

Diocesan Boys' School Primary Division



Annual School Report 2009-2010

Vision and Values

We believe we should

- Value all aspects of a child's development with the same importance: academic, aesthetic, emotional, moral, physical, social and spiritual.
- Provide a challenging, supportive and caring learning environment where each child is given the opportunity to discover and develop his potential and where he can learn how to appreciate others and work collaboratively.
- Prepare our students to be responsible citizens, to contribute actively in the welfare of others in the local and global communities.
- Have unity of purpose and the support of all stakeholders of the school.

Vision Statement

From these values the vision statement is built.

Our vision is to prepare our students for future challenges in a diverse and ever-changing world where they can become contributors to society and leaders with integrity.

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.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.
- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble,



respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.

- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

We aim to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges.



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A. Achievement & Reflection of the Annual School Plan 2009-2010

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 enhance collaboration between the SD & PD, so as to establish a stronger link, to build a stronger bond and develop a unified vision

Description & Evaluation:

A new version of the school mission, vision and vision statement had been developed based on the ideas proposed by the PD Teachers. The document was included in the School Development Plan and was proposed for adoption at the PD Sub-Committee Meeting on 17 May 2010. Some amendments on the wordings of the new school mission, vision and vision statement were made at the meeting, and the School Development Plan was approved.

A survey was conducted at the Staff Briefing in June 2010. Out of 71 teaching staff members who completed the survey, 54 teachers (**76.1%**) indicated that they agree or strongly agree to the following statement, "I consider the link between the SD and PD is getting stronger and a stronger bond is being developed between the SD and PD."

2 Professional Leadership

2.1 Intended Outcome/Target: To Enhance the Effectiveness of the School Management, Senior Teachers and Subject Administrators

2.1.1 Strategies/Tasks: To lead staff to express their opinions on setting targets, policies, programme plans, priority and budgeting etc. and offer them feedback and assistance in order to motivate them and to achieve targets and promote their professional development

Description & Evaluation:

The new School Development Plan was drafted and a consultation period of one month (10 March – 12 April 2010) was offered to collect teachers' opinions and suggestions.

The new School Development Plan was proposed for adoption at the PD Sub-Committee Meeting on 17 May 2010. Approval to adopt the new School Development Plan was granted at the meeting.

No mid-year meetings could be arranged for the HT, DHT and AHT's to meet with the Senior Teachers and Subject Administrators due to the tight working schedule of all staff members in the Second and Third Terms. However, a survey was conducted at the Staff Briefing in June 2010. Out of 71 teaching staff members who completed the survey, 67 teachers (**94.4%**) indicated that they agree or strongly agree to the following statement, "In general, the School considers and values teachers' suggestions and the mechanism helps promote teachers' professional development."

3. Self-evaluation

3.1 Intended Outcome/Target: To Review the Effectiveness of the Self-evaluation Mechanism and its Implementation

3.1.1 Strategies/Tasks: To refine the self-evaluation mechanism covering the school, subject panels/committees and individuals

Description & Evaluation:

- HoDs of all departments and Chairpersons of all committees collected feedback / evaluation from staff.
- The School provided different channels to collect views & suggestions from staff, and to involve teachers in the school evaluation and decision-making process.
- The channels available for staff to express their opinions are summarized as follows:

Rank	Channel	
HT, DHT and AHTs	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
	Stakeholder' 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

- About 97% of staff agree that individual self-evaluation can be done through writing a reflection on their Self Appraisal Form and Staff Development Plan.
- Feedback and evaluation from staff has been collected and all suggestions would be considered.

3.1.2 Strategies/Tasks: To work with all departments to establish an effective feedback system and to review the effectiveness of the programme plans, and work out the staff training programme.

Description & Evaluation:

- Each core department was required to develop a subject-based professional training programme in 2009-2010.
- The details of the subject-based professional training programmes are summarized as follows:

Subject	Professional Training Programme	
English		<ul style="list-style-type: none"> • School-based curriculum professional training (G 5) • Drama in education workshop in Literature Studies
Chinese	<ul style="list-style-type: none"> • School visits and lesson observations 	<ul style="list-style-type: none"> • Drama • Intensive training: • Cater for learning difficulties
Maths	<ul style="list-style-type: none"> • Professional sharing with other schools 	<ul style="list-style-type: none"> • Intensive training: • Maths Olympic Coach II: • Professional development in Maths teaching
General Studies		<ul style="list-style-type: none"> • Intensive training: • Organic farming in teaching and learning <ul style="list-style-type: none"> • Professional training in National Identity and Chinese Culture : Trip to Shanghai

- HoDs reviewed the effectiveness of the programme plans regularly.
- Over 98% of staff consider the programme plan(s) of their department(s) appropriate.
- Over 97% of staff consider the subject-based professional training programme(s) in their department(s) useful and practical.

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 further improve the school-based curriculum to cater students' needs, provide them with necessary learning experience and cultivate their generic skills.

Description & Evaluation:

Curriculum Co-ordination & Collaboration

There are several levels of curriculum integration implemented in our school curriculum.

1. Intradisciplinary

- Level co-ordinators had discussed in the beginning of the academic year, the relevant knowledge and skills that are connected within their subject area and made appropriate adjustments to their scheme of work.
- Joint Subject Administrators Meetings between the Primary & Secondary Division had been conducted for each term. This enabled us to better cater to our vertical integration of the whole school curriculum.

2. Interdisciplinary/Multi-disciplinary

- Subject co-ordinators of all departments sat down together in July 09 for the Cross-curricular Activities Meeting where interdependent or common knowledge and skills from subject areas were integrated in cross-curricular topics, themes, issues or big ideas.

A survey was conducted in June 2010 to collect teachers' feedback about how they perceive the school curriculum. The analysis of the survey results is as follows:

Item	Percentage (Agree and Strongly Agree)
1. The school-based curriculum caters to students' needs and provides them with necessary learning experiences.	97.2%
2. There has been a good establishment of cross-curricular activities both within subjects and with other subjects.	88%

- Moreover, this year we had the Fun Learning Days in December which incorporated interdisciplinary skills.



3. Transdisciplinary

The Inquiry Based Learning Week allows the knowledge and skills from different subject areas to be the focus of student initiated projects. Real-life context is emphasized where students' initiative, imagination and creativity are enhanced. Inquiry-based activities are based on the notion that learning should be authentic and focus on practice. Students formulate the problems or questions that they are curious about, generate the strategies, analyse data and interpret the result. They learn how to inquire during the whole process.

A survey was conducted in June 2010 after the IBL Week to collect students' evaluation on the IBL and whether it provided them with necessary learning experience. The analysis of the survey results is as follows:

Item	Grade	Percentage (Agree and Strongly Agree)
1. I learnt new knowledge & skills from the IBL Week.	G1	90%
	G2	89%
	G3	85%
	G4	83%
	G5	78%
	G6	83%

A survey was conducted in June 2010 to collect teachers' feedback on the IBL. The analysis of the survey results is as follows:

Item	Percentage (Agree and Strongly Agree)
1. The establishment of IBLW provides students with learning experience and cultivate the generic skills.	90%

B. Workshops on Catering to Students' Needs

Three workshops catering to talented students were conducted this academic year. Teachers in the CDAA Committee have gained first hand experience on how to cater for such needs of our students. Please see the table below for reference.

	Term 2	Term 2	Term 3
Date	22/1 & 5/2	12/3, 19/3 & 26/3	23/4, 30/4 & 7/5
Theme	Affective needs	Leadership	Communication skills

All the above results represent that in general most teachers and students feel that the school-based curriculum does cater for students' needs, provide them with necessary learning experience and cultivate their generic skills.

2. Teaching

2.1 Intended Outcomes/Targets: To Cater for Students' Learning Diversities

2.1.1 Strategies/Tasks: To Introduce an Accelerated Class for G.5 & G.6 English & Chinese

Description & Evaluation:

An extended curriculum was designed for G.5 & G.6 accelerated classes for English & Chinese. The accelerated class curriculum emphasizes the enhancement of the four learning skills (listening, speaking, reading and writing) and the development of generic skills (collaboration, communication, critical thinking, etc). Different generic skills were focused in each term through appropriate use of learning & teaching activities.

Learning Skills and Generic Skills Focused in the Three Terms:

English

Grade	G5		G6	
	Activity	Skills	Activity	Skills
Term 1	Writing a play script based on a novel studied in class and the performance of the play.	1. Speaking 2. Listening 3. Self-management 4. Writing 5. Reading	Writing of a newspaper based on a novel studied in class	1. Collaboration 2. Communication 3. Study/research 4. Writing
Term 2		6. Writing 7. Problem-solving 8. Collaboration 9. Communication 10. Critical Thinking	Additional Novel Study	1. Reading 2. Collaboration 3. Critical Thinking 4. Writing
Term 3	Peer Group Response to literature	1. Speaking 2. Listening 3. Writing 4. Collaboration 5. Communication 6. Critical Thinking	Community Service Programme	1. Reading 2. Speaking 3. Critical Thinking 4. Communication

Chinese

Grade	G5		G6	
	Activity	Skills	Activity	Skills
Term 1	「每日一詞」	1. Speaking 2. Listening 3. Self-management 4. Study	「當年今日」	1. Speaking 2. Listening 3. I.T 4. Study
	「錯字逐個捉」	1. Reading 2. Writing 3. Problem-solving 4. Collaboration 5. Communication		
Term 2	「剪報分享」	1. Reading 2. Speaking 3. Critical Thinking	「認知策略訓練」	1. Reading 2. Collaboration
Term 3	「人物專訪」	1. Speaking 2. Listening 3. Writing 4. Collaboration 5. Communication	「古文古詩欣賞」	1. Reading 2. Speaking 3. Critical Thinking
			「審題及選材訓練」	1. Writing 2. Critical Thinking 3. Creativity

2 Teaching

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

2.2.1 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 & Evaluation:

The “Guidelines to Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching” have been drawn up and incorporated in the School Policy Manual (2009-2010) p.61 – 64. All teachers are expected to follow the new guidelines in all their interactions with students.

A survey was conducted in June 2010 to collect students' feedback on how they perceive our teachers' professional knowledge and attitude. The analysis of the survey results is as follows:

Item	Grade	Percentage (Agree and Strongly Agree)
1. My teachers are patient, approachable, friendly and caring.	G1	92.5%
	G2	95.2%
	G3	98.6%
	G4	92%
	G5	91.2%
	G6	85.3%



2. My teachers give me encouragement.	G1	87%
	G2	92.4%
	G3	95.3%
	G4	92.1%
	G5	91.8%
	G6	83.3%
3. My teachers are fair.	G1	83.5%
	G2	90.4%
	G3	87.1%
	G4	84.1%
	G5	83.7%
	G6	68%
4. My teachers give respect and listen to my suggestions and ideas.	G1	89.7%
	G2	92.5%
	G3	87.1%
	G4	88.8%
	G5	85.7%
	G6	84%

The results represent that students of DBSPD in general consider their teachers to be patient, approachable, friendly, caring and ready to encourage them. They are fair and able to give respect to their viewpoints. However, the ratings given by G6 students are relatively lower.

3. Student Learning

3.1 Intended Outcome/Target: To Further Enhance Students' Learning Performance

3.1.1 Strategies/Tasks: To enable students to master and manipulate various generic skills, and demonstrate good and independent learning abilities.

Description & Evaluation:

All Departmental Programme Plans had been scrutinised in the beginning of the academic year and all had selected appropriate generic skills relevant to the objectives of individual departments.

A survey was conducted in June 2010 to collect students' feedback on how they perceive student learning. The analysis of the survey results is as follows:

Item	Grade	Percentage (Agree and Strongly Agree)
1. I can master & manipulate various generic skills.	G1	88%
	G2	87%
	G3	98%
	G4	98%
	G5	94%
	G6	98%

2. I can demonstrate good & independent learning abilities.	G1	91%
	G2	92%
	G3	98%
	G4	94%
	G5	90%
	G6	96%

The results represent that a very high proportion of the students agree that they can master and manipulate various generic skills and can demonstrate good and independent learning abilities.

4 Performance Assessment

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

4.1.1 Strategies/Tasks: To assess if the grading policy & system can reduce the negative effect of rivalry amongst students

Description & Evaluation:

A new grading policy & system was devised in the 2008/2009 school year. Currently, only subject grades and teachers' comments are indicated on the report card. Besides, Subject Performance Overviews of English, Chinese and Mathematics are attached to the report card as additional information to enable parents to understand their child's performances in specific learning areas.

A survey was conducted in June 2010 to collect students' feedback about how they perceive the new grading policy & system. The analysis of the survey results is as follows:

Item	Grade	Percentage (Agree and Strongly Agree)
1. It gives me less pressure now that the School uses grades to represent my assessment results on the report card.	G1	80.9%
	G2	89.7%
	G3	88.5%
	G4	74.1%
	G5	77.5%
	G6	74%
2. After adopting the new grading system, I feel the rivalry amongst my classmates has been reduced.	G1	82.9%
	G2	86.3%
	G3	87.8%
	G4	71.5%
	G5	73.5%
	G6	67.4%

The results represent that students of DBSPD in general consider the new grading policy & system can reduce the negative effect of rivalry amongst students. However, the ratings given by G4-G6 students are much lower than that of G1-G3 students, indicating upper grades, especially G6, still experience pressure both from the assessment and their peers.

4. Performance Assessment

4.2 Intended Outcome/Target: Use Assessment Information as Feedback to Improve Effectiveness of Learning and Teaching

4.2.1 Strategies/Tasks: To further develop teachers' skills to indentify students' strengths and weaknesses, and to give timely and useful feedback to help students improve.

Description & Evaluation:

- All summative assessment results data analysis will be given to all relevant Heads of Departments. The Heads of Departments will then discuss this data during the subject collaboration and make curriculum adaptations or discuss remedial measures if necessary.
- Moreover, the CDAA Committee has provided guidelines '**Assessment Data**' in the Policy Manual Pg. 114 on how departments and teachers can make use of the assessment data. Departments are expected to indentify students' strengths and weaknesses and make modifications in their curriculum as well as provide students the opportunity to make further improvement.
- Such data is also being used for selection of Lift-off students to cater for academically weak students as well as the Supersize Me students for academically stronger students on either a term or year basis.

A survey was conducted in June 2010 to collect teachers' feedback about how they perceive the performance assessment. The analysis of the survey results is as follows:

Item	Percentage (Agree and Strongly Agree)
1. I can make good use of assessment information to improve teaching and learning.	95%

The results represent that teachers can make good use of assessment information to improve teaching and learning.

Major Concern: Third Priority – Student Support & School Ethos

1 Support for Student Development

1.1 Intended Outcomes / Target

To Provide Additional Support for G1 Students

1.1.1 Strategies / Tasks: To administer a survey for G.1 parents to explore the transitional needs of students

Description & Evaluation:

At the end of June 2010, a survey on G1 Students' Transition was given to G1 parents. 90% of parents returned the survey and some of them also gave us constructive suggestions.

The survey concentrated on five areas: Environment, Curriculum, Communication, Behaviour/ Pastoral Care and Others.

The results are as follows:

Environment	Curriculum	Communication	Behaviour/ Pastoral	Others
5 Qs	7 Qs	6 Qs	7 Qs	2 Qs
Over 90% agree and strongly agree	Over 85% agree and strongly agree	Over 80% agree and strongly agree	Over 80% agree and strongly agree	Over 90% agree and strongly agree

- Regarding the questions on Environment, out of 5 questions, the first one “ The school has a happy atmosphere” has the highest rating, with 99% of parents responding positively.
- Regarding the questions on Behaviour/ Pastoral, only 78% parents agree that their child is confident when he has a problem, and there is someone at school who will listen to him. The School will follow up on this issue with the G.1 class teachers.
- In conclusion two-third of the questions asked in the survey got over 90% of positive response, which means that most parents agree that we can provide the children with a good transition from kindergarten to primary one. Also it reflects the school has provided the children with a good learning environment and that our staff have made good contribution to their development.
- The parents also gave suggestions on other different areas. The teachers-in-charge and subject administrators will follow up.

1.1.2 To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning

Description & Evaluation

English

- In September, G.1 students were encouraged to participate in the Speech Festival. 23% of G.1 students participated in the English Solo Speaking Competition this year.
- Cross curricular activities were established that enabled a multi-disciplinary approach to learning. After completing a calendar in the CS lesson, students wrote about 'My Week' in English class. Both students and teachers found the exercise a good way of internalizing skills taught in both departments.
- In December, an Inter-Class Quiz Competition was held during Fun Learning Days under the co-operation of the English, Chinese, Maths, General Studies & Putonghua Departments. Students not only learned subject knowledge, but also collaboration skills, communication skills and sportsmanship in the competition.

Chinese

- In September, G.1 students were encouraged to participate in the Speech Festival. 20% of G.1 students participated in the Chinese Solo Speaking Competition this year.
- In November, the Chinese, General Studies and Music Departments worked together to organize a cross curricular activity for G. 1 students. The topic was "Articulation & Dynamics". Students learned some speaking skills through different learning activities.
- In December, an Inter-Class Quiz Competition was held during Fun Learning Days under the co-operation of the English, Chinese, Maths, General Studies & Putonghua Departments. Students not only learned subject knowledge, but also collaboration skills, communication skills and sportsmanship in the competition.
- In December, an individual project was done. It was called "My Portfolio". Students learned writing and reading skills and also knew themselves more through doing the project.
- In January, an Inter-Class Writing Competition was held. The theme was "Good Behaviour", which was also the theme of Moral Education this year.
- In April, an Inter-Class Story Telling Competition was held. The aim was to enhance students' listening and speaking skills. It also built up their confidence.

Mathematics

The questions inside the textbook and workbook tended to be mechanical. Therefore, additional materials were designed that enabled students to learn more techniques to solve word problems.

General Studies

- In order to deepen students' learning, different types of activities were introduced. The first cross curricular activity "Articulation & Dynamics" was held in November with the Chinese and Music Departments.
- The second cross curricular activity "My Family" was done in April with the PTH Department. Students enjoyed the activities very much.

- A drama was presented to students during Fun Learning Days to introduce electricity safety.
- A field trip to the Health Education Exhibition and Resource Centre and L.E.A.P. programme were organized in March and April respectively so as to provide students with other learning experiences.

1.1.3 To create more opportunities for students' oral contribution to their work and communication with peers in co-operative group work, and to express their view and opinions with class teachers

English

CO-operative learning activities were arranged during the English lessons. Small group activities and pair work provided opportunities for students to share ideas and co-operate amongst themselves.

Chinese

CO-operative learning activities were arranged during the Chinese lessons. Small group activities and pair work provide opportunities for students to share ideas and to co-operate amongst themselves.

Mathematics

In designing the lessons, pair work and small working groups were planned and so students had ample opportunity to communicate with peers regarding the understanding of the mathematical concepts and their strategies to tackle challenges. Discussion was encouraged in the class, and students could express and share their view with the subject teachers and other students.

General Studies

From September 2009 to June 2010, GS teachers used different strategies like role play, pair work and group work during lessons to provide sufficient opportunities for students to express their views to other classmates.

Two mini- projects “My Favourite Extra-Curricular Activity (GSI)” and “Good Eating Habits (GSII)” were done. Students were fully engaged in the project work and their communication and presentation skills were polished.

1.1.4 To review the G.1 Chinese curriculum and help students to learn Chinese with more confidence

Description & Evaluation:

- A meeting for reviewing the G.1 Chinese curriculum was held in August 2009. Some measures had been taken in order to help students to learn Chinese with more confidence.
- In the first two months, the schedule of work for G.1 was more flexible and the pace of teaching was slow as well.
- A bridging programme was held in the first 2 weeks. The content of the programme was how to write Chinese characters. Names of some basic strokes, stroke order rules and proper proportion of Chinese characters were introduced.
- A vocabulary list was given out in each term for study.

1.1.5 Strategies/Tasks: To set up guidelines on assessment for offering help to students in understanding the rubrics and instructions.

Description & Evaluation:

- The DHT interviewed the G1 class teachers who were also the core subject teachers during the beginning of second term. Assessment data had been given to them for analysis. On the whole the assessment scores were satisfactory but suggestions on how students could better understand the assessment instructions and rubrics were discussed.
- New guidelines 'Special Guidelines for G1 Invigilators' have been stated in the Policy Manual p.g. 112. Moreover, this information was disseminated to all teachers during the staff briefing in February.
- G1 class teachers will also remind students to read the assessment instructions carefully before each assessment. All G1 subject teachers will also explain the assessment rubrics when they review the assessment papers.

2 Links with Parents and External Organizations

2.1 Intended Outcomes / Target

To Promote Effective Home-School Co-operation

2.1.1 Strategies / Tasks

To organize more parental workshops and seminars for parents to share the points of view and experiences in parenting, and to promote parent involvement in their child's learning

Description & Evaluation:

A. Parental workshops held by Social Worker

- Two parents' workshops were held, one on positive parenting for G.1-3 parents and another one on parenting adolescent child for G.4-6 parents.
- Each workshop consisted of 6 sessions (from March to May 2010).
- Over 100 G.1-3 parents and over 70 G.4-6 parents indicated their interest to enroll
- Due to limited capacities, only 20 and 15 places were available respectively for the workshops.
- Over 90% of the participants agreed that the workshops were useful. The workshops also offered a chance for parents to share parenting skills.
- It was suggested that more workshops should be held in the future to accommodate more parents. Good workshops might be re-run later on so that parents who were not selected could have another chance to attend.

B. Parental workshops held by the PTA

The PTA had conducted 2 seminars for parents. The attendance rates for both seminars were high. These parental workshops definitively provided parents with adequate parenting skills that involved student learning.

2.1.2 Strategies / Tasks: To enrich the existing parental education programme by providing more sharing opportunities among parents

Description & Evaluation:

- In September 2009, a parent's meeting was held in which parents, subject teachers exchanged ideas and viewpoints on learning attitude and parenting. The attendance rate was high. All teacher and parents were satisfied and they were pleased to have the opportunity to communicate and share their point of view and experience.
- Forums were held by the PTA in which parents could share and express their opinions, experiences and suggestions on all areas with regard to the enrichment programmes.

2.1.3 Strategies / Tasks: To hold more parents' nights, particularly for parents of G2 and G6 students, so as to explain to parents the arrangement of homework and assignment, and to clarify the School's expectation on students' performance

Description & Evaluation:

Parents Nights had been replaced by Morning Tea sessions. Six sessions were arranged for 3 Grades (G1,G2 & G.6) parents.

Dates of Morning Tea Sessions:

Date	Time	Class
26-4-2010 (Monday)	8:45 – 10:30 a.m.	1D, 1J
27-4-2010 (Tuesday)	8:45 – 10:30 a.m.	1M, 1P, 1S
28-4-2010(Wednesday)	8:45 – 10:30 a.m.	2D, 2J, 2M
29-4-2010 (Thursday)	8:45 – 10:30 a.m.	2P, 2S
1-6-2010 (Tuesday)	8:45 – 10:30 a.m.	6D, 6J
5-6-2010 (Friday)	8:45 – 10:30 a.m.	6M, 6P, 6S

The attendance rates are shown below:

G1	G2	G6
116 parents	72 parents	128 parents

G.1 & G.2 Morning Tea Sessions

- The aim of the Morning Tea was for parents to share their points of view and experiences in parenting as well as providing more sharing opportunities amongst parents.
- Over 77% of parents of G.1 and 48% Of G.2 parents attended the Morning Tea.
- Morning Tea sessions were conducted by Mrs. Yip and also involved Mrs. Rakesh, some PTA members & parents.
- We received very positive feedback from parents & the PTA members. They requested that more Morning Tea sessions should be held throughout the year.
- Moreover Mrs. Yip and Mrs. Rakesh elaborated in details regarding the arrangements of homework and assignments, and clarified the School's expectations on student performance.

G.6 Morning Tea

- The aim of the Morning Tea was for parents to share their points of view and experiences in parenting as well as providing more sharing opportunities among parents.
- Over 80% of G6 parents attended the Morning Tea.
- The Morning Tea sessions was conducted by Mrs. Yip and also involved Mr. Ronnie Cheng, Dean of Culture of DBS Secondary Division.
- Parents had opportunities to share their experiences on how to help their children adapt to new changes and get prepared for promotion to G.7.

2.1.4 Strategies / Tasks: To enhance and promote a closer parent-school co-operation and liaison to discuss students' problems and seek possible solutions

Description & Evaluation:

- From the feedback collected through the stakeholder survey, we have achieved the aim of promoting a closer parent- school cooperation and liaison in dealing with students' problem and solutions.
- Over 90% of the parents agree that the school is willing to listen to the view of parents.
- Over 90% of the parents agree that they have a good relationship with the school.

2. Links with Parents and External Organisations

2.2 Intended Outcome/Target:

To Develop More Links with Community & External Organisations

2.2.1 Strategies/Tasks:

To establish links with the community and other schools so that teachers can play an active role in community services for the development of wider experiences.

Description & Evaluation:

Development of links between community and external organizations have been developed as follows:

- Three Grade 3 classes participated in community service in the first and second terms. These activities also involved G3 class teachers, social workers and various other subject teachers.

Date	School/Organisation Visit
7 December 2009 (3J)	Buddhist To Chi Fat She Yueng Yat Lam Memorial School
14 December 2009 (3M)	Rotary Club of HK Island West Hong Chi Morninghope School
28 January 2010 (3S)	PLK Wong Chuk Hang Service for the Elderly
5 February 2010 (3D)	Hong Chi Winifred Mary Cheung Morning School
28 Apr 2010 (3P)	Po Leung Kuk Centenary School

- The Grade 6X English class participated in a joint school community programme in the third term. They taught English to students from Faith Lutheran School.

2.2.2 Strategies/Tasks:

To establish links with the community and other schools so that teachers can play an active role in community services for the development of wider experiences.

Description & Evaluation:

Links with other schools were established, and more opportunities were provided for teachers to broaden their experiences this year.

Date	School Visit DBSPD
14 October 2009	Visit by Kornpitacksuksa School (Thailand)
17 & 18 November 2009	Visit by Vice Principal of St. Paul's Co-educational College Primary School
10 December 2009	Visit by teachers from Jiemin Primary School Singapore
16 December 2009	Visit by Lingnan University Hong Kong Alumni D.S.S. Primary School
31 March 2010	Visit of Principals from Victoria, Australia
12 April 2010	Visit by Marymount Primary School
18 May 2010	Visit by La Salle Primary School
24 May 2010	Visit by Singapore International School
26 May 2010	Visit by Ying Wa Primary school
2 June 2010	Visit by Chongqing Teachers

Date	School Visit & Professional Sharing
27 Nov 2009	Singapore International School
1 Dec 2009	Ying Wa Primary school
1 Dec 2009	HKUGA Primary school
4 March 2010	La Salle Primary School

- Each subject administrator will continue to establish at least one link with either the community or other schools for promoting professional development of teachers.
- Over 94% of staff (35.2% Strongly agree and 59.2% agree) consider the school based professional training programmes (school visits and lesson observations) for teachers useful and practical.
- Over 95% of staff (28.2% Strongly agree and 67.6% agree) consider the professional sharing with teachers from other schools useful and practical.

Report on Use of Capacity Enhancement Grant 09/10

Electives Programme

1. 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. A total of 52 courses were offered in 2009-2010. 33 courses were delivered by out-sourced organizations.

Task Area	Elective Courses
Major Area(s) of Concern	To employ out-sourced organizations and part time tutors to develop and conduct electives for our students
Implementation Plan	To provide various choices of electives for students to broaden their knowledge and horizon. There are 22 sessions of around 1 hour each in terms 1-3.
Benefits Anticipated	<ul style="list-style-type: none"> Boys will be able to participate in electives providing basic and advanced knowledge in various electives. Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.
Implementation Schedule	Term 1 - 8 sessions (Class Suspension from 1/10 to 7/10) Term 2 - 7 sessions Term 3 - 7 sessions + 1 make-up lesson (16 April 2010)
Performance Indicators	<ul style="list-style-type: none"> Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities. Students' improvement in the knowledge of chess and sports activities. Students' capability in applying etiquette, personal management and money management in daily life.

2. Programme Evaluation

- The approved budget was **\$865,718.4**. The total expenses for the elective curriculum for Term 1 to Term 3 was about **\$865,718.4**.
- About 500 students from G1 to G6 benefited from participation in the out-sourced elective programmes each term. They broadened their knowledge and horizon through taking part in different elective activities.

	Term 1	Term 2	Term 3
Budget	\$299,009.60	\$291,033.40	\$275,675.40
Courses delivered by out-sourced organizations	23	25	24
No. of students participated in the electives (out-sourced)	525	568 (-80) =488	560 (-28) =532

- c. The elective courses are categorized into four main areas: Art & Sport, Science, Language & Culture and Personal Development. The number of students who participated in out-sourced elective courses of different areas are listed below:

Area	No. of out-sourced courses	No. of students in Term 1 -3
Art & Sport	3	196
Science	7	473
Language & Culture	7	303
Personal Development	16	572

- d. 78 boys (Term 1 to Term 3) participated in electives providing advanced knowledge in drawing (Drawing on the right side of the brain ® Workshop), Go Culture and Japanese.

124 boys (Term 1 to Term 3) who are interested in sports were able to learn handball and rock climbing.

- f. An evaluation was conducted at the end of each course. All feedback collected from students, teachers and parents were positive and encouraging.

Evaluation	Term 1	Term 2	Term 3
Students	43.6 / 50	43.3 / 50	43.6 / 50
Teachers	41.4 / 50	40.8 / 50	41.7 / 50
Parents	--	--	3.97 / 5

In short, students are given more exposure to different areas so that their interests and strengths can be further explored. As we aim to cater for developing children's multiple intelligences, we hope that more elective programmes can be developed in future.

Diocesan Boys' School Primary Division
Achievement and Reflection of the English Department
Development Plan (2009-2010)

1. Self-evaluation

1.1 To review the effectiveness of self-evaluation mechanism and its implementation

The HOD and Chairpersons of the Department collected feedback/ evaluation from the staff at the end of Term 2 and Term 3. Staff were allowed to give comments to a SWOT analysis through level meetings and by individual postings. Over 80% of the staff members expressed satisfaction about the self-evaluation mechanism of the English Department. Keys areas of strengths and weaknesses were identified with suggestions on improvements.

Training sessions were conducted on how to improve literacy. Individuals attended workshops throughout the year, especially in the area of Drama in Education. Over 80% of the members expressed satisfaction about the Programme Plan and staff training programmes organized by the Department.

2. Curriculum

2.1 Co-ordination and collaboration in school curriculum

Cross-curricular activities both within the subject and with other subjects were held. Response to the cross-curricular activities were extremely positive with over 80% of the teachers and students responding positively to the learning experience. It has been recommended that cross-curricular activities continue incorporating generic skills identified for Inquiry Based Learning.

3. Teaching

3.1 To cater for students' learning diversities

Accelerated classes for G5 and 6 English were held for 29 students in Grade 5 and 30 students in Grade 6. After analysis in the third term it was decided that for the coming academic year the number of students in the accelerated classes starts off with 15 in the first term and gradually increases in number throughout the school year until the number tops 20 students to keep in line with small class teaching.

4. Student Learning

4.1 To further enhance students' learning performance

The department through the CDAA helped work on developing appropriate generic skills for student development. Skills included research skills, organizing information, working on communication, collaborative and self-management skills, oral presentation skills and critical thinking skills.



These skills were enhanced during the IBL week. The English department will incorporate these same skills into the English curriculum in 2010-2011. The textbook, practice book and fluency book stimulate class discussion; expose students to interviews, report writing, reading comprehension, vocabulary building, language building, spelling and writing. These skills are introduced in a spiral fashion, re-enforcing skills with age appropriate materials.

5. Performance Assessment

5.1 Use assessment information as feedback to improve effectiveness of learning and teaching

After every term, assessment results are analyzed to determine overall trends in the students' results. The grade and class results are discussed in meetings to identify students' strengths and weaknesses. Any changes are incorporated into the scheme of work. At the end of the year a SWOT analysis is done to pave the way for changes in the coming academic year. Teachers find the process useful in planning and it gives teachers an opportunity to offer suggestions in both a public and private forum.

6. To provide additional support for G1 students

6.1 To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning

Cross curricular activities were established that enabled a multi-disciplinary approach to learning. After completing a calendar in the CS lesson, students wrote about 'My Week' in English class. Both students and teachers found the exercise a good way of internalizing skills taught in both departments.

6.1.2 To create more opportunities for students' oral contribution to their work and communication with peers in co-operative group work, and to express their view and opinions with the English teachers.

Co-operative learning strategies into group work as well as through presentations or mini-projects were done throughout the year. Group/pair work was done regularly including role plays and class writing.

Evaluation of the English Programme Plan (2009-2010)

Programme Summation:

Students enthusiastically participated in all English activities on offer.

Programme Evaluation:

1. Overseas English Study Tour

- 1.1 Objective: To broaden students' experience through language learning activities that is 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: The programme was a success. The number of students attending the study tour has been increasing year on year. Students and parents responses were extremely positive.

2. Fun Learning Days

- 2.1 Objective: To broaden students' experience through language learning activities that is related to one or more of the other learning areas
- 2.2 Targets: All students
- 2.3 Period: December 2009
- 2.4 Content: Grade 1-6 students participated in activities not commonly done in the regular classroom syllabus. Various activities were held in the classrooms and a joint activity with other departments in the hall.
- 2.5 Evaluation: Overall Fun Learning Days were a success. Students enjoyed taking part in most activities. New activities will be introduced in 2010-2011.

3. External Competitions

- 3.1 Objective: To broaden students' experience through language learning activities that is 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 various competitions outside of the school and a lot of the students won numerous awards. Participation in external competitions were based on their appropriateness.



4. Internal Competitions

- 4.1 Objective: To broaden students' experience through language learning activities that is 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: October 2009
- 4.4 Content: Inter-class Penmanship Competition
- 4.5 Evaluation: Most students participated. It was decided that more activities needed to be introduced in the coming academic year in order to broaden the scope of students' participation.

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 2010
Grades 2-6 – after November 2009
- 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 and parents indicated that the support classes were greatly appreciated.

6. Accelerated Classes

- 6.1 Objective: To extend the general English skills of more advanced students
- 6.2 Targets: Thirty students from Grades 5 and 6
- 6.3 Period: The whole school year
- 6.4 Content: Students followed the same syllabus that was being conducted in the classroom; however, students were involved in extended projects and assignments.
- 6.5 Evaluation: Feedback from students and parents indicated that the accelerated classes were greatly appreciated but that the number of students be reduced to 16 – 18 in the coming academic year.

2009-2010 年度中文科發展計劃檢討報告

A. 2009-2010 年度重點發展項目

1. 管理與組織－學校自我評估

1.1 檢閱自我評估機制的效能及實施

1.1.1 改善學校、科組/ 工作委員會及個人自評機制

i. 學校設有校方及同儕觀課、簿冊檢查、教師自評、教師個人發展計劃、本科協作會議等。

ii. 檢討：

- 學校的考績及評核機制的指引清晰。

- 老師在各會議或評核表上樂於發表意見，對改善學校質素及釐訂政策很有幫助。

1.1.2 建立有效的制度，檢討各科週年活動計劃及訂立教師培訓計劃

i. - 本科舉辦各活動後，會即時在協作會議上作出檢討。

- 校方對老師的進修時數要求的指引清晰，亦會定期安排教師培訓日，讓全校老師參加。

- 本科會傳閱相關課程、工作坊或講座的資料，讓老師參加。

ii. 檢討：

- 舉辦活動後即時作出檢討，令來年活動安排更有效及更暢順。

- 教師參與工作坊或講座後，會在協作會議上跟同儕分享，提升教學質素。

2. 教與學－教學

2.1 照顧學生個別差異

i. 五、六年級各開辦一班拔尖班，每班人數為 30 人，加強讀寫聽說及思維能力的訓練。

ii. 檢討：

- 拔尖班的學習氣氛濃厚，同學的學習態度認真，能達致預期的教學目標及效果。

- 拔尖班同學的成績較優異，評估成績的平均分亦較其他班高。

- 30 人為一班的人數略多，有些課堂活動未能讓全部同學發表意見或作個別分享，建議來年每班的人數少於 20 人。

3. 學生支援及校風－支援學生發展

3.1 為一年級新生提供額外支援

i. 八月下旬，科主席及科主任進行會議，檢視一年級的課程，並作出以下調適，以幫助小一新生提升學習中文的信心。

- 九月及十月的教學進度會彈性處理，讓小一新生循序漸進地適應新課程。

- 九月上旬，為小一新生設立一個銜接課程，課程內容包括：介紹基本筆畫名稱、筆順規則及字型結構。

- 每次評估前，會給同學派發詞語溫習表乙份。

ii. 檢討：

- 彈性處理教學進度，令老師可多花時間協助適應能力稍遜的同學，不用為趕教學進度而擔心。

- 銜接課程有助同學掌握寫中文字的方法。

- 詞語溫習表有助同學掌握溫習評估範圍。



B. 2009-2010 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 124 位；同學接受訓練時見積極及投入。
 - 本屆成績優良，共有 11 名同學奪得冠軍，12 名奪得亞軍，8 名奪得季軍；而集誦隊獲冠軍佳績。
 - 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	1M	陳樟良		3J	李梓睿
	3D	危思睿		3P	陸正旻
	3J	唐嘉朗		4J	歐文濤
	3J	李梓睿		4P	何汶叡
	3M	張嘉揚		5D	羅嘉匯
	3P	黃德窰		5J	王溥渝
	3S	劉凱信		6S	梁綽然
	4D	鍾澤坤	季軍	1J	任子康
	5J	陳謙銘		2M	袁榮軒
	6D	陳律銘		2P	楊諾銘
	6J	彭曦輪		3D	危思睿
亞軍	1J	翁雋軒		3J	張博滔
	1P	林晉鏗		5J	陳俊銘
	2M	鞠承諭		5J	王溥渝
	2P	吳柏昕		6J	梁皓然
	2S	陳灝樺			

- 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「第十四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	2P 吳柏昕	4D 馬世霖	6P 李思行
亞軍	2M 盧漢樑	3D 周伯儒	6P 何浚禮
季軍	2D 蘇嘉朗	3J 李梓睿	5J 周翊滔

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: 四月十九日 (五年級)
五月六日 (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，然後回校完成一篇日記。
- (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. 學習活動日

- (一) 活動目標: 加強學生對中國文化及語文知識的認識，並提高同學學習中文的興趣。
- (二) 活動對象: 全校學生
- (三) 推動時間: 十二月十五日及十六日
- (四) 活動內容: 學習活動日的活動由各個科目合辦，節目多元化。本科除了安排了語文攤位遊戲外，更與英文科、數學科、常識科、普通話科合作舉辦班際問答比賽。
- (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。
 - 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。
 - 問答比賽分必答題及搶答題，比賽氣氛緊張、刺激，學生十分投入。

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「品格」主題，然後由老師選出優勝作品。
 - 小三至小六各級亦以「品格」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。

一、二年級造句比賽成績如下：

	冠軍	亞軍	季軍	優異
一年級	1S 黃衍德	1D 鍾育熹	1M 梁晉瑜	1J 蘇政熹 1P 張俊熙
二年級	2D 蘇嘉朗	2M 李正和	2S 黃宏博	2J 黃君諾 2P 彭建崑

三至六年級寫作比賽成績如下：

	冠軍	亞軍	季軍	優異
三年級	3M 譚朗熙	3D 周伯儒	3J 文禮信	3P 郭庭津 3S 鄭懷恩
四年級	4J 葉卓林	4M 王博鴻	4P 李曦辰	4D 馬世霖 4S 阮子健
五年級	5S 譚加珩	5P 蕭景禧	5S 楊逸峰	5P 李洛希 5M 鄧皓昌
六年級	6S 麥朗熙	6J 黃浩彰	6D 周恩偉	6M 鄭名雋 6S 梁逸藍

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：四月二十二日
- (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：
 - 各班代表的演出很出色，說故事的技巧相當高，所以台下的觀眾非常投入。時間控制亦恰到好處，於兩節課堂內完成。



- 成績如下：

	冠軍	亞軍	季軍	優異
一年級	1J 楊正朗	1D 李鎔智	1S 周世杰	1M 陳樟良 1P 袁智恒
二年級	2M 徐瑋珩	2J 張柏桓	2S 陳灝驊	2D 蘇嘉朗 2P 吳柏昕

- 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： 人類豬流感停課期間(十月一日至七日)
- (四) 活動內容： 學生須登入本校內聯網，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。

8. 每日一篇

- (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「每日一篇」閱讀計劃；老師鼓勵他們每天上網閱讀一篇短文，並完成有關題目。教師會定期查看各班成績，於課堂上讚揚成績優秀的學生，並鼓勵參與率較低的同學。
- (五) 活動檢討：
 - 根據「每日一篇」的成績紀錄，低小同學的參與率較高小同學高。
 - 老師認為高小學生參與程度不高，有以下原因：
 - * 高小學生於課餘時間忙於參加課外活動，不太重視被認為非正規課程的功課。
 - * 高小同學已參與網上練習多年，對其興趣減低。

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
4/6	全校	三至六年級拔尖班同學表演《包公審石頭》，供全校同學欣賞。由於演出者表現出色，故事內容有趣，全校師生非常投入。此活動一方面讓同學認識中國古代人物的智慧，另一方面亦能向同學推廣閱讀中國民間故事書。
2/7	二、三年級	通過「查字典工作坊」，學生能掌握查字典的方法，主持人以活動形式，讓學生有實踐的機會，激發他們的自學精神。

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。
 - 今年的獎勵細則較以往繁複，亦有不清晰的情況出現，老師的建議已向圖書館主任反映。
 - 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內，盡量減少失書數目。
 - 不同形式的閱讀報告，能鼓勵學生多閱讀，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，準備充足。
 - 學生選取富趣味之書籍，以角色扮演、話劇及口頭報告等不同方式作分享，是一個很好的說話訓練機會。
 - 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。
 - 由於九月至三月的早會於課室進行，同學是用中央廣播系統進行好書推介。由於廣播系統的音量很小，同學在課室內難以聽清楚，效果不佳。四月以後，早會恢復在有蓋操場舉行，同時進行好書推介，效果明顯較前佳。

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，五、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籤，並張貼於電腦室內。
- (五) 活動檢討:
- 低年級學生喜愛誦讀詩歌，來年老師可以考慮製作歌謠集讓學生在課前誦讀。
 - 轉用新教科書後，五、六年級文言文的篇章已有所增加。
 - 五、六年級學生對中文輸入法有初步認識，有助他們上網搜集資料，能提升其研習能力。

14. 讀書會

- (一) 活動目標：提高學生對閱讀的興趣。
- (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)中學部小作家的分享具啟發性，同學投入參與寫作活動，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：提升教學質素。
- (二) 活動對象：全體教師
- (三) 推動時間：全學年
- (四) 活動內容：
 - 安排老師欣賞中英劇團製作的話劇《芳草校園》。
 - 安排老師到英華小學及喇沙小學作觀課及經驗交流。
 - 安排老師參加電子白板操作工作坊。
- (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。
 - 老師在兩次觀課及經驗分享中獲益良多，有助提升課堂常規訓練及語文教學技巧，也能夠在課程設計及教材設計方面互相觀摩學習。
 - 老師認識了電子白板的操作，對日後課堂教學設計有莫大幫助。

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：
 - 購置拼字遊戲及部件識字卡，老師可利用教具安排合適的課堂活動，提升學習興趣，並增加學生的識字量。
 - 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。



Diocesan Boys' School Primary Division
Achievement & Reflection of Mathematics Development
Plan 2009 - 2010

Targets Achieved in 2009-2010 School Year

1 Review the Effectiveness of the Self-evaluation Mechanism and its Implementation

1.1 To refine the self-evaluation mechanism covering the mathematics subject panel and individuals

Teachers of the Mathematics Department always reflect on the general matters of mathematics learning and teaching during the weekly collaborations to continuously improve the teaching methodology. About 80% of our teachers are satisfied with the existing self-evaluation mechanism.

Teachers of the Mathematics Department also exercised self-evaluation to identify the areas in which they needed further development or could benefit the department. They participated in many professional development events:

1. Mr. Jack Lo and Mr. Lawrence Ng completed the Mathematics Olympiad Coach II Training Course held in December 2009.
2. Mr. Anthony Lau, Mr. Jack Lo and Ms. Jessica Chan attended the seminar on 'Learning in Action – Experience, Explore, Enlighten' on the 6th March 2010.
3. Mr. Anthony Lau, Mrs. Grace Ko and Ms Susan Liu attended the sharing session of 「優質觀課與評課計劃」 (TALON) organized by HKIEd on 26th March 2010.
4. Mr. Anthony Lau, Mr. Andrew Kwok and Mr. Jack Lo attended the "Sharing of Project Outcomes of Professional Development Schools Scheme" on 31st March 2010.
5. Mr. Anthony Lau attended the course 「多元評核方法」, organized by HKEAA, held on 24th April and 7th May 2010.
6. Ms. Jessica Chan completed the 5-week Professional Development Course for Primary Teachers on Mathematics Teaching conducted by HKIEd in May 2010.

2 Further Enhance Students' Learning Performance

2.1 To enable students to master and manipulate various generic skills, and demonstrate good and independent learning abilities

- Two CLP unit plans adopting exploring approach & mathematising learning and teaching had been designed for each level. The first CLP was done in October and the second CLP was done in March
- For G3 to G5, one additional unit on problem solving strategies had been introduced. G3 was introduced to the concept of using blocks to solve addition, subtraction and multiplication word problems. Venn diagram was introduced to G4. For G5, the possibility of using different problem solving strategies to solve a single problem was explored. For G6, because of the training camp at the Outward Bound School, it was not possible to spare time to introduce the problem solving strategies unit and



such discussion was held by incorporating a few problems into the normal curriculum.

- A term project had been assigned for G2 to G6 students each term. The projects allowed the students to apply the mathematical concepts and problem solving strategies learned throughout the term.
- Although over 80% of students agree that they can demonstrate good & independent learning abilities, the goal has been partly achieved only because of the incompleteness of the problem solving strategies unit for G6.

3 Provide Additional Support for G1 Students

3.1 To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning

- Additional materials had been designed to teach a few more techniques, such as drawing block diagrams and applying mathematising learning, to help students to solve word problems.
- The cross-curricular activity done was about time tabling. However, the cross-class activity was cancelled due to the flu hazard. The goal therefore has been partly achieved.

2.2 To create more opportunities for students' oral contribution to their work and communication with peers in cooperative group work, and to express their view and opinions with subject teachers

In designing the lessons, pair work and small working groups were planned and so students had ample opportunity to communicate with peers regarding the understanding of the mathematical concepts and their strategies to tackle challenges. In addition, discussion was encouraged in the class, and students could express and share their view with the subject teachers and other students. The goal has been achieved.

Evaluation of the Mathematics Programme Plan 2009-2010

Programme Summation:

In the school year 2009/10, all activities were carried out as planned. All mathematics teachers demonstrated good team spirit and worked co-operatively making most of the programmes very successful.

Programme Evaluation:

1. Fun Learning Days

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Learn to communicate and cooperate in team work
 - Learn Mathematics meaningfully through integration with other subjects
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and instil in them a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instil in students the habit of continual, independent learning
- Target: G1 to G6 students
- Period: 15th and 16th December 2009
- Description:
- 10 games stalls with different mathematics activities were set up at the covered playground.
 - In the preparatory stage, all G.5 and G.6 students were divided into groups to design a booth game as their first term Math project. The subject teacher selected the best booth game designed by each class for the Fun Learning Days.
 - 'Inter-class Joint Quiz' was organized for each level of G1 to G6.
- Evaluation:
- Since there were too many activities held by different departments on the 2 days, therefore we had to compromise to have two game stalls, and the 'Inter-class Joint Quiz' instead of the 'Mathematics Competition'. We cancelled the Rummikub Competition for senior grades.
 - Students enjoyed the various games and activities very much. All teachers involved in the quiz expressed their appreciation of the activity and thought that it was meaningful and successful.

2. Mathematics Seminar

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Learn Mathematics meaningfully through integration with other subjects
 - Facilitate students' problem solving ability
 - Stimulate students' interest in learning Mathematics, and instil in them a positive learning attitude and habit
- Target: G4 to G6 students
- Period: 6th July 2010
- Description:
- Mr. C.C. Cheng was invited to give a talk on 'Exploring Mathematics' for G4 to G6 students.
- Evaluation:
- Students found the talk interesting and enjoyed the tasks assigned to them very much.



3. 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 instil in them a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instil in students the habit of continual, independent learning

Target: G2 to G6 students

Period: October 2009 to June 2010

Description: Tutorials during lunch time were given to the school team members when necessary. A training programme of 6 sessions, conducted by mathematics teachers during Christmas and Easter holidays, was offered to the team members. This year the Mathematics Department entered 11 competitions organized by various organizations:

- (i) EDB Hong Kong Primary Mathematics Creative Problem Solving 2010
- (ii) World Class Arena
- (iii) HK Primary Brain Math Cognition
- (iv) The Hua Xia Cup
- (v) The 13th Sheng Kung Hui Primary Mathematics Olympiad
- (vi) The 17th Hong Kong Primary School Mathematical Olympiad (G.5)
- (vii) The 17th Hong Kong Primary School Mathematical Olympiad (G.6)
- (viii) The HK Primary School Mathematics Competition organized by Po Leung Kuk
- (ix) The 7th Hong Kong Problem Solving Olympiad
- (x) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.1 & 2, G.5 & 6 and G.3 & 4) 2010
- (xi) The Multiple Intelligences Cup 2010

Evaluation: This year the Mathematics Department has attained the set goals of mathematics external competitions. We have provided ample learning opportunities and challenging problems for gifted students. Students have raised their self-esteem. Their motivation in learning and mathematics cognition has also been enhanced. We have 64 students taking part in various competitions and won a total of 86 1st class honours / gold awards, 48 2nd class honours / silver awards and 15 3rd class honours / bronze awards; 2 Double Distinctions, 1 Most Outstanding Performance Award, 5 Distinctions and 1 Merit in the World Class Arena. DPSPD came 1st and 2nd in the G.1 & 2 category and G.3 & 4 category respectively of the HK Primary Brain Math Cognition. DBSPD came 4th, 11th and 10th in the Hua Xia Cup Mathematics Competition, the 13th Sheng Kung Hui Primary Mathematics Olympiad and the 17th Hong Kong Primary School Mathematical Olympiad respectively. DBSPD came 1st in both P.1-P.3 category and P.4-P.6 category of the 7th Hong Kong Problem Solving Olympiad, and 3rd in the HK Mathematics Olympiad Association Mathematics Olympiad Open. Individual pupils like So Ka Long Justin (2D) came 1st in the P.2 category of both the Hua Xia Cup Mathematics Competition and the Multiple Intelligences Cup 2010, 2nd in the HK Mathematics Olympiad Open, and got the

Gold Award in the HK Primary Brain Math Cognition. Chow Bak Yue Matthew (3D) was 2nd in position, Wong Chak Pang (3M) and Ng Chung Hang Jerry (3S) were 6th in position, Lam Shun Leung Frankie (5J) was 5th in position, Lam Chun Hei Gerry (5D) was 9th in position and Ho Shing Him Curtis (6D) was 8th in position in the HK Mathematics Olympiad Open. Yip Cheuk Lam Martin (4J) got the Silver Award in the HK Primary Brain Math Cognition. The results were encouraging. Joining competitions have successfully aroused students' interest in mathematics. They enjoyed the process and gained 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 instil in them a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
- Target: G1 to G6 students
 Period: October 2009 to May 2010
 Description: Challenging questions are posted at the classrooms each month.
 Evaluation: There was totally 7 rounds of monthly challenging questions and the rate of participation was about 78%.

4. Support Class (Lift-Off Programme)

- Objective:
- Facilitate students' problem solving ability
 - Stimulate students' interest in learning Mathematics, and instil in them a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instil in students the habit of continual, independent learning
- Target: G1 to G6 students
 Period: September 2009 to June 2010
 Description: About eight students from each level were invited to attend one remedial lesson weekly on a term basis. The aim is to give individual support and guidance to students with special needs and learning difficulties.
 Evaluation: We had mixed teaching effects and learning outcomes in the support classes of different levels. In general, parents commended the progress of boys who received remedial teaching. Their marks in assessments improved. The boys have built up learning motivation and positive self-esteem.

5. Enrichment Class (Super-Size Me Programme)

- Objective:
- Explore and discover Mathematics in daily life situations
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and instil in them a positive learning attitude and habit
 - Foster students' sense of confidence in Mathematics
 - Instil in students the habit of continual, independent learning
- Target: G3 to G6 students
 Period: September 2009 to June 2010

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

Evaluation: Students had the opportunity to experience the learning of mathematics such as different numeral systems that was not related to the regular curriculum. They also had the opportunity to appreciate the application of mathematics in 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 through integration with other subjects
- Facilitate students' problem solving ability
- Develop students' creativity
- Stimulate students' interest in learning Mathematics, and instil in them a positive learning attitude and habit
- Foster students' sense of confidence in Mathematics
- Instil in students the habit of continual, independent learning

Target: G1 to G6 students

Period: September 2009 to June 2010

Description: Each student was assigned an account to do practice 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 have been fine-tuned to cope with the requirement 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 through integration with other subjects
- Facilitate students' problem solving ability
- Develop students' creativity
- Stimulate students' interest in learning Mathematics, and instil in them a positive learning attitude and habit
- Foster students' sense of confidence in Mathematics
- Instil in students the habit of continual, independent learning

Target: G1 to G6 students

Period: September 2009 to May 2010

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

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

8. Webpage Management

Objectives:

- Stimulate students' interest in learning Mathematics, and instil in them 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 2009 to June 2010
Description: Information was updated from time to time throughout the whole school year.
Evaluation: Result was not satisfactory as there was always a rather long time lag between the events and the updates. It was because the coordinator was a new mathematics teacher and therefore not familiar with the operation within the department. Better supervision and guidance from the HoD and panel chairpersons is necessary.



Diocesan Boys' School Primary Division
Achievement and Reflection of the General Studies Department
Development Plan (2009-2010)

1. Co-ordination & Collaboration in School Curriculum

1.1 To further improve the school-based curriculum to cater students' needs, provide them with necessary learning experience and cultivate their generic skills

The nine generic skills were developed through projects and school-based curriculum. Other learning experiences were provided to the students through competitions, visits, activities and field trips.

Over 80% of teachers & students agree that the school based curriculum caters to students' needs, providing them with necessary learning experiences and cultivating their generic skills.

2. To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning

2.1 To adopt a multi-disciplinary approach to help students to enhance their skills in learning GS

Cross-curricular activities were held throughout the year to enable a multi-disciplinary approach to be adopted. Hands-on activities and experiments were done during GS I lessons. Out-sourced organisations were invited to the school to provide talks and drama to deepen students' learning.

3. To enable students to strike a balance between academic studies and extra-curricular activities

3.1 To form G.S. School Teams to represent the School in external academic-related competitions

Based on the nature of different external competitions, different G.S. School Teams were organised. The G.S. School Teams have joined different competitions during the academic year and got very good results.

4. To create more chances for students' oral contribution to their work and communication with peers in co-operative group work

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

Over 80% of teachers made frequent use of cooperative learning strategies during lessons. Students were given ample opportunities to communicate with one another when doing projects and class activities. They were also asked to do oral presentations.

5. To further enhance the interpersonal relationship amongst teaching staff and students

5.1 To provide informal staff development programmes to enhance the relationships and communication amongst teachers

Informal staff functions were held during school holidays. A visit to the organic farm was held on 31 March. Team spirit and mutual understanding among GS teachers was enhanced.



Evaluation of the General Studies Programme Plan 2009-2010

Programme Summation:

Various kinds of activities were organized to supplement the core curriculum so that students could acquire life-wide learning and other learning experiences. A variety of activities could also cater for students' different learning needs and learning styles. Most of the students enjoyed the activities. All the G.S. teachers worked together to plan, implement and evaluate 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 the National Day.
Target	G.1-6
Period	29 – 30 / 9 / 09
Description	<ul style="list-style-type: none"> • A presentation was given by students during the morning assembly on 30/9/09. • Each G1 student was given a small national flag and they sang the national anthem in their classrooms. • All classes sang the national anthem during the class period • Board display was put up in the covered playground during recesses to let students know more about the National Day. • Poem writing competition was held during the last week of September 2009. • Flag Raising ceremony was held on 24 June 2010 to promote national identity of students
Evaluation	<ul style="list-style-type: none"> • Students' sense of national identity was raised. • G1 students liked the small national flags and singing the national anthem in their classrooms. • Students enjoyed the display board exhibition so as to acquire knowledge about the National Day. • Teachers reported that students took it seriously when attending the Flag Raising Ceremony on 24 June 2010.

Activity	Environmental Education Programme
Objective	To arouse students' awareness of environmental protection and the adverse effects of environmental pollution such as global warming and the using up of energy in the future.
Target	G4-6
Period	Whole Year
Description	<p>Student Environmental Protection Ambassadors</p> <ul style="list-style-type: none"> • One training workshop about the world of plants was organized for the student environmental protection ambassadors in the Science Museum in late April 2010. • A programme on "Earth Hour" was held on 26 March 2010 during lunch time. Announcements were made by the Environmental Protection



	<p>Ambassadors through the PA system. Students could learn more about energy saving through participation in this activity.</p> <ul style="list-style-type: none"> • G3-4 and G5-6 Supersize Me Science students planted and took care of the various vegetables in the Eco-garden during the 3rd term.
Evaluation	<ol style="list-style-type: none"> 1. Students enjoyed the workshop and field trip very much. However, only a few students could participate in these activities due to the limited quotas. 2. Students learnt a lot about the organic farm throughout the duration of taking care of the vegetables and plants. They found it interesting to grow vegetables that they could eat.

Activity	Other learning experiences – Fun Learning Days
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 to supplement the existing curriculum
Target	G1-6
Period	15-17/12/09
Description	<ol style="list-style-type: none"> 1. Two drama performances about internet safety (G.4-6) and safe uses of electricity (G.1-3) were presented by The Spring-time Group during the Fun Learning Days. 2. A Joint Quiz Competition was co-organized with English, Chinese and Maths Departments.
Evaluation	<ul style="list-style-type: none"> • Students actively participated in the question and answer session. Students' awareness on internet safety and safe uses of electricity were raised. • According to the feedback from students, they liked the activities being held, but we will also consider organizing more activities for learning new knowledge next year. Science experiments will also be considered as one of the FLD activities for next year.

Activity	Other learning experiences – GS Field Trips
Objective	<ul style="list-style-type: none"> • As part of the life-wide learning aspect of the GS curriculum, students will visit relevant places of interest as the extension of the core curriculum.
Target	G.1-6
Period	15-30/3/2010
Description	<ol style="list-style-type: none"> 1. G.1 students went to Health Education Exhibition and Resource Centre to learn about food safety. 2. G.2 students visited Kadoorie Farm & Botanic Garden to learn about different animal species. 3. G.3 students visited the Hong Kong Wetland Park to learn about animals and plants in the wetland. 4. G.4 students visited the Hong Kong Museum of History to learn about the history of Hong Kong. 5. G.5 students went to the Electrical and Mechanical Services Department to learn about different alternative sources of energy. 6. G.6 students visited the Legislative Council to learn about the function of Legislative Council in Hong Kong.

Evaluation	<ul style="list-style-type: none"> • Students felt excited and learnt quite a lot when they went on field trips. Having field trip activities could accommodate our students' learning styles. • Due to the difficulties of booking various field trip locations, teachers were advised to book the locations in advance.
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Activity	Other learning experiences – Life Education Activity Programme (L.E.A.P)
Objective	<ul style="list-style-type: none"> • To enable students to maintain a healthy personal development • To recognize their role and responsibilities as members of the family and society and to show concern and care for their well beings • To develop them to be critical thinkers
Target	G.1-6
Period	12-30/4/2010
Description	<ul style="list-style-type: none"> • An outsourced organization “LEAP” was invited to deliver life education. Various teaching materials were used and the lessons were conducted in a mobile classroom. • Students attended workshops on 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 II teachers required students to complete selected worksheets in order to consolidate their learning.
Evaluation	<ul style="list-style-type: none"> • The feedback from both teachers and students were positive. Tutors had good classroom management and were professional. • With the use of different teaching aids, students were motivated to learn the right attitudes towards life and good habits. All students participated in group discussions and enjoyed the lessons. • Teachers found the worksheets useful for consolidating students' learning. • For next year's arrangement, the LEAP programme for Grade 5 and Grade 6 students will include extended topics about self-image and internet safety. Students will have the lesson in the classroom instead of the LEAP truck.

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 will help engage the students in their learning of G.S. • To source for materials in various media that can be used as tools for the teaching of GS and as supplements 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 overseas publishers for both GSI and GSII. • A lot of equipment and tools were purchased for teachers and students to



	<p>conduct classroom activities and experiments.</p> <ul style="list-style-type: none"> • The magazine 'National Geographic' was purchased to enrich the curriculum. • An Interactive White Board will be installed in the GS Room during the summer.
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 supplements to teaching and learning and students' learning interest was enhanced. • The curriculum was enriched by creating and planning lessons with contents outside the textbooks and workbooks. • Due to the installation of the interactive white board, the setting of the GS room will be changed. • In order to acquire more professional comments to support the development of the GSI curriculum, some GSI teachers will join the GS teacher learning community organized by the EDB in the coming academic year.

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 to accommodate students' different learning styles • To enrich the curriculum by researching, creating and planning lessons with contents are 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"> • GS teachers visited other schools (i.e. SIS, HKUSG and La Salle) for sharing about their school-based curriculum and lesson planning of General Studies on Dec 2009 and Apr 2010. • On 30 March 2010, teachers spent a day in Organic Garden to learn more about organic farming and its implementation in primary schools. • Ms. Jackie Lau, Mr. Louis Hau and Ms. Beary Suen attended a workshop about the use of interactive white board for GS lesson planning. • Teachers attended seminars / workshops held by outside organizations and shared what they learnt during collaborations. The training materials and teaching materials were also shared amongst teachers.
Evaluation	<ul style="list-style-type: none"> • Teachers found the workshop interesting and useful for their teaching. More teachers use the interactive white board frequently in GS lessons. Students' interest of learning is raised. • Teachers found it useful to participate in workshops on different areas held by outside organizations. 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 attended.

Activity	GS School Team - External Competitions
Objective	<ul style="list-style-type: none"> • To Enable Students to Strike a Balance Between Academic Studies and Extra-Curricular Activities

	<ul style="list-style-type: none"> • To form G.S. School Teams to represent the School in different external academic-related competitions • To provide students with an experience of participating in competitions
Target	G. 1-6
Period	Whole year
Description	<p>Based on the nature of different external competitions, different G.S. School Teams were established.</p> <ol style="list-style-type: none"> 1. Three students (6D Richie Yeung, Nicholas Chiu and 5M Anson Lau) 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, 2009 and the winning team continued the competition till April 2010. The competition 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 & Part 2: "Interview with Scientists") 2. A team of 30 G4-6 students were selected for the 4th Diplomatic Knowledge Cup Contest. Students were required to complete the online MC quizzes which were related to the diplomatic knowledge of China. 3. A team of 40 G1-6 students were selected by the V.A. teacher to join the Science Imaginative Drawing Competition organized by the Hong Kong New Generation Cultural Association Science Innovation Centre. Each student drew a picture to present his ideas about science invention. Students enjoyed participating in the competition.
Evaluation	<ol style="list-style-type: none"> 1. Our school team got a fair result in the heats. In the Science Knowledge Quiz, all three representatives got the second class honour. Participants fully contributed in suggesting how to solve the problem of sound pollution in their proposal although they could not enter the semi-final. 2. Due to the different content of the quiz, our students were not able to get any prizes in the 4th Diplomatic Knowledge Cup online quiz competition. 3. 5M Bryon Wong got the merit prize in the Science Imaginative Drawing Competition.

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 projects and work with other classmates. • To let students work on a certain theme in collaboration with different subjects • To avoid repetition in teaching contents
Target	G.1-6
Period	Whole year

Description	<ul style="list-style-type: none"> • Different levels will conduct various teaching activities with other departments. • For each level, at least one cross-curricular activity was organised by either GS I or GS II each year that enabled a multi-disciplinary approach. 			
		Theme	Subjects Involved	Month
	G1	1. Articulation & dynamics	1. Chi, GSII & Music	November
		2. My Family	2. GSII & PMI	April
	G2	1. Chinese New Year	1. Chi, Eng, Maths, GSI, GSII, VA, RE, PTH, Music, CS&ME Maths,	January
		2. Shapes & Lines	2. VA & GS	May
	G3	Travelling Around HK	GSI, GSII, Maths & Chinese	January
	G4	1. Volcanoes	1. GSI, Eng & Lib	September
2. Map Reading		2. Maths, Chi & GSII	February	
G5	1. Space Exploration	1. Eng, GSI & CS	January	
	2. Solar System	2. Maths & GSI	February	
G6	1. Cultural Comparision	1. Eng, Maths, GSII, Music, PE & VA	January	
	2. Space Exploration	2. GSI and Chi	January	
	3. Foreign Embassies in HK	3. GSII & French	February	
Evaluation	<ul style="list-style-type: none"> • The students actively participated in the activities and enjoyed doing the projects. However they were a bit weak in communication and there were concerns of plagiarism. • Teachers were required to prepare detailed activity guidelines in order to help students construct their learning. • Different departments taught students different skills when they organised activities which supplemented one another. 			

Diocesan Boys' School Primary Division
Evaluation of the French Programme Plan 2009-2010

Programme Summation & Evaluation

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 promote 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.

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 MOI except for G1&2, where English may be used at times.

Plan 2: Presentation, leadership, culture and cross-curricular activities, IT skills	
Objective	Delivering Projects
Target	All French stream students
Period	December, June
Description	Students organized and participated in presentations during the French Christmas Concert in December. Students gave assembly presentations about the French trip and their interview at the French consulate
Evaluation	<ul style="list-style-type: none"> • Many positive comments were received after the Christmas Concert from students and parents. • Students must develop their presentation skills. During the assembly presentation, the teacher observed that the students' voices were too soft and some students lacked confidence.

Plan 3: Writing skills	
Objective	To strengthen pupils grammatical and spelling skills through various topics
Target	All French stream students
Period	Whole year
Description	Compositions, projects and journals
Evaluation	Students were able to write compositions and passages in French and their works were published in the school magazine or put on the French Board. They were able to write poems and delivered them to the rest of the school during the Christmas Concert. Students were able to use their writing skills to prepare letters and e-mails to francophone students overseas or to their French teacher.

Plan 4: Reinforce 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 to “Discovery Box” which is written in French. They read aloud and discussed the stories in class twice a month. A new story was started every month. Students were encouraged to read parts of them at home. The department purchased a set of Galaxy Readers level 2. G1 students had reading sessions at least once a month.
Evaluation	Students enjoy the reading time. A lot of new vocabulary was acquired through reading and some grammatical structures were reinforced. Students are becoming independent readers as they build up more vocabulary. A set of new readers has been ordered for G4 to G6 to suit their reading levels in 2010-11.

Plan 5: Cultural awareness	
Objective	To enhance students cultural awareness and respect to different cultures
Target	Students from G4 to G6
Period	April
Description	French Cultural Trip
Evaluation	<ul style="list-style-type: none"> • Children gain cultural and historical knowledge through participating in the trip from April 3rd to 13th 2010. • All selected excursions aimed at developing their knowledge of the French culture and history but did not focus on the French language. During their trip, students learned about the French involvements in WW1 and WW2. They also learned how to make bread and cider which are French specialties and visited many art museums and Parisian monuments.

Plan 6: To promote cross-curricular activities	
Objective	Students participate in cross-curricular projects
Target	Students from G6
Period	February
Description	Students learned about the role of the French consulate
Evaluation	Students used skills and information acquired in GS and French subjects to study the role of the French consulate in Hong Kong. They prepared an interview in French and carried it out with the French Linguistic Attaché of the Consulate on 4 th February 2010. They reported what they learned in the school assembly on 7 th June 2010. The cross-curricular project was successful as students made use of the skills acquired in different subjects to carry out their project. A video of the interview has been saved in the French subject folder.

Plan 7: To promote the use of IT in the classroom	
Objective	Students use IT to learn French
Target	Students from G1 to G6
Period	Whole year
Description	<p>Students used websites subscribed by the school at home and in the class to practice French.</p> <p>The French Department had set up an online learning platform where students could practice listening, writing and reading on all topics related with their course books. They could assess the platform with a personal log in. Their performances were recorded and the teacher could assess and review them.</p>
Evaluation	<p>Students used the websites and the platform successfully. The new IT tools have promoted the use of French outside of the classroom and students practiced skills acquired in the classroom in an enjoyable way. The platform can serve as a tailor-made home support for students who encounter difficulties on a particular theme.</p> <p>www.dbspd.edu.hk/expo1 www.dbspd.edu.hk/expo3 www.dbspd.edu.hk/egrammar</p>

拔萃男書院附屬小學
2009/2010 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	<ul style="list-style-type: none"> 今年改由三位老師負責統籌, 內容較以往多樣化, 建議明年可繼續由不同的老師或教師助理參與設計, 以集思廣益, 使展板內容多樣化, 提高趣味性。
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	<ul style="list-style-type: none"> 由於在比賽期間遇上豬流感肆虐, 所以對學生的參與量有所影響(詳見附表)。 本年度共有 24 位學生分別獲得冠、亞、季軍獎項。 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。 由於參加集誦的同學的表現較參差, 建議明年在篩選學生時多下功夫, 以確保整體質素能達水準。
3. 學習活動日	透過與其他學科合作設計各類型的活動, 讓學生跳出課堂學習的框架, 提高學生對普通話學習的興趣。	<ul style="list-style-type: none"> 本科與中、數、常三科合辦問答比賽。以班際形式在禮堂舉行。學生能透過比賽的形式, 積極思考問題, 從而提高學生對本科的學習興趣, 同學的參與熱烈, 效果良好。 本科以「語音」為題, 設計了多個攤位遊戲, 供學生參與。活動的反應理想。 	全體學生	<p>學生對兩項活動的反應均表理想。由於在班際問答比賽中, 加插了「現場同學必答題」, 提高了同學的參與量, 以致現場氣氛反應熱烈, 來年可考慮續辦。</p> <p>攤位遊戲設計富趣味, 同時由於獎品吸引, 所以同學的參與亦積極。若來年續辦攤位遊戲, 則需設計不同的遊戲, 以給予學生新鮮感, 提高參與的興趣。</p>
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 	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、解難能力。 組織上海交流團有助刺激及推動普通話大使的活動, 使

		<p>可換禮物一份，每位學生每日最多換兩份。</p> <ul style="list-style-type: none"> ●全部活動結束後，大使學生獲頒發獎狀以示鼓勵。 ●另外表現優異的大使將代表學校到上海進行交流及遊覽。 		兩者相得益彰，建議明年繼續舉辦。
5. 境外交流活動	<p>普通話大使計劃之延伸，從計劃中挑選表現優秀的學生參與。挑選合適的境外交流地點，以營造學習語境，提高學生對本科的自學能力及應用能力。</p>	<ul style="list-style-type: none"> ●本科於 28/6-2/7 舉辦境外交流團，由 4 位老師帶領 24 位學生(16 位普通話大使及 8 位由抽籤產生的五、六年級學生)前往上海參與交流活動，並招募了 3 位義工家長隨團協助照顧學生。 ●五天的行程由太古旅遊協助安排，活動包括到金蘋果學校上課，參觀當地名勝及遊覽「世博」展館等。 ●而參與是次活動的所有學生及家長，都需在五天的旅程中以普通話交談，以提高其普通話的溝通能力。 	五、六年級學生	<ul style="list-style-type: none"> ●由於參與是次活動的普通話大使是經過嚴格的篩選而產生的，所以無論是普通話的溝通能力、學習態度及個人紀律，都有優良的表現。他們在參與五天的行程時，不但能積極學習，並能帶動其他非普通話大使投入活動，此乃是活動能成功舉辦的關鍵所在。建議明年沿用此篩選方式挑選精英同學參與活動。 ●老師所製作的「學習日誌」能帶動學生投入學習，每天要求學生所完成的作業，亦能鼓勵學生進行學習反思，建議明年沿用此自學模式推動學習。 ●學生能從到校交流活動中得到較明顯的學習成果，建議明年可增加類似的交流活動。 ●所有行程及活動均能順利舉行，並獲得家長及同學的一致讚賞。
6. 補底班	<p>為有需要的同學設有補底班，以照顧個別差異</p>	<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-G.6 學生	<ul style="list-style-type: none"> ●照顧學生個別學習差異，提高學習興趣，鞏固學習基礎。建議明年繼續開辦。
7. 購買普通話書籍、影音教材 (供學生借用)	<p>提高學生對本科的學習興趣及自學能力。</p>	<p>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。</p>	全體學生	<ul style="list-style-type: none"> ●由於缺乏專責教師統籌，所以本年度的借用情況略欠理想。建議來年由圖書課老師負責借還手續，並在課上作推介，鼓勵學生在課餘時間多借用普通話的視聽教材及借閱附拼音的故事書。
8. 收集本科專題資料	<p>提升教師對本科及教授普通話的專業知</p>	<p>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</p>	全體教師	<ul style="list-style-type: none"> ●教師對閱讀專題資料未見踴躍，建議來年可利用協作會議的時間，加強教師之間的

	識,提供有關參考資料及輔助教材。	料,予以分享。		專業交流。
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。	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 本科多數教師正於課餘進修不同的課程,因此對坊間的講座未見踴躍。 ● 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	<ol style="list-style-type: none"> 1. 每週進行各級協作會議,以增加教師之間的專業交流。 2. 與中文科及中學部進行協作交流會議。 	全體教師參與(1),由五位教學助理輪流作記錄;科主任出席(2)並作記錄。	全體教師	建議增加同級教師之間的交流及協作。

附錄：09-10 校際朗誦節成績一覽表

第六十一屆校際朗誦節

編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
冠軍							
1	2S	6	趙旨駿	劉巍	詩 337	86	冠軍
2	3J	24	唐嘉朗	劉巍	詩 336	86	冠軍
3	3P	9	郭庭津	盧敏冬	散 436	86	冠軍
4	6S	25	岑天溢	王煦淳	詩 335	87	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	1D	6	鍾育熹		詩 337	83	亞軍
2	1M	14	劉嘉朗	殷華峰	詩 337	85	亞軍
3	2J	21	廉凱宸	王琦雅	詩 337	87	亞軍
4	2P	15	李梓聰		詩 337	88	亞軍
5	2S	6	趙旨駿	劉巍	散 437	90	亞軍
6	3D	7	周伯儒	盧敏冬	詩 336	84	亞軍
7	3S	22	吳啟洛	盧敏冬	詩 336	85	亞軍
8	4D	29	胡澤宸	王煦淳	詩 336	88	亞軍
9	4S	2	陳凱浩		詩 336	87	亞軍
10	4S	9	林暉	劉巍	詩 336	85	亞軍
11	5J	29	王溥渝	李婧	詩 335	85	亞軍
12	6M	16	廖令竣	徐鈺峰	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	1P	29	袁智恒	殷華峰	詩 337	84	季軍
2	2P	14	李浩柏	王琦雅	詩 337	84	季軍
3	3D	22	危思睿	盧敏冬	散 436	85	季軍
4	3P	11	劉俊彥		詩 336	86	季軍
5	4J	25	沈家浩	王煦淳	詩 336	87	季軍
6	5D	12	劉宇修		詩 335	85	季軍
7	5D	31	任衍熹	李婧	散 435	86	季軍
8	5J	8	周翊滔	李婧	詩 335	85	季軍
			小學一、二年級詩詞集誦	吳鳳婷老師、何潔生老師、顧青老師、陳美穎老師	U546	88	季軍

備注：11 人缺席獨誦比賽

Diocesan Boys' School Primary Division
Evaluation of the Music Programme Plan 2009-2010

Programme Evaluation:

Plan 1 : Set up Dizi and Erhu 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. • To enrich students' music learning experience through accomplishing the key task of Moral and Civic Education
Target	G.4 – G.5
Period	From October 2009 to June 2010
Description	Invite potential G.4 & G.5 students to attend special training for polishing their skills in playing the two Chinese instruments.
Evaluation	<ul style="list-style-type: none"> • Positive feedback was received from both parents and students. • Students' interest in learning Chinese instruments was aroused. • There was positive response about their performances when they participated in external activities, e.g. community services. • Some members will be invited to join the Chinese Orchestra. • Most of the students will take private lessons after attending 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 develop a culture and a love for learning Chinese music in our school
Target	G.1-G.6
Period	Whole year
Description	<ul style="list-style-type: none"> • Music recommended by G2-G6 students, including Chinese and Western Music. • Co-operation with the Hong Kong Philharmonic Orchestra.
Evaluation	<ul style="list-style-type: none"> • Students' response about the performances by the Hong Kong Philharmonic Orchestra and other performers was extremely positive.

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 2009 to March 2010
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Junior Choir, Woodwind and Brass Ensemble and School Orchestras.
Evaluation	<ul style="list-style-type: none"> • More than 400 students participated in the 62nd 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 the String Orchestra got the Gold Prizes. • We participated in 8 group events in the 62nd Hong Kong Schools Music Festival. The School got 3 first prizes : Treble Choir, Chinese Orchestra & String Orchestra and 4 second prizes : Junior Choir, Senior School Orchestra, Clarinet Ensemble and Wind Ensemble

Plan 4 : Music Performance	
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 nurture aesthetic sensitivity and cultural understanding
Target	G.1-G.6
Period	Whole year
Description	Music performance presented by professional organizations, DBS and our students
Evaluation	<ul style="list-style-type: none"> • A Percussion Ensemble Group was organised for G2 students. The Prize Winners' Concert which was held in our school was very successful. The students enjoyed the performances very much. We will try our best to fit in different performances next academic year.

Plan 5 : Cerebration Party after the 62nd H.K. Schools Music Festival	
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
Target	G.1-G.6
Period	Early March
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. Old boys and parents were invited to join our celebration. The old boys also prepared some performances and games for the party.
Evaluation	<ul style="list-style-type: none"> • Parents and students enjoyed the function very much. • It was a great opportunity for a reunion.

Plan 6 : Music Captain	
Objective	<ul style="list-style-type: none"> • To gain enjoyment and satisfaction through participating in music activities • To enrich students' music learning experiences through accomplishing the key tasks of Moral and Civic Education
Target	G.6
Period	Whole year
Description	8 potential students of G.6 were selected to assist the Music Department.



Evaluation	<ul style="list-style-type: none"> • 8 G.6 music captains were selected to assist the Music Department. They assisted in the Open House, Prize Winners' Concert, audition of the orchestras, regular rehearsals and community service etc. • They were very helpful and responsible.
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Plan 7 : Community Service	
Objective	<ul style="list-style-type: none"> • To develop creativity, the ability to appreciate music and to effectively communicate through music • To enrich students' music learning experiences through accomplishing the key tasks of Moral and Civic Education • To gain enjoyment and satisfaction through participating in music activities
Target	G.3-G5
Period	Whole year
Description	Students served the community through performing music
Evaluation	<ul style="list-style-type: none"> • The students were given the opportunities to participate in the community service 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 the performances next academic year.

Diocesan Boys' School Primary Division
Evaluation of Physical Education Programme Plan 2009-2010

Programme Evaluation:

Plan 1 Inter-House Swimming Gala	
Objective	<ol style="list-style-type: none"> 1. To enhance students' interests in 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: 8 September 2009 (G.2, G.4 & G.6) 9 September 2009 (G.1, G.3 & G.5) Finals: 16 September 2009 (G.2 finalists, all G.3-G.6 students)
Description	The Inter-House Swimming Gala application was opened to all PD students. Heat competitions were held in the DBS outdoor swimming pool whilst finals were held in the Kowloon Park Indoor Swimming Pool jointly organized by PD & SD.
Evaluation	<ul style="list-style-type: none"> • The Heats were held on 8 and 9 of September. The DBS Timing Squad and DSSC swimming coaches provided assistance during the competitions. • The Inter-House Swimming Gala Finals programme booklet was prepared by the SD. The teacher duty roaster was given to PD teachers. • Medals for different events, individual champions, and overall champions were presented on the day of finals. Names on the Swimming Shields were updated afterwards. • Teacher's comments were collected afterward. • More communication amongst teachers is needed during dismissal.

Plan 2 & 4 Pre-Golf Day and Golf Days	
Objective	<ul style="list-style-type: none"> • To strengthen students' life-wide learning opportunities and equip them better in communication, body coordination, strategic skills, etc. • To carry on the DBS golf tradition
Target	Student and parent golfers
Period	Pre-Golf Day : 8 November 2009 (School Fete) DBS Golf Day at Fanling : 15 January 2010 PD Golf Day at KSC : 30 April 2010
Description	<ul style="list-style-type: none"> • Pre-Golf Day and DBS Golf Day are fund raising golfing events which are opened to all guests during the School Fete (<i>Pre-Golf</i>) and in Fanling (<i>Golf Day</i>). • PD Golf Day is a joint divisional event which promotes parent-child partnership.
Evaluation	<ul style="list-style-type: none"> • These joint divisional functions were held successfully. Positive feedback was received from participants. • Old Boys, parents and students suggested that the school should include the PD Golf Day as a regular school event in the coming year.

Plan 3 Inter-House Sports Day	
Objective	<ol style="list-style-type: none"> 1. To enhance students' interest in 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: 10 December 2009 Finals: 1 February 2010 (G.2 finalists, all G.3-G.6 students)
Description	Inter-House Sports Day application was opened to all PD students. Students could participate in different track or field competitions on the heats day which was organized at DBS school field. The joint divisional finals were held at the Wan Chai Sports Ground.
Evaluation	<ul style="list-style-type: none"> • The PD Sports Day Finals were held in the Wan Chai Sports Ground on 1 February 2010. PD joined the Day One competition of the SD. • The Inter-House Sports Day Finals programme booklet was prepared by the SD. The teacher duty roaster was given to PD teachers. • The High Jump event was held in the finals instead of the heats. • G.3 & G.4, 4 x 100m relay was introduced this year. The feedback from parents and students was positive.

Plan 5 & 6 Pre-10Km FunD Run & 10Km FunD Run	
Objective	<ol style="list-style-type: none"> 1. To improve the physical fitness of students and promote healthy lifestyle 2. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship 3. 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 : 10 January 2010 10Km FunD Run : 28 February 2010
Description	Pre-10Km FunD Run, which is a fund raising event, provides a chance for parents and students to participate in a sporting activity in school. 10Km FunD Run is a joint divisional fund raising event for DBS teachers, parents, old boys and secondary students to participate on the day of the Standard Chartered Hong Kong Marathon.
Evaluation	<ul style="list-style-type: none"> • In order to produce a more accurate result, new timing equipment was used in Pre-10KM FunD Run and the feedback was satisfactory. • As the number of Pre-10Km FunD Run participants was higher than previous years, we were advised that the future competition for each grade would be split into 2 subgroups. • The PD PE Department organized a training workshop to parents and students on 18 December 2009. • 36 teachers participated in the 10 km race of the Standard Chartered Marathon 2010 on 28th February, 2010 and a total of \$ 302,346 was raised as donation.

Plan 7 Creative Learning Programmes	
Objective	To enhance students' collaboration skills, communication skills, creativity and critical thinking skills
Target	Creative Learning Programmes : G.2 to G.6 students
Period	Creative Learning Programmes : January to February 2010
Description	Rope skipping, Wu Shu and Dragon & Lion Dance were introduced for G2-G.3, G4 & G.6 and G5 respectively.
Evaluation	<ul style="list-style-type: none"> • Rope skipping for G.2-3, Wu Shu for G.4 & 6, and dragon & lion dance for G.5 were included in the PE curriculum this year. All students were assessed in the second term and some of them were selected to perform on the day of the Open House. • Lion and dragon dance kicked off the opening ceremony of the Open House and it was performed by G.5 and 6 students. The performance was remarkable.

Diocesan Boys' School Primary Division
Evaluation of the Visual Arts Programme Plan 2009-2010

Programme Summation & Evaluation:

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

Plan 1: Cross – Curricular Integrated Learning	
Objective	To help students make connections between art, nature, science, history and culture
Target	All students
Period	Throughout the year
Description	<p>Several art projects and programmes that involve cross-curricular learning were carried out:</p> <p>Grade 1 Creative Dance 'Duck Dance' Cap in collaboration with P.E. Seven Days of Creation collaboration with R.E. Chinese Illustration, 'Lotus Drawings' in collaboration with P.M.I.</p> <p>Grade 2 Chinese New Year 'Candy Boxes, collaborated with Chi, Eng, Maths, G.S.1, G.S.2, R.E. & P.T.H. Shapes & Lines, 'Weaving Mother Days Basket', collaborated with Maths & G.S.</p> <p>Grade 3 Factual Information 'Ice Age Giants Poster Design', collaborated with Eng. & Lib.</p> <p>Grade 4 Protect the Environment 'Tree of Life', collaborated with Chi., G.S.2, Music, & P.T.H.</p> <p>Grade 6 Cultural Comparison 'India and Chinese Textile Folk Art', collaborated with Eng., Maths, G.S.2, Music, P.E. & V.A.</p>
Evaluation	<ul style="list-style-type: none"> • Nearly all grades had at least one collaboration with other departments. • Grade 1 has the most collaborations with other departments. In collaboration with R.E., the theme 'Seven Days of Creation' has been in the 2nd year running. • The Visual Arts Department will continue to find themes which are appropriate for cross-curricular collaboration to help students gain knowledge in a more 'real world' holistic manner.

Plan 2: Art In School Partnerships	
Objective	To develop the boys' artistic potential with the aid of external organizations and individuals from the field of art
Target	Specific to student age and development
Period	Throughout the year



Description	<p>Artist In School Programme (Artist in Residence)</p> <ul style="list-style-type: none"> • ‘Stained Glass Window Boxes’, Media: glass, Artist: Alice Cheng, Lama Island in Term 2 • ‘Religious Moments’, Media: Print-making & bronze, Artist-Law Man Lok, MFA London Uni in Term 3 <p>Hong Kong Youth Arts</p> <ul style="list-style-type: none"> • Seeing is Believing – ‘Escher Repeated Patterns’ of interlocking eye motifs, exhibition at I Square, T.S.T in Terms 2 and 3 • Point to Point Site Specific Project- ‘Tape Graffiti Art’, exhibition at City Walk, Tsuen Wan in Terms 2 and 3 • Point to Paint Site Specific Project-‘Wire Sculpture’, exhibition in Cyber Port <p>Make Friends with the Puppet</p> <ul style="list-style-type: none"> • ‘Shadow Puppet Making Workshop’, Media: Paper craft, 2 Instructors 4 day workshop in Term 3
Evaluation	<p>Activities organized are topics not covered during normal lesson times. They serve as alternative opportunities to broaden students’ art experiences and exposure to various media and learning styles. We were quite pleased with their working style and manner of delivering art to students.</p>

Plan 3: Collaborative Art Projects	
Objective	To give students an opportunity to create collaborative art projects, which are fun ways of learning during special functions, occasions and at the same time help to improve the school environment.
Target	All students
Period	Throughout the year
Description	<p>RCHK Hong Chi Morninghope School- Joining Hands in Hands T-shirt printing, 30 DBSPD students serving 20 mild and moderate mentally challenged students.</p> <p>Fun Learning Days – Each grade did a different kind of craft that was turned into group art display: G.1 Cherry Blossom Tree, G.2 Concertina paper cut outs, G.3 Tiger Flag G.4 Wish Tree Design 3D, Scratch Art Drawing & Hans Christian Anderson Paper Cuts</p> <p>Lift Lobby Art – G.1 The Cherry Blossom & G.5 Impressionist ‘Gondola’.</p> <p>IBL – Collaborated with the CDAA Committee and each class created artwork based on two icons of their country of study. Works created were displayed in classrooms.</p>
Evaluation	<p>RCHK Hong Chi Morninghope School – An appropriate activity that mixes art with moral education.</p> <p>Fun Learning Days – Students of all grades enjoyed the activity and created works that could be used for display on the open day.</p> <p>Lift Lobby Art – It has improved and enriched our school visual environment.</p> <p>IBL – Teachers decorated the school environment to prepare for this activity. It has provided a structure which has great potential in enriching the V.A. Department’s Scheme of Works.</p>

Plan 4: Various Art Media and Art Materials	
Objective	To provide a broad range of media for learning and self expression
Target	All students
Period	Whole year
Description	VA Scheme of Work Visual Arts ECA Special Art Partnerships, Programme Plan 2 Collaborative Programmes, Programme Plan 3 Through–train considerations between SD & PD.
Evaluation	<ul style="list-style-type: none"> • Items that could not be covered in the normal curriculum were covered in ECA, Special Art Partnerships and Collaborative Art making programmes. Students could try out many different art media from the more traditional art forms to the new media arts. • Each child is given an opportunity to find his own interest and talent and individual self expression. • This year we have gained a better understanding of the differences between SD & PD art media being taught. Further discussions in the coming year will enable us to provide a better art program to assist student development in this respect.

Plan 5: Student Art Exhibition	
Objective	To promote appreciation of art work among peers and celebrate their achievements in Visual Arts.
Target	All students
Period	Varies from one week to permanent exhibition
Description	<p>Internal</p> <p><u>Open House Art Exhibition</u> <u>Art Display Boards Around School</u>- lift, lift lobby, 1st floor corridor board <u>VA Department Movable Boards</u> <u>Movable Picture Frame Gallery (new)</u>, ground floor Classroom Decoration - IBL Programme</p> <p>External</p> <p>Students works were shown in the following public locations: <u>I Square</u>, T.S.T for 'Seeing is Believing – 'Escher Repeated Patterns', <u>City Walk</u>, Tsuen Wan for Point to Point Site Specific Project- 'Tape Graffiti Art' <u>Cyberport</u>, for Point to Paint Site Specific Project- 'Blue Skies White Clouds Sculpture', <u>EDB Kowloon Tong Education Services Centre</u>, 'Primary School Students' Creative Visual Artworks Exhibition' <u>Hong Kong Cultural Centre</u>, 'My World' Competition <u>Western Market</u>, The 4th Hong Kong Drawing Contest – 'Capture the New Face of Western Market' Finalist Drawing</p>
Evaluation	<p>Internal</p> <p>The opportunity to display student artwork has increased:</p> <ul style="list-style-type: none"> • This year the VA Department increased the number of movable boards from 6 to 12 boards. Displays on these movable boards have been placed in artrooms, covered playground and in the classrooms. • The movable Picture Frame Gallery which was completed this year could hold 18 students artwork and made an elegant display.

	<p>External</p> <ul style="list-style-type: none"> • These opportunities enabled students to display their artwork in the public and see their work in a context outside of the school environment.
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Plan 6: Art Appreciation	
Objective	To provide opportunities for students to develop their ability to communicate verbally on Visual Arts
Target	All students
Period	Whole year
Description	<p>On-line Gallery We have registered with 'Creative Marathon' (www.creativemarathon.net) on line.</p> <p>Establishment of Class Library Books were used by students during lessons and periods when they did projects</p> <p>Art Vocabulary Students were introduced to vocabulary when they did new projects. The art vocabulary was placed next to the art displays to assist students in building their visual arts vocabulary.</p> <p>Art Appreciation Worksheets Students were given worksheets in guiding them to look at artwork during exhibition visits. Grades 6 students were introduced to art theory this year.</p>
Evaluation	<p>On-line Gallery This has been an item on our list for quite some years but teachers have little time for it.</p> <p>Establishment of Class Library Students enjoy looking at books that provide extra information for their art making. They have yet to develop an attitude to reading about artworks and artists rather than just looking at images in art books.</p> <p>Art Vocabulary At present not all lessons have a focus list of art vocabulary. Teachers should state the vocabulary that students have to learn for each project in the Scheme of Work.</p> <p>Art Appreciation Worksheets Worksheets completed by students' show a big difference in their willingness in writing about art. Some written works show students need more vocabulary to assist them with their written work. However there are students who could write thoughtfully about artworks. Students need more guidance in understanding the 4 steps to art criticism (Description, Analysis, Interpretation and Judgment).</p>

Plan 7: Art Competitions	
Objective	To give students an opportunity to take challenges and develop their talents
Target	Different year groups
Period	Depends
Description	<p>Internal Competitions: <u>Lantern Design Competition</u> – 1 winner from each grade & 3 merit</p>



	<p>prize winners from each class</p> <p><u>Easter Crazy Hat Design Competition</u> – 1 winner from each grade & 3 merit prize winners</p> <p><u>Comic Strip Design Competition</u> -3 winners from each grade</p> <p><u>G.4 & G.6 School Fete Drawstring Bag Competition</u> – 7 Winners and 1 winner for each house</p> <p>External Competitions:</p> <p><u>Lantern Design Competition</u>, EDB – Merit Prize Winner: Anson Chan 1M</p> <p><u>Hong Kong Flower Show Drawing Competition</u>, LCSD – Merit Prize Winner: Abraham Chan</p> <p><u>Road Safety</u>, Kowloon City District Road Safety Campaign Committee Merit Prize Winners: Michael Au 4J & Sean Mann 3J</p> <p><u>Climate Change</u>, Hong Kong Metrological Society, Merit Prize Winners</p> <p>Campbell Soup</p> <p><u>My World</u>, EDB</p> <p><u>Hong Kong 4th Drawing Contest ‘Capture The New Face of Western Market’</u>, St James Settlement Heritage & Art Home – Grade Prize : Michael Au 4J & Merit Prize: Victor Lau 6D</p> <p><u>Dairy Farm Box Design Competition</u>, Hong Kong Dairy Farm</p>
Evaluation	Students enjoyed doing these competitions but required more encouragement, skills building, personal focus and motivation to create award winning art works.

Plan 8: Cultural Adventures Visits	
Objective	To give students an opportunity to learn outside the classroom environment.
Target	All students
Period	At different times of the year
Description	<p>Drawing trips:</p> <p><u>Hong Kong Flower Show Drawing Competition</u>, organized by LCSD</p> <p>Exhibition, workshops and other trips:</p> <p><u>Lantern Design Competition Exhibition</u>, organized by EDB, City Hall Gallery</p> <p>‘Mardi Gras’ organized by HKYAF, Victoria Park</p> <p><u>‘Take Two’ Animation and Photography Exhibition</u>, Academy of Visual Arts, Bathurst University Gallery</p> <p>‘Blue Skies White Clouds’ wire workshop by Lam Nam organized by HKYAF, Cyberport</p> <p>Exhibition of Primary School Students’ Creative Visual Artwork, organized by EDB, Kowloon Tong Educational Services Centre</p>
Evaluation	<p>Drawing trips:</p> <p>Students enjoyed and gained the experience of drawing outdoors from these trips.</p> <p>Exhibition, workshops and other trips:</p> <p>Trips help student connect art to the ‘real world’. Students learned to appreciate and had a better understanding of the more modern art form, such as installation art and the traditional arts, such as Chinese arts and craft.</p>

Plan 10: ECA Art lessons after school	
Objective	To develop students artistic potential through various media explorations
Target	All students
Period	At different times of the year
Description	<ul style="list-style-type: none"> • Traditional Arts Classes • Chinese Painting, Ceramics and Drawing Classes • Computer Arts Classes • Image Manipulation, Animation, Web Design, Film & Editing
Evaluation	The range and number of participants in the ECA classes were sufficient this year and survey analysis showed that students enjoyed the classes. Next year we will consider raising the fees from \$80 to \$90-\$100 to assist with the continued running of classes with a smaller class size e.g. Advanced Chinese Painting has only 2 students & time is needed for students to build up their interest and skill.



二零零九至二零一零年度宗教科工作計劃檢討報告

1. 福音話劇(佈道會)

- (一) 活動目標: 透過福音話劇, 向學生傳福音。
- (二) 活動對象: 小四至小六
- (三) 推動時間: 九月
- (四) 活動內容: 邀請「點蟲蟲熱線」到校以福音話劇形式與學生分享信仰, 希望學生相信並接受耶穌基督為個人救主。
- (五) 活動檢討: 學生反應良好, 當中收回的問卷顯示, 約 30-50 人有興趣參加學生團契及福音日營。

2. 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: 一年級學生對班名的由來和基督教感興趣, 科任花了不少時間介紹班名的聖經人物及教授謝飯禱文。

3. 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, 並於開放日擺放及學生作品。
- (五) 活動檢討: 各級專題研習順利完成。對於課堂上做專題研習, 同事認為佔用了教授聖經知識的時間, 但也不宜回家完成, 建議宗教科與視藝科進行跨學科活動。

4. 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
- (五) 活動檢討: 第一、三學期各有約 20 位同學參與。每一節課堂都有特定的主題, 第一學期曾帶同學到聖公會聖匠堂參觀。第三學期, 團契的學生於升天節崇拜獻詩, 表現理想。

5. 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: 各班積極參與，努力背誦崇拜手冊內的金句，可見同學下了不少工夫。

6. 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、五月及七月
(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. Robertson 主領崇拜。

- (五) 活動檢討: 已完成聖誕節、復活節及升天節崇拜。同事贊成在留校崇拜期間，播放投影片比使用程序表的情況更理想，學生表現更專心。約 20 位來自澳洲的校長參與復活節崇拜，當日三、四年級將會到基督堂崇拜，其他級別則留校崇拜；同時，團契同學負責獻詩。結業禮安排於中學部禮堂舉行。

7. 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「聖靈果子」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: 三、四年級海報設計比賽以其中四個「聖靈果子」為題，老師已選出十幅得獎作品，並已張貼於校園內。

8. 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: 二月
(四) 活動內容: 宗教科於開放日開設了 3J 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，包括展出一年級的大型畫作、方舟模型、手指畫、許願樹和派發紀念品。

9. 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: 學生反應良好。當中更有小一至小三同學參加，本年度總獲得兩項個人獎及一項親子獎。



10. 福音日營

- (一) 活動目標: 透過戶外活動和講員分享信息, 希望學生相信並接受耶穌基督為個人救主。
- (二) 活動對象: 小五及小六
- (三) 推動時間: 三月
- (四) 活動內容: 60 位學生於復活節崇拜後參加福音日營, 地點: 粉嶺宣道園。活動包括開會禮、遊戲、午膳、信息分享和自由時間。
- (五) 活動檢討: 福音日營已於三月三十一日於復活節崇拜後順利舉行, 地點為粉嶺宣道園。當天由六位聖經科老師帶隊, 共有六十名五、六年級同學參加。日營內容有集體遊戲、自由活動及佈道會, 同學表現相當投入, 大部分同學更決志信主。營地安排理想, 佈道會吸引學生, 老師建議明年再次舉行。

11. 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、問答等。校方亦安排了五年級各班輪流帶領早會。

12. 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: 陸續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: 校方已購買影音光碟及書籍, 並已編碼, 請同事盡快歸還借用物資。

Diocesan Boys' School Primary Division
Evaluation of the Library Studies Programme Plan 2009 - 2010

Programme Summation & Evaluation:

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.

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. Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book 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 encyclopaedia
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 22,000 items. The target number of items would be around 35,000 to 40,000 items. 2. Students enjoyed the library facilities and a comfortable environment offered by the library. 3. There was one adjustment in the 3rd term to allow G5 and G6 students to enter the Library every recess. The statistics showed that G1-G6 students liked to go to the Library during the 2nd recess. The two factors added together making the Library very crowded in the 2nd recess. Adjustments will be made in the schedule for the next school year according to the findings this year.

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"> 1. G.1-G.4 students will be introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1-G.2 will have story time, extended reading activities and learn simple library skills. 3. G.3, G4 and G.6 students will learn the usage of library WebOPAC, the way to use both printed and online encyclopaedia and the classification methods of library materials (Dewey Decimal Classification).
Evaluation	The library curriculum was refined 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"> 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. Cross-curricular activities were held with the English, Chinese, General Studies and Moral Education Departments. 2. Departmental advice was consulted regarding the specific 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> <ol style="list-style-type: none"> 1. CDAA Cross-curricular Activities The Library took part in the planning and organization of the two whole school cross-curricular activities: the Fun Learning Days and Inquiry Based Learning Week. 2. Collaboration with English and Chinese Departments: <i>Library Reading Programme</i> <ul style="list-style-type: none"> • All the English and Chinese teachers took part in running the programme. • As the Chinese Department suggested that more gifts could be given to students as encouragement, especially the reluctant readers, the Library prepared some small gifts for the English and Chinese teachers to give out at the end of each term. • The teacher-librarian asked the Heads of English and Chinese Departments to collect opinions from all the English and Chinese teachers in the collaboration meeting. • Some Chinese teachers suggested adjusting the G1 Chinese



	<p>reading record books because some parts were a bit too difficult for the G1 students to finish. The Library would prepare a new Chinese reading record book that suits the G1 students' level.</p> <ul style="list-style-type: none"> • Some English teachers suggested having a variety of activities for the G4 students to gain marks, so that students would not just focus on writing book reports. Actually, students could obtain marks through different reading activities starting from last school year, including oral book report in the library lesson, participation in the reading activities held outside the School and being top borrowers in their own class. But the Library would remind the students to put emphasis on the quality of their reading, not only on the number of books they read. <p>3. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> • Grade Level: All • Activity : HEIFER “Read to Feed” • More than HK\$60,000.00 was raised. <p>4. Collaboration with Other Departments</p> <ul style="list-style-type: none"> • G1 My School: GSII, Computer Studies and Library • G3 Ice Age Animals: English, Visual Arts and Library • G4 Volcanoes: English, GSII and Library • G5 Space Exploration: GSI, English, Computer Studies and Library
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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) 4. Creative Story Writing/ Book Poster Design/ Creative Book Report Writing (External) <ol style="list-style-type: none"> 1. My Favourite Book Sharing Session 2. 4.23 World Book Day Celebration 3. Reading Banner 4. Story Mum Team 5. Book Donation 6. Newspaper Subscription 7. Bulk Application for Hong Kong Public Library Cards 12. Reading Contract
Evaluation	<p>1. DBSPD Reading Programme: <i>Reading Record Books</i></p> <ul style="list-style-type: none"> • Prizes were given to the students at the end of each term by the English and Chinese teachers to encourage them to read more. • This year we collected 1,173 book records. • Changes to the G5 & G6 reading record books were made according to the evaluation in the last school year. However, some students were not clear about the changes and finished



- more books reports than the numbers required.
- Many G5 and G6 students lost their record books in the middle of the school year. The Library would design a set of new record sheets, so that it would be easier for the teacher to collect and the record books would not be wasted due to the loss.
 - Some parents suggested that it was not quite environmental friendly for the programme details being printed on every reading record book. Starting from the coming school year, the School would not put the Library Reading Programme details in the reading record books. One hard copy of the programme details would be distributed to the students at the beginning of the school year and a soft copy of the programme details would be uploaded on the intranet.

2. Book Fair

Six 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.

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

These borrowing ranking charts gave students the incentives to borrow more books in order 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

5. My Favourite Book Sharing Session

G3-G4 students presented one of their favourite books during the library lesson. This was to enhance the reading culture among the students. The students were very interested in the books their classmates presented.

6. 4.23 World Book Day Celebration

- This year, some of the World Book Day activities were held in the Fun Learning Days. World Book Day posters designed by the students were posted in all classes and outside the Library to promote the event. Student received souvenirs if they borrowed books during the week of the World Book Day.

7. Reading Banner

The reading banner supplied by the Hong Kong Reading City was a good way to promote books of different themes.

8. Story Mum Team

There were 50 volunteers that joined the Story Mum teams this year. The team co-ordinators were helpful. A workshop was held in March 2010 to provide training to the volunteers,

especially to the G1 and G2 parents. The parents appreciated the workshops very much and would like to have more similar workshop being held in the future.

9. Book Donation

A circular was issued at the beginning of the school year to remind parents and students about this event. The School Library received about 600 donated books and selected the suitable items for the School Library and the classroom libraries. As the Library's collection is quite big now, it was suggested that the book donation scheme could be ceased next school year.

10. Newspaper Subscription

63 students subscribed to the South China Morning Post, 301 students subscribed to Goodies, 212 students subscribed to Junior Standard, 102 students subscribed to the Student Standard, 63 students subscribed to 明報 and 53 students subscribed to 星島日報 this school year.

For the summer newspapers subscription:

There were 26 students who subscribed to the South China Morning Post, 10 students subscribed to 明報(印刷版), 6 students subscribed to 明報(電子報), 2 students subscribed to 明報(印刷版及電子報) and 26 students subscribed to 星島日報 this school year.

In order to be environmental friendly, the Library did not attach the hardcopy of the convenience store lists (6 pages) to the circular this year. The lists were posted on the intranet for the students and parents to check.

11. Bulk Application for Hong Kong Public Library Cards

27 G1 students applied for the HKPL Library Cards successfully through the School.

12. Reading Contract

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.

Plan 5: Student Librarian Training

Objective	1. To nurture the selected student librarians the responsibility and a sense of belonging to the School 2. To provide students with library skills training
Target	The Selected Student Librarians
Period	Whole Year
Description	Student librarians were recruited, and training was provided so that they could:



	<ul style="list-style-type: none"> • Assist in the daily operation of the Library • Keep the library clean and tidy • Make sure the students behave themselves in the Library • Help fellow students in using the Library • Show students how to use the library • Direct the way for fellow students to locate books on the shelves
Evaluation	<ul style="list-style-type: none"> • 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 to recognize their contribution to the School. • Some student librarians' attendance rates and performance were not up to standard even after the Teacher-Librarian's reminders. Those student librarians would not be awarded certificates.

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

Diocesan Boys' School Primary Division
Evaluation of Computer Studies Programme Plan 2009 – 2010

Programme Summation & Evaluation:

In the school year 2009/10, students had a lot of opportunities to learn Computer Studies meaningfully and built up a positive learning attitude and habit towards the use of computers and information technology through various cross-curricular themes with different subjects, internal and external competitions and activities.

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 2009 – July 2010
- 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 on Monday, Wednesday and Friday. Students from G3 will be selected as trainees.
- Evaluation:
 - A total of 18 IT Captains and IT Assistants were recruited in September 2009.
 - Unfortunately students did not have a lot of opportunities to carry out their duties because the Computer Rooms were closed since October 2009 due to the outbreak of swine flu.

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 2009 to May 2010
- 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 2009 to June 2010

Description: **I-Cube Competition**

Evaluation: Results of the competition:

- Overall 2nd Runner-up
- Champion in Kowloon City District
- Champion in Primary 3
- Champion in Primary 5
- 2nd Runner-up in Primary 1
- 2nd Runner-up in Primary 2

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

Description: **World Robot Olympiad 2009 (Hong Kong)**

Evaluation: Results of the competition:

- 3 teams represented our school. One team was awarded the Overall Champion and the other two teams were presented the Merit Awards.
- Students enjoyed the competition very much and it is suggested to continue promoting this function in the coming school year.

Description: **World Robot Olympiad International 2009 (Korea, Pohang)**

- The Overall Champion Team was invited to participate in the World Robot Olympiad International 2009 in Korea, Pohang, from 6 to 10 November 2009.
- A total of 9 participants: 3 students (Dasan Chan 6P, Jeremy Yu 6M, Max Low 6P), 3 fathers, 1 teacher (Ms. Pauline Ip), 1 Coach (Mr. Eric Lui) and 1 IT Officer (Mr. Henry Lee)

Evaluation: Results of the competition:

- Our school was awarded the 12th International place.
- 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 2009 (Robotics)**

- A total of 8 Robotics students participated in the 3 days Robot-X Winter Camp from 28 to 30 December 2009

Evaluation: Results:

- One team was awarded the Overall Champion in the IT Competition (資訊科技競賽)
- Students enjoyed the camp very much and it is suggested to continue promoting this function in the coming school year.



Description: **First Lego League Competition 2010**

Evaluation: Results of the competition:

- Champion and 1st Runner-up in Robot Performance
- Champion in Robot Study
- 1st & 2nd Runners-up in Best Decoration
- 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.

4. Collaboration with School Social Workers

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

Target: G3 to G6 students

Period: January 2010

Description: A talk was organized with the Tung Wah Group of Hospitals on Internet Safety and Addiction to the Internet

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 Music Department

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

Target: G6 students

Period: December 2009 to January 2010

Description: Students used computer software to compose music during Music and CS lessons

Evaluation: Students made the connection between Music 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 Chinese and P.T.H. Departments

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

Target: G1 to G4 and G6 students

Period: September 2009 to June 2010

Description: Students became more competent in their typing skills.

Evaluation: Most students became more competent in their typing skills and 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. Collaboration with the English and G.S. Departments

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

Target: G5 students

Period: February 2009 to May 2010

Description: Space adventure story animations.

Evaluation: Students enjoyed the animation project very much. An 'animation showcase' webpage was made to demonstrate the finished projects to the school.



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 2009 to June 2010
- Description:** Students made use of programming skills to create games and quizzes to use in the Fun Learning Days 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 2009 to June 2010
- 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 2009-2010

Programme Summation & Evaluation:

This year, character education and social skill training were emphasized in Moral Education. They aimed at uplifting students' moral and social development, and helping students reduce inappropriate behaviours. In addition, to echo the Annual School Plan, collaboration with other subjects, provision of additional support to G.1 and promotion of home-school co-operation were also emphasized.

Moral Education lessons

- Twenty-three Moral Education lessons were conducted. The curriculum was a bit different from last year. Topics on family life were not included so as to spare more time on character education. In each grade, three different characters were taught. Positive feedback was received from teachers that the characters helped students develop positive traits. However, the Character Award Programme was found to be not so meaningful because some characters might not be easily observed in one term's time. It was therefore difficult for teachers to nominate the most suitable student to receive the award, making the award programme not an effective one to reinforce positive behaviours and motivate students.
- Besides character education, two to three topics each on school life, personal development and social development were taught. APASO was done at the beginning and at the end of school year. Findings still revealed that students had more inappropriate behaviours than the HK norm and more inappropriate behaviours were reported at the end of school year. Continuous effort on helping students uplift their social development was required, especially on how to develop harmonious relationship with their peers.

Talks, workshops and exhibitions

- In early September 2009, a workshop for G.1 which helped students understand school rules and proper ways to relate with classmates was held. However, it was later found that G.1 students were not familiar with how to seek help from school social workers and what kinds of assistances they could get. It would be better for school social workers to visit each G.1 class and to introduce themselves at the beginning of school year.
- To respond to the alarming drug abuse problem, an anti-drug exhibition and a G.6 anti-drug workshop were held. They helped students understand the harmful effects of drug abuse and equip them with proper refusal skills. On the other hand, an exhibition on world hunger and a 5-day famine programme were held. 47 G.4-6 students joined the programme in which they did not eat anything in the first recess for 5 consecutive days. The exhibition and the programme helped students reflect on how affluence they were and understand the needs of deprived people in the world as well as how they should contribute to render assistance to them.
- Drama show was found to be a wonderful way to convey a moral message to students. Two drama shows on anti-discrimination and accepting classmates with learning difficulties were held for G.3-4 and G.4-5 respectively and students watched them attentively.
- Through collaboration with the C.S. Department and the Secondary Division, an internet safety talk and a pre-G.7 adaptation workshop were organized respectively. Two students from the Secondary Division came to give a talk to G.6 students at the end of school year. The sharing helped G.6 students have a better understanding of their coming secondary school life so that they could have a better preparation.



Community service visits and donation programme

- Real practice is important for the development of students' moral values and pro-social behaviours. Every G.3 class was arranged to visit a special school or an elderly home, and to have some activities with the students/elders there. It was found that visiting special schools provided a better opportunity for students to nurture their caring hearts. Through the visits, students understood that different children had different characteristics and needs, and they had to accept every person and to take care of people in needs.
- Three donation programmes were held. They were mooncake donation, stationery donation and Read to Feed Programme. Students had a very positive response. Over 400 mooncakes, 5 cartons of stationery and \$65,795 were collected respectively. Students were given a chance to offer assistance to help people in need through these donation programmes.

Parents' workshops

- Two parents' workshops were held, one on positive parenting for G.1-3 parents and another one on parenting adolescent child for G.4-6 parents. Each workshop consisted of 6 sessions. Over 70 parents would have liked to enroll in each of the two workshops. However, due to limited capacities, only 20 and 15 places were available for the workshops. Over 90% of the participants agreed that the workshops were helpful. The workshops also offered a chance for parents to share parenting skills. It was suggested that more workshops should be held in the future to accommodate more parents. Good workshops might be re-run later on so that parents who were not selected could have another chance to attend.

Diocesan Boys' School Primary Division
Evaluation of the Electives Programme Plan 2009 - 2010

Programme Summation & Evaluation:

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 2009-2010. 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.

Plan	Evaluation
<p>1 To balance across the curriculum in electives.</p>	<p>There were 52 courses on offer in 2009-2010. They could be classified into four main areas: Art & Sport (15.4%), Science (15.4%), Language & Culture (19.2%) and Personal Development (48.1%).</p> <ul style="list-style-type: none"> • Ceramic Food, African Performing Art Workshop, 港人港情, 模型初探, 電影欣賞, Critical Thinking Program, Chess4Life, Lives of Great People and Foot Drill Training (步操訓練) were new programmes. • 9 courses (15.4%) adopting the scientific approach were specially designed. Astronomy, Science Workshops, Toy Science, Science Adventures, Food Scientists & 天文實驗班 etc. provided students with rare and precious chances to get to know more about astronomy and science. • 10 courses (19.2%) provided basic language and cultural knowledge like Japanese , French, Chinese and African Culture. • 25 courses (48.1%) like Money Management, Applied Personal Management, 2C's Training. Critical Thinking Program, Be a Smart Leader, Team Building Workshop, Little Architect & Lawyer, Stormy Chefs, Fellowship and Etiquette enhanced students' personal development.
<p>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>	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> • Lots of teaching equipment and materials were used to enhance students' knowledge and interest in Astronomy Elective. • Students from Money Management practised their skills in Tuck Shop & Park'N Shop. • Tutors/teachers in science electives (Science Workshop, Science Adventures and Food Scientists) prepared different experiments to develop students' science process skills. • Tutors in 天文實驗班 prepared lots of teaching equipment and materials to enhance students' knowledge and interest . • Ho Koon Nature Education cum Astronomical Centre provided a good learning environment for students who



		<p>had Astronomy as electives.</p> <ul style="list-style-type: none"> • 港人港情 Elective Students visited Hong Kong Museum of Medical Sciences, Hong Kong Museum of History and Devil's Peak Gough Battery (魔鬼山哥富炮台). • Photography Elective students visited West Kowloon Waterfront Promenade (西九龍海濱長廊) • Fellowship Elective students visited S. K. H. Holy Carpenter Church. • Etiquette Elective practised table manners in Spaghetti House. • Students from Rock Climbing 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. • 15 different educational visits and outings were organized in Term 1 to Term 3. (Appendix)
3	To let students choose the electives that best suit their learning styles.	<p>We allocated the electives for each student with the help of an Elective Selective Programme which was introduced this year. We had to do it manually for the final version to get a better allocation.</p> <p>We tried to allocate students electives with reference to their priority. Each student was assigned to one elective out of his <u>first three choices</u> on his preference list of <u>one main area</u> in the school year.</p>
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. • Students were shuffled according to their electives which provided them with chances to communicate with schoolmates.
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 on our website.
6	To develop students' 9 generic skills through electives.	Students' multiple intelligences could be developed through the assigned electives.

An evaluation was conducted at the end of each course. All feedback collected from students, teachers and parents was positive and encouraging.

Evaluation	Term 1	Term 2	Term 3
Student s	43.6 / 50	43.3 / 50	43.6 / 50
Teachers	41.4 / 50	40.8 / 50	41.7 / 50
Parents	--	--	3.97 / 5