 School Culture

2.1 Intended Outcome/Target: Improve the school climate for strengthening student relationships

2.1.1 Strategies/Tasks: To conduct more team building & inter-class & intra-class binding activities

Description and Evaluation:

In October and November 2008, a team building activity was held for each grade during Moral Education lessons. To promote inter-class team building, students of each grade were divided into 15 groups. Each group composed of 2-3 students from each of the 5 classes, and was given a group task in which co-operation among group members and mutual help between the groups were required. Students reflected on the importance of teamwork and developed a stronger bonding with fellow schoolmates through working out a task together.

In March 2009, an intra-class binding activity was held for each class during Moral Education lessons. G.1-2 students completed a picture with their classmates, G.3-4 students played a game on accepting every classmate, and G.5-6 students did an experiential activity requiring cooperation and mutual assistance

2.1.2 Strategies/Tasks: To enable G6 student to build good relationship with their peers and help in the transition from kids to adolescents

Description and Evaluation:

Topics related to the building up of good relationships with peers were taught in Moral Education lessons. "Empathy" and "Compassion" were taught in term 1 and term 2 respectively. Learning about "Empathy" equipped students with skills to show support to peers who were in trouble while "Compassion" encouraged students to befriend peers during hard time.

In May 2009 a Moral Education lesson on rendering assistance to peers who were dissatisfied with their study results was planned. However, the lesson was cancelled due to other school activities. A pre-G7 adaptation workshop was also planned in July 2009 but was cancelled because of class suspension.

2.2.2 Strategies/Tasks: To enable student to participate in services during lunch recess or after school to work with TA's/IT officers/Clerical Staff to build a closer relationship and promote students' willingness to serve others

Description and Evaluation:

Student volunteers performed a number of services in the School, like Prefects, Student Librarians, IT Prefects, Art Director and members of Global Citizen Alliance. This year, 226 students were involved in at least one of these services. As compared with last year, the number increased by 32%.

B. Report on the Use of Capacity Enhancement Grant 2008-2009

I. Music Programmes

Nine different music training programmes were organized for our students. Over 280 school team members benefited from participating in the training programmes. They were trained by experienced professionals. They had weekly rehearsals and special rehearsals during the holidays.

Programme Evaluation

1. School Orchestra

a. Senior School Orchestra:

- This year the Senior School Orchestra had 90 members from G.3 to G.6. They were presented the Gold Award in the Hong Kong Youth Interflow Competition 2008.
- They participated in the 61st Hong Kong Schools Music Festival, and were awarded the Third Place.
- In May 2009, half of the Orchestra members were invited to participate in a joint-concert with the Macao Youth Symphony Orchestra. The concert was held in Macau.

b. Junior School Orchestra:

- The Junior School Orchestra has increased its size and comprised 80 members. The members were from G.1 to G.5
- At the Open House Concert, we received very positive comments.

2. String Orchestra

- The String Orchestra had 62 members and they were from G.3 to G.6.
- They were presented the Gold Award in the Hong Kong Youth Interflow 2008.
- They participated in the 61st Hong Kong Schools Music Festival, and were awarded the First Place.
- At the Open House Concert, they attained a very high standard and received very good comments from the parents.
- In May, they were invited to give a guest perform in the anniversary concert of Pui Ching Primary School.

3. Woodwind and Brass Ensemble

- Most of our Ensemble groups were selected to participate in the 61st Hong Kong Schools Music Festival. The competitors included 2 Wind Ensemble groups, 1 Brass Ensemble group, 1 Clarinet Ensemble group and 1 Saxophone Ensemble group.
- They participated in the 61st Hong Kong Schools Music Festival, and were awarded one Second Place and one Third Place.
- They performed at the Open House and received positive comments.
- They participated in the concert in Macau in May.

4. Chinese Orchestra

- The Chinese Orchestra was established this year. There were 30 members who were from G.2 to G.6.
- They participated in the 61st Hong Kong Schools Music Festival, and were awarded the Third Place.
- They presented their first performance at the Open House Concert and were praised with great comments.

5. Dizi and Erhu Intensive Training Programmes

- Nineteen students from G4 to G5 were invited to join these training programmes.
- They performed on the Chinese Cultural Day.
- Outstanding students are invited to join the Chinese Orchestra.

Overall, students are getting more and more interested in general music. They are also more enthusiastic in sharing their music with others. They have participated in various competitions and performed at various events. We hope that their musicianship will further improve under the effective training programmes conducted by our professional tutors.

II. Sports Programmes

Intensive & systematic training programmes have been provided for our school team members. There are 7 school teams which have training sessions of around 1 hr 30 min to 2 hrs each week. Regular school sports teams training was conducted from September 2008 to August 2009.

Programme Evaluation

According to students' abilities and performance, team members were divided into Team A, Team B1 and Team B2. Both Team A & Team B members attended 2 regular training sessions per week.

Over 120 students from G4 to G6 benefited from participation in regular training required on Team A members. They developed a sense of belonging to the school and attained good achievement through participation in training and competitions.

We are very pleased with the attendance and performance this year. The coaches and students showed enthusiasm and determination in striving for excellence throughout the training process. Parents also gave us full support which enabled our teams to run smoothly. The school has been presented the Golden Sports Award for two consecutive years.

III. Electives Programmes

Electives are specially designed courses which offer students the opportunity to modify their curriculum according to 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 52 courses were offered in 2008-2009. 33 courses were delivered by out-sourced organizations.

There were 23 sessions of around 1 hour each in terms 1-3. The session lasted from 1:50 p.m. to 2:50 p.m. Since all electives were provided for students free of charge, all boys had equal opportunities to participate in these programmes.

Programme Evaluation

- a. The approved budget was \$850,000 and the total expense for elective curriculum of this year was about \$835,735.
- b. As we had three new staff members, Iris Ho, Christine Wong and Kwok Chun Hei, rearrangement had been made for some elective teachers in Term 2 and Term 3.
- c. Over 500 students (Term 1: 510 students; Term 2: 550 students and Term 3: 609 students) from G1 to G6 benefited from participation in the out-sourced elective

programmes. They acquired new knowledge and their horizon was also broadened through participating in different elective activities.

- d. The elective courses were classified into four main areas: Art & Sport, Science, Language & Culture and Personal Development. The number of student participating in elective courses conducted by out-sourced organizations in each of the four different areas is listed below:

Area	No. of Out-sourced Courses	No. of Students in Term 1 – Term 3
Art & Sport	3	192
Science	11	648
Language & Culture	7	370
Personal Development	12	459

- e. 69 boys participated in electives offering advanced knowledge in drawing (Drawing on the right side of the brain ® Workshop), go culture and Japanese. Astronomy classes (Astronomy Basic, Astronomy Intermediate, Astronomy Advanced & 天文實驗班) provided 190 boys a rare and precious chance to learn about astronomy. 132 boys who were interested in sports were able to learn handball and rock climbing.
- f. Evaluation was conducted at the end of each course. All feedback collected from students, teachers and parents were positive and encouraging.

In short, students had more exposure to different areas so that their interests and strengths could be further developed. As we aim for catering learners' diversity and developing children's multiple intelligences, we hope more elective programmes will be developed in the future.

Diocesan Boys' School Primary Division
Achievement & Reflection of the English Development Plan (2008-2009)

1. Review Curriculum Planning and Organization

1.1 To introduce interactive learning with IT in curriculum

- Over 50% of English teachers used the interactive whiteboard during lessons.
- Over 50% of students considered teachers used IT more frequently in teaching.
- Two workshops were provided for teachers to learn the use of interactive whiteboards.
- Two training sessions on how to prepare IT teaching materials were given to the English teaching assistant, Ms Christine Wong by Mr Kevin Yuen.

1.2 To develop on-line learning resources for students

- Lower primary students were able to do and submit at least one on-line English assignment on the Intranet.
- Over 50% of upper primary students were able to do an on-line reading assignment during long holidays.
- Over 50% of students were able to download English homework from the school Intranet.
- At least 2 training sessions on how to upload learning materials onto the Intranet were given to the English teaching assistant.

2. To Cater for Students' Learning Diversities

2.1 To introduce Sets in G5 & 6 English

- 30 students from G5 & 6 were placed in the accelerated classes in term 1. The numbers increased to about 45 students by term 3.
- 20 of the weakest G5 & 6 students were placed in the support classes.

3. Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching

3.1 To require English teachers to receive specialized subject training

- Over 80% of English subject teachers within the Department received subject training.

- 3.2 To provide training for teachers in utilizing different teaching methods in accommodating students' different learning styles
- Over 80% of English subject teachers received professional training, i.e. Brain-based learning.

4. To Improve Students' Learning Attitude

4.1 A multi-disciplinary approach was adopted to help students who may not enjoy their learning

- At least 1 cross-curricular activity was established each term that enabled a multi-disciplinary approach, except for Grade 6 in which a cross-curricular activity involving the building of radios was dropped due to the inability to acquire the correct kits.

5. To Improve the School Climate for Strengthening Student Relationships

5.1 To organize more pair/group work during lessons so as to promote discussion amongst classmates

- 70% of English teachers made frequent use of co-operative learning strategies during lessons.



Evaluation of the English Programme Plan (2008-2009)

1. Overseas English Study Tour

- 1.1 Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas.
- 1.2 Targets: G5 and G6 students
- 1.3 Period: Summer holidays
- 1.4 Content: Interested students were asked to join a study tour to the United Kingdom.
- 1.5 Evaluation: To be evaluated after the summer holidays

2. English Days

- 2.1 Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas.
- 2.2 Targets: All students
- 2.3 Period: December 2008
- 2.4 Content: G1 -6 students participated in activities based on a Christmas theme. Various activities were held in the classrooms and in the hall. There was also a spelling bee activity for all students.
- 2.5 Evaluation: The English Days were a success. Students enjoyed taking part in the activities.

3. External Competitions

- 3.1 Objective: To broaden their experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English.
- 3.2 Targets: All students
- 3.3 Period: The whole school year
- 3.4 Content: Students were given opportunities to take part in various external events.
- 3.5 Evaluation: Many students were encouraged to join the competitions and a lot of boys won numerous awards. It was decided to become more selective as to which external competitions were to be entered as some in particular were deemed inappropriate.

4. Internal Competitions

- 4.1.1 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.
- 4.2 Targets: All students
- 4.3 Period: The whole school year
- 4.4 Content: Inter-class Penmanship Competition, Spelling Bee, Inter-class Singing Competition
- 4.5 Evaluation: All students participated. Each year a variety of activities are introduced while others are rotated out in order to maintain high interest level.

5. Support Classes

- 5.1 Objective: To build up the general English skills of weaker students.
- 5.2 Targets: Eight students from each level
- 5.3 Period: Grade 1 – after January 2009
Grades 2-6 – after November 2008
- 5.4 Content: Students attended two remedial classes weekly where further support materials were given.
- 5.5 Evaluation: Students followed the same syllabus that was being conducted in the classroom. Feedback from students indicated that the support classes were greatly appreciated.

2008-2009 年度中文科發展計劃檢討報告

■ 2008-2009 年度重點發展項目

■ 學與教

1. 課程-檢閱課程策劃及組織

1.1 發展網上學習

a. 「啟慧語文網」

i. 學生每天上「啟慧語文網」完成有關練習

ii. 檢討

—根據「啟慧語文網」的成績紀錄，學生參與度低，每班參與人數平均不足十人，未能達到提升學生自學能力和培養閱讀習慣之目標

—老師於協作會議中作出檢討，認為學生參與程度不高，有以下原因：

*學生於課餘時間忙於參加課外活動，不重視被認為非正規課程的功課

*有家長於學年中反映網上功課太多，學生無暇兼顧，多做網上功課會影響學生的視力

*學期初有家長反映網頁所提供之篇章程度太深及朗讀錄音之效果欠佳；老師已向有關方面表達意見，篇章程度亦見有所調整

—七月上旬，本校會作網上家長問卷調查，收集家長對明年續用「啟慧語文網」之意見。

b. 校本網上練習

i. 學生於復活節假期完成校本網上練習，假期後繳交下載的功課

ii. 檢討

—校本網上練習題材廣泛、題類豐富，學生除獲得學科知識外，更能培養自學精神
—多於 50%學生於復活節假期完成校本網上學習題目，並能在假期後繳交下載的功課

—有家長於學年中反映網上功課太多，本科即時作出調適：

*安排學生於復活節假期做的校本網上練習份量減少，只有 3 個練習，每個練習學生只需花 15 分鐘完成

*只安排四至六年級同學做校本網上練習

2. 教學

2.1 照顧學生個別差異

a. 補底班

i. 為學生安排足夠的補底班名額，提供課後功課輔導，每星期一次

ii. 檢討

—各級補底班老師於中文科會議中作出檢討，均認為補底班對成績稍遜的同學有幫助，尤以成績稍欠理想的同學最有幫助，他們的學習態度略有改進，評估成績亦略有進步

—家長很支持兒子參加補底班，認為對其兒子的學習有幫助

b. 拔尖課程

i. 為成績優異的學生提供拔尖課程——說話技巧及話劇訓練，每星期一次

ii. 檢討

—學生問卷調查顯示同學對課程很感興趣，並認同課程對自己有幫助

—拔尖班負責老師觀察所得，同學極投入活動，尤其是話劇訓練及演出，能提升學生的表達能力和自信心

2.2 提升教師專業知識及態度，以改善教學質素

a. 老師接受學科的專業培訓

i. 要求中文科老師接受學科的專業培訓

ii. 檢討

—根據教師學歷紀錄，本科老師不時參加學科的專業培訓、講座及工作坊

b. 專業教學訓練

i. 提供專業教學訓練，老師能採用不同的教學方法，教導擁有不同學習模式的學生

ii. 檢討

—本科全體老師均有參與校方安排的教學訓練工作坊——以腦科學為基礎的教與學 (Brain-based Learning & Teaching)，羅家華老師及何穎賢老師更參與先導計劃，與導師定期開會，於課堂運用該教學策略，以提高教與學效能

—科主席進行觀課時，察覺到大部份老師均有運用「以腦科學為基礎的教與學」策略，教導擁有不同學習模式的學生

3. 學生學習

3.1 改善學生的學習態度

a. 不同的課業設計及活動

i. 透過不同的課業設計及活動，使學生之間能常交流意見，合力解決問題，分享學習成果，從而培養學生的團隊精神

ii. 檢討

—老師進行共同備課時，常設計不同的課業及課堂活動，以改善學生的學習態度

—科主席進行觀課時，察覺到大部份老師安排的課堂活動，能讓學生互相合作，交流意見

b. 跨學科活動

i. 每個學期都會舉辦跨學科活動，以多元化教學模式進行，提高學生的學習興趣

ii. 檢討

—每個學期的跨學科活動，教學模式多元化，學生積極投入活動中

3.2 改善校風，以增強學生之間的關係

a. 小組討論/小組學習活動

i. 於課堂中進行不同形式的小組討論和小組學習活動，以增強學生互相合作的精神

ii. 檢討

— 科主席進行觀課時，察覺到大部份老師安排的課堂活動，運用合作學習策略，讓學生互助合作，促進學習

4. 評估－優化評級制度和系統

4.1 制定新的評估比重(進展性及總結性評估)，讓學生更了解自己的學習表現

i. 推行新的評估比重：1. 讀本試卷 50% 2. 作文 25% 3. 默書 10%
4. 聆聽 5% 5. 說話 5% 6. 學習態度 5%

— 老師於每個學期填寫學生整體表現評估表，對學生的讀寫聽說能力作出評價

— 推行多元化的評估方式，包括進展性及總結性評估，如批改學生的課業、觀察學生的課堂表現、口頭回饋、寫評語等

ii. 檢討

— 新的評估比重讓學生更了解自己的學習表現

— 中文科評估報告令學生更了解自己讀寫聽說能力的表現，從而作出改進

— 以多元化的評估方式檢視學生在學習過程中的表現，包括知識、能力、態度、興趣等方面，而非一般的總結性評估，只重視學生的學習成果或成績

4.2 制定新的評估方法(如：創意默書、說話評估等)，減少評估造成的壓力

a. 創意默書

i. 推行創意默書，實行加分制，滿分為 120 分

ii. 檢討

— 大部份學生認為默書帶來的壓力減少了

— 大部份學生都很期待每次默書的來臨，希望能拿得高於 100 分，學習態度有明顯的改善

— 創意默書的題類多樣化及有趣，能激發同學的學習興趣

— 創意默書包括有自學題目，能訓練同學的自學能力

— 大部份家長都很支持及讚賞創意默書，因為能增加兒子的成功感，激發其學習興趣

b. 寫作及說話評估

i. 於寫作及說話課，推行學生自評、同儕互評、家長評估等模式

ii. 檢討

— 學生自評、同儕互評、家長評估等模式，有助學生更了解自己的學習表現

— 家長評估讓家長認識兒子的學習過程及成果，從而了解兒子的強弱，給予適當的輔導

■ 2008-2009 年度週年活動計劃

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： 九月至十二月
- (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： -參加今屆朗誦節的同學人數比去年多，共有 107 位；同學接受訓練時見積極及投入。
-本屆成績優良，共有 8 名同學奪得冠軍，15 名奪得亞軍，9 名奪得季軍；而集誦隊獲亞軍佳績。
-本年度得獎名單如下：

名次	班別	學生姓名	名次	班別	學生姓名
冠軍	2J	郭庭津		3P	歐汶濤
	2J	唐嘉朗		3P	歐汶濤
	2P	陸正旻		4D	陳家弘
	4J	王溥渝		4J	王溥渝
	4P	陳謙銘		5P	李思行
	4P	周翊滔		5S	梁綽然
	5J	彭曦輪		6D	鄧展榕
	6J	黃雋熙	季軍	1J	曾德熙
亞軍	1J	蘇嘉朗		1M	郭行知
	1S	趙旨駿		1S	楊諾銘
	2M	黃德窰		2J	李振楠
	2P	危思睿		3S	龍晉毅
	2P	李梓睿		5D	吳倬熙
	2P	張博滔		5D	陳律銘
	2S	江建林		6M	陳穎韜
	3M	莫嘉浩		6P	陳葦彥

-通過朗誦訓練，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及得到情緒智商的訓練。

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「第十三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。優勝者會獲得證書，其作品亦會寄往教協參加比賽。
- (五) 活動檢討：
- 透過參加書法比賽，能讓學生體認中華文化，培養審美能力和審美情趣，亦能幫助學生建立自信心。
- 可惜只有部份同學的反應見積極及認真，老師宜多鼓勵同學認真參加比賽。
- 本年度的硬筆書法比賽成績如下：

	初級組	中級組	高級組
冠軍	1S 李梓睿	3M 吳圳韜	5P 何浚禮
亞軍	1J 蘇嘉朗	4P 周翊滔	6M 楊雋熙
季軍	2D 姚茗陽	4S 譚加珩	5D 吳榮嵐

3. 實地考察寫作計劃

- (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：三月十七日 (五年級)
四月十七、二十一及二十三日 (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。五年級學生按着工作紙要求，進行各種感官記錄，以助回校完成一篇作文。六年級學生透過導賞搜集資料，然後回校完成一篇遊記。
- (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。學生學會蒐集及處理資料、解決問題、批判性思考及與人相處之道。

4. 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： 一月十九日及二十日
- (四) 活動內容： 本科與常識科、普通話科合作舉辦是次活動。兩天的活動內容包括有：
1. 綜合表演會
 - 國樂表演
 - 集誦
 - 話劇《周處除三害》
 2. 舞獅
 3. 攤位遊戲
 4. 中國文化的認識(課室活動)
- (五) 活動檢討：
- 今年的節目豐富、新穎，全校師生反應良好，氣氛熱鬧；特別是話劇及舞獅表演，最受同學歡迎。
 - 攤位遊戲的安排恰當：玩法會根據高、低年級的程度作調適；禮品數量準備充足。
 - 由於所有的攤位遊戲由學生負責構思、設計、佈置及主持，老師只是從旁協助，給予學生多種共通能力的訓練機會。
 - 話劇表演能讓學生發揮所長，學生從中獲得自信心及責任感的訓練。

5. 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： 小一至小二 (造句比賽)
小三至小六 (寫作比賽)
- (三) 推動時間： 三、四月
- (四) 活動內容：
- 小一及小二學生在課堂內進行造句比賽，題目配合德育組今年的「人際關係」主題，然後由老師選出優勝作品。
 - 小三至小六各級亦以「人際關係」為主題，同學於課堂內進行寫作比賽，然後由老師選出優勝作品。
 - 優勝者會得到獎狀及書券，以作獎勵。

- (五) 活動檢討:
- 寫作比賽能鼓勵學生發揮創意，推廣寫作風氣。
 - 小一學生參加造句比賽的水準很參差，但同學的態度頗認真，老師宜多加鼓勵。
 - 寫作比賽進行時，同學的態度很積極。優勝作品張貼於壁報上，能讓同學觀摩及學習。
 - 優勝作品也會刊登於《雲水集》內。
 - 一、二年級造句比賽成績如下：

	冠軍	亞軍	季軍	優異
一年級	1J 蘇嘉朗	1D 盧漢樑	1M 黃星儒	1P 林洛熙 1S 甘恩林
二年級	2M 劉凱信	2D 陳瑋臻	2S 文禮信	2J 唐嘉朗 2M 汪澤斌

-三至六年級寫作比賽成績如下：

	冠軍	亞軍	季軍	優異
三年級	3P 胡澤宸	3S 葉鉅昭	3D 湯穎泓	3M 麥啓聰 3J 沈家浩
四年級	4D 林巽良	4S 蕭景禧	4P 林焯誠	4J 黃俊軒 4M 鄧皓昌
五年級	5S 杜健行	5D 劉冠謙	5M 李展曦	5P 鍾卓熹 5J 莊洛霆
六年級	6P 余澤林	6M 楊雋熙	6D 何卓珩	6S 王君浩 6J 卓子樂

6. 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: 五月四日
- (四) 活動內容: -老師在課堂上作出甄選，每班選出一名代表參加。
- (五) 活動檢討: -由於豬流感肆虐，避免聚集大量學生於禮堂，所以取消故事演講比賽，更改形式為參賽同學錄影，並向參與的學生頒發禮券，以作鼓勵。一、二年級科任老師於課堂上播放有關故事演講片段，讓同學觀摩、學習。

-各班代表的名單如下：

1D 劉尚綦	1J 鄭仲鈞	1M 吳柏昕	1P 黎偉基	1S 黃智朗
2D 周伯儒	2J 唐嘉朗	2M 黃德窰	2P 危思睿	2S 林湛彥

-透過故事演講，提升了學生的說話能力及自信心。

7. 校本網上學習

- (一) 活動目標： 透過網上練習，培養學生的自學能力。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 復活節假期及人類豬流感停課期間
- (四) 活動內容： 學生須上內聯網完成有關練習，並自行核對答案。
- (五) 活動檢討：
 - 網上練習題材廣泛、題類豐富，學生除獲得學科知識外，更能培養自學精神
 - 多於 50%學生於復活節假期完成校本網上學習題目，並能在假期後繳交下載的功課
 - 有家長於學年中反映網上功課太多，本科即時作出調適：
 - *安排學生於復活節假期做的校本網上練習份量減少，只有 3 份，學生只需花 15 分鐘完成一個練習
 - *只安排四至六年級同學做校本網上練習

8. 啟慧語文網

- (一) 活動目標： 透過網上閱讀，培養學生閱讀的習慣，並提高學生的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「啟慧語文網」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。教師會定期查看各班成績，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:
- 根據「啟慧語文網」的成績紀錄，學生參與度低，每班參與人數平均不足十人，未能達到提升學生自學能力和培養閱讀習慣之目標。
 - 老師於協作會議中作出檢討，認為學生參與程度不高，有以下原因：
 - *學生於課餘時間忙於參加課外活動，不重視被認為非正規課程的功課。
 - *有家長於學年中反映網上功課太多，學生無暇兼顧，多做網上功課會影響學生的視力。
 - *學期初有家長反映網頁所提供之篇章程度太深及朗讀錄音之效果欠佳；老師已向有關方面表達意見，篇章程度亦見有所調整。
 - 七月上旬，本校會作網上家長問卷調查，收集家長對明年續用「啟慧語文網」之意見。

9. 工作坊及講座

- (一) 活動目標: 透過不同的學習模式，提高學生閱讀能力及興趣。
- (二) 活動對象: 全校
- (三) 推動時間: 全年
- (四) 活動內容及檢討: 為配合「從閱讀中學習」這發展項目，老師給各級同學安排相關的工作坊及講座，情況如下:

日期	班級	工作坊/講座
4/3	一、二年級	邀請人仔叔叔到校為低年級同學主持閱讀講座。講者透過生動的演譯方式，以有趣的故事引發學生思考及提升其閱讀的興趣。
17/3	三年級	通過「查字典工作坊」，學生能掌握查字典的方法，主持人以活動的形式，讓學生有實踐的機會，激發他們的自學精神。
取消	四至六年級	原定邀請著名青少年文學作家馬翠蘿女士主講，唯是次活動因甲型流感而取消。

-學生透過是次活動，提升其閱讀、研習及解決問題的能力。

10. 課室圖書

- (一) 活動目標： 培養學生閱讀的習慣，並增加學生的閱讀量。
- (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，並放置於課室內，讓學生定期借閱。
- (五) 活動檢討：
 - 學生於完成堂課後可以自由借閱，充分地利用空閒時間，更可改善課室秩序；而且課室圖書便於借閱，有效地增加學生的閱讀量。
 - 學生閱讀後可以將圖書的資料填寫在圖書館編製的閱讀獎勵計劃紀錄冊中，但由於計劃屬自願性質，高年級同學不太熱衷於填寫紀錄冊。
 - 建議圖書館主任可考慮每學期統計一次學生的成績及頒獎一次，並將較佳之閱讀報告張貼於壁報板，以示鼓勵。
 - 某些班級失書的數量較多，希望老師於假期前將圖書放回書箱或書櫃，盡量減少失書數目。
 - 不同形式的閱讀報告，能鼓勵學生多讀書，有效提升學生的研習能力及批判思考能力。

11. 必讀書

- (一) 活動目標： 透過不同形式的活動，讓學生互相分享閱讀的樂趣。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 全年
- (四) 活動內容： 校方為全校各班訂購三套必讀書，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。學生需完成閱讀報告或跟進活動。
- (五) 活動檢討：
 - 學期初已添置足夠數量的新書，於聖誕、新年和復活節假期進行閱讀，並完成跟進活動(如：小組討論、角色扮演等)。

- 學生對校方所選的書目頗感興趣。高年級同學閱讀後於課堂內進行分享及討論，並作口頭或書面報告，此活動有效地鼓勵學生閱讀，亦能訓練學生的表達能力和提高其批判思考能力。
- 而低年級同學閱讀後需完成工作紙，由於工作紙設計富趣味，同學能從中發揮創意。

12. 每月好書推介

- (一) 活動目標: 推動閱讀風氣，分享閱讀的樂趣。
- (二) 活動對象: 小一至小六
- (三) 推動時間: 全年
- (四) 活動內容: 五、六年級同學於班內定期進行好書推介。表現出色者於早會/午膳時間，向同學作推介。
- (五) 活動檢討:
 - 每班作好書推介的代表皆表現認真，多有充分準備。
 - 學生選取富趣味之書籍，以角色扮演、話劇及報告等不同方式作分享，其他年級的學生大都感興趣。
 - 由於第三學期取消早會的關係，最後兩次好書推介利用中央廣播系統進行，由於時段為午膳時間，學生較難專注，而廣播系統的音量都很小，在課室內難以聽清楚，效果不及在早會時進行好。
 - 學生以小組協作方式，自由選擇演繹的書目和形式，發揮創意，並有效地增進其研習能力和溝通技巧。

13. 古文/詩詞欣賞

- (一) 活動目標: 透過文學學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。
- (二) 活動對象: 小一至小六
- (三) 推動時間: 全年
- (四) 活動內容:
 - 每級之課程均有古文/詩詞的課文。
 - 本科跟電腦科合作，六年級同學學習運用中文輸入法，把自

己喜愛的古文或詩歌製作成書簽。

- (五) 活動檢討:
- 低年級學生喜愛誦讀詩歌，老師應多強調古詩文朗讀之訓練。
 - 為配合升中課程銜接，五、六年級仍須多加強文言文教學。
 - 六年級學生對製作書簽之活動興趣一般，而且對輸入法亦不熟練，來年可考慮以其他形式進行學科協作活動。

14. 讀書會

- (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: 第三學期
- (四) 活動內容: 這活動與中學部合作，分為兩部份：(一)中學部同學帶拔尖班同學參觀中學部圖書館，並簡介圖書館的設施及服務。(二)中學部同學到來跟成員分享讀書心得及寫作技巧。
- (五) 活動檢討: (一)同學能在該活動中學習到圖書分類法和索書技巧，且能投入參與活動。(二)中學部兩位小作家的分享具啟發性，同學對寫作遊戲甚感興趣，並能從中學學習到具創意的寫作方法。

15. 教師發展活動

- (一) 活動目標: 拓闊老師對本科及教學趨勢之認識。
- (二) 活動對象: 全體教師
- (三) 推動時間: 全學年
- (四) 活動內容: 安排老師欣賞著名現代文學家張愛玲的作品《金鎖記》之改編話劇及參與教科書簡介會。
- (五) 活動檢討:
- 老師對話劇欣賞之活動頗感興趣，所選之劇目亦合適。
 - 經出版社到校講解教科書之特點後，老師們在選書前能對各教科書之重點有進一步理解。

16. 購買工具書、參考書、教具及輔助教材

- (一) 活動目標： 為教師提供充足的教學資源和參考材料。
- (二) 活動對象： 全體教師
- (三) 推動時間： 全學年
- (四) 活動內容： 購買字典、詞典、語法參考書、教學軟件及光碟，讓老師借用。
- (五) 活動檢討： -購置工具書及參考書等便於教師使用，並可以不同媒體輔助教學，有助提高教學的質素。學校需每年購買合用的輔助教材。

Diocesan Boys' School Primary Division
Achievement & Reflection of the Mathematics Development Plan 2008 – 2009

1 Review Curriculum Planning & Organization

1.1 To introduce interactive learning with IT in curriculum

- Two workshops on IT learning and using of interactive eMaths were provided for all Mathematics teachers by the professional trainer from Vertical Miles Pte Ltd., Singapore on 25th August and 4th September 2008. An in-house training provided by the professional trainer from Vertical Miles Pte Ltd., Singapore, for the 2 pilot teachers (Mr. J. LO and Mr. L. HAU) using e-beam was held on 19th and 20th March 2009.
- Over 50% of Mathematics teachers had the experience of using the e-beam and 100% of Mathematics teachers had used eMaths during lessons.
- Students received training during CS lessons on how to download and submit online assignments on the intranet. Grades 4 to 6 students were given at least one online assignment during and after the Easter holidays. Students were given online assignments during the school suspension period.

1.2 To develop on-line learning resources for students

- Two training sessions were given to the Mathematics teaching assistant, Ms Violet Yiu, by Mr. Kevin Yuen on how to upload online assignments onto the intranet.
- All students were provided the necessary training in using Planetii and had the experience of practicing Mathematics using the platform. All students were able to download Mathematics assignments from the School Intranet during long holidays and the school suspension period.

2 To Cater for Students' Learning Diversities

2.1 To require teachers to design worksheets and learning tasks with different levels of difficulty

- The worksheets and tasks were set with different levels of difficulty.
- The goal has been partly achieved only because the questions in worksheets were in mixed type, not from the easy to the difficult ones. This part can be further developed.

2.2 To provide remedial tutorial, for nominated students from junior primary, conducted

by the Mathematics Consultant and teaching assistant

- A student from 1P failed the Maths assessment and was nominated into the remedial tutorial, conducted by Mrs. Kwong and Ms. Violet Yiu, every Monday, Wednesday and Friday from 8:00 a.m. to 8:45 a.m.
- The student was slow and rather lazy, but his learning attitude had improvement. Basically, the goal has been achieved although the child only got a spare pass in his term result.

2.3 Mathematics Challenge – questions posted on notice board to challenge students' mind

- Besides posting the monthly challenging questions in the classrooms, mathematics teachers usually spared about 15 minutes during the lesson time encouraging students to try. They also allowed discussion among students so that the high achievers could help the low achievers in the understanding of the questions.
- The result was satisfactory since the participation rate was 76.1%.

3 Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching

3.1 To provide training for teaching in utilizing different teaching methods in accommodating students' different learning styles

- All Mathematics teachers attended at least 2 workshops on Brain-based Learning. Four Mathematics teachers (Mr. A. Lau, Mr. A. Kwok, Mr. J. Lo and Ms. S. Liu) completed the Professional Development Course for Primary Teachers on Mathematics Teaching conducted by HKIEd. Mr. A. Lau and Mr. L. Hau attended the seminar on the "Trend of Mathematics Teaching in Asian Countries" in March 2009. Mr. A. Kwok and Mr. A. Lau attended the course on "Assessment Design and Strategies" organized by HKEAA in May 2009. Mr. A. Lau, Ms. G. Ko and Ms. S. Liu attended the Hong Kong Mathematics Education Conference 2009 on 12th June. On 15th June 2009, all Mathematics teachers attended an in-house professional development session on "Application of Teaching Aids & Learning Tools in Mathematizing Teaching and Learning" conducted by Ms. Y.T. LEE. Seven teachers attended the seminar on "Mathematizing Teaching and Learning" conducted by Dr. C.Y. Fung on 24th June 2009.

4 To Improve Students' Learning Attitude

4.1 To adopt a multi-disciplinary approach to help students who may not enjoy their learning

Three cross-curricular activities were organized with other subjects:

<i>Grade</i>	<i>Cross-curricular Activities</i>
3	Timer in Ancient China (Chinese)
4	Design of Robotics with 2-D Shapes (English, Chinese, CS)
5	Healthy Living (GS)

- At least 1 cross-class activity was organized for each level.
- The goal has been achieved.

5 To improve the School Climate for Strengthening Student Relationships

5.1 To organize more pair/ group work during lessons so as to promote discussion among classmates

- Co-operative learning among our students was promoted by all Mathematics teachers. Teachers were encouraged to design more pair work or group work for students. The available information revealed that all teachers had made use of co-operative learning strategies from time to time and 60% of Mathematics teachers made frequent use of co-operative learning strategies during lessons.

Evaluation of the Mathematics Programme Plan 2008-2009

Programme Summation:

In the school year 2008/09, all activities were carried out as planned. All Mathematics teachers demonstrated team spirit and worked co-operatively and hence most of the programmes were very successful.

Programme Plan 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' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning
- Target:** G1 to G6 students
- Period:** 19th and 20th May 2008
- Description:**
- 18 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 G6.
 - Professor N.Y. Wong was invited to give a talk on 'Problem Solving' for G4 to G6 students.
 - 3 sets of challenging questions were posted everywhere in the school campus for students to try.
 - 'Rummikub Competition' was organized for G4 to G6 students.
- Evaluation:**
- Junior students enjoyed the various games and activities very much, but G5 and G6 were not as enthusiastic which was expected. Junior students

demonstrated great team spirit in searching for the challenging questions. Senior students enjoyed the ‘Rummikub Competition’ and the inclusion of the “Challenging Task” in the Inter-class Competition for G5 and G6 was found to be very successful.

- Students found the talk interesting and got some insight as to how to solve mathematical problems.

2. External Competitions

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

Target: G2 to G6 students

Period: November 2008 to June 2009

Description: Tutorials during lunch time and after school were given to the school team members when necessary. A training programme of 6 sessions was conducted by Mathematics teachers during Christmas and Easter holidays, and was given to the competition team members. This year the Mathematics Department entered in 8 competitions organized by various organizations:

- (i) The Hua Xia Cup
- (ii) The 12th Sheng Kung Hui Primary Mathematics Olympiad
- (iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.5 & 6 and G.3 & 4) 2009
- (iv) The 16th Hong Kong Primary School Mathematical Olympiad (G.5)
- (v) The 16th Hong Kong Primary School Mathematical

- Olympiad (G.6)
- (vi) EDB Hong Kong Primary Mathematics Creative Problem Solving 2009
 - (vii) The HK Primary School Mathematics Competition organized by Po Leung Kuk
 - (viii) The 20th H K Professional Teachers' Union Primary Mathematics Competition

Evaluation: This year the Mathematics Department has attained the goals we set for mathematics external competitions. We have provided ample learning opportunities and challenging problems for gifted students. The self-esteem of students has been enhanced. They have heightened motivation in learning and improved mathematics cognition. We had 75 students taking part in various competitions and they won a total of 77 1st class honours / gold awards, 36 2nd class honours / silver awards and 27 3rd class honours / bronze awards. DPSPD came 3rd and got the Most Outstanding School Award in the HK Mathematics Olympiad Open. DBSPD also got the outstanding performance award in the Hua Xia Cup Mathematics Competition, the 11th Sheng Kung Hui Primary Mathematics Olympiad, and the Multiple Intelligences Cup Competition. Individual pupils like Lam Shun Leung (4D) came 1st in the G.4 category in the Hua Xia Cup Mathematics Competition. Tong Ho Wang Mervyn (3D) came 1st, Lam Chun Hei (4D) and Wong Man Sau (4M) came 3rd in the HK Mathematics Olympiad Open. Tong Ho Wang Mervyn (3D) came 2nd in the Multiple Intelligences Cup Competition. Results were encouraging. Joining various competitions had successfully aroused students' interest in mathematics. They enjoyed the process and gained some valuable experience.

3. Mathematics Challenge

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
- Target: G1 to G6 students
- Period: October 2008 to May 2009
- Description: Challenging questions are posted at the classrooms each month.
- Evaluation: There were a total of 7 rounds of monthly challenging questions and the participation rate was about 76.1%.

4. Support Class (Lift-off Programme)

- Objective:
- Facilitate students' problem solving ability
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning
- Target: G1 to G6 students
- Period: October 2008 to June 2009
- Description: About eight students from each level were invited to attend one remedial lesson held weekly on a term basis. The aim is to give individual support and guidance to students who have learning difficulties.
- Evaluation: The teaching effectiveness and learning outcomes among the support classes in different levels were varied. In general, parents commended the progress of their child who benefited from remedial teaching. Their marks in assessments improved. The boys have built up learning motivation and positive self-esteem.

5. Enrichment Class (Supersize Me Programme)

- Objective:**
- Explore and discover Mathematics in daily life situations
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning
- Target:** G3 to G6 students
- Period:** October 2008 to June 2009
- Description:** Eight students from each level were invited to attend two enhancement lessons weekly.
- Evaluation:** Students had the opportunity to experience learning mathematical areas such as different numeral systems that were not related to the regular curriculum. They also had the opportunity to appreciate the application of mathematics in our daily life. 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 in team work
 - Learn Mathematics meaningfully integrated with other subjects
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instill in students the habit of continual, independent learning
- Target:** G1 to G6 students
- Period:** September 2008 to June 2009

Description: Each student was assigned an account to do practices and assessment test on Planetii platform during school hours. Students used the e-class to retrieve learning materials to facilitate their learning.

Evaluation: Most students enjoyed the activity. The tools had been fine-tuned to meet the requirements of the school.

7. Mathematics Projects

Objectives:

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

Target: G1 to G6 students

Period: September 2008 to June 2009

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

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

8. Webpage Management

Objectives:

- Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit.
- Provide more information about the development of the department, students' work and their achievement.

Target: G1 to G6 students and parents as well as outsiders who

are interested in knowing more about DBSPD.

Period: September 2008 to June 2009

Description: Information was updated from time to time throughout the whole school year.

Evaluation: Results were not satisfactory as there was always a rather long time lag between the events and the updates. It was because the co-ordinator was a new mathematics teacher and therefore not familiar with the operation within the department. Better supervision and guidance from the HoD and Panel Heads was necessary.

Diocesan Boys' School Primary Division
Achievement & Reflection of General Studies
Development Plan 2008 - 2009

1 Intended Outcome/Target: Review Curriculum Planning & Organization

1.1 Strategies / Tasks : To introduce interactive learning with IT in curriculum

Measures Taken:

- ◆ Vertical Miles Pte Ltd. provided 2 workshops (25 Aug, 2008 and 4 Sept, 2008) for teachers to learn how to use the interactive whiteboards.
- ◆ 2 training sessions were given to the General Studies teaching assistant to assist teachers in preparing IT teaching materials.
- ◆ Over 50% of GS teachers (9 out of a total of 16 GS teachers : Louis Hau, Michelle Ng, Jackie Lau, Susanna Chung, James Mok, Kennis Kan, Philip Wong, Winnie Wong and Pat Hon) had used the interactive whiteboards and all GS teachers had used the e-book during lessons.
- ◆ Over 50% (540 students) of students' visual and auditory learning areas were enhanced with the use of IT during General Studies lessons. 100% of students have experienced the use of the e-book during lessons.
- ◆ There was more frequent use of IT in teaching and learning.

1.2 Strategies / Tasks : To develop on-line learning resources for students

Measures Taken:

- ◆ Over 50% of upper primary students were able to do on-line self-learning from the materials on the Intranet related to certain topics or projects. Grade 4 to 6 students were trained during Computer Studies lessons in Term 2 to learn how to access on-line self-learning materials on the Intranet. On-line

self-learning materials were uploaded on the Intranet during the Easter holidays for Grade 4 to Grade 6 students to read.

- ◆ Students are able to download homework from the School Intranet in case of unexpected school suspension. Grade 2 to Grade 6 students were trained during Computer Studies lessons in Term 2 to learn how to download homework from the School Intranet. One piece of online homework was uploaded on the Intranet during the Easter holidays for Grade 4 to Grade 6 students to do. During the school suspension at the end of the school year, all students were required to download homework from the School Intranet.
- ◆ Two training sessions were given to the General Studies teaching assistant to upload learning materials onto the Intranet. Pat Hon (GS Teaching Assistant) was trained by Kevin Yuen (Senior IT Officer) twice during Term 2 to learn how to upload learning materials onto the Intranet.

2. Intended Outcome/Target: Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching.

2.1 Strategies / Tasks: To provide training for teachers in utilizing different teaching methods in accommodating students' different learning styles.

Measures Taken:

- ◆ Over 80% (100%) of teachers received professional training. i.e. Brain-Based Learning in August and December 2008, April and July 2009. Ms. Kennis Kan was assigned to be the pilot teacher and Ms. Michelle Ng was her mentee. Collaborative lesson planning had been done. Formal lesson observation was conducted and co-operative learning was adopted. There were circulars to inform teachers regarding the training courses and activities available. The training materials and teaching

materials are also shared amongst teachers.

2.2 Strategies/Tasks: To draw up guidelines to set high expectations of students' learning, recognize and value students' achievement and potential.

Measures Taken:

- ◆ Guidelines were established for teachers in the GS Subject Memorandum on setting high expectations on students' learning and valuing students' achievement and potential. Project guidelines required students to learn beyond textbooks and had higher expectations on their learning. Students utilized co-operative learning skills and presented different topics to other students. Students also participated in external competitions such as L-Space and Fun-Space.

3. Intended Outcome/Target: To Improve Students' Learning Attitude

3.1 Strategies / Tasks: To adopt a multi-disciplinary approach to help students who may not enjoy their learning

Measures Taken:

3.1.1 For each level, at least one cross-curricular activity was organized by either GS I or GS II each year that enabled a multi-disciplinary approach.

	Theme	Subjects Involved	Month
G1	Animals	Chi, Eng, Maths, GS I & II, RE, PE, CS, ME, PMI	November
G2	Growing Plants	Chi, Eng, Maths, GSI, Music & VA	October
G3	Athletics	Eng, Chi, Maths, GSII, VA, Music & PE	December
G4	Water	GSI, PMI & Music	September
G5	Mirror Image	GSI & VA	September
	Healthy Living	Eng, Chi, Maths, GSII, French, PE, VA, Music & ME	October

G6	Health of HK Population Making Friends	GSI, Maths & PE Chinese, PTH & GSII	January March
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- National Day (30/9/08)

A presentation was done by students during the morning assembly on 29/9/08. Each G1 student was given a small national flag and they sang the national anthem in their classrooms. Games stalls were set up in the covered playground for G2 to G6 students on 30/9/08. Students enjoyed the games and also acquired knowledge about National Day.
- Chinese Culture Days (19/1/09 to 20/1/09)

On the first day, there was the introduction of Chinese opera and classroom activities. On the second day, there were students' performances which included drama, PTH & Chinese solo verse speaking and Chinese musical instruments in the school hall. Games stalls were set up in the covered playground and multi-purpose room. Students enjoyed the activities very much and had a better understanding of the Chinese culture and Chinese opera.
- Environmental Education Program

Two field trips were arranged for the student environmental protection ambassadors in March and April 09. The first visit was to the annual open house of the Drainage Service Department (Stonecutters Island Sewage Treatment Plant) on 21 March 09. The other one was about the protection of Chinese White Dolphin in Hong Kong on 18 April 2009. Students had to write up articles to describe their observations after the visits.
- Science and Technology Convention

This year, the Science and Technology Convention was held in the last week of April. Workshops about science investigation were conducted by an outsourced organization for G1-3 students during this period. G4-6 students were required to do an experiment and present the scientific theories. Unlike last year, all workshops were

organized during GS I lessons.

- Field Trip

Grade	Field Trip Location
1	Hong Kong Zoological and Botanical Garden
2	Mong Kok Fire Station
3	Swire Coca-Cola Company Ltd
4	Fanling Environmental Education Center
5	ElectroCity, CLP
6	Shatin Water Treatment Works
	Legislative Council (5 students from each class)

- LEAP

LEAP was held from 11 to 27 May 2009. This year, our department was responsible for the planning and lesson allocation of the program. 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

GS teachers required students to complete certain selected worksheets in order to consolidate students' learning.

4. Intended Outcome/Target: To Enable Students to Strike a Balance Between Academic Studies and Extra-Curricular Activities.

4.1 Strategies / Tasks: To form G.S. School Team to represent the School in external academic-related competitions.

Measures Taken:

- ◆ Based on the nature of different external competitions, different G.S. School Teams were established.

- Four students (5D Alexander Yen, 5S Anson Lo, 6J Wong Chung Hei

and 6M Jack Man) were nominated by G.S. teachers to take part in the Budding Scientists Award organized by the Gifted Education Section of the Education Bureau. The competition started in October 2008 and the winning team continued the competition till April 2009. The competition content included :

- Heats (Science Knowledge Quiz)
 - Quarter Final (Submission of a science proposal)
 - Semi Final (Defending their proposal by meeting the adjudicator)
 - Final (Part 1: "Future World Problems / Authentic Problems" Proposal)
 - Final (Part 2: "Interview with Scientists")
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- Our school team got very good results in the heat of the contest. In the Science Knowledge Quiz, 6M Jack Man achieved first class honours whereas 6J Wong Chung Hei and 5D Alexander Yen obtained second and third class honours respectively. Participants fully contributed in designing the science experiment for their proposal which was selected and succeeded in entering the semi-final.
 - Two teams of students (Team 1: 6D Au Ho Leong, 6P Au Wing Leuk, 6P Leung Long Sing Jeffrey and Team 2 : 5M Chan King Shun, 5M Low Max, 5M Cheng Wing Chung) joined the Aerospace Science Knowledge Contest 航天科學知識問答比賽 organized by the Education Bureau (EDB) and HKUST. The duration of this competition was 25 October, 08 to 1 November, 08. The contest included: 1. Semi-final (Aerospace Science Knowledge Quiz - individual) and 2. Final (Aerospace Science Knowledge Quiz – group). Students enjoyed and showed great interest in the competition, especially about aerospace.
 - In October 08, all G.6 students joined the Launching of Shenzhou VII Manned Spacecraft–Poster Design competition 「神舟七號」飛船升空-海報設計比賽 organized by the EDB. Students designed posters about the launching of Shenzhou VII manned spacecraft. 6P Cyber Chiu came third in the Primary Division. Cyber and five G.6 students were invited to join the dialogue session with Shenzhou VII astronauts.

- In October 08, all G.1 to G.6 students were invited to participate in the competition called 「健康腸臟由我做起」標語創作比賽 organized by The Hong Kong Stoma Association (香港造口人協會). Students wrote slogans for promoting healthy eating habits. From teachers' observation and discussion, students were interested in the activity.
- In December 08, all G1-3 students joined the Science Imaginative Drawing Competition organized by Hong Kong New Generation Cultural Association Science Innovation Centre. Each student drew a picture to present his ideas about science invention. Students liked expressing their ideas of science invention by drawing.

5. Intended Outcome/Target: To Improve the School Climate for Strengthening Student Relationships

5.1 Strategies / Tasks: To organize more pair / group work during lessons so as to promote discussion amongst classmates

Measures Taken:

- ◆ 70% of teachers made frequent use of co-operative learning strategies during lessons. 100% teachers used co-operative lesson planning during peer and formal lesson observation.

6. Intended Outcome/Target: To Further Enhance the Interpersonal Relationship amongst Teaching Staff and Students.

6.1 Strategies/Tasks: To provide informal staff development programmes to enhance the relationships and communication amongst teachers and teaching assistants.

Measures Taken:

- On 7 April 2009, all GS teachers and teaching assistant had lunch together and enjoyed an outdoor ecological and historical tour in Ma Wan.

Evaluation of the General Studies Programme Plan 2008-2009

Programme Summation:

Various kinds of activities were organized as supplement to the core curriculum so that students could have life-wide learning and other learning experience. A variety of activities could also cater for students' different learning needs and learning styles. Most of the students enjoyed the activities. All G.S. teachers worked together to do the planning, implementation and evaluation of the activities.

Programme Evaluation:

Activity	Activities of National Identity
Objective	<ul style="list-style-type: none">● To develop a sense of pride and identification with our home country through a series of activities.● To let students know more about National Day.
Target	G.1-6
Period	29 – 30 / 9 / 08
Description	<ul style="list-style-type: none">● A presentation was done by students during the morning assembly on 29/9/08.● Each G1 student was given a small national flag and they sang the national anthem in their classrooms.● Games stalls were set up in the covered playground for G2 to G6 students on 30/9/08.
Evaluation	<ul style="list-style-type: none">● Students' sense of national identity was enhanced.● G1 students liked the small national flags and singing the national anthem in their classrooms.● Students enjoyed the games and also acquired knowledge about National Day.● For the Observation of National Day, everything would be more or less the same for the next academic year, with the addition of some display boards about National Day borrowed from the textbook publisher.

Activity	Chinese Cultural Days
Objective	<ul style="list-style-type: none">● Let all students appreciate Chinese culture.● Cultivate a sense of belonging to our home country through

	a series of activities and Chinese Opera.
Target	G.1-6
Period	19 / 1 / 09 to 20 / 1 / 09
Description	<ul style="list-style-type: none"> ● It was an activity jointly organized by the Chinese and GS Departments. ● On the first day, there were introduction of Chinese opera and classroom activities related to Chinese culture. ● On the second day, there were students' performances which included drama, PTH & Chinese solo verse speaking and Chinese musical instruments in the school hall. ● Games stalls were set up in the covered playground and multi-purpose room.
Evaluation	<ul style="list-style-type: none"> ● The presentation of Chinese Opera was humourous and suited the ages of our students. Many students wanted to have the opportunities to demonstrate certain skills and actions on the stage. ● Students enjoyed the activities very much and had a better understanding of the Chinese culture and Chinese opera.

Activity	Environmental Education Program
Objective	To arouse students' awareness of environmental protection and the adverse effects of environmental pollution such as global warming and the use of energy in the future.
Target	G4-6
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. Disney Environmentality Challenge <ul style="list-style-type: none"> ● The whole school joined the Disney Environmentality Challenge organized by Hong Kong Disneyland and the Environmental Protection Department. Students were required to finish the pledge and ask their parents to sign for confirmation. 2. Student Environmental Protection Ambassadors <ul style="list-style-type: none"> ● Two field trips were arranged for the student environmental protection ambassadors in March and April 09.

	<ul style="list-style-type: none"> ● The first visit was to the annual open house of the Drainage Service Department (Stonecutters Island Sewage Treatment Plant) on 21 March 09. ● The other one was about the protection of Chinese White Dolphin in Hong Kong and the trip was held on 18 April 2009. ● Students had to write up articles to describe their observations after the visits. <p>3. Roof Garden</p> <ul style="list-style-type: none"> ● The information of the plants in the roof garden has been put in GS subject drive for all teachers to use. The information is relevant to the GS curriculum and can be used when teaching the related topics. Teachers led students to learn about the plants in the roof garden. ● G3-4 Supersize Me Science students learnt about the plants in the roof garden and did some experiments about the penetration of various types of soil in the roof garden. ● G3-4 Supersize Me Science students carried out two sessions of exploration activities for G1-2 students to learn about the plants in the roof garden during recess time.
Evaluation	<ol style="list-style-type: none"> 1. Most of the students completed the Disney Environmentality Challenge pledge properly and they received a handkerchief as a souvenir of participation. 2. Students enjoyed the workshop and field trip very much. However, only a few students could participate in these activities due to the limited quota. Some sharing sessions were suggested to be held in the morning assembly. 3. Many teachers led students to learn about the plants in the roof garden when they taught relevant topics. Students found the features of the plants in the roof garden interesting, especially those next to the school library. Students liked learning through exploration such as touching, smelling and observing the plants.

Activity	Other learning experience
Objective	<ul style="list-style-type: none"> ● Invite out-sourced organizations to provide workshops/talks/ exhibitions/ seminars in line with the core curriculum so as to supplement students' knowledge. ● Let students' learn various topics as a supplement to the existing curriculum.
Target	G3-4 and 6
Period	Whole Year
Description	<ul style="list-style-type: none"> ● Pocari delivered a talk about "Balance of Diet" for G3-4 students on 21 April 2009 in the school hall. Each student got a can of 'Pocari' drink after the talk. ● An activity on "White Dolphin Watch" planned for 6 July 2009 was cancelled due to class suspension.
Evaluation	<ul style="list-style-type: none"> ● Students' awareness on healthy diet was enhanced. ● Students were attentive and behaved well in the talk in order to be selected to answer questions and get the gifts provided by the organization. ● Students actively participated in the question and answer session.

Activity	Activities with DBS Secondary Division
Objective	<ul style="list-style-type: none"> ● To provide students an opportunity to do more scientific experiments in a standardized laboratory. ● To arouse students' interest in scientific discovery and Hong Kong history.
Target	G.4-6
Period	Whole year
Description	<p>1. Dissection of Rats (Activity with DBS Secondary Division)</p> <ul style="list-style-type: none"> ● This activity was organized by the Science Club of the Secondary Division during lunch time. ● About ten G6 students were chosen by teachers to dissect rats guided by senior boys in the Secondary Division. <p>2. Field Trip with Secondary Division - WWII Historic Sites</p> <ul style="list-style-type: none"> ● G4-6 students went on a field trip to the WWII historic sites

	<p>in Shing Mun reservoir and Sai Wan Ho.</p> <ul style="list-style-type: none"> ● This activity was organized by the Chinese History Society of the Secondary Division and the GS Department of the Primary Division.
Evaluation	<ul style="list-style-type: none"> ● Students were keen to join these activities and showed great interest when they were doing the experiments. ● The laboratory was hygienic and well-equipped with all the chemicals and equipment required. ● The senior boys of the Secondary Division were good mentors to the students from the Primary Division. ● Students were excited when they went on the field trip to the WWII Historic Sites because they had to walk through the tunnels used for the war.

Activity	GS Field Trips
Objective	<ul style="list-style-type: none"> ● As part of the life-wide learning portion of the GS curriculum, students will visit relevant places of interest as an extension of the core curriculum.
Target	G.1-6
Period	14-18 January 2009
Description	<ol style="list-style-type: none"> 1. G.1 students went to the Hong Kong Zoological and Botanical Garden to learn about park facilities. 2. G.2 students went to visit the Mongkok Fire Station to learn how firemen provide services to us. 3. G.3 students went to visit the Swire Coca-Cola Company Ltd to learn about the production of coca-cola. 4. G.4 students visited the Fanling Environmental Education Centre to learn different kinds of pollution. 5. G.5 students went to the ElectriCity of China Light and Power. There were some experiments for students to learn about the scientific aspects of electricity and a bus tour to visit various equipment for electricity generation. 6. All G.6 students visited the Shatin Water Treatment Works and 5 students from each class visited the Legislative Council.
Evaluation	<ul style="list-style-type: none"> ● Students felt excited and learnt quite a lot when they went on the field trips. It showed that having field trip activities

	<p>suited our students' learning styles.</p> <ul style="list-style-type: none"> ● Students enjoyed the visit though the visiting time was relatively short. ● Due to the difficulties of booking various field trip locations, teachers suggested we should book the locations early in advance.
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Activity	Life Education Activity Programme (L.E.A.P)
Objective	<ul style="list-style-type: none"> ● To enable students to maintain healthy personal development. ● To recognize their role and responsibilities as members of their families and the society, and to show concern and care for their well beings. ● To develop students to be critical in thinking.
Target	G.1-6
Period	11 to 27 May 2009
Description	<ul style="list-style-type: none"> ● An outsourced organization "LEAP" was invited to provide life education by using various teaching materials in the learning coach. ● Students attended workshops with the following themes: <ul style="list-style-type: none"> 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 ● GS teachers required students to complete certain selected worksheets in order to consolidate students' learning.
Evaluation	<ul style="list-style-type: none"> ● Tutors had good class organizational skills and worked with devotion when they delivered the programme. All students participated in group discussions and enjoyed the lessons. ● There were a variety of activities. It was good to provide other learning experiences for the students. ● With different teaching aids, students were motivated to learn the right attitudes towards life and forming good habits.

	<ul style="list-style-type: none"> ● Teachers found the worksheets provided useful to consolidate students' learning. ● However, the environment was too crowded for senior boys. ● We tried to carry out the programme during G.S. lessons in order to minimize the disturbance to other subjects.
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Activity	G.S. Room Improvement and Resource Building
Objective	<ul style="list-style-type: none"> ● To equip the G.S. room and turn it into an active learning centre that would help engage students in their GS learning. ● To source for materials in various media that can be used as tools for the teaching of GS and as a supplement to the textbooks and workbooks.
Target	G.1-6 and all GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> ● Our department bought a lot of reference books from different publishers. ● A lot of equipment and tools were purchased for teachers and students to use for conducting classroom activities and experiments. ● Videos and various means of teaching aids were bought. ● A series of the magazine 'National Geographic' was purchased to enrich the curriculum in the coming academic year. ● Stationery and small gifts were bought for GS activities.
Evaluation	<ul style="list-style-type: none"> ● The reference books provided information for teachers to prepare lessons, assignments, assessments and class activities. ● The videos and teaching aids were good complements to teaching and learning. ● Students' learning interest was enhanced. ● The curriculum was enriched by creating and planning lessons with content that is not found in the textbooks and workbooks.

Activity	Science and Technology Convention
Objective	<ul style="list-style-type: none"> ● To develop students' creativity and imagination based on scientific knowledge. ● To provide opportunities for students to share their fantasy drawing with their fellow classmates.
Target	G.1-6
Period	April – May 2009
Description	<ul style="list-style-type: none"> ● All G.1-3 students participated in the Science Fantasy Drawing Competition. As one of the cross-curricular activities, the visual arts teacher taught students some drawing skills while GS I teachers taught students some concepts related to invention, environmental protection and creativity. ● Workshops about science investigation were carried out by an outsourced organization for G1-3 students. ● G4-6 students were required to demonstrate an experiment and present the scientific theories behind.
Evaluation	<ul style="list-style-type: none"> ● We tried to arrange all workshops to be done during GS lessons in order to reduce the disturbance to other subjects. ● Students had great interest in the science activities. ● However, the services provided by the outsourced organization were quite expensive and the use of glass test tube was quite dangerous for young students. The outsourced organization should provide plastic test tubes for primary school students. ● Some G4-6 classes actively participated in the demonstration of experiments because of their interest and attractive presents. However, the response from some classes was not active enough with only one or two students joining the activities.

Activity	Staff Development
Objective	<ul style="list-style-type: none"> ● To sharpen teachers' professional knowledge & attitude to further improve the quality of teaching. ● To provide training for teaching in utilizing different teaching methods in accommodating students' different

	<p>learning styles.</p> <ul style="list-style-type: none"> ● To enrich the curriculum by researching, creating and planning lessons with the content that is not found in the textbooks and workbooks. ● To introduce interactive learning with IT in curriculum.
Target	All GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> ● All teachers received professional training. i.e. Brain-Based Learning in August and December 08, April and July 09. Ms. Kennis Kan was assigned to be the pilot teacher and Ms. Michelle Ng was her mentee. Collaborative lesson planning had been done. ● Co-operative learning strategies were discussed in staff briefings and subject collaboration sessions. These strategies were adopted in peer lesson observations and formal lesson observations. ● Vertical Miles Pte Ltd. provided 2 workshops (25 Aug, 2008 and 4 Sept, 2008) for teachers to learn how to use the interactive whiteboards. ● Two training sessions were given to the General Studies teaching assistant to assist teachers in preparing IT teaching materials. ● Over 50% of GS teachers (9 out of a total of 16 GS teachers : Louis Hau, Michelle Ng, Jackie Lau, Susanna Chung, James Mok, Kennis Kan, Philip Wong, Winnie Wong and Pat Hon) have used the interactive whiteboards and all GS teachers have used the e-book during lessons. ● Two training sessions were given to the General Studies teaching assistants to upload learning materials onto the Intranet. Pat Hon (GS Teaching Assistant) was trained by Kevin Yuen (Senior IT Officer) twice during Term 2 to learn how to upload learning materials onto the Intranet. ● On 7 April 2009, teachers spent a day in Ma Wan to learn more about the ecosystem, traditional fishing village, historic sites and other sources of energy generation. ● There were circulars to inform teachers regarding the training courses and activities available. Teachers attended

	seminars / workshops held by outside organizations and shared what they had learnt during collaboration. The training materials and teaching materials were also shared amongst teachers.
Evaluation	<ul style="list-style-type: none"> ● Over 50% (540 students) of students' visual and auditory learning areas were enhanced with the use of IT during General Studies lessons. 100% of students had lessons using the e-book. ● There was more frequent use of IT in teaching and learning in GS lessons. ● Teachers found the workshop interesting and useful for their teaching. ● Teachers found that it was useful to participate in workshops provided by outside organizations which had expertise in different areas. Some of them also provided useful teaching packages to be used in GS lessons. Teachers were encouraged to share resources obtained from seminars and workshops they had attended. ● 70% of teachers made frequent use of co-operative learning strategies during lessons. 100% teachers used co-operative lesson planning to prepare for the peer and formal lesson observation.

Activity	External Competitions
Objective	<ul style="list-style-type: none"> ● To enable students to strike a balance between academic studies and extra-curricular activities. ● To form a G.S. School Team to represent the School in external academic-related competitions. ● To provide students with the experience of participating in competitions.
Target	G. 1-6
Period	Whole year
Description	<ul style="list-style-type: none"> ● Based on the nature of different external competitions, different G.S. School Teams were established. ● Four students (5D Alexander Yen, 5S Anson Lo, 6J Wong Chung Hei and 6M Jack Man) were nominated by G.S.

teachers to take part in the Budding Scientists Award organized by the Gifted Education Section of the Education Bureau. The competition started in October, 2008 and the winning team had to continue the competition till April 2009. The competition included :

- Heats (Science Knowledge Quiz)
- Quarter Final (Submission of a science proposal)
- Semi Final (Defending their proposal by meeting the adjudicator)
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- In October 08, all G.6 students joined the Launching of Shenzhou VII Manned Spacecraft–Poster Design competition「神州七號」飛船升空-海報設計比賽 organized by the EDB. Students designed posters about the launching of Shenzhou VII manned spacecraft. 6P Cyber Chiu came third in the Primary Division. Cyber and five G.6 students were invited to join the dialogue session with Shenzhou VII astronauts.
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	<p>healthy eating habits.</p> <ul style="list-style-type: none"> ● In December, all G1-3 students joined the Science Imaginative Drawing Competition organized by Hong Kong New Generation Cultural Association Science Innovation Centre. Each student drew a picture to present his ideas about science inventions. Students liked expressing their ideas on science inventions through drawing.
Evaluation	<ul style="list-style-type: none"> ● Our school team got very good results in the heat competition of the contest. In the Science Knowledge Quiz, 6M Jack Man was awarded the first class honours, 6J Wong Chung Hei and 5D Alexander Yen obtained second and third class honours respectively. Participants fully contributed in designing the science experiment for their proposal which was selected and succeeded in entering the semi-final. ● In the Launching of Shenzhou VII Manned Spacecraft–Poster Design competition 「神舟七號」飛船升空-海報設計比賽 organized by the EDB, 6P Cyber Chiu won the third in primary division. Cyber and five G.6 students were invited to join the dialogue session with Shenzhou VII astronauts. ● From teachers' observation and discussion, students were interested in the activity.

Activity	Cross-curricular Activities
Objective	<ul style="list-style-type: none"> ● To improve students' learning attitude. ● To adopt a multi-disciplinary approach to help students who may not enjoy their learning ● To provide students an opportunity to do project and work with other classmates. ● To let students work on a certain theme in different subjects. ● To avoid repetition in teaching contents.
Target	G.1-6
Period	Whole year

Description	<ul style="list-style-type: none"> ● Different levels conducted various teaching activities with other departments. ● For each level, at least one cross-curricular activity was organized by either GS I or GS II each year that enabled a multi-disciplinary approach. <table border="1" data-bbox="487 451 1323 1134"> <thead> <tr> <th></th> <th>Theme</th> <th>Subjects Involved</th> <th>Month</th> </tr> </thead> <tbody> <tr> <td>G1</td> <td>Animals</td> <td>Chi, Eng, Maths, GS I & II, RE, PE, CS, ME, PMI</td> <td>November</td> </tr> <tr> <td>G2</td> <td>Growing Plants</td> <td>Chi, Eng, Maths, GSI, Music & VA</td> <td>October</td> </tr> <tr> <td>G3</td> <td>Athletics</td> <td>Eng, Chi, Maths, GSII, VA, Music & PE</td> <td>December</td> </tr> <tr> <td>G4</td> <td>Water</td> <td>GSI, PMI & Music</td> <td>September</td> </tr> <tr> <td>G5</td> <td>Mirror Image Healthy Living</td> <td>GSI & VA Eng, Chi, Maths, GSII, French, PE, VA, Music & ME</td> <td>September October</td> </tr> <tr> <td>G6</td> <td>Health of HK Population Making Friends</td> <td>GSI, Maths & PE Chinese, PTH & GSII</td> <td>January March</td> </tr> </tbody> </table>		Theme	Subjects Involved	Month	G1	Animals	Chi, Eng, Maths, GS I & II, RE, PE, CS, ME, PMI	November	G2	Growing Plants	Chi, Eng, Maths, GSI, Music & VA	October	G3	Athletics	Eng, Chi, Maths, GSII, VA, Music & PE	December	G4	Water	GSI, PMI & Music	September	G5	Mirror Image Healthy Living	GSI & VA Eng, Chi, Maths, GSII, French, PE, VA, Music & ME	September October	G6	Health of HK Population Making Friends	GSI, Maths & PE Chinese, PTH & GSII	January March
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Evaluation	<ul style="list-style-type: none"> ● The students actively participated and enjoyed doing the projects. However they were a bit weak in communication skills and there was a concern about plagiarism. ● Teachers were required to prepare detailed project guidelines with assessment criteria in order to help students construct their projects. ● Different departments taught students different skills for different projects which were supplementary to one another. 																												

Diocesan Boys' School Primary Division
Evaluation of the French Programme Plan 2008-2009

Programme Summation

The French Programme Plan aims at developing language skills in the four areas of speaking, listening, writing and reading. In line with the school focus on instilling a habit of reading to learn and promoting the use of IT in the classroom, the French Programme Plan integrates a reading programme especially designed to support the learning of the French culture. The teaching of French involves the use of IT. The programme plan also targets the implementation of cross-curricular activities.

Programme Evaluation

Plan 1: Oral skills	
Objective	French Conversation
Target	All French stream students
Period	Whole year
Description	Students take part in French conversation during the class.
Evaluation	Small class size allows students to participate actively in daily class conversation. French is used as the MOI except for G1 & 2, where English may be used at times.

Plan 2: Presentation, leadership, culture and cross-curricular activities	
Objective	Delivering Projects
Target	All French stream students
Period	May 09
Description	Students organized and participated in presentations during the French Days in DBSPD.
Evaluation	Many positive comments were received after the performances. Students were looking forward to the next concerts and performances.

Plan 3: Writing skills	
Objective	To strengthen pupils' grammatical and spelling skills through activities of 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 and managed a blog with a corresponding primary school in France.
Evaluation	Students were able to write compositions and passages in French that were published in the school magazine. They were able to write poems and speech and deliver them to the rest of the school during the French Days. Students were able to use their writing skills to prepare letters and e-mails to francophone students overseas.

Plan 4: Reinforcement of the French Reading Programme	
Objective	Encourage the students to start reading in French and learn more about the culture
Target	All French stream students
Period	Whole year
Description	Students from G4 to G6 subscribed "Discovery Box" in French. They read aloud and discussed the stories in class twice a month. A new story started every month. Students were encouraged to read parts of them at home. The department purchased a set of Galaxy Readers level 2. G1 students had reading sessions at least once a month.
Evaluation	Students enjoyed the reading time. A lot of new vocabularies were acquired through the reading sessions and some grammatical structures were reinforced. Students were becoming independent readers as they built up more vocabularies.

Plan 5: Cultural awareness	
Objective	To enhance students cultural awareness and respect in different cultures
Target	Students from G4-6
Period	Whole year
Description	Students managed a blog as an exchange platform of cultural habits. The French students explained aspects of their culture and our students discussed them in class.
Evaluation	Children gain cultural and historical knowledge through the exchange. The exchange 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.

Plan 6: To promote cross-curricular activities	
Objective	To encourage students to participate in cross-curricular projects
Target	Students from G5-6
Period	November 08
Description	Students learnt about diet and healthy living.
Evaluation	Students used skills and information acquired in other subjects to study the eating habits of French people.

Plan 7: To promote the use of IT in the classroom	
Objective	Students used IT to learn French
Target	Students from G1-6
Period	Whole year
Description	Students used websites subscribed by the school at home and in the class to practice French. Students also created and maintained a blog with a French school.
Evaluation	Students used the websites and successfully uploaded information onto their blog. They learnt about the French culture through their blog.

拔萃男書院附屬小學

2008/2009 年度 普通話科週年檢討報告

活動	目標	活動情況	對象	檢討
1. 普通話專題展板	提高學生對本科的學習興趣，培養學生的自學態度。	選取各式各樣有關普通話的資料，將其分為不同主題，張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。	全體學生	--各教師若有任何資料及題材，可交由王熙淳老師負責統籌。 --若有關於本科的宣傳活動，亦可張貼於展板上。
2. 校際朗誦節	透過活動，訓練學生的說話能力及朗讀技巧，並培養審美情趣。	由教師揀選有潛質的學生加以訓練，學生亦可自行報名參加，好讓學生能吸取比賽經驗，為學生提供一個與友校互相觀摩、切磋的機會。	有潛質的學生	--本校學生一共參加了148項比賽，共得44個獎項。相比去年，參賽人數和獲獎項目均有所增加(詳見附表)。 --一、二年級的集誦隊取得季軍，學生表現投入，效果理想，建議明年繼續參加。 --由於參加比賽的人數眾多，反應熱烈，建議明年以08-09年參賽學生的表現為挑選基礎，以減輕教師的工作量。
3. 中國文化日	透過不同的活動，提高學生對本科的學習興趣。	--本科與中文科及常識科合作於農曆新年前(19-20/1)舉辦兩天的「中國文化日」。內容包括攤位遊戲及綜合表演。 --本科除了參與攤位遊戲的設計外，還負責訓練綜合表演的司儀。	全體學生	--由於本校開放日與中國文化日的舉辦日期接近，本科教師都為着籌備活動而感到十分忙碌。然而中國文化日所用的攤位遊戲材料可於開放日中重用，以減少浪費及盡量減輕教師的工作負擔。 --參與遊戲的學生反應熱烈，而兩位司儀分別以粵語及普通話演繹講稿的效果亦理想，建議明年可繼續以此方式訓練雙語的司儀人才。

4. 普通話大使	增強學生的普通話說話能力及溝通技巧，從而發展他們的領導才能及組織活動能力，為學生營造普通話語言環境。	<ul style="list-style-type: none"> --被甄選的大使於第一、二小息與同學交談或進行普通話活動。 --對談內容包括關懷別人三問三答、拼音對對碰、粵普對照、猜謎語、繞口令等。 --學生每參與活動一次可得貼紙一張。收集五張貼紙可換禮物一份，每位學生每日最多換兩份。 --全部活動結束後，大使學生獲頒發獎狀以示鼓勵。 --表現優異的大使，原定代表學校到北京與當地學校進行學術交流，但因停課關係而需取消行程。 	全體學生	<ul style="list-style-type: none"> --學生參與反應熱烈，普通話大使表現積極。 --頒發獎狀給普通話大使，提升了大使的形象和榮譽感。 --經常與普通話大使召開檢討會，因此提升了大使的團隊精神、使命感及解難能力。 --組織北京交流團有助刺激及推動普通話大使的活動，使兩者相得益彰，建議明年繼續舉辦。
5. 補底班	為有需要的同學設有補底班，以照顧個別差異	<ul style="list-style-type: none"> --多運用趣味學拼音的活動輔助學生提高學習興趣。 --幫學生補好基礎漢語拼音，加強聽說的能力。 	有需要的G1-G6學生	<ul style="list-style-type: none"> --部份學生的表現有改善，小組活動能提高他們的學習興趣，鞏固學習基礎。建議來年續辦課程，以照顧個別差異。
6. 購買普通話書籍、影音教材 (供學生借用)	提高學生對本科的學習興趣及自學能力。	鼓勵教師購買有關普通話科參考書籍和影音教材，放在圖書館指定的書櫃內，供學生借用。	全體學生	<ul style="list-style-type: none"> --雖然已購買光碟及影音教材，但有見於版權問題的限制，所以仍未給學生借用。 --建議來年增購圖書，並簡化借還手續。由本科購入的圖書，可跟中文科課室圖書一起放在課室供學生借閱，由學生負責借還手續，以增加學生對拼音書籍的接觸面。
7. 購買工具書、參考書及輔助教材	提升教師的專業知識及改善教學質素。	<ul style="list-style-type: none"> --教師從內地購買故事書及光碟，以作圖書課講授。 --教師從內地購入繁體版教科書 	全體教師	<ul style="list-style-type: none"> --教材有助教師備課。 --各同事若見到合適的參考書、多媒體資源，亦可幫忙添置，但為免重覆添置，

(教師借用)		及漢語教材，以增潤基礎漢語課的內容。		必需於購買前通知科主任。 --建議同事可多採購更多有趣的視像教材，如普通話卡拉 ok 音碟、動畫片、電影等等。
8. 收集本科專題資料	提升教師對本科及教授普通話的專業知識，提供有關參考資料及輔助教材。	特設文件夾收集本科知識及相關資料，邀請曾出席專題講座/課程的教師提供資料，予以分享。	全體教師	--教師除了把資料放於文件夾內供借閱外，還利用協作會議作分享交流。 --建議來年可繼續保留專題資料。
9. 參加專題研討會	提升教師對本科及教授普通話的專業知識及交流平台。	--科主任會把相關的課程及講座通告給教師傳閱，教師可自由參加。 --科主任亦會推荐合適的教師參加不同的課程，以配合學校的發展。 --教師在出席講座或課程後，亦會於協作會議中與同事分享內容。	全體教師	--科主任的推荐，有助推動教師進修及配合學校發展。 --建議來年沿用現行的方法，避免給予教師太大壓力之餘，盡量利用協作會議的時間，加強教師之間的專業交流。
10. 協作會議	加強教師之間的溝通，提供學術交流平台，增加協作效能。	--全體教師參與每週進行的協作會議，由五位教學助理輪流作記錄。 --跟教育局語文教學支援組成員定期檢討課程發展。 --與中文科及中學部進行協作交流會議。	全體教師	--協作會議有助增加教師之間的專業交流，而教學助理所作的記錄可讓缺席同事自行查閱會議內容，建議來年繼續保留協作會議時間。 --教育局語文教學支援組成員能對本科的課程發展給予實際意見，並能提供相關資源以改善教學。 --與中文科及中學部進行協作交流會議亦有助增加教師之間的溝通。

附錄：08-09 校際朗誦節成績一覽表

冠軍：

1	1S	18	李浩柏	自報	詩 337	85	冠軍
2	2M	23	麥晉棋	盧敏冬	詩 337	87	冠軍
3	2P	22	危思睿	盧敏冬	散 437	88	冠軍
4	2S	5	張嘉揚	自報	散 437	85	冠軍
4	2S	5	張嘉揚	冷冰	詩 337	84	季軍
5	3M	1	陳凱浩	冷冰	散 436	85	冠軍
6	3S	11	林暉	王璇璇	詩 336	88	冠軍
7	3S	11	林暉	自報	散 336	85	冠軍
7	3S	11	林暉	自報	佛教詩文	83	亞軍
8	4M	18	潘俊僑	自報	詩 336	89	冠軍
9	4P	30	任衍熹	王璇璇	散 436	88	冠軍

亞軍：

編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	2J	25	唐嘉朗	盧敏冬	詩 337	84	亞軍
2	2J	12	郭庭津	盧敏冬	散 437	86	亞軍
3	2P	14	劉凱信	盧敏冬	散 437	85	亞軍
3	2P	14	劉凱信	盧敏冬	詩 337	84	季軍
4	2S	11	林俊博	冷冰	詩 337	85	亞軍
5	3D	4	仇嘉偉	王璇璇	詩 336	87	亞軍
6	3J	21	沈家浩	劉巍	散 436	83	亞軍
8	4J	28	王溥渝	王輝	詩 336	86	亞軍
12	4J	28	王溥渝	王輝	散 436	85	季軍
14	4J	28	王溥渝	自報	佛教詩文	84	季軍
15	4J	28	王溥渝	自報	基督教經文	85	季軍
9	4P	7	周翊滔	王璇璇	散 436	86	亞軍
10	5J	4	陳明正	鄧芷雲	散 435	84	亞軍
11	5M	16	廖令竣	自報	詩 335	86	亞軍
12	5S	17	梁綽然	劉婷婷	散 435	86	亞軍
13	6D	23	饒銘灝	自報	散 435	86	亞軍
14	6J	6	蔡瑋律	自報	散 435	87	亞軍
19	6J	6	蔡瑋律	自報	詩 335	85	季軍
15	6S	10	許有容	何穎賢	詩 335	87	亞軍

季軍：

編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1M	19	廉凱宸	盧敏冬	詩 337	85	季軍
2	2P	21	吳啟洛	自報	詩 337	86	季軍
5	3D	27	湯顥泓	王璇璇	詩 336	85	季軍
6	3J	14	劉正陽	劉巍	詩 336	86	季軍
7	3J	13	李錦明	劉巍	詩 336	86	季軍
8	3J	13	李錦明	劉巍	散 436	83	季軍
9	3M	7	程灝朗	劉巍	詩 336	84	季軍
10	3M	7	程灝朗	劉巍	散 436	84	季軍
11	4J	17	羅鈞洛	王輝	詩 336	84	季軍
13	4J	24	譚深研	自報	散 436	83	季軍
16	4P	2	陳謙銘	王璇璇	詩 336	87	季軍
17	5S	17	梁綽然	殷華峰	詩 335	84	季軍
18	5S	25	岑天溢	自報	詩 335	93	季軍
20	6M	14	麥朗惟	徐鈺峰	詩 335	83	季軍
U546		拔萃男書院附屬小學一、二年級詩詞集 誦			吳鳳婷老師、何潔生老 師、顧青老師		季軍

Diocesan Boys' School Primary Division
Evaluation of the Music Programme Plan 2008-2009

Programme Summation & Evaluation:

Plan 1 : Set Dizi music and Erhu music Intensive Training Classes	
Objective	<ul style="list-style-type: none"> -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 - To encourage all of our students to learn at least one kind of instrument. -Enriching students' music learning experience through one of the key task: "Moral and Civic Education"
Target	G.4 – G.5
Period	From October 2008 to June 2009
Description	Invited potential G.4 & G.5 students to have special training in learning the two Chinese instruments
Evaluation	<ul style="list-style-type: none"> - Positive feedback was received from both parents and students. - Aroused their interest in learning Chinese Instruments - There were positive responses to their performances on the external activities, e.g. community services - Some members will be invited to be the member of the Chinese Instrument Orchestra - Most of the students would take private lessons after the special training. - Lots of students auditioned for the Chinese Orchestra

Plan 2 : Music Appreciation	
Objective	<ul style="list-style-type: none"> -To gain enjoyment and satisfaction through participating in music activities -To pursue a life-long interest and the appreciation of music -To develop music skills, construct knowledge in music and cultivate positive values and attitudes - To build up a Chinese music culture in our school starting from this

	school year
Target	G.1-G.6
Period	Whole year
Description	<ul style="list-style-type: none"> - Music recommended by G4-G6 students, including Chinese and Western music -Co-operation with the Hong Kong Philharmonic Orchestra
Evaluation	<ul style="list-style-type: none"> - Students interested were found to be too occupied in other activities. Therefore, regular music appreciation activities had not been conducted - Student response was extremely good for the performances by the Hong Kong Philharmonic Orchestra

Plan 3: Take part in Hong Kong Schools Music Festival and other competitions

Objective	<ul style="list-style-type: none"> - To develop music skills, construct knowledge in music and cultivate positive values and attitudes - To pursue a life-long interest and the appreciation of music - To gain enjoyment and satisfaction through participation in music activities
Target	G.1-G.6
Period	September 2008 to March 2009
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Vocal Solo, Woodwind and Brass Ensemble and School Orchestra
Evaluation	<ul style="list-style-type: none"> - More than 400 students were involved in the 61st H.K. Schools Music Festival and the Hong Kong Youth Interflow. - More than 80% of them were awarded merits or above. - We achieved very good results in the Hong Kong Youth Interflow. The Senior School Orchestra and String Orchestra both got the Gold Prizes. - We participated in 7 groups of events in the 61st Hong Kong Schools Music Festival. Our school achieved good results in the festival. We got two 1st prizes: Treble Choir & String Orchestra, one 2nd prize: Wind Ensemble, and three 3rd prizes: Senior School Orchestra, Chinese Orchestra and Wind Ensemble.

Plan 4 : Music Performance	
Objective t	-To gain enjoyment and satisfaction through participating in music activities -To pursue a life-long interest and appreciate music -To nurture aesthetic sensitivity and cultural understanding
Target	G.1-G.6
Period	Whole year
Description	-Music performances presented by professional organizations, DBS and our students were conducted
Evaluation	- We have organized two events for our students. Choir members attended a concert by the HK Philharmonic Orchestra (Magic Flute), while the second was a performance by HK Chinese Orchestra for the whole school. The students enjoyed the performances very much. We will try to arrange some different performances for students in the next academic year

Plan 5: Cerebration party after the 61stH.K. School Music Festival	
Objective t	-To gain enjoyment and satisfaction through participating in music activities -To pursue a life-long interest and the appreciation of music
Target	G.1-G.6
Period	Early April 2009
Description	Invite all members of the Senior School Orchestra, String Orchestra, Treble Choir and Chinese Orchestra to a gathering to celebrate their success in the Music Festival. Besides, we invited the old boys and parents to join our celebration
Evaluation	-Parents and students enjoyed participating in the function very much - It was a great opportunity for a reunion

Plan 6 : Music Captain	
Objective t	-To gain enjoyment and satisfaction through participating in music activities. -Enriching students' music learning experience through one of the key tasks: "Moral and Civic Education"
Target	G.6
Period	Whole year
Description	4 -6 Potential students of G.6 were selected to assist the Music

	Department
Evaluation	-Six G.6 music captains were selected to assist the Music Department. They assisted in the Open House, Prize Winners' Concert, audition and regular rehearsals of the Orchestras, and Community services etc. -They were very helpful and responsible

Plan 7: Special Project – Concert in Macau	
Objective t	-To gain enjoyment and satisfaction through participating in music activities -To pursue a life-long interest and the appreciation of music -To nurture aesthetic sensitivity and cultural understandings
Target	G.4-G.6
Period	Third Term
Description	-A joint concert with local Macau musicians and a music exchange with a local international school were organized
Evaluation	- It was the first time for the Orchestra to travel out of HK for music exchange. It was a successful pilot programme for our department. - From the feedback collected for evaluation, all parents, students and staff enjoyed participating in the trip

Plan 8: Community Service	
Objective	- To develop creativity, the ability to appreciate music and to effectively communicate through music - Enriching students' music learning experience through one of the key tasks: "Moral and Civic Education" -To gain enjoyment and satisfaction through participating in music activities
Target	G.5
Period	Whole year
Description	Develop opportunities for students to participate in community services
Evaluation	-The students were provided the opportunities to participate in community services, e.g. Kwun Tong Kwong Yam Elderly Home. - The students were very enthusiastic about the performances. - We will make some changes on the arrangement of performances in the next academic year

Diocesan Boys' School Primary Division
Evaluation of Physical Education Programme Plan 2008-2009

Plan 1 Inter-House Swimming Gala	
Objective	<ol style="list-style-type: none"> 1. To enhance students' interests towards swimming 2. To promote sportsmanship among students 3. To provide opportunity for students to utilize what they have learnt in swimming lessons / classes 4. To enhance students' sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	Heats: 4 September 2008 (G.2, G.4 & G.6) 5 September 2008 (G.1, G.3 & G.5) Finals: 11 September 2008 (G.2 finalists, all G.3-G.6 students)
Description	Inter-House Swimming Gala application was opened to all PD students. Heat competitions were held in the DBS outdoor swimming pool; whilst the finals held in Shing Mun Valley Swimming Pool were jointly organized by the PD & SD
Evaluation	<p>-The Heats were held on the 4th & 5th of September. The DBS Timing Squad and DSSC swimming coaches provided assistance during the competitions.</p> <p>-Originally, the PD planned to organize the Swimming Gala Finals 2008-2009 on their own in Tai Wan Shan Swimming Pool. However, subject to the weather condition and facility reasons, the dates of competitions and venue for the finals had been re-arranged. The finals became a joint function between the SD and PD just like the previous years. It was held in Shing Mun Valley Swimming Pool.</p> <p>-A programme booklet was produced for the PD Inter-House Swimming Gala Finals. The A5-sized programme booklets provided details and information about the Swimming Gala Finals, which were welcomed by the teachers. All PD staff and SD officials were given a copy, whilst guests and parents were given the simplified version.</p> <p>-In the prize presentation ceremony, apart from presenting medals to the winners, individual champions were presented trophies this year. Names on the Swimming Shields were updated afterwards.</p> <p>-A teacher survey was conducted after the competitions, and the feedback was positive.</p>

Plans 2 & 4 Pre-Golf Day and Golf Days	
Objective	To strengthen students' life-wide learning opportunities and equip them to be better in communication, body co-ordination, strategic skills and to carry on the DBS golf tradition
Target	Student and parent golfers
Period	Pre-Golf Day : 9 November 2008 (School Fete) DBS Golf Day at KSC : 5 December 2008 Golfing Event at KSC : 22 April 2009
Description	- The Pre-Golf Day is a fund raising golf putting event which is open to all guests during the School Fete. - The Golf Day is a joint divisional event which promotes parent-child partnership during the golf courses.
Evaluation	- These joint divisional functions were held successfully. Positive feedback was received from participants. - However, some parents had mixed up the golf courses organized by the P.E. Department with the fund raising event: DBS Golf Day in Fanling.

Plan 3 Inter-House Sports Day	
Objective	1. To enhance students' interests towards athletics 2. To promote sportsmanship among students 3. To provide opportunity for students to utilize what they have learnt in athletics lessons / classes 4. To enhance students' sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	Heats: 20 November 2008 Finals: 24 January 2009 (G.2 finalists, all G.3-G.6 students)
Description	Inter-House Sports Day application was open to all PD students. Different track and field events were held on the day of heats competition which was organized at DBS school field. The joint divisional finals were held at the Wan Chai Sports Ground.
Evaluation	-The PD Sports Day Finals were held in Wan Chai Sports Ground on 14 January 2009. Unlike the previous years, the PD had joined the Day One competition of the SD. -Another A5-sized programme booklet was produced to provide details and information to the staff

	-Parents suggested that the criteria for choosing House Relay representatives should be written in the school circular in advance. Besides, they suggested organizing individual House Relays for G.3-4 and G.5-6 teams separately.
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Plans 5 & 6 Pre-10Km FunD Run & 10Km FunD Run	
Objective	<ol style="list-style-type: none"> 1. To improve the cardiovascular, endurance, neuro-muscular abilities and physical fitness of pupils. 2. To encourage students' interest and desirable attitudes towards physical activities and to take part in playing sports, physical training and recreational activities actively and regularly. 3. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship. 4. To promote positive moral behaviours, cooperation in communal life, ability to make decision, and the appreciation of aesthetic movements.
Target	Student and parent runners
Period	Pre-10Km FunD Run : 4 January 2009 10Km FunD Run : 8 February 2009
Description	The PD organized the Pre-10Km FunD Run which was a fund raising event and a parent-child sporting activity. The 10Km FunD Run was a joint divisional fund raising event for the participation of DBS teachers, parents, old boys and secondary students in the Standard Chartered Hong Kong Marathon
Evaluation	<ul style="list-style-type: none"> -The DBS Timing Squad provided services but some timing errors were made in the Pre-10Km FunD Run. -As the number of Pre-10Km FunD Run participants keeps increasing, it was suggested that the future competition of each grade would be split into 2 subgroups. -The PD P.E. Department had organized a training workshop for parent and student runners before the commencement of the Pre-10Km FunD Run. -There were 33 PD staff members who enrolled in the 10Km FunD Run. -At least \$230,000 was raised from students/parents who sponsored 34 staff members of the PD for this event (including the HT).

Plans 7 & 8 Creative Learning Programmes & Golf Introductory Lessons	
Objective	<ol style="list-style-type: none"> 1. New PE scopes were integrated into the PE curriculum in a holistic approach. Creative learning programmes started from December 2008. These programmes emphasized the development of students' collaboration skills, communication skills, creativity and critical thinking skills in the key learning areas. 2. Golf introductory lessons were incorporated into the PE curriculum of Grades 2 to 4 in February 2009 in order to strengthen students' life-wide learning opportunities.
Target	Creative Learning Programmes : G.1 to G.6 students Golf Introductory Lessons : G.2 to G.4 students
Period	Creative Learning Programmes : December 2008 to January 2009 Golf Introductory Lessons : February 2009
Description	<ul style="list-style-type: none"> - Guidance was given to students to create their own programmes with the equipment, space and training provided in the creative learning modules. 'Rope skipping' and 'Lion Dance' were the creative learning programme themes for G2-G4 and G5-6 respectively. - For the golf introductory module, 3 golf lessons were integrated into the Grade 2, 3 & 4 PE lessons. Professional golf coaches were employed to provide assistance in teaching.
Evaluation	<ul style="list-style-type: none"> -The training sessions for rope skipping for G.2-4 and lion & dragon dance for G.5-6 were included in the PE curriculum this year. All students were assessed during the second school term and some of them were invited to perform in the Open House. -The lion and dragon dance kicked off the opening ceremony of the Open House and it was performed by our G.5 and G.6 students. The performance was highly commended.

Diocesan Boys' School Primary Division
Evaluation of the Visual Arts Programme Plan 2008-2009

Programme Summation & Evaluation:

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

Plan 1: Cross-curricular Integrated Learning	
Objective	To help them make connections between art, nature, science, history and culture
Target	All students
Period	Throughout the year
Description	<p>Several art projects and programmes that involve cross-curricular learning were carried out:</p> <p><u>1. Art, Science & Technology:</u></p> <p>Digital Drawing with PC Tablets G.3 (cross curricular with C.S. Department)</p> <ul style="list-style-type: none"> - Students worked in groups of 4-5 on a wire sculpture animation project. The project involved the making of wire sculptures, taking digital photos with digital cameras, digital drawing with PC tablets as well as creating a gif animation. <p>Mirror Reflections G.5 (cross curricular with G.S. Department)</p> <ul style="list-style-type: none"> - Students were introduced to reflection theory in G.S. lesson. Then, they were introduced to artists that incorporate mirror in their art during VA lessons. Finally, they created their own mirror artwork – 'Infinity Box'. <p>Tessellation G.5 (cross curricular with Maths Department)</p> <ul style="list-style-type: none"> - Students were introduced to the topic, Tessellation, during Maths lessons. - Students created a spinning top with tessellation/spiral designs in VA lessons. <p><u>2. Art & Nature:</u></p> <p>On Campus Outdoor Drawing Competition</p> <ul style="list-style-type: none"> - The activity was held successfully despite the heavy rain. Although students stayed indoors (e.g. classrooms, corridors) to draw, they still enjoyed drawing with their peers and the atmosphere of a Saturday morning helped. <p>Healthy Living (cross curricular with English, Chinese, Maths, R.E. & M.E.)</p> <ul style="list-style-type: none"> - Students learnt about Keith Haring's street art. His work deals with healthy living. <p><u>3. Art, History & Culture:</u></p> <p>Seven Days of Creation / G.1 (cross curricular with R.E. Department)</p> <ul style="list-style-type: none"> - Seven mural paintings were created by groups of students based on the bible story, 'Seven Days of Creation'.

	<p>Noah's Ark / G.1 (cross curricular with R.E. Department)</p> <ul style="list-style-type: none"> - Students learnt about the story of Noah's Ark in the RE lessons, and they created an imaginary Noah's Ark model/paper sculpture in the VA lessons. <p>Australian Aboriginal Art/ G.3</p> <ul style="list-style-type: none"> - Students learned about Australian Aboriginal art and they illustrated their designs on a boomerang. <p>African Art/ G.3</p> <ul style="list-style-type: none"> - Students studied the styles and characteristics of African art. They created an African drum with African designs on it. <p>Egyptian Art/ G.3 & 5</p> <ul style="list-style-type: none"> - Grades 3 and 5 students participated in the children art competition, 'Egypt in the Eyes of the World' organized by the Egyptian Ministry of Culture. They were introduced to Egyptian history, culture and myths during VA lessons, and they expressed how much they knew about Egypt through their drawings. <p>Chinese Lion Dance / G.5 (cross curricular with P.E. Department)</p> <ul style="list-style-type: none"> - A group of students created some lions and dragons for the Open Day lion dance performance.
Evaluation	We offered students a diverse range of cross-curricular topics this year, including science, nature, history and culture. We will continue working with other departments for cross-curricular collaboration.

Plan 2: Art In School Partnerships	
Objective	To develop the boys' artistic potential through various media explorations
Target	Whole school
Period	Throughout the year
Description	<p><u>1. Hong Kong Youth Arts Foundation</u></p> <p>Art In the Park, Mardi Gras / G5-6</p> <ul style="list-style-type: none"> - A group of selected students learned the Batik method of dying silk. They created batik flag designs inspired by the artist, Mardi Gras. Their works were exhibited at Victoria Park as a public event, 'Art In the Park, Mardi Gras'. Participants were invited to participate in the tour on a Saturday morning to appreciate their artwork. <p>Photomontage, Photographic Project / G5-6</p> <ul style="list-style-type: none"> - Two after school workshops were held for a group of Grades 5 and 6 students. The theme of the project was 'Mini People Exploring the School'. They took photographs around the school campus and learned how to manipulate the photos and turn them into a photographic collage. <p>Re-cycle Clothing Sculpture Animal Art Project / G5</p> <ul style="list-style-type: none"> - Grade 5 students used unwanted clothing to create animal sculptures during VA lessons.

	<p>‘Seeing is Believing’ Visual Arts Fundraising Project / G3</p> <p>- Two after school workshops were organized for Grade 3 students. They learned how to create fabric art pieces that symbolized the ‘eye’. Donations were collected from the participants to help the visually impaired in China.</p> <p><u>2. Hong Kong Baptist University</u></p> <p>Animation Workshop / G3-6</p> <p>- A group of selected students participated in an intensive animation workshop organized by the Hong Kong Baptist University. They created animated videos which will be showcased at a public group exhibition at the HKBU.</p>
Evaluation	<p>The activities organized were on topics not covered during normal lesson time. They served as alternative opportunities to broaden students’ art experiences and exposure to various media and learning styles. This year, we continued to work with Hong Kong Youth Arts Foundation and have newly established a relationship with the Hong Kong Baptist University.</p>

Plan 3: Collaborative Art Projects	
Objective	To give students the opportunity to develop creative problem solving skills outside the classroom environment
Target	All students
Period	Throughout the year
Description	Students created artwork in groups for special occasions (e.g. Open House) and Festivals (Christmas, Chinese New Year, Easter). Different sorts of collaborative artworks could be found on the school campus (Lift lobbies, Art rooms, Display boards).
Evaluation	Students enjoyed doing group work, and they gained great satisfaction and pride out of creating collaborative works. All projects were effective in building team spirit and enhanced students’ creative thinking.

Plan 4: Various Art Media and Art Materials	
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	Throughout the year, students have had the chance to explore different media during normal lesson time. Lessons on Drawing, Painting, Craft, Printmaking, Ceramic, Sculpture, Digital Drawing and Animation were offered to students. Besides, a

	number of After School Art Classes were offered to students across the grades, ranging from Drawing, Chinese Painting, Ceramics, Flash Animation, Web Design and Clay Animation.
Evaluation	Our boys were lucky to be able to try out many different art media as Ceramic and Animation were not offered to students in many other schools. The schemes of work were tailored made for the boys so that they were 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, each child not only found his own interest and talent, but was also given a confidence boost.

Plan 5: Student Art Exhibition	
Objective	To promote appreciation of artworks among peers and celebrate their achievements in Visual Arts
Target	All students
Period	Varies from one week to permanent exhibition
Description	<p>The major art exhibition held this year was the Open House Art Exhibition. Artworks were displayed at the Student Activity Centre (Rm 101). The art exhibition was open to all students, parents and the general public. Students' artworks were displayed in classrooms, art rooms and lift lobbies.</p> <p>HKYA Foundation projects and student exhibitions:</p> <ul style="list-style-type: none"> -Art in the Park Mardi Gras – Bartik Flag making, Victoria Park -Point on Point Site Specific Art Project –Photomotage Work, Sau Mau Ping Shopping Mail -Seeing is Believing – Chinese Folk Art Hanging -New World Fabric Recycle Art Project – Recycle Fabric Animals Work, New World Centre, T.S.T. <p>The Art Biennial Exhibition, June 09</p>
Evaluation	<p>Students, parents and visitors enjoyed the Open House Art Exhibition. They were amazed with the fact that the School provided a lot of different media for students to try out and explore.</p> <p>Exhibiting artworks in the art rooms was definitely a very effective way in helping students to develop a critical eye for appreciating artwork. Unfortunately artworks cannot be viewed by all in the lift lobbies due to access restrictions.</p> <p>Both teachers and students enjoyed visiting the artworks displayed in</p>

	<p>public places. It gave both parties a sense of pride to see the creations displayed in public.</p> <p>The Art Biennial Exhibition was cancelled due to the H1N1 virus. However some selected artworks would be displayed in the Visual Artwork Calendar 2010.</p>
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Plan 6: Online Art Gallery	
Objective	To provide an overview of the visual arts curriculum, objectives and student's work to the students, parents and the general public
Target	Students, parents and general public
Period	Throughout the year
Description	Viewers could obtain an overview of the School's Arts curriculum and objectives. Information about activities, special art workshops, programmes and outings could be found on the site. Besides, artworks across the grades were showcased.
Evaluation	Viewers indicated that the artworks shown online provided them a better idea about the characteristics and the quality of art lessons students had at DBSPD. We need to update activities at least once each year to make the site content relevant to our teaching and learning practice.

Plan 7: Art Competition	
Objective	To get students exposed in art competitions and gain experience
Target	Different year groups (Grades 1-3 / Grades 4-6)
Period	Year-round
Description	<p>Internal Competition:</p> <ol style="list-style-type: none"> 1. Mid-Autumn Lantern Design Competition 2. Christmas Crazy Hat Design Competition 3. School Campus Outdoor Drawing Competition <p>External Competition:</p> <ol style="list-style-type: none"> 1. Mid-Autumn Lantern Design Competition, EDB 2. Flower Show Outdoor Drawing Competition, Leisure and Culture Services Department 3. Stamp Design Competition 'HK in My Eyes', Hong Kong Post 4. 10th Inter-School Stamp Exhibits Competition 5. Card Design Competition, Children's Heart Foundation 6. Green House Competition

Evaluation	<p>Students enjoyed both the Internal & External Competitions whether they were winners or simply participants.</p> <p>The Internal Competitions created a good atmosphere at school for festivals. Some Internal competitions were more popular than others. Outdoor drawing was popular with both younger and older boys. However Lantern and Crazy Christmas Hat Competitions lacked Grade 5 & 6 participants.</p> <p>Some students gained good results in the following External Competitions:</p> <ol style="list-style-type: none"> 1. Mid-Autumn Lantern Design Competition, EDB Merit Prize Winners: Sean Mann 2S, Ryan Dai 3M, Jeffery Ng 5D 2. Flower Show Outdoor Drawing Competition Highly Commended Prize Winners: Matthew Law 3M, Michael Au 3P Merit Prize Winners : Vincent Yung 3J 3. Stamp Design Competition Merit Prize Winner : Michael Au 3P 4. 10th Inter-School Stamp Exhibits Competition Merit Prize Winners : Nathan Ma, Jose Chan & John Koo, all 3S 5. Card Design Competition, Children's Heart Foundation 2nd Prize Winner: Edgar Choi 6J, Merit Prize Winner: Andy Lee 6D
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Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities in relation to art
Target	Selected students
Period	Project learning weeks
Description	<p>Art Appreciation Field Trip: HKYA Foundation Projects and student exhibitions:</p> <ul style="list-style-type: none"> - Art in the Park Mardi Gras – Bartik Flag making, Victoria Park - Point on Point Site Specific Art Project – Photomontage Work, Sau Mau Ping Shopping Mall - Seeing is Believing – Chinese Folk Art Hanging - New World Fabric Recycle Art Project – Recycle Fabric Animals Work, New World Centre, T.S.T. - Primary School Creative Visual Art Work Exhibition 2009, EDB - SD Students' HKCE Visual Art and Design Exhibition, SD's Art Gallery
Evaluation	Students acquired better knowledge and skills to appreciate and

	<p>understand public art. As mentioned earlier, both teachers and students enjoyed visiting the artworks displayed in public places. It gave both parties a sense of pride to see the creations displayed in public.</p> <p>Primary School Creative Visual Art Work Exhibition 2009, EDB – Cancelled due to H1N1 Flu.</p> <p>SD Students’ HKCE Visual Art and Design Exhibition, SD’s Art Gallery – Cancelled due to H1N1 Flu.</p>
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Plan 9: Extra-curricular Art Classes	
Objective	To develop student’s artistic potential through various media explorations
Target	All students
Period	First Term, Second Term and Third Term
Description	<p>The following after school art classes were offered to students this year:</p> <p>Ceramics G.5-6 (Term 1), G.3-4 (Term 2) and G. 1-2 (Term3)*</p> <p>Basic Drawing G1-2</p> <p>Exploring Drawing G.3-4</p> <p>Advanced Drawing G.4-6</p> <p>Chinese Painting G.1-6 (Introduction)</p> <p>Chinese Painting G.3-4 (Intermediate)</p> <p>Chinese Painting G.3-6 (Advanced)</p> <p>Digital Imaging & Compositing G.3-4*</p> <p>Multimedia Story Telling G.3-4*</p> <p>Introduction to Flash Animation G.4-6</p> <p>Intermediate Flash Animation G.4-6</p> <p>Claymation G.4-6</p> <p>Video Production and Editing G.4-6</p> <p>We restructured some courses to give better quality lessons this year e.g. Chinese Painting</p> <p>*These are additional classes we did not have last year</p>
Evaluation	The range and number of participants in the ECA classes were appropriate. We received positive feedback from students and parents. The evaluation of tutors was very good.

二零零八至二零零九年度宗教科工作計劃檢討報告

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: 九月至十月
- (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，加強新同學對學校及基督教有初步的認識。
- (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，避免在講述班名上那五位聖經人物事蹟時，所產生的疑惑。由於本年度的專題研習時間較長，一年級同學有較充裕的時間誦讀禱文及唱詩，適應情況較去年理想。

2. 專題研習

- (一) 活動目標: 透過小組形式，着學生按題目搜集資料、討論分享，加深對基督教的認識，完成專題研習報告。
- (二) 活動對象: 全校
- (三) 推動時間: 九月中旬至十月
- (四) 活動內容: 學生就各級的題目，分組於課堂完成報告，並於開放日擺放及張貼學生作品。
- (五) 活動檢討: 各級專題研習順利完成。

3. 學生團契

- (一) 活動目標: 讓學生透過學生團契學習聖經真道，培養愛主愛人的精神。
- (二) 活動對象: 小四至小六
- (三) 推動時間: 九月至六月
- (四) 活動內容: 團契於第一及第三學期的選修課(Elective)中進行，內容有唱詩、祈禱、讀經、信息分享、遊戲、茶點、戶外參觀和獻唱等。
- (五) 活動檢討: 學生積極參與活動。建議明年學期初舉辦一個福音聚會，希望藉此能安排對信仰有興趣的同學參加團契。

4. 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、二年級學生背誦課後金句；三至六年級則背誦崇拜手冊的金句。以班際的形式進行比賽，得分最高的班別獲贈禮物以茲鼓勵。
- (五) 活動檢討: 學生積極背誦金句，由於課程進度較緊迫，故今年的比賽只為期一星期。建議來年活動時間延長至一個月。

5. 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: 十二月、三月、四月及七月
- (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, 於本年的聖誕節、復活節及升天節, 到基督堂參加感恩崇拜, 讓學生了解及感受崇拜進行時的禮儀及氣氛。另外, 本校也邀請駐校牧師 Rev. Robinson 主領崇拜。
- (五) 活動檢討: 在崇拜的時間, 由於學生未能掌握應何時站立、何時坐下, 建議在崇拜期間設立一位主席。升天節崇拜以簡報取代程序表, 學生較能專心參與崇拜, 環境亦較寧靜, 下學年的崇拜也可參考這安排。原定之結業禮因學校停課而取消。

6. 海報設計比賽

- (一) 活動目標: 與視覺藝術科作跨學科活動, 藉海報設計傳遞正確的價值觀。
- (二) 活動對象: 小三至小四
- (三) 推動時間: 一月至二月
- (四) 活動內容: 海報以「和平·友愛」為題, 並邀請視藝科老師作評判, 選出優秀作品, 同學獲贈小禮物以茲鼓勵。
- (五) 活動檢討: 該活動已於二月順利舉行, 學生踴躍參與, 作品已張貼於校園內。

7. 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: 全校
- (三) 推動時間: 一月
- (四) 活動內容: 宗教科於開放日開設了 3M 班課室作展覽室, 展出各級的專題研習報告及作品。
- (五) 活動檢討: 在本年度的開放日, 宗教室設立了不同的節目, 包括手工、遊戲、專題短片欣賞及派發福音單張。當天參觀的嘉賓較去年多, 反應亦十分踴躍。建議來年開放日可擺放更多展品。

8. 聖經朗誦節

- (一) 活動目標: 鼓勵對朗誦有興趣的同學參加聖經朗誦比賽, 讓學生明白經文的意思, 學習表達經文中的思想和感情。
- (二) 活動對象: 小四至小六
- (三) 推動時間: 三月
- (四) 活動內容: 鼓勵同學參與漢語聖經協會舉辦的聖經朗誦節, 以獨誦為主。
- (五) 活動檢討: 本校首次參與聖經朗誦節, 學生反應良好。當中有同學獲獎。

9. 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: 六月
- (四) 活動內容: 本年度福音佈道會以話劇形式進行，原定於六月十九日舉行，邀請福音機構「傳音多媒體」的「點蟲蟲熱線」到校表演。中學部李太協助邀請畢業生任當日的陪談員。
- (五) 活動檢討: 因停課關係，福音話劇也暫時擱置。建議明年學期初再次邀請機構到校分享信息。

10. 早會

- (一) 活動目標: 幫助學生認識聖經及其價值觀，培養他們愛主愛人的品格。
- (二) 活動對象: 全校
- (三) 推動時間: 全學年
- (四) 活動內容: 每星期四次，其中三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廣東話輪流主領，並邀請聖公會慈光堂呂利武牧師到校主領早會。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、故事和問答等，同學表現投入。惟受甲型流感影響，由第三十五週起取消早會。

11. 添置教具

- (一) 活動目標: 加深老師對本科的認識。
- (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: 老師已購買大量影音光碟，並已編碼。

Diocesan Boys' School Primary Division
Evaluation of the Library Studies Programme Plan 2008 - 2009

Programme Summation:

The School Library plays an essential role in guiding students to be a life-long learner. 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:

Plan 1: Development of the School Library	
Objective	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> a. Provide check in/check out services b. Issue overdue notices c. Keep the library tidy and comfortable d. Offer advice on library resources e. Prepare student identity cards, order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library order and stock-take f. Decorate the library g. Update information in Library WebOPAC h. Organize and manage the student librarians i. Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> a. English, Chinese and French books b. Magazines c. Online encyclopedia
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 20,000 items. The speed of development was quick. The target number of items would be around 35,000 to 40,000 items. 2. Students enjoyed the library facilities without the problem of the

	<p>library being overcrowded.</p> <p>3. As the borrowing habit of each grade was different, some grades were eager to come to the library during the recess time, while others might prefer borrowing all the books during the library lessons. The School Library schedule for the recess time would be adjusted according to the statistics collected this year.</p> <p>For this year, it was found that G1, G3 and G6 came to the School Library during the recess time more often than the G2, G4 and G5. Thus, it was suggested that the combination of the classes entering the Library should be balanced according to the statistics collected.</p>
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Plan 2: Library Education	
Objective	To enhance students' information skills and reading incentive
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> G.1-G.6 students were introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. G.1-G.2 had story time, extended reading activities and simple library skills. G.3-G.6 students learned the different types of literatures, usage of library WebOPAC, the way to use various reference tools, the classification methods of library materials (Dewey Decimal Classification), researching skills (types of information, formation of questions, information selection, note-taking, bibliography).
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.

Plan 3: Cross-Curricular Collaboration	
Objective	<ol style="list-style-type: none"> To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole Year
Description	1. Cross-curriculum activities were held with the English, Chinese,

	<p>General Studies and Moral Education Departments.</p> <ol style="list-style-type: none"> 2. Departmental advice was consulted regarding the special needs of each subject in order to support teaching and learning. 3. The English and Chinese Departments were consulted when books were selected to enrich the quality of reading materials of the School Library. 4. The Librarian helped select, order and process the classroom libraries' books for the English and Chinese Departments.
Evaluation	<p>Collaboration with various departments were reinforced this year:</p> <p>a. Participation in the CDAA meetings:</p> <ul style="list-style-type: none"> - Ideas and information of various departments were exchanged in the meetings. <p>b. Collaboration with Chinese and English Departments:</p> <ul style="list-style-type: none"> - <i>Order and process classroom libraries' books:</i> Some Chinese teachers suggested that the number of Chinese classroom libraries' books was sufficient. The Library would not order new Chinese classroom libraries' books for the coming school year. - <i>"Library Reading Programme"</i> <p>c. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> - Grade Level: All - Activity : HEIFER "Read to Feed" - HK\$54,435.00 was raised and 10 families in Sichuan that were affected by the earthquake would be helped. <p>d. Collaboration with G.S. Department</p> <ul style="list-style-type: none"> - Grade Level: All - Science and Technology Convention: Science experiments book exhibition - Project Learning

Plan 4: Reading Promotion Activities	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. DBSPD Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts (by individual and class)

	<ol style="list-style-type: none"> 4. Creative Story Writing/ Book Poster Design/ Creative Book Report Writing (External) 5. My Favourite Book Sharing Session 6. 4.23 World Book Day Celebration 7. Reading Banner 8. Story Mum Team 9. Book Donation 10. Newspaper Subscription 11. Bulk Application of Hong Kong Public Library Cards 12. Reading Contract
Evaluation	<p>1. DBSPD Reading Programme</p> <p><i>Reading Record Books</i></p> <ul style="list-style-type: none"> - More prizes were given to the students to encourage them to read more. - This year we collected 1,076 book records. - It was found that some upper grades students did not finish the reading record books seriously. There might be a change in the format of the reading record books for the upper grades in order to focus on the quality rather than the quantity of reading. <p><i>Top Three Borrowers (Class)</i></p> <p>The top three borrowers of each class would receive extra marks for the Library Reading Programme. This enhanced the incentive of the students to borrow more books from the School Library. As the borrowing rates of each class was different, it was found that for some classes the top three borrower might not need to borrow many books to be the top three of that class. It was suggested that it was necessary to set a minimum number of borrowing rates to receive extra marks, for example, student needed to borrow at least 10 times and was the top three borrowers of the class to get the extra marks.</p> <p>2. Book Fair</p> <p>16 companies were invited to set up booths in our annual book fair. They provided English, Chinese, religious and science reading materials and educational computer softwares for students, parents and teachers.</p>

3. Books Borrowing Ranking Charts (by individual and class)

These borrowing ranking charts give students the incentives to borrow more books to get a higher ranking for themselves and their classes.

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

- a. Letter to the Book Character
- b. Ask Questions about the Book
- c. Comic Drawing Competition

The students participated in the competitions voluntarily. There were 14 participants. 2 students (2M 黃德窟 and 3S 林樂軒) received merit prizes.

5. My Favourite Book Sharing Session

G3-G6 students presented one of their favourite books in the class. This was to enhance the reading culture among the students. The impact was great and positive. The students were very interested in the books their classmates presented.

6. 4.23 World Book Day Celebration

Reading Games were played in the School Library. All students participated and enjoyed the activities.

6M Bob Yip was the winner in the 4.23 World Book Day Writing Competition (China Today) of the Upper Primary English Section held by the Hong Kong Public Libraries

7. Reading Banner

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

8. Story Mum Team

There were 40 volunteers who joined the Story Mum teams this year. The team co-ordinators were helpful. There were teams that missed the storytelling sessions occasionally. Team co-ordinators were notified regarding the situation and would remind the individual teams to show up according to the schedule they signed up for.

	<p>9. Book Donation</p> <p>A circular was issued at the beginning to the school year to remind parents and students about this event. The School Library received about 600 donated books and would select the suitable items for the School Library and the classroom libraries.</p> <p>10. Newspaper Subscription</p> <p>Students could subscribe to one more newspaper, ‘Student Standard’, this year. ‘Student Standard’ was an English newspaper designed for upper primary students. There were 73 students subscribed to the South China Morning Post, 419 students subscribed to Goodies, 333 students subscribed to English Street, 100 students subscribe to the Student Standard, 65 students subscribed to 明報 and 84 students subscribed to 星島日報 this school year.</p> <p>For the summer newspaper subscription: This year, students could subscribe to one more newspaper “明報(電子報)” in the summer holidays. There were 36 students who subscribed to the South China Morning Post, 17 students subscribed to 明報(印刷版), 10 students subscribed to 明報(電子報) and 58 students subscribed to 星島日報 this school year.</p> <p>11. Bulk Application of Hong Kong Public Library Cards</p> <p>There were 29 students who applied for the HKPL Library Cards through the School.</p> <p>11. Reading Contract</p> <p>Not too many students (about 30) returned the record books after the summer holidays. This activity was not compulsory, but it was worthwhile to continue in order to provide a reading activity for students to participate during the summer holidays.</p>
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Plan 5: Student Librarian Training	
Objective	1. To nurture the selected student librarians a sense of responsibility and sense of belongings to the School 2. To provide students with library skills training
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"> 1. assist in the daily operation of the Library 2. keep the library clean and tidy 3. make sure the students behave themselves in the Library 4. help fellow students in using the Library <ul style="list-style-type: none"> - To show students how to use the library - To direct the way for fellow students to locate books on the shelves
Evaluation	<p>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.</p>

Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole Year
Description	<p>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.</p>
Evaluation	<p>The promoted items drew the attention of students to the new and good books that they did not notice before in the School Library. Those items were frequently enquired by the students.</p>

Diocesan Boys' School Primary Division
Evaluation of Computer Studies Programme Plan 2008 – 2009

Programme Summation:

In the school year 2008/09, all activities were carried out as planned. All Computer Studies teachers demonstrated excellent team spirit and worked competently and hence the programmes were completed very successfully.

Programme Evaluation:

1. IT Captains/ IT Assistants

- Objectives: ● Develop students' leadership and co-operation qualities
● Develop students' sense of responsibility and ethical awareness when using the Computers or Information Technology
- Target: G3 to G6 students
- Period: Sept 2008 – July 2009
- Description: Students were selected as IT Captains or IT Assistants to assist the IT Officers in maintaining order and discipline in the Computer Room during the 2 recesses. Students from G3 & 4 will be selected as trainees.
- Evaluation: ● A total of 25 IT Captains and IT Assistants were recruited.
● Students developed a sense of leadership and responsibility when maintaining discipline in the Computer Room.
● Students cultivated closer relationship while assisting lower primary students.

2. Internal Competitions

- Objectives: ● To equip students with knowledge and daily life skills of computer operations
● Learn Computer Studies meaningfully and to integrate it with other subjects
● Foster students' independent thinking, creativity and problem solving skills
● Develop students' self-learning, research and life-long skills
● Stimulate students' interest in learning computer technology
● Build up confidence and a positive learning attitude and habit towards the use of computers and information technology
● Develop students' leadership and cooperation qualities
● Develop students' sense of responsibility and ethical awareness when using the Computers or Information Technology
- Target: G1 to G6 students
- Period: November 2008 to May 2009

Description: This year the Computer Studies Department organized 2 internal competitions:

- a. Christmas e-card
- b. Chinese Typing

Evaluation: Students have raised their self-esteem after joining the internal competitions. They enjoyed the process and gained good experiences in team work.

3. External Competitions & Activities

- Objectives:
- To equip students with knowledge and daily life skills of computer operations
 - Learn Computer Studies meaningfully and to integrate it with other subjects
 - Foster students' independent thinking, creativity and problem solving skills
 - Develop students' self-learning, research and life-long skills
 - Stimulate students' interest in learning computer technology
 - Build up confidence and a positive learning attitude and habit towards the use of computers and information technology
 - Develop students' leadership and cooperation qualities
 - Develop students' sense of responsibility and ethical awareness when using the Computers or Information Technology
 - To give students more exposure to outside competitions

Target: G1 to G6 students

Period: Sept 2008 to June 2009

Description: **I-Cube Competition**

Evaluation: Results of the competition:

- Overall 1st runner-up
- Grade 6: Champion
- Grade 5: 2nd runner-up
- Grade 1: 2nd runner up

Students enjoyed the competition very much and it is suggested to continue promoting this function in the coming school year.

Description: **Hong Kong Robotics Tournament (First Lego League) 2009**

Evaluation: Results of the competition:

- Overall Champion
- Champion in Robot Performance
- Champion and 2nd runner-up in Decoration
- 2nd runner-up in Cheering

Students developed a good sense of team spirit and enjoyed the competition very much. It is suggested to continue promoting this

function in the coming school year.

Description: **World Robot Olympiad**

Evaluation: Results of the competition:

- Overall 3rd runner-up

Students enjoyed the competition very much and it is suggested to continue promoting this function in the coming school year.

Description: **Chinese University IT Winter Camp (Robotics)**

Evaluation: Results of the competition:

- Best Student Award
- 2nd runner-up for Presentation Award

Students enjoyed the camp very much and it is suggested to continue promoting this function in the coming school year.

4. Seminar with School Guidance Teacher

Objective: Develop students' sense of responsibility and ethical awareness when using the Computers or Information Technology

Target: G3 to G6 students

Period: March 2009

Description: A seminar was organized with the Television and Entertainment Licensing Authority on the use of Internet Safety

Evaluation: Students enjoyed the seminar very much and it is suggested to continue promoting this function in the coming school year.

5. Collaboration with the Visual Art Department

Objective: Learn Computer Studies meaningfully and to integrate it with other subjects

Target: G3 students

Period: October 2008 to June 2009

Description: Students worked on TabletPCs during Visual Art lessons

Evaluation: Students made the connection between Visual Arts and Computer Studies and had enjoyed the lessons very much. It is suggested to continue promoting this function in the coming school year.

6. Collaboration with the English and Chinese Departments

Objective: Learn Computer Studies meaningfully and to integrate it with other subjects

Target: G1 to G6 students

Period: September 2008 to June 2009

Description: Students became more competent in their typing skills.

Evaluation: Most students became more competent in their typing skills and had learned various styles of Chinese input methods (九方, 速成, 漢語拼音). It is suggested to continue promoting this function in the coming school year.

7. Computer Club

Objective

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

Target: G5 & G6 students

Period: September 2008 to June 2009

Description: Students stayed back after school every Friday to assist in updating the school PTA website. They also learned to create 3D animation graphics.

Evaluation: Students enjoyed the club activities very much.

8. Supersize-Me IT in Programming

Objective

- Stimulate students' interest in learning computer technology
- Build up confidence and a positive learning attitude and habit towards the use of computers and information technology

Target: G5 & G6 students

Period: September 2008 to June 2009

Description: Students made use of programming skills to create games and quizzes to use in the Open House and other school activities.

Evaluation: Students enjoyed the programming course very much and it is suggested to continue promoting this function in the coming school year.

9. Supersize-Me IT in Robotics

Objective

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

Target: G4-6 students

Period: September 2008 to June 2009

Description: Students made use of Lego and Mindstorm programming skills in robotics

Evaluation: Students enjoyed the robotics programme very much and it is suggested to continue promoting this function in the coming school year.

Diocesan Boys' School Primary Division
Evaluation of Moral Education Programme Plan 2008-2009

Programme Summation:

In accordance with the School Year Plan that put an emphasis on student to student relationship, social development and school life became the focus of Moral Education programmes this year. In addition, a series of team building activities were carried out to strengthen the bonding among students and uplift their social development.

Programme Evaluation:

1. Whole School Programmes

Description: ● 5 students' workshops to promote self discipline and internet safety.
● 2 exhibitions to highlight the needs of people with mental retardation, and internet safety.

Evaluation: It was good to organize activities that reminded students the importance of discipline at the beginning of the school year. A workshop on internet safety was held for G.5-6 in December 2008. Later, it was found that lower grade students should learn the proper use of the internet as well. 1 exhibition and 2 more workshops, one for G.1-3 and another one for G.4-6, were then organized in April 2009. Messages on "Control of Obscene and Indecent Articles Ordinance" were given to students. The workshops helped students to be more alert to internet safety and the need to use the internet in a proper manner.

2. Pastoral Activities

Description: ● 2 students' workshops to help students adapt to various stages of school life, and understand the need of people who live in poverty.
● 6 service learning activities to encourage students to help those people in need
● 2 exhibitions on fair trade and puberty
● 1 students' group to enhance students' social skills
● 2 parents groups to highlight the principles on effective parenting

Evaluation: ● Service learning provided a chance for students to understand more about the people in need. This year, service visits were arranged to most G.3 students. It was found that G.3 students were competent to carry out activities with service recipients, and to do reflection after the service visits.
● Many G.5-6 students found that they had already learnt the content of the exhibition on puberty in their G.S. lessons. It would be better to focus on psychosocial changes in puberty when similar exhibitions were held in the future.

- Students benefited from joining the groups. They learnt to be more aware of people's emotion and to give oral feedback in conservation.
- Parents welcomed the training groups. Over 90 parents would like to enroll in each of the groups. Owing to the limited quota, a total of 60 parents were selected to attend the groups.

3. Moral Education

Description:

- 28 lessons were conducted for each class during the first Class Period on Tuesday.
- 2 of the lessons were on team building. Students worked with their peers cooperatively in order to finish certain group tasks.
- School Social Workers designed the lesson plans, teaching materials, and student journals while Class Teachers conducted the lessons.

Evaluation:

- Students liked to have Moral Education lessons. They enjoyed doing the learning activities including watching videos, role plays, discussions, and games.
- It was appropriate to allocate a higher proportion of lessons on social development and school life. It not only matched with the major concern of the School but also students' needs. Character education was welcomed by teachers and a greater proportion of lessons on the topic were suggested for the coming year.
- Results from APASO showed that there was an increase in social skills among students. However, inappropriate behaviours also increased. It was speculated that students were more acquainted with classmates and showed more negative behaviours at the end of school year than at the beginning. APASO would be done again in September 2009 to verify this speculation.

Diocesan Boys' School Primary Division
Evaluation of the Electives Programme Plan 2008 - 2009

Programme Summation:

Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. There were 52 courses being offered in 2008-2009. 33 courses were delivered by out-sourced organizations. Evaluation was done at the end of the course. The feedback from students, teachers and parents was positive and encouraging.

Programme Evaluation:

- 1) There were some amendments with reference to the Electives Programme Plan:
 - a. The budget (The approved budget was \$850,000 but the total expense was about \$833,000).
 - b. The rearrangement of the elective teachers: Three new staff (Iris Ho, Christine Wong and Kwok Chun Hei) joined the PD this year, and rearrangement had been made for some elective teachers in Term 2 and Term 3.

2) Review of the overall plan

As each elective course has its own course outline, a brief summary is stated as follows:

Plan		Evaluation
1	To balance across the curriculum in electives	<p>There were 52 courses being offered in 2008-2009. They could be classified into four main areas: Art & Sport (13.5%), Science (25%), Language & Culture (17.3%) and Personal Development (44.2%).</p> <ul style="list-style-type: none"> ◆ Handball and Rock Climbing courses were sport programmes. 中國花鳥畫 and Clay Handicraft were new programmes. ◆ 13 courses (25%) adopting the scientific approach were specially designed. Astronomy (Basic to Advanced) classes, Science Workshops, Toy Science, Science Adventures, Food Scientists, Plant Investigation, Mathematical Games, Physics with Fun & 天文實驗班 etc. provided students with rare and precious chances to get to know more about astronomy and science. ◆ 9 courses (17.3%) provided basic language and cultural knowledge like Japanese, French, Chinese and African Culture. ◆ 23 courses (44.2%) like Money Management, Applied Personal Management, 3C's Training, Service Learning, Team Building Workshop, Little Architect & Lawyer, Stormy Chefs, Fellowship and Etiquette enhanced

		students' personal development. Board games and Percussion Fun Fun Fun were new programmes for this year.
2	To emphasize life-wide learning (students learn in real contexts and authentic settings). Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> ◆ Tutors in Astronomy Electives prepared lots of teaching equipment and materials to enhance students' knowledge and interest. ◆ Tutors /teachers in science electives (Science Workshop, Physics with Fun and Food Scientists) prepared different experiments to develop students' science process skills. ◆ Students from Money Management practised their skills in Tuck Shop & Park'N Shop. ◆ Visits to the cinema and the Hong Kong Film Archive were organized for Film Appreciation Electives students. ◆ 香港大搜舊 Elective Students visited the exhibition hall 「兒童探知館」(香江童玩) to learn about the childhood entertainment of Hong Kong children in the past. ◆ School Journalists Elective students visited the editorial and production departments of Hong Kong Economic Times. ◆ Photography Elective students visited West Kowloon Waterfront Promenade (西九龍海濱長廊). ◆ Fellowship Elective students visited Noah's Ark (Ma Wan Park). ◆ Etiquette Elective practised table manners in Spaghetti House. ◆ Stargazing & Telescope Practice were organized for the Astronomy Advanced Elective students. ◆ A series of volunteer services were organized for students who enrolled in the We all help – Service Learning Elective. ◆ Students from Rock Climbing Elective practised their skills in Spotlight Recreation Club (博藝會) to challenge themselves. ◆ The language teachers (Japanese & French) are native speakers. Tutors in African Culture come from Africa. ◆ Different educational visits and outings were organized from Term 1 to Term 3.

3	To let students choose the electives that best suit their learning styles	<ul style="list-style-type: none"> ● We allocated the electives for each student with the help of a new elective programme which had been introduced this year. We had to do it manually for the final version to get a better allocation. ● We tried to allocate students electives with reference to their priority. Each student was assigned one elective out of his <u>first three choices</u> on his preference list of <u>one main area</u> in the school year.
4	To let students gain learning interaction between schoolmates and out-sourced organizations tutors	<ul style="list-style-type: none"> ● 33 courses were delivered by out-sourced organizations. Students had lots of exposure and interaction with tutors outside the School. ● Most courses were offered to students of two levels which provided them with chances to communicate with schoolmates of other levels.
5	To provide opportunities to exhibit students' work	Students' work and photos were displayed and shared with our guests at the Open House or uploaded to our website.
6	To develop students' 9 generic skills through electives	Students' multiple intelligences could be developed through the assigned electives.