

Diocesan Boys' School Primary Division



Annual School Report 2010-2011

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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Achievement & Reflection of the Annual School Plan 2010-2011

Major Concern: First Priority – Student Support & Partnership; Learning and Teaching

1. Student Support

1.1 Intended Outcome/Target: To evaluate the overall effectiveness of students support services

1.1.1 Strategies/Tasks: To analyze the results of separate student support programmes and measures adopted by the Primary Division

Report & Evaluation:

Programme A :

This year the School organized an afterschool programme, “Let Me Shine”, for G4-G6 students.

The aim of the activity was to provide an opportunity for students to develop positive attributes and self-esteem. Students were guided to recognize their strengths, break through their weaknesses and reveal their potential.

Some students were invited by the social workers to join this group and some were admitted through parents’ request. The programme started in October 2010 and the meeting was held every Wednesday. They had a gathering which lasted for 1 hour 15 minutes. After participating in the gatherings for a few months and learning through activities, games, songs, bible messages, volunteer services, students’ self understanding and personal growth has improved.



A survey was conducted in May 2010 to collect students' feedback. The result was as follows:

Question	Score : 1 (Disagree) to 5 (Strongly Agree)
(1a) Did "Let Me Shine" help you better understand your own potential and abilities?	4.33
(1b) Did "Let Me Shine" increase your confidence in problem-solving?	4.33
(1c) Did "Let Me Shine" improve your communication skills?	4.39
(2) Do you think "Let Me Shine" was interesting?	4.06
(3) Do you like participating in "Let Me Shine"?	4.28
(4) After joining the activity, the area that you have improved the most is:	Helping others, Sharing with others, Academic improvement, Communication skills, Learning Chinese,

As students gave a score above 4 for most of the items, the programme was successful in achieving its aims and objectives.

Programme B:

Each of the G5 and G6 classes took turns to hold a morning assembly.

The aim of holding the morning assembly was for the classes to share their own messages with their fellow schoolmates. Through this programme, students could improve their self-confidence, teamwork and organizational skills.



Through observation of students' performance in the rehearsals and actual assemblies, teachers considered students had made improvement in mastering the above skills. Teachers also agreed that the programme had provided an opportunity for each student to participate and demonstrate his strengths.

Programme C:

G6 students participated in the Outward Bound Camp.

The aim was to give students the chance to develop their personal skills (such as self-awareness, self-confidence, personal responsibility for their decisions, actions, choices and consequences, and the potential to be excellent) and facilitate their social development (such as social awareness, develop positive relationships, communication skills, compassion for others and respect for diversity and differences).

After the camp, all students were required to give written feedback, which indicated 95% of the students considered the experience to be worthwhile and interesting. Parents also agreed their children had changed in some ways, particularly in the aspect of self-independence.



Major Concern: First Priority – Student Support & Partnership; Learning and Teaching

2. Curriculum and Assessment

2.1 Intended Outcome/Target: To improve programme planning and programme evaluation

2.1.1 Strategies/Tasks: To formulate well-defined success criteria and methods of evaluation with sufficient deliberation when making future programme planning and programme evaluation

Report & Evaluation:

Department visioning is best aided by the SWOT analysis.

"SWOT" is a simple acronym for **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats. SWOT analysis consists of the following two activities:

1. An assessment of the organization's internal Strengths and Weaknesses and;
2. An assessment of the Opportunities and Threats posed by its external environment.

The SWOT analysis provides a framework for visioning by helping the planners to identify and prioritize the organization's **GOALS** and to further identify the strategies of achieving them.

Assessing the Internal Environment

An internal scan or assessment of the internal environment of the organization involves identification of its strengths and weaknesses i.e., those aspects that help or hinder accomplishment of the organization's mission and fulfillment of its mandate with respect to the following **Four Ps**:

1. **People** (Human Resources)
2. **Properties** (Buildings, equipment and other facilities)



3. **Processes** (Such as student placement services, M.I.S. etc.)
4. **Products** (Students, publications etc.)

Purposes of SWOT Analysis

A SWOT analysis is conducted in order to identify an organization's internal **Strengths** and **Weaknesses** and also the **Opportunities** and **Threats** posed by its external environment. It enables the planners to identify the following:

Strengths Internal things we have that are good **OR** do well

Weaknesses Internal things we do not have **OR** do not do well

Opportunities External factors that may help in the achievement of our Mission.

Threats External factors that may be barriers to achievement of our Mission

Internal Scan

For the internal scan the guide is to examine the **four Ps** - People, Properties, Processes and Products.

(i) **People (Human Resources)**

- Teaching Staff
- Administrative Staff
- Technical supporting Staff
- Students
 - Quality of students enrolled

(ii) **Properties**

- Infrastructure, Buildings, Workshops, Library, Equipment, Furniture etc.

(iii) **Processes**

- Governance
- Management & Administration
- Curriculum Development
- Teaching - Learning
- Student Support Services
- Staff Development
- Communication

(iv) **Products**

- Students
- Percentage of pass in the examination



Department of English

Report & Evaluation:

1. Is the curriculum adequate for the needs of our students?

- As the process of curriculum planning is ongoing, teachers try to make the curriculum flexible enough to fit students' needs.
- For writing, our textbooks may not be enough for the students, though we may see that teachers' expectations are high.
- Some of the students do not have a good knowledge of solid writing foundation. Teachers have to provide more skills for students to follow.
- The writing curriculum will be looked at further in 2011-2012 with changes to be implemented in 2012-2013.

2. Are the students motivated enough to learning/ studying?

- Most of the students are motivated to learn. However, for the lower achievers, basic knowledge on English is inadequate. We need a system to tackle the problems or give them guidance.
- Teachers also see that students ask whether their works are counted. Teachers were advised that students should be encouraged to do their best whether their work is formative or summative.
- The students need to be continuously motivated by giving quizzes and appropriate reward.

3. Does the department need any further teaching aids / computer / internet / multimedia projector to enhance your teaching efficiency?

- Teachers revealed that our school has enough hardware for them to use. However, further training and support is needed especially in the area of IT.

4. Is the department given adequate opportunities to participate in training programmes for updating your knowledge and improving your teaching skills?

- Yes, the department provides budget on overseas conferences and time is allowed off school to attend seminars and workshops. Teachers can ask for the budget if they are interested in attending overseas conferences or workshops.



5. Do you have any suggestions for staff development? Suggest areas, duration, period of training and the likely institution(s) offering such training.

- There will be training sessions on solo verse speaking for Speech Festival for teachers in August. The duration will be 9 hours in 3 sessions.

6. What, in your opinion, are important strengths of the Department?

- Teachers are flexible, approachable, collaborative, supportive, dedicated and creative. They are willing to take risks and are adaptable.

7. What are major weaknesses of the Department?

- Most of our teachers are not class teachers. They may not be very familiar with the students. Some teachers are a bit too passive. Most of our teachers teach other subjects, so they are not as committed and involved.

8. Suggest any further ways by which the school can enhance its performance and reputation.

- Participating in external competitions is one of the highlights of our department this year. Our students participated in the Battle of Books and Budding Poets this year. Teachers were asked to share information about any other competitions that they felt were appropriate for the students to enter.

9. The Department Core Values

- Openness, quality of teachers, support from school administration, teamwork and flexibility.



中文科課程「強弱機危」問卷調查

項目	強	弱	建議（機、危）
課程	<ul style="list-style-type: none"> ● 教材套支援充足、配套完善 ● 單元教學，學生容易理解學習重點 ● 教師可按學生的能力及興趣調適，進度富彈性 	<ul style="list-style-type: none"> ● 節數太少，課程趕急 ● 級與級之間聯繫不足 ● 閱讀活動及說話訓練不足 ● 低年級識字量不足 	<ul style="list-style-type: none"> ● 增加節數 ● 增設閱讀課 ● 加強說話訓練 ● 刪減課文，加強識字訓練
評估	<ul style="list-style-type: none"> ● 模式多元化，包括自評、同儕互評及家長評 ● 題目漸配合 TSA（包括聆聽及說話） ● 按教學目標擬試題，有效評估學生的學習進度 	<ul style="list-style-type: none"> ● 對於能力稍遜的學生，評估卷程度較深、種類多，分數偏低 	<ul style="list-style-type: none"> ● 調整題目的比重及深淺程度
書法/寫作/故事演講比賽/朗誦節/學習活動日	<ul style="list-style-type: none"> ● 活動多元化，種類切合學生的興趣，學生投入活動 	<ul style="list-style-type: none"> ● 活動以拔尖為主，能力稍遜的同學成就感不足 	<ul style="list-style-type: none"> ● 加強宣傳 ● 鼓勵能力較弱的學生積極參加 ● 讓學生設計活動，作為一種學習



<p>學生學習態度</p>	<ul style="list-style-type: none"> ● 低年級學生普遍喜歡學習，勇於發問 	<ul style="list-style-type: none"> ● 高年級學生學習態度欠積極 ● 閱讀圖書欠動力 	<ul style="list-style-type: none"> ● 加強家校合作 ● 鼓勵學生借閱圖書，並向同班同學互相推介好書 ● 透過預習，推動自學能力
<p>教師發展日</p>	<ul style="list-style-type: none"> ● 舉辦工作坊 	<ul style="list-style-type: none"> ● 與教學沒有直接關係 ● 類型少 	<ul style="list-style-type: none"> ● 舉辦講座，提升教學法及了解最新的評估方法



Department of Mathematics

Report & Evaluation:

Teachers of the Mathematics Department always reflect on the strengths and weaknesses using the S.W.O.T. analysis during the weekly level collaborations to continuously improve our teaching and learning and fine tune the curriculum and schedule, if necessary. After the first assessment, the HoD and Panel Chair-persons had done a simple S.W.O.T. analysis which formed the basic framework for constructing the questionnaire below. The evaluation was conducted after the third term assessment.

1. Is the curriculum adequate for the needs of our students?

- 88% of the teachers agree that the current accelerated curriculum is adequate to cater for the needs of our students. However, it may be too challenging for some students

2. Is the curriculum flexible enough to tailor for students' needs?

- 82% of the teachers agree that we have sufficient flexibility. The schedule is quite tight and some low achiever may find the curriculum too difficult. Pull-out learning may be helpful for such students.

3. Are the students motivated enough to learning/studying?

- 49% and 30% of the teachers give a positive and a neutral answer respectively. Most teachers agree that more creative classroom learning activities should be organized but the prerequisite is that we have to ease teachers from the burden of spending too much time on marking assignments.

4. In which area/dimension in mathematics are the students more competent?

- 71% of the teachers agree that our students are more competent in number manipulations although they may often make careless



mistakes in their calculations.

5. In which area/dimension in mathematics are the students weak?

- 53% of the teachers agree that our students are weak in the area of space and shapes. More hands-on exercises and practice are essential.

6. Does the department need any further teaching aids/ resources/ software to enhance your teaching effectiveness?

- 60% agree that we need a Maths Room and more teaching aids, such as 3D-models and software for mathematical drawings.

7. Is the department given adequate opportunities to participate in training programmes for updating your knowledge and improving your teaching skills?

- More than 75% of the teachers agree that they are given adequate opportunities to participate in various training programmes. Nevertheless, it would be desirable to organize sharing on 'Use of IT in Classroom' and 'Problem Solving Strategies and Skills'. The 5-weeks Professional Development Course for Primary Teachers on Mathematics Teaching conducted by HKIEd is also recommended.



Important Strengths of the Department

- Teachers are knowledgeable and devoted
- Students are generally smart and interested in mathematics
- Good documentation for teachers' reference
- Good communication among teachers in the department as well as between the departments of the PD and SD
- Curriculum is flexible so that adjustments can be made to meet students' needs
- The school is resourceful
- Harmony with diversities

Major Weaknesses of the Department

- Turn-over rate of mathematics teachers is rather high in recent years and that will hinder the development of the department and affect the continuity of work.
- The work-load of teachers is rather heavy, especially for marking work, and sometimes teachers suffer burn-out.
- Because of the accelerated curriculum, the problem of individual differences has become increasingly apparent as some students cannot cope with the progress.
- More and more students are getting examination oriented and their attitude towards learning has become less enthusiastic.
- The teaching and learning schedule is too tight and there is not enough time for students to acquire the mathematics concepts through class activities.

Opportunities for the school/department to enhance its performance and reputation

- Through participating in external competitions, students can learn from students from other schools and compare their performance with others.



Students' self-esteem can also be fostered.

- Flexibility in delivering the curriculum and adoption of different teaching pedagogies ensure teachers to have the opportunities to develop a unique mathematics programme.

Threats exist in the external environment

- Students from some other schools are far more aggressive than our boys. They are more passionate about learning mathematics.
- Some schools are emerging and well-recognized for effective teaching and learning in mathematics, particularly in the area of problem solving skills.



Department of General Studies

Description and Evaluation:

Two SWOT analyses were done in January and June, 2011. The objectives were to find out the strengths, weaknesses, opportunities and threats of the GS Department and to ensure effective programme planning and programme evaluation in the future. The findings are as follows:

Strengths/ Opportunities	Weaknesses/ Threats
<p>GS Curriculum</p> <p>➤ There are a wide-range of activities, events and competitions to allow students to make connection with and apply what they have learned in lesson. In addition, the use of different media of instruction for GSI & GSII (Cantonese for Chinese culture and English for scientific knowledge) can help students better understand the subject areas.</p> <p>➤ Amendments in the GS curriculum in the coming academic year 2011-2012 will provide the Department a chance</p>	<p>GS Curriculum</p> <p>➤ The teaching schedule is very tight and there is not enough time to cover such a wide range of curriculum as there are only three lessons and two lessons per week for GS I for GS II respectively. Teachers have difficulty in covering the entire syllabus, allowing in-depth students' involvement and carrying out extended activities like reading lessons and other outdoor activities related to environmental protection. Sometimes teachers find it rushed to administer formative assessment for each unit.</p> <p><u>Suggestion:</u> The Department will request the School to allocate more lessons for teaching GS, if possible.</p> <p>➤ Students are comparatively weak in Chinese. They may not be able to express their ideas in Chinese during lessons and cannot convey</p>



to modify our school-based curriculum to suit our students' needs better. Areas related to national identity and moral education will be further enriched by incorporating current issues into the teaching contents.

GS Room Improvement

- Our school has stored plenty of resources in the GS room and students are given the exposure to learn scientific knowledge. Resources in the GS Room are abundant and can be fully utilized for students' learning. As a result, teachers can conduct interesting and interactive lessons by using various teaching aids and laboratory apparatus for scientific experiments.
- The School is able to allocate sufficient funding to purchase equipment and other resources both for teachers and students.

National Identity/ Science Activities

- The school has organized various activities like Observation of National Day, Flag raising ceremony, LEAP, science activities and field trips which allow our boys to learn more about science and national identity

their meanings clearly in assessments paper.

Suggestion:

The Department will work closely with the Chinese Department to identify the vocabularies that students of each grade need to know.

GS Room Improvement

- As there is a lack of special rooms in our school, the GS room is often shared / occupied by other departments. GS teachers can't fully utilize the room to carry out experiments.

Suggestion:

A timetable is set at the beginning of the school year. Priority should be given to GS teachers to use the GS room for carrying out experiments with students.

Environmental Education

- There is not enough time for teaching the environmental education program.

Suggestion:

Instead of teaching environmental education in the third term, the Department will start teaching this topic in the first term. The objective is to heighten students' awareness on issues about the environmental protection.



Teaching Staff

- Teachers are young, flexible and enthusiastic. They can adapt to new changes easily, and the quality of planning and delivery of lessons is generally good. It is also effective for teachers to use formative assessments to keep track on students' learning progress.

Teaching Staff

- Not all the GS I teachers are equipped with science knowledge and they may find it difficult to present certain scientific concepts.

Suggestion:

The School can assign at least one teacher who is equipped with science knowledge to teach in each grade. Besides, GS teachers are also given many opportunities to attend seminars and training courses in order to sharpen their teaching strategies in GS.



Major Concern: First Priority – Student Support & Partnership; Learning and Teaching

2. Curriculum and Assessment

2.1 Intended Outcome/Target: To improve programme planning and programme evaluation

2.1.2 Strategies/Tasks: To set up a consistent and fair scoring system for teachers to follow

Report & Evaluation:

English

For all summative writing assessments rubrics have been established when they are rated by impression grading. Scoring rubrics are primarily used for the senior grades. Teachers grade students' work against the established rubrics.

For all assessments, teachers discuss any alternative marking that has not already been agreed upon. Student assessments are then graded against all acceptable answers.

Teachers collaborate during both pre and post tasks to ensure a consistent and fair scoring system for teachers to follow.

Maths

Clear marking guidelines and marking scheme have been set. Besides being used for teachers' reference, the marking guidelines are also distributed to students and parents.

Teachers meet before and after marking the assessment paper to discuss the marking scheme as well as any other matters arising during the assessments.

Shift marking is adopted in the term assessments to ensure a fair and consistent marking among teachers.



General Studies

Criteria of Marking Assessments are stated in the G.S. Subject Memorandum so as to maintain a consistent and fair scoring system for teachers to follow.

Examples:

1. **Spelling mistakes in all sections:**
 - a. Deduct 0.5 marks for each spelling mistake.
 - b. No marks will be deducted for repeated mistakes.
 - c. A maximum of 50% of the total mark of the whole section can be deducted for spelling mistakes.

2. **Grammatical and punctuation mistakes:**
 - No marks will be deducted.

3. **Do not follow instructions:**
 - One mark will be deducted in the whole section.

When special cases arise, the coordinators should call a meeting to discuss any possible solutions with the subject administrators and all teachers in the same level. The other G.S. teachers will also be informed during the following subject collaboration.



Major Concern: First Priority – Student Support & Partnership; Learning and Teaching

2. Curriculum and Assessment

2.1 Intended Outcome/Target: To improve programme planning and programme evaluation

2.1.3 Strategies/Tasks: To develop new guidelines on self assessment and peer assessment

Report & Evaluation:

As the Monthly Curriculum Meeting in June was used to discuss the Inquiry Based Learning Week, department heads were instructed to talk about the guidelines for self assessment and peer assessment in their individual subject collaborations.

Further discussions will be made during the subject meetings in August and new guidelines will be drawn up in their subject memorandums in the coming academic year.



Major Concern: First Priority - Student Support & Partnership; Learning and Teaching

2. Curriculum and Assessment

2.2 Intended Outcome/Target: To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration

2.2.1 Strategies/Tasks: To take into account the extra workload involved when allocating staff teaching load in future so that the level coordinators of English, Chinese, Mathematics and GS (G1–G6) will have the capacity to organize vertical (intra-subject) collaboration on a regular basis

Report & Evaluation:

At the beginning of the school year, the level coordinators of English, Chinese, Mathematics and General Studies (G1–G6) were assigned by the Headteacher to ensure effective communication among subject teachers. The level coordinators are entrusted to conduct vertical (intra-subject) collaboration with subject teachers from G1 to G6. Their extra responsibility was compensated by reducing the total number of lessons that they took up this school year. Feedback was collected from the level coordinators for evaluation, and they considered the adjustment in their workload acceptable and appropriate.

At the beginning of the school year, the Headteacher specified the time for organizing the “Department Collaboration” and “Vertical Collaboration” of the English, Chinese, Mathematics, General Studies and Putonghua Departments. The objective was to ensure the level coordinators be given the capacity to organize vertical (intra-subject) collaboration on a regular basis. Details are as follows:

Collaboration / Staff Briefing									
Mon (Room 102)		Mon (Staff Room)		Tue (Staff Room)		Wed (Computer Room)		Thu (Staff Room)	
3:15 – 4:00	English Collaboration	3:15 – 4:00	Chinese Collaboration	3:15 – 3:45	G.S I Collaboration	3:30 – 4:00	Staff Briefing	3:15 – 4:00	Mathematics Collaboration
				3:45 – 4:15	G.S II Collaboration				
4:00 – 4:30	Vertical Collaboration	4:00 – 4:30	Vertical Collaboration	4:15 – 4:45	Vertical Collaboration	4:00 – 4:30	PTH Collaboration (Room 102)	4:00 – 4:30	Vertical Collaboration



At the same time, the level coordinators were given the flexibility to make alternative arrangement and the vertical collaboration could be organized with subject teachers during their common free periods.

A survey was conducted in the 3rd Term to collect feedback from the English, Chinese, Mathematics and General Studies subject teachers. The result was 3.10 out of 5, indicating teachers only partially agreed that vertical collaboration was an effective platform for teachers to coordinate matters related to programme planning and intra-subject activities organized by their department. Subject administrators should therefore offer more advice and support to teachers, and the practice of vertical collaboration should be further refined to facilitate good communication of subject matters across all grade levels.



Major Concern: First Priority – Student Support & Partnership; Learning and Teaching

2. Curriculum and Assessment

2.2 Intended Outcome/Target: To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration

2.2.2 Strategies/Tasks: To further enhance horizontal (inter-subject) collaboration among HoDs and Panel Chairpersons of all departments for the long term development of inquiry Based Learning and Project Learning

Report & Evaluation:

Monthly Curriculum Meetings (MCM's) had been established to cater to teachers and students needs and interest in curriculum development. Teachers were asked what topics they wanted for the MCM's and the most popular ones were chosen.

CDAA members took turns to chair the MCM's.

Session	Date	Topic
1	29 th Sept, 10	Learner Attitude/Motivation
2	20 th Oct, 10	Teaching Boys!
3	17 th Nov, 10	Classroom Management
4	15 th Dec, 10	Catering for Learner Differences (Notes)
5	23 rd Feb, 10	Group Work
6	8 th June, 10	Inquiry Based Learning

The evaluation from teachers for the MCM's was very good. The following are a few selected questions from the evaluation forms that were given to the teachers.

Question	Response
I will use the methods introduced in the meeting in my lesson.	80%
I am engaged in the activities.	81%
The topic for the MCM is interesting.	81.5%

* All evaluation data can be found in the CDAA Folder → MCM Folder



Major Concern: Second Priority – Student Performance

1. Attitude and Behaviour

1.1 Intended Outcome/Target: To enhance students' interpersonal relationships and social skills

1.1.1 Strategies/Tasks: To sharpen teachers' awareness and make more concerted action to cultivate a higher level of personal and social responsibility among students

Report & Evaluation:

A workshop on counseling skills was arranged for all teachers on 4th April 2011. The speaker Dr. Albert Chan is currently teaching and providing training in Lingnan University, Baptist University and HKU Space. The workshop was designed to challenge teachers to reflect on the common grounds between teaching and counseling professionals, and to bring forward common threads between the two disciplines so as to integrate the potential best practices from these two professions in order to inspire our students.

Teachers' feedback was collected using questionnaires after the workshop. Some teachers felt appreciative of the workshop by giving full marks while most of them gave very low marks. It is suggested that workshops that are interactive and have more sharing time with participants would be more suitable for our teachers.



Major Concern: Second Priority – Student Performance

1. Attitude and Behaviour

1.1 Intended Outcome/Target: To enhance students' interpersonal relationships and social skills

1.1.2 Strategies/Tasks: To balance students' competitive spirit by stressing the need for empathy and the exercise of personal restraint for the common good

Report & Evaluation:

In Term 1, a Moral Education lesson was designed to talk about the importance of mutual help in school. Students were encouraged to share study skills and knowledge with their classmates.

G.1-3 students were particularly told to share good reference books with classmates and to show appreciation to them when they perform well. G.4-6 students were told that collaboration among classmates would allow them to learn from one another and, as a result, they would also benefit by acquiring more knowledge. All students were reminded not to treat the learning process as a form of competition.

After the lesson, G.1-3 students were asked to work together with their parents to write a 4-panel comic strip about how students should collaborate to learn. Good comic strips were collected and shown to G.1-3 students in a lesson that talked about teamwork. G.4-6 students also were given a lesson on teamwork, which talked about the importance of listening to other's ideas and respecting others when doing group work. After the lesson, students were asked to write a reflection on how they could enable group members to compromise when there was a disagreement and how they could help the group function efficiently.



Major Concern: Third Priority – Management and Organization

1 School Management

1.1 Intended Outcome/Target: To ensure there is a better link between evaluation and planning of school programmes

1.1.1 Strategies/Tasks: To draw up school development priorities and future school programmes based on the analysis of school self-evaluation (SSE) and findings, and report of school review

Report & Evaluation:

The “School Development Plan 2010/2011 – 2013/2014” was drawn up and finalized in September 2010. The document stated the development priorities of DBSPD based on the analysis of the Report of Comprehensive Review conducted in 2009.

At the beginning of the school year, the School Administrators and HoD’s of the English, Chinese, Mathematics and General Studies Departments were required to write up the “Annual School Plan” and “Department Development Plan” of each school year based on the priorities stated in the School Development Plan 2010/2011 - 2013/2014. The analysis and findings of the school self-evaluation (SSE) and programme evaluation of individual departments would also be incorporated into the new plans for each subsequent year.



A survey was conducted in the 3rd Term to collect teachers' feedback. The results were as follows:

Question	Score : 1 (Disagree) to 5 (Strongly Agree)
(1) The "School Development Plan" was duly drawn up based on the Report of Comprehensive Review.	3.22
(2) The "Annual School Plan" was drawn up based on the priorities stated in the School Development Plan, and the analysis and findings of the school self-evaluation (SSE) for the previous year.	3.23
(3) <i>Q.3 is for English, Chinese, Mathematics and General Studies Subject Teachers only</i> The HoD's drew up the "Department Development Plan" based on the school development priorities stated in the School Annual Plan, and the analysis and findings of programme evaluation for the previous year.	3.27

The results indicate that teachers only partially agreed that the link between evaluation and planning of school programmes was good enough. The administrators should therefore be more conscious to make better evaluation of the analysis and findings of school review report, school self-evaluation (SSE) and programme evaluation of the departments when formulating future school plans and learning programs.

Major Concern: Third Priority – Management & Organization

1. School Management

1.1 Intended Outcome/Target: To ensure there is a better link between evaluation and planning of school programmes

1.1.2 Strategies/Tasks: To sharpen the awareness of administrators so that when they write future subject development plans and programme plans, all targets and success criteria formulated in the plans will be explicit, specific and have a sharper focus on students learning outcomes

Report & Evaluation:

A workshop on how to develop a better link between evaluation and planning of school programmes was organized for subject administrations in early July.

A survey was conducted in July 2011 to collect teachers' feedback and opinions about the evaluation and writing of programme plan. Some of the data of the questionnaire results is as follows:

Item	Percentage (Agree and Strongly Agree)
1. I have confidence in writing up the programme plan.	92%
2. I have clear guidelines on what I should include in the programme plan.	92%
3. I have confidence in my members for providing sufficient support to help implement the programme plan.	99%
4. I have confidence that the workload involved in the implementation of programme plan is manageable based on the resources available.	99%
5. I have confidence that the workload involved in the implementation of programme plan is manageable based on the school administrators' support.	99%



Report on Use of Capacity Enhancement Grant 2010/2011 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 55 courses were offered in 2010-2011. 34 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 were 22 sessions of around 1 hour each from term 1 to term 3 in 2010-2011.
Benefits Anticipated	<ul style="list-style-type: none"> • Boys are able to participate in electives providing basic and advanced knowledge in various areas (Art & Sport, Science, Language & Culture and Personal Development). • Since all electives are provided for students free of charge, all boys have equal opportunities to participate in these programmes.
Implementation Schedule	Term 1 - 8 sessions Term 2 - 7 sessions Term 3 - 7 sessions
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

- a. The approved budget for running the Elective Programme of 2010-2011 was **\$982,316.0**. The total expense for Term 1 to Term 3 was about **\$982066.0** (One tutor was granted sick leave in Term 3).
- b. About 500 students from G1 to G6 benefited from participation in the elective programmes conducted by out-sourced each term. Their knowledge and horizon was broadened through taking part in different elective activities.

	Term 1	Term 2	Term 3
Budget	\$369,432.0	\$336,503.0	\$276,131.0
Courses delivered by out-sourced organizations	25	25	23
No. of students participated in out-sourced elective courses	519	616	542

- 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 - Term 3
Art & Sport	5	215
Science	7	501
Language & Culture	6	281
Personal Development	16	628
Total	34	1625

- d. 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
Students	44.1 / 50	43.4 / 50	44.8 / 50
Teachers	42.7 / 50	43.1 / 50	43 / 50
Parents	--	--	4.09/5

In short, our students are given ample exposure to different areas of learning to explore their interests and strengths. As we aim to develop children's multiple intelligences, we hope new elective courses will continue to be developed for our students in future.



Achievement and Reflection of the English Department Development Plan (2010-2011)

Targets Achieved in 2010-2011 School Year

1. Curriculum

1.1 To improve programme planning and programme evaluation

1.1.1 To formulate well-defined success criteria and methods of evaluation with sufficient deliberation when making future programme planning and programme evaluation

As in previous years the HOD and Chairpersons of the Department collected feedback/ evaluation from the staff at the end of Term 2 and Term 3. Staff was allowed to give comments to a SWOT analysis through level meetings and by individual postings. Over 87% of the staff members expressed satisfaction about the self-evaluation mechanism and effectiveness of participation in the Vertical Collaboration Meetings. Keys areas of strengths and weaknesses were identified with suggestions on improvements.

Training sessions were conducted on how to improve formative assessment within the classroom. Individuals attended workshops throughout the year, although attendance in workshops and seminars was not as high as previous years.

1.1.2 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 was extremely positive with over 85% of the teachers and students responding positively to the learning experience. Generic skills identified for Inquiry Based Learning were incorporated into the Scheme of Work to be developed throughout the year.



2 Teaching

2.1 To cater for students' learning diversities

Accelerated classes for G5 and 6 English were held for 16 students in Grade 5 and 16 students in Grade 6. This was in response to recommendations made in the 2009-2010 academic year.

3 Student Learning

3.1 To further enhance students' learning performance

The department, through the CDAA, maintained and further developed 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 throughout the year, cumulating during the IBL week.

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.

4 Performance Assessment

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

After each term, assessment results were analyzed to determine overall trends in the students' results. The grade and class results were discussed in meetings to identify students' strengths and weaknesses. Any changes were incorporated into the scheme of work. At the end of the year a SWOT analysis was done to pavement 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 the



public and private forums.

Also, the department further developed grading rubrics to ensure consistency and fairness when it came to summative marking. Further rubrics for formative assessment will be introduced in the coming academic year.

5 Support for Student Development - G1 students

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

The English Department successfully put on the musical version of “A Year with Frog and Toad”. This was chosen specifically to incorporate students from Lower Elementary. Grade One students were encouraged to audition, as well as some being specifically sought out. The Grade One students were exposed to all the elements of music and drama to encourage them to feel like they were an integral part of the student body.

5.2 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 (2010-2011)

1. Overseas English Study Tour

- 1.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas
- 1.2 Targets: G5 and G6 students
- 1.3 Period: Summer holidays
- 1.4 Content: Interested students were asked to join a study tour to the United Kingdom.
- 1.5 Evaluation: 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 are related to one or more of the other learning areas
- 2.2 Targets: All students
- 2.3 Period: December 2010
- 2.4 Content: Grade 1 - Grade 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. After evaluation of the previous year's activities, some activities were introduced, while others were kept or dropped.

3. External Competitions

- 3.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their



- confidence in using English
- 3.2 Targets: All students
- 3.3 Period: The whole school year
- 3.4 Content: Students were given the 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 was based on their appropriateness. Our school participated in the Battle of the Books Competition for the first time. The boys performed well and we will continue to participate in this competition in the future.

4. Internal Competitions

- 4.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 4.2 Targets: All students
- 4.3 Period: October
- 4.4 Content: Inter-class Penmanship
- 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. The department will reintroduce past activities, such as a Spelling Bee competition, in 2011-2012.

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 2011
Grades 2-6 – after November 2010
- 5.4 Content: Students attended 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: 30 - 34 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. The syllabus for the accelerated students remains, and still needs to be extremely flexible in order to meet the needs of the students.



2010-2011 年度中文科發展計劃檢討報告

A. 2010-2011 年度重點發展項目

1. 課程與評估

1.1 改善課程計劃及自我檢閱機制

1.1.1 教師對課程的「強弱機危」進行分析，並提出意見

- i. 教師在分級會議中，對課程發表意見
- ii. 檢討：
 - 教師自評表
 - 老師在「強弱機危」問卷調查表上樂於發表意見，對改善教學質素及釐訂政策很有幫助
 - 教師參與有關課程的工作坊或講座後，會在協作會議上跟同儕分享

1.1.2 建立統一及公平的評分制度

- i. 默書、寫作、聆聽、說話及閱讀評估訂立清晰而統一的評分準則
 - 批改評估卷前，各級教師訂立清晰的評分準則
 - 評卷後，教師要進行檢討會議。
- ii. 檢討：
 - 教師評卷後即時對評分作出檢討，因應需要而作出修訂
 - 教師參與有關評分制度的工作坊或講座後，會在協作會議上跟同儕分享，改善評分制度。

B. 2010-2011 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 163 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，15 名奪得亞軍，14 名奪得季軍；而集誦隊獲亞軍。
 - 本年度得獎名單如下：

成績	班別	姓名	參賽項目
冠軍	1P	於德智	詩詞獨誦
	2D	陳樟良	散文獨誦
	2D	陳樟良	詩詞獨誦
	3D	郭行知	詩詞獨誦
	3D	蘇嘉朗	散文獨誦
	3J	陳灝驊	散文獨誦
	4M	劉凱信	散文獨誦
	4M	危思睿	散文獨誦
	4M	危思睿	詩詞獨誦
	4S	黃德窰	詩詞獨誦
	5M	沈家浩	詩詞獨誦
亞軍		拔萃男書院 附屬小學	詩詞集
	1M	陳煜良	散文獨誦
	1M	林曉綦	詩詞獨誦
	1P	姚佳成	詩詞獨誦
	1S	袁柏謙	詩詞獨誦
	2M	柳皓文	散文獨誦
	3D	張柏桓	散文獨誦
	3M	楊諾銘	詩詞獨誦
	3P	吳柏昕	詩詞獨誦
	3P	余豐年	詩詞獨誦
	4J	唐嘉朗	詩詞獨誦
	5M	歐汶濤	詩詞獨誦
	5P	池正曦	詩詞獨誦
	6J	陳俊銘	詩詞獨誦
6J	陳謙銘	詩詞獨誦	



季軍	6	王溥渝	詩詞獨誦
	1M	黎俊昇	詩詞獨誦
	1P	王煒衡	詩詞獨誦
	1S	陳子諾	詩詞獨誦
	2D	周子權	詩詞獨誦
	2D	尹昊	詩詞獨誦
	2D	余昊熹	詩詞獨誦
	2J	文健行	詩詞獨誦
	2M	楊正朗	說故事
	3P	余澤華	詩詞獨誦
	4J	湛卓彥	詩詞獨誦
	5M	歐汶濤	散文獨誦
	5M	劉恩灝	詩詞獨誦
	6D	羅嘉匯	詩詞獨誦
6J	林子正	詩詞獨誦	

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，學生能建立自信及訓練情緒智商。

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「第十五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。



- 本年度校內硬筆書法比賽成績如下：

	初級組	中級組	高級組
冠軍	1P 魏志曉	4S 周伯儒	6S 譚加珩
亞軍	2J 王緯柵	4J 李梓睿	6J 徐偉祖
季軍	2P 游心正	4M 劉凱信	5S 林樂軒

- 4S 周伯儒榮獲「第十五屆全港中小學中英文硬筆書法比賽」中級組優良獎。

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)
五月十六至二十日 (六年級)
(外展訓練營)
- (四) 活動內容: 五年級科任老師連同義工家長，帶領五年級同學前往香港公園進行實地考察。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。六年級學生在參加一星期的外展訓練營後，回校完成一篇周記。
- (五) 活動檢討: 學生反應良好，五年級的工作紙設計有助學生寫作，而六年級的學生能以周記形式記述一次特別的學習經歷；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: 十二月十四日及十五日
- (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。
 - 是次攤位遊戲設於 110 室，地點非常理想。
 - 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 (造句比賽)

小二至小六 (寫作比賽)

(三) 推動時間: 二月

- (四) 活動內容:
- 小一生在課堂內進行造句比賽，題目配合德育組今年的「助人」主題，然後由老師選出優勝作品。
 - 小二至小六各級亦以「助人」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。優勝作品張貼於校園的壁報上，能讓同學觀摩及學習。
 - 比賽成績如下：

	一年級	二年級	三年級	四年級	五年級	六年級
優勝者	1M 植建熹	2D 王凱正	3S 徐瑋珩	4P 鄭懷恩	5D 胡澤宸	6X 馮凱禮
優異者	1D 王柏翹 1J 黎卓昕 1P 魏志曉 1S 袁健熙	2J 王則升 2M 朱柏程 2P 葉澤銘 2S 陳濟林	3D 蘇嘉朗 3J 盧漢樑 3M 彭建歲 3P 余澤華	4D 楊恆熙 4J 梁柏倫 4M 劉凱信 4S 黃德審	5J 余澤生 5M 阮子健 5P 林俊銘 5X 湯顯泓 5S 雷諾文	6D 潘紹博 6J 陳家弘 6M 劉駿文 6P 周卓泓 6S 吳卓霖



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: 四月十八日
- (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，部分參賽者更自製道具，加上他們的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，能於兩節課堂內完成。
- 成績如下：

	冠軍	亞軍	季軍	優異
一年級	1M 陳煜良	1P 陳子朗	1S 吳卓培	1D 潘彥宏 1J 林灼灝
二年級	2M 楊正朗	2D 陳樟良	2P 李鎔智	2J 袁智恒 2S 曹梓城

- 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: 由於本活動預備在停課期間推行，但因本年度沒有停課，故此擱置這個活動。
- (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: --



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:
 - * 高小課程過於緊迫, 加上本年度多做一本補充練習, 減少進行網上練習。
 - * 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, 提高學生學習語文的能力及興趣。
- (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
15/12	五、六年級	本科與學校圖書館合辦, 邀請著名小說作家馬翠蘿到校進行工作坊, 以提高學生對閱讀的興趣。
9/6	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。
4/7	全校	三至六年級拔尖班同學表演《醜小灰》，供全校同學欣賞，在表演完結後，主持人將會向同學提問關於戲劇及劇本的問題，以加強對戲劇之認識，學生踴躍參與。

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。高年級需完成之閱讀報告次數甚少，未能達到鼓勵閱讀之效果。
 - 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。
- (五) 活動檢討:
- 學期初已添置足夠數量的新書，於聖誕、新年和復活節假期供學生借閱，並完成相關跟進活動。
 - 本年度學校亦已為精英班同學購置一套小說及三套必讀書。
 - 由於必讀書經常出現斷版情況，因此已添購額外數量的書籍並存放於資源櫃內。

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、六年級同學於圖書館課分享好書，並由老師挑選表現出色者於早會/午膳時間，向同學作推介。
- (五) 活動檢討:
- 活動交由圖書館戴老師負責，全年共完成三次，獲挑選之同學於午飯時間經中央廣播系統進行好書推介。
 - 由於中文科老師較難跟進活動，建議明年中文科另辦其他推動閱讀之活動。

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:
- 由中文科老師自編教材，加強學生接觸詩歌和古文。
 - 低、中年級由老師在課上略作講解，高年級主要由學生自學。
 - 科任老師宜鼓勵學生在換課時朗讀及回家背誦。



- 所有一、二年級學生獲派發《快樂誦》，以訓練朗讀兒歌和背誦唐詩為重點。
- 三年級學生學習《弟子規》，四年級學習《三字經》，教材由老師剪裁調適。
- 所有五、六年級學生獲發《古詩文誦讀》，由老師編纂及選取初中課程常讀之古詩文，以加強高小與初中之課程銜接。

- (五) 活動檢討:
- 低年級學生喜愛誦讀《快樂誦》，大部分學生能讀得琅琅上口，而且能從中學到不少生字，成效頗佳。
 - 三、四年級分別學習《弟子規》和《三字經》，能加強學生對中華文化之認識及培養良好品德。
 - 五、六年級課程較緊逼，而且編輯教材需時，因此能誦讀之古詩文不多，但學生對誦讀古詩文頗具興趣，普遍反應頗佳。

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，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。
- (五) 活動檢討: 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。

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:
 - 安排老師參加由湯才偉博士主講之寫作教學工作坊。
 - 推薦老師參加「喜閱寫意·優化語文教學·支援讀寫困難學生」之五天課程
- (五) 活動檢討:
 - 老師對工作坊的反應頗佳，認為題材合適，內容實用。
 - 獲推薦參加「喜閱寫意」課程之同事均認為課程內容充實，從中獲益良多，課程更提供不少有用的資源可於實際課堂中加以運用及與所有中文科老師分享。

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:
 - 購置光碟供老師使用，鼓勵老師以不同媒體輔助教學，提升學生學習之興趣。
 - 購置工具書及參考書等便於教師使用，有助提高教學的質素。

Achievement and Reflection of the Mathematics Department Development Plan (2010-2011)

Targets Achieved in 2010-2011 School Year

- 6 To improve programme planning and programme evaluation**
- 6.1 To formulate well-defined success criteria and methods of evaluation with sufficient deliberation when making future programme planning and programme evaluation**

Teachers of the Mathematics Department always reflect on the strengths and weaknesses using the S.W.O.T. analysis during the weekly level collaborations to continuously improve our teaching and learning and fine tune the curriculum and schedule, if necessary. After the first assessment, the HoD and Panel Chair-persons had done a simple S.W.O.T. analysis which formed the basic framework for constructing the questionnaire for evaluation after the third term assessment. The findings of the questionnaire are as follows:

Important Strengths of the Department

- Teachers are knowledgeable and devoted
- Students are generally smart and interested in mathematics
- Good documentation for teachers' reference
- Good communication among teachers in the department as well as between the departments of the PD and SD
- Curriculum is flexible so that adjustments can be made to meet students' needs
- The school is resourceful
- Harmony with diversities



Major Weaknesses of the Department

- Turn-over rate of mathematics teachers is rather high in recent years and that will hinder the development of the department and affect the continuity of work.
- The work-load of teachers is rather heavy, especially for marking work, and sometimes teachers suffer burn-out.
- Because of the accelerated curriculum, the problem of individual differences has become increasingly apparent as some students cannot cope with the progress.
- More and more students are getting examination oriented and their attitude towards learning has become less enthusiastic.
- The teaching and learning schedule is too tight and there is not enough time for students to acquire the mathematics concepts through class activities.

Opportunities for the school/department to enhance its performance and reputation

- Through participating in external competitions, students can learn from students from other schools and compare their performance with others. Students' self-esteem can also be fostered.
- Flexibility in delivering the curriculum and adoption of different teaching pedagogies ensure teachers to have the opportunities to develop a unique mathematics programme.

Threats exist in the external environment

- Students from some other schools are far more aggressive than our boys. They are more passionate about learning mathematics.
- Some schools are emerging and well-recognized for effective



teaching and learning in mathematics, particularly in the area of problem solving skills.

1.2 To set up a consistent and fair scoring system for teachers to follow

- a. Clear marking guidelines and marking scheme have been set. The marking guidelines are also distributed to students and parents for information.
- b. Teachers meet before and after marking the assessment paper to discuss any matters arising during the assessments.
- c. Shift marking is adopted in the term assessments.

The goals have been achieved.

Evaluation of the Mathematics Programme Plan 2010-2011

Programme Summation

In the school year 2010/11, all activities were carried out as planned. All mathematics teachers demonstrated good team spirit and worked cooperatively and hence most of the programmes were organized very successful.

Programme Plan Evaluation

1. Fun Learning Days

- Objectives:**
- Explore and discover Mathematics in daily life situations
 - Learn to communicate and cooperate in teams
 - Learn Mathematics meaningfully and integrate Mathematics with other subjects
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up positive learning attitude and habit
 - Foster students' sense of confidence in mastering Mathematics
 - Instil in students the habit of continual, independent learning
- Target:** G1 to G6 students
- Period:** 15th and 16th December 2010
- Description:**
- 12 games stalls with different mathematics activities were set up and managed by G5 and G6 students 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 mathematics 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:
- Sudoku exercises were prepared for students of all levels.
 - Since there were too many activities held by different departments on the 2 days, teachers had to compromise and had only the game stalls, and 'Inter-class Joint Quiz' instead of 'Mathematics Competition'. We replaced the Rummikub Competition by Sudoku exercises.
 - Students enjoyed the various games and activities very much. All teachers involved in the quiz expressed appreciation to the department for organizing 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 and integrate Mathematics with other subjects
 - Facilitate students' problem solving ability
 - Stimulate students' interest in learning Mathematics, and build up positive learning attitude and habit

Target: G4 to G6 students

Period: 27th June to 6th July 2011

Description: As requested by the CDAA, we conducted the Comprehensive Review for G5 and G6 students during the post-assessment weeks and cancelled the Mathematics Seminar this school year. We hope we can arrange the seminar during the Fun Learning Days next school year

3. External Competitions

- Objectives:
- Explore and discover Mathematics in daily life situations
 - Learn to communicate and cooperate in teams
 - Facilitate students' problem solving ability
 - Stimulate students' interest in learning



Mathematics, and build up positive learning attitude and habit

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

Target: G2 to G6 students

Period: October 2010 to June 2011

Description: Lunch time tutorials were given to the school team members when necessary. A training programme of 6 sessions, conducted by mathematics teachers during the Christmas and Easter holidays, was given to the competition team members. This year the Mathematics Department entered in 10 competitions organized by various organizations:

- (i) The 7th Hong Kong Primary Mathematics Creative Problem Solving 2011 organized by EDB
- (ii) The 22nd Hong Kong Primary Mathematics Competition
- (iii) The 13th Hua Xia Cup
- (iv) The 14th Sheng Kung Hui Primary Mathematics Olympiad
- (v) The 18th Hong Kong Primary School Mathematical Olympiad (G.5)
- (vi) The 18th Hong Kong Primary School Mathematical Olympiad (G.6)
- (vii) The Asia Pacific Primary Mathematics Olympiad organized by Hwa Chong Institution, Singapore
- (viii) The 8th Hong Kong Problem Solving Olympiad
- (ix) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.1 & 2, G.5 & 6 and G.3 & 4) 2011
- (x) The Multiple Intelligences Cup 2011

Evaluation: This year the mathematics department has attained the goals set for mathematics external competitions. We have provided ample learning opportunities and challenging problems for gifted students. Students have raised their self-esteem, heightened motivation in learning and enhanced mathematics cognition. We



have 70 students taking part in various competitions and they won a total of 88 1st class honours / gold awards, 61 2nd class honours / silver awards and 34 3rd class honours / bronze awards. DPSPD came 1st and 2nd in the P.6 category and P.2 category respectively in the 13th Hua Xia Cup Mathematics Competition. DBSPD came 3rd and 4th in the 14th Sheng Kung Hui Primary Mathematics Olympiad and the 18th Hong Kong Primary Mathematics Olympiad respectively. We also came 2nd in both the 8th Hong Kong Problem Solving Olympiad and the 7th Hong Kong Primary Mathematics Creative Problem Solving Competition. DBSPD came 2nd in the HK Mathematics Olympiad Association Mathematics Olympiad Open and was the 1st in the P.6 category. Individual pupils like So Ka Long Justin (3D) came 2nd in the P.3 category in the Multiple Intelligences Cup 2011. Mervyn Tong (5P) was 1st in position in the 18th HK Primary Mathematics Olympiad P.5 category, and 3rd in position in the Multiple Intelligences Cup P.5 category. DBSPD came 1st in the 22nd Hong Kong Primary Mathematics Competition. Our school was invited by the organizer to send a team to Bali to represent Hong Kong in the International Mathematics Competition 2011 (Indonesia). Results were encouraging. Joining in competitions had successfully aroused students' interest in mathematics. They enjoyed the process and gained some valuable experience.

4. Mathematics Challenge

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



Mathematics

Target:	G1 to G6 students
Period:	October 2010 to May 2011
Description:	Challenging questions are posted at the classrooms each month.
Evaluation:	There were totally 6 rounds of monthly challenging questions and the average rate of participation was about 76%. There were 11 students, 20 students and 166 students who got the gold award, silver award and bronze award respectively.

5. Problem Solving Strategies Training

Objective:	<ul style="list-style-type: none">● Explore and discover Mathematics in daily life situations● Facilitate students' problem solving ability● Develop students' creativity● Stimulate students' interest in learning Mathematics, and build up positive learning attitude and habit● Foster students' sense of confidence in mastering Mathematics● Instil in students the habit of continual, independent learning
Target:	G1 to G6 students
Period:	September 2010 to June 2011
Description:	At least 1 additional unit on problem solving strategies was introduced to each level. For G1 and G2, students were taught to solve word problems with blocks and block diagrams. For G3, students learnt Venn diagram to solve problems that some items or events were counted twice in the counting process. For G4, students solved logical reasoning problems by using tables. For G5, students learnt to do open-end questions. For G6, students learnt to solve questions with more than one variable.
Evaluation:	Most students, more than 60%, found the learning interesting and enjoyable. They were more enthusiastic than usual.



6. Support Class (Lift-Off Programme)

- Objective:**
- Facilitate students' problem solving ability
 - Stimulate students' interest in learning Mathematics, and build up positive learning attitude and habit
 - Foster students' sense of confidence in mastering Mathematics
 - Instil in students the habit of continual, independent learning
- Target:** G1 to G6 students
- Period:** September 2010 to June 2011
- Description:**
- About eight students from each level were invited to attend a weekly remedial lesson on a term basis. The aim is to give individual support and guidance to students with special learning needs and learning difficulties.
 - A special morning tutorial programme was offered thrice a week for G.1 students who were extremely poor in mathematics.
- Evaluation:** We had mixed teaching effects and learning outcomes for the support classes in different levels. In general, parents commended the progress of their boys who were offered remedial teaching. Their marks in the assessments improved. The boys demonstrated improved learning motivation and positive self-esteem.

7. Enrichment Class (Super-Size Me Programme)

- Objective:**
- Explore and discover Mathematics in daily life situations
 - Facilitate students' problem solving ability
 - Develop students' creativity
 - Stimulate students' interest in learning Mathematics, and build up positive learning attitude and habit
 - Foster students' sense of confidence in mastering Mathematics
 - Instil in students the habit of continual, independent learning
- Target:** G3 to G6 students



Period:	September 2010 to May 2011
Description:	Eight students from each level were given two enhancement lessons weekly. For G.5 and G.6 students, there were one yearly based SMP and one term based SMP respectively. One term based SMP was offered to G.3 and G.4 students.
Evaluation:	Students had the opportunity to experience learning mathematics such as Fibonacci numbers and games' strategies that were not related to the regular curriculum. They also had the opportunity to appreciate the application of mathematics in our daily life. Students enjoyed the programme very much.

8. e-Learning

Objective:	<ul style="list-style-type: none"> ● Explore and discover Mathematics in daily life situations ● Learn to communicate and cooperate in teams ● Learn Mathematics meaningfully and integrate Mathematics with other subjects ● Facilitate students' problem solving ability ● Develop students' creativity ● Stimulate students' interest in learning Mathematics, and build up positive learning attitude and habit ● Foster students' sense of confidence in mastering Mathematics ● Instil in students the habit of continual, independent learning
Target:	G1 to G6 students
Period:	September 2010 to June 2011
Description:	<p>Each student was assigned an account to do practices and assessment tests on the Planetii platform during school hours.</p> <p>Students used the e-class to retrieve learning materials to facilitate their learning.</p> <p>Mathletics, another on-line platform, was introduced during the post-assessment period. The platform allowed students to have real time competition with students from other countries.</p>



Evaluation: Most students enjoyed the activities. Most feedback from students, parents and teachers was positive.

9. On-line Assessment

Objectives:

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

Target: G2 to G6 students

Period: September 2010 to May 2011

Description: One on-line quiz was assigned each term.

Evaluation: Result was satisfactory. However, some technical problems such as system time outs without saving have to be solved.

10. Mathematics Projects

Objectives:

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

Target: G1 to G6 students

Period: September 2010 to June 2011

Description: Students were assigned one project each term which



may be done on their own or in groups. These projects formed part of the assessment. Themes of the projects covered different dimensions in mathematics.

Evaluation: Most students, more than 70% of the student population, found the projects interesting and could produce good works.

11. Sharing of Professional Experience

Objectives:

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

Target: G1 to G6 students, parents as well as outsiders who are interested in knowing more about DBSPD.

Period: September 2010 to June 2011

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

Evaluation: Teachers had professional sharing during the level collaboration particularly in designing the teaching and learning materials for the Problem Solving Strategies. The result was satisfactory.

Achievement and Reflection of the General Studies Department Development Plan (2010-2011)

1. To improve programme planning and evaluation

1.1 To formulate well defined success criteria and method of evaluation when making programme planning.

All teachers took part in the SWOT analysis for program evaluations which was conducted twice this academic year (by the end of the first and third terms). The aim was to collect teachers' feedback and suggestions for the future development of GS department.

In addition, an evaluation session was held in the following departmental collaboration after finishing each of the analyses. All teachers were invited to give comments and suggestions for the activity and they were enthusiastic to respond. Many useful ideas and suggestions were given during the evaluation sessions.

2. To promote vertical & horizontal collaborations

2.1 To carry out vertical collaboration after departmental collaborations.

Vertical collaboration was held in the last departmental collaboration of each month. All level coordinators had to participate in the meeting to share or give opinions on certain issues related to the latest curriculum changes. Most teachers agreed that the vertical collaboration can enhance teachers' understanding of teaching content and enable a smooth transition of teaching among different levels. Teachers could make use of the information to adjust their teaching strategies.

2.2 To promote horizontal collaboration in Monthly Curriculum Meetings (MCMs)

Most teachers agreed that the MCMs can enhance teachers' understanding of the teaching contents of different departments.



Evaluation of the General Studies Programme Plan 2010-2011

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 participating in the activities. All the G.S. teachers worked together to do the planning, implementation and evaluation of the activities.

Programme Evaluation:

Activity	Activities of National Identity
Objective	<ul style="list-style-type: none">• To develop a sense of pride and identification with our home country through a series of activities• To let students know more about the National Day
Target	G.1-6
Period	27-29/9/2010
Description	<ul style="list-style-type: none">• Flag raising ceremony was held on 29 Sept 2010 and 30 June 2011 to promote national identity of students. GS II teachers presented a relevant PowerPoint to students before the ceremony.• Each G1 student was given a small national flag and they learnt how to sing the national anthem in the classroom.• Board display was put up in the GS Room during recesses to let students know more about the National Day.• A talk conducted by Dr. Lily Sun was held on 30 Sept 2010 (2nd period) for G5 and G6 students.
Evaluation	<ul style="list-style-type: none">• The sense of national identity of students was enhanced.• The Flag Raising Ceremony was held successfully. Students took it very seriously and it could help instill in students the virtue of nationalism.• G1 students liked the small national flags and singing the national anthem. More information can be provided to them before distributing the flags.



	<ul style="list-style-type: none"> • Students enjoyed looking at the display board exhibition to acquire knowledge about the National Day. The promotion of the activities can be increased next year to allow more active participation of students in the activities. • Teachers suggested holding a quiz game about national identity next year.
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Activity	Other learning experiences – Fun Learning Days
Objective	<ul style="list-style-type: none"> • Enable students to learn various topics to supplement the core curriculum • Conduct science activities as a supplement to the GSI curriculum
Target	G1-6
Period	15-17/12/2010
Description	<ol style="list-style-type: none"> 1. A Joint Quiz Competition was co-organized with the English, Chinese and Maths Departments. 2. Science Activities (Science in Magic) was held for students of all levels by GS I teachers.
Evaluation	<ul style="list-style-type: none"> • Students were interested in the activities and enjoyed participating. Discipline was very good while the Quiz competition was being held in the school hall. • According to the feedback from teachers and students, they liked taking part in the science activities as they could do hands-on activities and learnt science concept at the same time. Teachers suggested that students should be grouped while doing their experiments. Therefore, the table format should be re-organized in classroom before the Fun Learning Days.

Activity	Environmental Education Programme
Objective	To arouse students' awareness of environmental protection and the adverse effects of environmental pollution such as global warming and depletion 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 class captain and one student in each class were recruited as the Student Environmental Protection Ambassadors. A training workshop about environmental protection in class was organized in early April 2011. ● A programme “Earth Hour” was held on 26 April 2011 during lunch time. Announcements were made by the Environmental Protection Ambassadors through the PA system. Students could learn more about energy saving through participating in this activity. ● Organic farming for G6 students ● G6 students took part in organic farming in the 1st term. Each class attended a workshop on planting Choi Sum (<i>Brassica parachinensis</i>) and lettuces conducted by the Tree Management Officers. After attending the workshop, students were entrusted to take care of the plant and kept record of its growth during recess time.
Evaluation	<ol style="list-style-type: none"> 1. Most of the classes adopted some good practices of environmental protection (e.g. collect paper for recycling, switch off lights which are not in use). However, since the program only started from the 3rd term, students could only take part in the activities for a very short time. Teachers suggested that the school environmental protection should start earlier (1st or 2nd term) next year. 2. Students enjoyed attending the workshop very much. They learnt a lot about organic farming throughout the duration of taking care of the vegetables. They found it interesting to record the plant growth.

Activity	Other Learning Experiences – GS Field Trips
Objective	As part of the life-wide learning aspect of the GS curriculum, students visit relevant places of interest as the extension of the core curriculum
Target	G.1-6
Period	1-25/3/2011



Description	<ol style="list-style-type: none"> 1. G.1 students visited the McDonald's restaurant to learn about food handling safety. 2. G.2 students visited the Mongkok Fire Station to learn about the job nature and equipment used by firemen. 3. G.3 students visited the Ocean Park to learn about different sea animals and wildlife animal protection. 4. G.4 students visited the Hong Kong Science Museum 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. Organizing field trip activities could accommodate our students' learning styles. • Due to the time clash with other schools, the field trips will be organized throughout the year. Teachers are advised to book the visiting venues in advance.

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 a member of the family and society and to show concern and care for their well being • To develop students to be critical thinkers
Target	G.1-6
Period	16-27/5/2011
Description	<ul style="list-style-type: none"> • An outsourced organization “LEAP” was invited to deliver life education program. 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



	<ul style="list-style-type: none"> • G.6 – Self-image • Grade 5 and Grade 6 students joined the program with extended topics about self-image and internet safety, and they attended the class in the GS room. Other grades attended their lessons in the LEAP vehicle. • GS II teachers were required to do follow-up activities with students in their lessons. Students had to complete selected worksheets in order to consolidate their learning.
Evaluation	<ul style="list-style-type: none"> • The feedback from teachers, students and LEAP tutors was positive. Tutors had good classroom management skills and were professional. • Most of the classes were well-disciplined while attending the program. They actively participated in all activities and showed great interests to learn during the lesson. • Due the latest update of the GS curriculum, courses about drug abuse were conducted for G5 & 6 students.

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 can 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 GS I and GS II. • A lot of equipment and tools were purchased for teachers and students to conduct classroom activities and experiments. • In order to obtain more professional advice to support the development of the GSI curriculum, Ms. Jackie Lau, Ms. Michelle Ng and Mr. Louis Hau have joined the EDB learning community for GS teachers.
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. • Teachers learnt a lot from the workshops organized by the EDB



	learning community for GS teachers. Two sessions of lesson observation were held by EDB in order to help our teachers to sharpen their skills on planning and implementing hands-on science activities in class.
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Activity	Staff Development
Objective	<ul style="list-style-type: none"> • To provide training for teachers in utilizing different teaching methods to accommodate students' different learning styles • To sharpen teachers' professional knowledge & attitude to further improve the quality of teaching • To integrate interactive learning into the curriculum
Target	All GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> • On 19 April 2011, a workshop about planning and implementing hands-on activities in class was held for teachers in GS room. Ms. Jackie Lau, Ms. Michelle Ng and Mr. Louis Hau conducted the workshop. • Teachers who attended seminars / workshops held by outside organizations shared what they had learnt during collaborations. The training materials and teaching materials were also shared amongst teachers. • Ms. Jackie Lau, Ms. Michelle Ng and Mr. Louis Hau attended the EDB learning community for GS teachers.
Evaluation	<ul style="list-style-type: none"> • Teachers considered the workshop interesting and useful for their teaching. They planned a few lessons by using what they had learnt in the workshop. • Teachers sharpened their knowledge on teaching GS by attending different workshops on various GS topics held by outside organizations. Teachers are encouraged to share their learning and resources obtained from the 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 • To form G.S. School Teams to represent the School in different external academic-related competitions



	<ul style="list-style-type: none"> • 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 Samson Yam, 6J Frankie Lam and 5M Jeffrey Lau) were nominated by G.S. teachers to take part in the Budding Scientists Award 2010 – 2011 organized by the Gifted Education Section of the Education Bureau. The competition started in November, 2010 and the winning team continued the competition till June 2011. The competition includes: 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 group of 30 G4-6 students were selected for the 5th Diplomatic Knowledge Cup Contest. Students were required to complete the online MC quizzes which were related to the diplomatic knowledge of China.
Evaluation	<ol style="list-style-type: none"> 1. Our school team got satisfactory results in both heats and finals competitions. In the Science Knowledge Quiz, one representative was awarded the first class honour while another got the second class honour. Our team entered the quarter finals and finals. Team members were eager to contribute and suggested how to solve the problem about energy conservation for air-conditioning double-deck buses in Hong Kong. Our school team got the second runner-up in the finals competition. 2. Our school got the Best Performance in Hong Kong Primary Schools Award in the 5th Diplomatic Knowledge Cup Contest. Five students got the Merit Awards. They are 4D Mak Chun Kei Ryan, 4D Wong Chak Pan, 4J Tong Karon James, 6P Kwan Ho Tsun and 6S Tam Ka Hang Adrian.

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 <p>To provide students an opportunity to do projects and work with other classmates.</p> <ul style="list-style-type: none"> • To let students work on a certain theme in collaboration with



	<p>different subjects</p> <ul style="list-style-type: none"> To avoid repetition in teaching contents 																												
Target	G.1-6																												
Period	Whole year																												
Description	<ul style="list-style-type: none"> Different levels conducted various teaching activities with other departments. For each level, at least one cross-curricular activity was organised by either GS I or GS II each year that enabled a multi-disciplinary approach. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th>Theme</th> <th>Subjects Involved</th> <th>Month</th> </tr> </thead> <tbody> <tr> <td>G1</td> <td> 1. School facilities 2. How to protect our body? 3. Calendar and time </td> <td> 1. GS I, Lib & CS 2. GS II & Chi 3. GS II & Math </td> <td> November April </td> </tr> <tr> <td>G2</td> <td>Chinese New Year</td> <td>Chi, Eng, Maths, GS I, GS II, VA, Music</td> <td>January</td> </tr> <tr> <td>G3</td> <td> 1. Writing instruction for science activities 2. Service learning </td> <td> 1. GS I & Eng 2. GS II & ME </td> <td>January</td> </tr> <tr> <td>G4</td> <td>Volcanoes</td> <td>GS I & Eng</td> <td>September</td> </tr> <tr> <td>G5</td> <td> 1. Light reflection 2. Solar system 3. Leading a positive life </td> <td> 1. GS I & VA 2. Eng, GS I, CS & Music 3. GS II & ME </td> <td> September February February </td> </tr> <tr> <td>G6</td> <td> 1. Camouflage 2. Service Learning </td> <td> 1. GS I & VA 2. GS II & ME </td> <td>April</td> </tr> </tbody> </table>		Theme	Subjects Involved	Month	G1	1. School facilities 2. How to protect our body? 3. Calendar and time	1. GS I, Lib & CS 2. GS II & Chi 3. GS II & Math	November April	G2	Chinese New Year	Chi, Eng, Maths, GS I, GS II, VA, Music	January	G3	1. Writing instruction for science activities 2. Service learning	1. GS I & Eng 2. GS II & ME	January	G4	Volcanoes	GS I & Eng	September	G5	1. Light reflection 2. Solar system 3. Leading a positive life	1. GS I & VA 2. Eng, GS I, CS & Music 3. GS II & ME	September February February	G6	1. Camouflage 2. Service Learning	1. GS I & VA 2. GS II & ME	April
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Evaluation	<ul style="list-style-type: none"> Students enjoyed doing the extra-curricular activities as they could apply their knowledge in different areas. Students learnt different skills through participating in various activities organized by different departments. Teachers were required to prepare detailed activity guidelines in order to help students construct their learning. 																												



Evaluation of the French Programme Plan 2010-2011

Programme Summation

The French workplan 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 workplan integrates a reading programme especially designed to support the learning of the French culture. The teaching of French involves the use of IT. The workplan also targets the implementation of cross-curricular activities.

Programme Evaluation

Plan 1: Thematic conversation	
Objective	French conversation
Target	All French stream students
Period	Whole year
Description	Students took part in French conversation during the class.
Evaluation	Small class size allows students to participate actively in daily class conversation. 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/DBSPD students
Period	Fun Learning Days
Description	Students participated in the activities and produced postcards and posters about French cultures. An exhibition and vote was organized during the Open House. French stream students organized and guided the exhibition.
Evaluation	Many positive comments were received from our visitors during the Open Day. The exhibition was large and beautiful. Many students received prizes.



Plan 3: Compositions, Projects and Journals	
Objective	To strengthen pupils' grammatical and spelling skills through various topics
Target	All French stream students
Period	Whole year
Description	Students wrote compositions and journals, and took part in projects
Evaluation	<p>Students were able to write compositions and passages of French which were published in the school magazine or posted on the French Board. Upper grades were able to write poems and speech and delivered them to the public. Upper grades were able to apply their writing skills to prepare letters and e-mails to francophone students overseas or to their French teacher.</p> <p>The average of DELF A2 Writing Part which G6 attended in May 2011 is 92.</p>

Plan 4: Reading Programme	
Objective	To encourage the students to start reading in French and learn more about the culture
Target	All French stream students
Period	Whole year
Description	The department acquired readers from Scolastic Canada. Students from G3 to G6 read aloud and discussed the stories in class twice a month. A new story started every month. Students were encouraged to read part of the stories at home. The department purchased a set of Galaxy Readers level 2 for G1 and G2 students.
Evaluation	Students enjoy the reading time. A lot of new vocabulary was acquired through the reading sessions and some grammatical structures were reinforced. Students are becoming independent readers as they build up more vocabulary. A set of new readers suitable for the reading levels G4 to G6 should be ordered in 2011-12. There were less opportunities for G1 and G2 students to read this year; as some class work was not completed during the French teacher's maternity leave. Priority was given to



	course book work rather than reading. Also, the G1 class needed more support getting used to the class routine in comparison with the previous years.
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Plan 5: Cultural Trip	
Objective	To enhance students cultural awareness and respect in different cultures
Target	Students from G4-6
Period	April 2011
Description	French Cultural Trip
Evaluation	The trip did not take place. It is postponed to April 2012. Mrs. Bunch booked the trip for April 2011, but cancelled the booking to join the GS students in their trip to Canada. The Canada trip was cancelled but the school in France was then fully booked.

Plan 6: Delf Exam	
Objective	To enable G6 to pass the DELF A2
Target	G6
Period	Whole year
Description	All G6 students were trained to pass the Delf A2 in May 2011.
Evaluation	4 out of 5 students registered for the exam. 4 out of 4 successfully passed the exam. The average mark is 84.



Plan 7: To promote the use of IT in the classroom	
Objective	To enable students to use IT to learn French
Target	Students from G1-6
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 set up an online learning platform where students could practice listening, writing and reading on all topics related to their course books. They accessed 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 tailored home support for students who encounter difficulties on a particular theme.</p> <p>www.dbspd.edu.hk/expo1</p> <p>www.dbspd.edu.hk/expo2</p> <p>www.dbspd.edu.hk/expo3</p> <p>www.dbspd.edu.hk/egrammar</p>



Plan 8: Sharing and support sessions with G1 students	
Objective	To allow students to access materials suited to their level for catering their different abilities
Target	Students from G1-6
Period	Whole year
Description	Through the use of IT students were able to access activities targeting their individual level. The teacher spent several periods with the G1 to explain how to use the French books and gave them more time to get into a class routine.
Evaluation	With the help of interactive materials and teacher's support, level differences among students have been greatly diminished across the year. The French stream remains flexible and is capable to integrate beginners with already proficient students. G1 have got used to the class routine and understand how to practice their vocabulary and reuse what they learnt in the class.

2010/2011 年度 普通話科週年計劃檢討報告

活動	目標	活動情況	對象	檢討
1. 普通話專題展板	提高學生對本科的學習興趣，培養學生的自學態度。	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"> 本年度已按時更換三次壁報，每次均有不同的主題，包括：「上海交流團」、「認識兒化韻」、「認識一、不變調」。學生可以從佈告板所展示的資料了解普通話活動，並對普通話語音知識加深認識。
2. 校際朗誦節及其他校外比賽	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。	由教師推選有潛質的學生加以訓練，學生亦可自行報名參加，好讓學生能汲取比賽的經驗，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"> 第 62 屆校際朗誦比賽參加人數為 133 人，獲獎人數為 35 人，當中，冠軍共 9 人；亞軍共 8 人；季軍共 18 人，可見本年參加與獲獎人數都比往年上升了。(詳見下表) 一、二年級的集誦隊取得亞軍，學生表現投入，效果理想，建議明年繼續參加。 根據往年經驗，由於參加人數眾多及參加者表現參差，故本學年初已擬定甄選程序及準則，從老師推薦、面試、篩選、報名至練習安排已擬定指引，讓老師可以參照。 而且，為了精益求精，讓老師有更足裕的時間培訓學生，故本年每名老師約訓導 5-7 名學生，比往年少。 此外，本科推薦了 12 名學生參加「第十三屆全港中小學普通話演講比賽」，其中有 10 名學生獲獎。(詳見下表) 除此，本科亦有推薦學生參加了第十一屆全港學界普通話傳藝比賽、「第四屆 GAPS K 普通話朗誦比賽」及「第四屆香港青少年及幼兒藝術節」，均獲佳績。(詳見下表) 為鼓勵更多學生參加不同類型的普通話比賽，以豐富其經驗，建議於有蓋操場擺放一塊流動壁報板，供張貼各比賽的海報及資訊，作宣傳之用。
3. 學習活動日	<ul style="list-style-type: none"> 透過與其他學科合作設計各類型的活動，讓學生 	<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 	全體學生	<ul style="list-style-type: none"> 學生在班際問答比賽中表現投入，反應熱烈，現場氣氛高漲，來年建議續辦。 從活動所見，學生口語能力很強，只是分辨聲、韻母稍遜，需要在答題前多給時間思考。

	<p>跳出課堂學習的框架，提高學生對普通話學習的興趣。</p>	<p>學生對本科的學習興趣。</p>		<ul style="list-style-type: none"> 此外，建議老師明年在設計「必答題」環節的題目時，宜要求學生以書寫形式表達，避免口述，以免對先回答的組別欠公允。
<p>4. 普通話大使及普通話週</p>	<ul style="list-style-type: none"> 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"> 由科任老師按學生的普通話能力、課堂表現及操行進行甄選。 普通話大使需進行三天的培訓，學習當普通話大使，並讓學生分組設計攤位活動。 普通話週訂定於11/4-13/4舉行。活動期間，被甄選的大使於第一、二小息與同學進行普通話活動。 活動內容包括拼音對對碰、粵普對照、猜謎語、繞口令，另有一些對談式活動，如關懷別人、三問三答、。 學生每參與活動一次可得貼紙一張，集齊四張貼紙可於當天換領禮物一份。 活動的最後一天，學生可在活動記錄卡上填寫心儀的大使，投票選出「最受歡迎的普通話大使」 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西安進行交流及遊覽。 	<p>全體學生</p>	<ul style="list-style-type: none"> 本年度共有48位普通話大使。因往年一些較優秀的普通話大使需參加音樂科的活動，故今年除了多邀請四年級學生加入外，還在五、六年級選出一批新人當大使。 整體大使表現突出，絕大部分大使表現盡職，能帶動同學齊說普通話，創造了一個良好的普通話學習語境。 而且，活動內容由大使分組設計，有助培養學生的思考、組織及溝通能力。 本年統計了各級的參加人數，當中所列的數目，只是在活動的最後一天，從現場學生手中收回的表格作統計，相信實際參與活動的人數一定多於此數(212人)。(詳見下表) 從表中所見，一至四年級學生的參加人數較平均，高年級的參加人數則較少。其中，有半數學生參與投票，選出「最受歡迎的普通話大使」。 此外，當值老師認為因學生在有蓋操場投入活動，反而減少了學生在小息時四處奔跑嬉戲的情況，秩序比平日更佳，建議明年續辦。



<p>5. 境外交流活動</p>	<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。</p> <p>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"> ● 本科與中學部協作，籌辦「北京景山文化交流團」，帶領中小學生於17/12-24/12/2010期間到北京進行交流。 ● 是次交流乃交換生形式，本科派出一位老師，帶領六位五至六年級學生到北京景山學校上課。學生需要住在景山學校學生的家中，體驗當地學生的生活。 ● 同時，景山學校亦於23/1-30/1/2011來港交流，與本校學生一同上學，並寄宿於本校學生的家中。 ● 本科於26/6-30/6/2011舉辦「普通話西安交流團」，由4位老師及兩名家長義工帶領24位學生(19位普通話大使及5位由老師推薦及抽籤產生的四至六年級學生)前往西安參與交流活動。 ● 五天的行程由太古旅遊協助安排，活動包括到兩所小學上課及參觀當地名勝。 ● 而參與是次活動的所有學生、老師及家長，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。 	<p>四至六年級學生</p>	<ul style="list-style-type: none"> ● 由於報名參加「北京景山文化交流團」的人數踴躍，故需進行甄選。經過面試及由班主任按學生日常表現來評分，最後從30名報名者中選出六名學生參加。在北京這八天裏，學生結識了許多好朋友，而且還學到了很多知識，並體驗到北京的家庭和校園的生活方式，獲益良多。建議繼續舉辦是項活動，令學生可以走出課室，實地了解其他地方的學習生活和歷史文化，增廣見聞。 ● 今年報名參加「普通話西安交流團」共有58人報名。由於報名者眾，故沿用去年的方法，先選出優秀的普通話大使參加，餘下的名額則經老師推薦及抽籤。(甄選程序詳見下表) ● 是次交流的行程緊密充實，包括參觀兵馬俑、閻良飛機城、航空科技館、克隆羊基地、無土栽培中心、漢陽陵墓、碑林博物館、到當地小學上課交流等，不但能令學生增廣見聞，體驗當地的學習生活，還能令他們對中國的歷史及文化加深了解。 ● 學生必須要在整個行程中以普通話作溝通，而且上述的活動皆能引起學生的興趣，使他們積極發問，提供了大量的機會給學生練習普通話，使他們的普通話聽說能力明顯提升了。 ● 此外，學習日誌能帶動延伸學習。學生每天均需要完成學習日誌，記下交流的見聞及感受，既能鞏固學習，又能作反思，建議明年沿用。 ● 是次活動，學生都感到非常愉快，並能增強他們說普通話的信心，確實非常成功，值得明年再辦。 ● 所有行程及活動能順利進行，並獲得家長及同學的一致讚賞。不過，由於參加人數相當踴躍，有部分學生因落選而感失望，亦有家長表示希望參加人數可增加，因此建議明年可提高參加人數的上限。
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6. 保底班	為有需要的同學設有保底班，以照顧個別差異	<ul style="list-style-type: none"> • 多運用趣味學拼音的活動輔助學生提高學習興趣。 • 幫學生補好基礎漢語拼音，加強聽說的能力。 	有需要的一至六年級學生	<ul style="list-style-type: none"> • 由於每班學生人數較小，能照顧學生個別學習差異，並提高學習興趣，鞏固學習基礎。建議明年繼續開辦。
7. 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。 • 科主任亦會推薦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"> • 本科於第一學期開辦了一個名為「拼音教學方案及拼音教學」的兩小時工作坊，並邀請香港教育學院中文系助理教授張國松先生到校，與老師講解現今各種拼音教學方案的異同及如何運用於教學中。老師認是次工作坊能令他們對不同拼音方案的教學理念加深了解，實在是茅塞頓開，有助掌握如何施教。 • 另一方面，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。 • 建議來年可再由科組舉辦工作坊或友校交流觀摩活動，以推動普通話教中文的教學發展。
8. 協作會議	<p>1. 每週進行各級協作會議，以增加教師之間的專業交流。</p> <p>2. 與中文科及中學部進行協作交流會議。</p>	<ul style="list-style-type: none"> • 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。 • 本年的重點發展項目之一為推動科內協作教學，每次由一位老師在協作會議中分享教學經驗，並協作實踐，藉此提升教學素質及學生的學習興趣。 	全體教師	<ul style="list-style-type: none"> • 所有老師均在協作會議中分享過教學經驗一至兩遍，上半年主要針對拼音教學，下半年則著重說話教學。 • 老師認為能藉分享教學經驗獲啟發，有助豐富教學策略，並推動同級協作實踐。 • 可是，由於協作會議時間安排於星期三校務會議後，有時亦會與每月學術工作坊(MCM Meeting)的時間衝撞，因此協作會議時間不太充裕，因此有時會因議程較多而未能安排時間讓老師分享及進一步討論在同級協作實踐。 • 因此，建議明年繼續按教學重點分享經驗，但形式改為每月一次，讓老師在分享後有較充裕時間與同級老師討論如何協作實踐。
9. 購買普通話書籍、影音教材(供教師借用)	提高學生對本科的學習興趣及自學能力。	主要由教師購買有關普通話科參考書籍和教材，特別是普通話教中文的書籍，以協助課程	全體教師	<ul style="list-style-type: none"> • 本年改由一位老師專責統籌購買教材事宜，在管理上較有系統。 • 本學年初為12位老師購買了每人16份透明膠板及白板筆，可供學生兩人一組作活

		剪材及教學。		<p>動之用。老師認為此教材有助教學，並能提高學生學習興趣，建議明年添購至每名老師有 32 份，讓老師可較靈活安排教學活動。</p> <ul style="list-style-type: none"> • 此外，本學年亦添置了一些拼音教學、普通話教中文練習課業及光碟，有助老師作參考。 • 為了讓基礎漢語的學生能多接觸中文，豐富詞彙認識，建議購買一些故事書，以供學生借閱，惟此類書籍(繁體字加上拼音)在坊間的書局所見不多，故暫時仍未有足夠數量進行借閱，建議明年的統籌老師可向出版社查詢，並集體購買。
10. 收集本科專題資料	提升教師對本科及教授普通話的專業知識，提供有關參考資料及輔助教材。	特設文件夾收集本科知識及相關資料，邀請曾出席專題講座/課程的教師提供資料，予以分享。	全體教師	<ul style="list-style-type: none"> • 建議明年繼續利用協作會議的時間，加強教師之間的專業交流。

第 62 屆校際朗誦節

冠軍	編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
	1	1D	13	黎逸朗		散 437	88	冠軍
	2	2D	14	劉嘉朗	李婧	詩 337	84	冠軍
	3	2J	11	黎逸熙	李婧	散 437	87	冠軍
	4	2P	25	楊鴻楠	殷華峰	詩 337	89	冠軍
	5	3P	20	李梓驄		詩 336	89	冠軍
	6	4J	25	唐嘉朗	王琦雅	詩 336	87	冠軍
	7	4S	25	黃德窰	王煦淳	散 436	89	冠軍
	8	5D	32	胡澤宸	劉巍	詩 335	88	冠軍
	9	6J	29	王溥渝	徐鈺峰	詩 335	87	冠軍
	10	6J	29	王溥渝		散 435	87	冠軍
	11	6J	29	王溥渝		天主教經文	94	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	1P	25	王煒衡	殷華峰	詩 337	88	亞軍
2	2P	8	鍾育熹	殷華峰	詩 337	84	亞軍
3	3S	6	趙旨駿	刑瀟楠	詩 336	88	亞軍
4	4M	10	劉凱信		散 436	87	亞軍
	4M	10	劉凱信		詩 336	89	亞軍
5	5M	3	陳凱浩	劉巍	散 435	86	亞軍
6	5M	6	趙汝曦		散 435	87	亞軍
7	5P	12	林暉	徐鈺峰	詩 335	87	亞軍
8	6J	8	周翊滔	徐鈺峰	散 435	88	亞軍
9	6J	29	王溥渝		佛教詩文	93	亞軍
10	6J	29	王溥渝		道教詩文	86	亞軍
11			拔萃男書院附屬小學一、二年級詩詞集誦	何潔生老師、顧青老師	U546	87	亞軍
季軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1M	22	駱家熙	劉巍	詩 337	87	季軍
2	1S	25	黃子晉	刑瀟楠	詩 337	81	季軍
3	2D	13	林維聰	李婧	散 437	85	季軍
4	2J	29	袁智恒	李婧	詩 337	84	季軍
5	2M	2	陳君正	殷華峰	詩 337	87	季軍
6	2P	12	林傲峰		詩 337	83	季軍
7	2S	3	陳濟林	殷華峰	詩 337	85	季軍
8	4J	14	劉俊彥		詩 336	87	季軍
9	4J	16	李梓睿		散 436	86	季軍
10	4S	19	吳啟洛		詩 336	85	季軍
11	4S	5	周伯儒	王煦淳	散 436	87	季軍
12	5P	12	林暉	徐鈺峰	詩 435	83	季軍
13	5P	24	湯顥泓	徐鈺峰	詩 335	83	季軍
14	5P	23	沈德華		詩 335	86	季軍
15	6D	12	劉宇修	徐鈺峰	詩 335	88	季軍
16	6D	31	任衍熹	徐鈺峰	散 435	87	季軍
17	6J	21	呂弘謙		詩 335	86	季軍
18	6J	29	王溥渝		基督教經文	92	季軍
19	6M	23	鄧皓昌	徐鈺峰	散 435	87	季軍



第十三屆全港中小學普通話演講比賽 2011

參加人數：12 人 獲獎人數：10 人

編號	班別	學號	學生姓名	成績/名次
1	1P	25	王煒衡	優異星獎
2	1D	13	黎逸朗	
3	2J	11	黎逸熙	
4	5P	11	林暉	
5	6D	30	任衍熹	
6	6J	29	王溥渝	
7	6J	8	周翊滔	優異獎
8	3M	29	楊諾銘	良好獎
9	3P	20	李梓聰	
10	4S	25	黃德窰	

第十一屆全港學界普通話傳藝比賽

編號	班別	學號	學生姓名	成績/名次
1	3S	6	趙旨駿	新弟子規組 冠軍 繞口今組 季軍
2	1S	25	黃子晉	兒歌組 季軍
3	3D	29	黃宏博	散文組 初賽第二名 決賽優異獎

第四屆 G A P S K 普通話朗誦比賽

編號	班別	學號	學生姓名	成績/名次
1	3J	11	黎偉基	小三至小四組 說笑話 卓越獎 散文獨誦 季軍

第四屆香港青少年及幼兒藝術節

編號	班別	學號	學生姓名	成績/名次
1	3J	11	黎偉基	小組對誦 亞軍



普通話週參加人數統計

年級	參加人數
一年級	39
二年級	62
三年級	33
四年級	48
五、六年級	30
總人數:	212

是次「最受歡迎的普通話大使」競選活動共有 120 人投票。
投票率： $120/220*100\% = 54.5\%$

普通話西安交流團甄選程序

1. 發通告給所有四至六年級學生，通知他們如有興趣可報名；
2. 把所有有興趣參加之學生按以下原則進行篩選：老師召開會議，逐一檢視所有報名之回條，如獲普通話老師推薦，認為其上課表現專注積極，並得其他老師贊成者，將優先考慮；由於獲推薦的學生者眾，故普通話大使優先錄取(普通話大使於早前經科任推薦,操行 B+ 以上)；餘下的名額則在會議上抽籤決定。

Evaluation of the Music Programme Plan 2010-2011

Programme Evaluation

Plan 1 : Set up Dizi and Erhu Music Intensive Training Classes	
Objective	<ul style="list-style-type: none"> - To develop creativity, the ability to appreciate music and to effectively communicate through music - To gain enjoyment and satisfaction through participating in music activities - To pursue a life-long interest and the appreciation of music - To encourage all of our students to learn at least one kind of instrument - To enrich students' music learning experience related to "Moral and Civic Education"
Target	G.4 – G.5
Period	From October 2010 to June 2011
Description	Invite potential G.4 & G.5 students to engage in special training to polish their skills in mastering the two Chinese instruments.
Evaluation	<ul style="list-style-type: none"> - Arouse students' interest in learning Chinese Instruments. - Many students participated in the audition for joining the Chinese Orchestra. Some students were invited to be members of the Chinese Orchestra. - Most of the students have begun to take private lessons after attending the special training. - Positive feedback was received from both parents and students.

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 sustain the Chinese music culture established in our school
Target	G.1-G.6



Period	Whole year
Description	<ul style="list-style-type: none"> - Music recommended by music teachers and G4-G6 students, including Chinese and Western Music. - Cooperation with the Hong Kong Philharmonic Orchestra.
Evaluation	<ul style="list-style-type: none"> - Students shared different kinds of music and they enjoyed listening to the music very much. - Student response was extremely good for the performances given by the Hong Kong Philharmonic Orchestra and other performers.

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 2010 to March 2011
Description	Teachers selected potential students (P2-P.6) to participate in the Treble Choir, Junior Choir, Woodwind and Brass Ensemble, String Orchestra and School Orchestras
Evaluation	<ul style="list-style-type: none"> - More than 400 students participated in the 63rd H.K. Schools Music Festival and the Hong Kong Youth Interflow. - More than 85% of them were awarded results with merits or above. - We achieved very good results in the Hong Kong Youth Interflow. The Senior School Orchestra was awarded the Gold Prize. The String Orchestra and Chinese Orchestra were awarded the Silver Prize. - We participated in 8 group events in the 63rd Hong Kong Schools Music Festival. Our school achieved good results in the competitions. We got three 1st places: Treble Choir, Junior Choir, String Orchestra & Woodwind & Brass Ensemble; one 2nd place: String Orchestra; and one 3rd place: Chinese Orchestra.



Plan 4 : Music Performance	
Objective t	<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 organization, DBS and our students.
Evaluation	<ul style="list-style-type: none"> - An Erhu Master Class was organized for erhu players of the Chinese Orchestra & students attending the erhu intensive training. - The Prize Winners' Concert held in our school was very successful. The students enjoyed the performances very much.

Plan 5 : Cerebration Party after the 63rd H.K. Schools Music Festival	
Objective t	<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.2-G.6
Period	April 2011
Description	All members of the Senior School Orchestra, String Orchestra, Treble Choir, Junior Choir, Chinese Orchestra and Wind Ensembles were invited for a gathering to celebrate after the Music Festival. Parents were also invited to join our celebration.
Evaluation	<ul style="list-style-type: none"> - Parents and students enjoyed the function very much. - It was a great opportunity for parents to communicate with one another for friendship building.



Plan 6 : Music Captain	
Objective t	<ul style="list-style-type: none"> - To gain enjoyment and satisfaction through participating in music activities - To enrich students' music learning experience related to "Moral and Civic Education"
Target	G.6
Period	Whole year
Description	8 potential G.6 students were selected to assist the music department.
Evaluation	<ul style="list-style-type: none"> - The Music Captains assisted in the Open House, Prize Winners' Concert, Audition of the Orchestras and regular rehearsals, etc. - They were very helpful and responsible. - It was a great opportunity for them to acquire new skills, such as teamwork, communication and management skills, etc.

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 experience related to "Moral and Civic Education" - To gain enjoyment and satisfaction through participating in music activities
Target	G.3-G4
Period	Whole year
Description	Students were given an opportunity to participate in community service.
Evaluation	<ul style="list-style-type: none"> - The students were very enthusiastic about their performances. - The arrangement of performances will have to be changed next academic year.



Plan 8 : Special Project for Senior School Orchestra – Music Tour	
Objective t	<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 understandings
Target	G.3-G.6
Period	Second Term
Description	A joint concert was held with students from Jurong Primary School, Singapore.
Evaluation	<ul style="list-style-type: none"> - It was the second time for the School Orchestra to travel out of Hong Kong for music performance. - It was a good opportunity for our students to be able to share music with others. - From the evaluation and feedback given by all participating parents, students and staff, they agreed that the tour was very successful. - Besides the music exchange, students have learned more about the culture of Singapore. - All members enjoyed participating in the tour very much.



Evaluation of the Physical Education Programme Plan 2010-2011

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 2010 (G.2, G.4 & G.6) 9 September 2010 (G.1, G.3 & G.5) Finals: 22 September 2010 (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 the finals were held in the Kowloon Park Indoor Swimming Pool. The event was jointly organized by the 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 were invited to provide 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 the finals. Names on the Swimming Shields were updated afterwards. • Teacher's comments were collected afterward. • More communication amongst teachers is needed during dismissal.



Plans 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 with better communication, body coordination, strategic skills, etc. • To sustain the DBS golfing tradition
Target	Student and parent golfers
Period	Pre-Golf Day : 7 November 2010 (School Fete) DBS Golf Day at Fanling : 14 January 2011 PD Golf Day at KSC : 8 April 2011
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: 9 December 2010 Finals: 10 January 2011 (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. The 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. • 4 x 100m relay for G.3 & G.4 was introduced this year. The feedback from parents and students was positive. • It was suggested that G.3 to G.6 throwing events could also be included in the finals next year.

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 : 16 January 2011 10Km FunD Run : 20 February 2011
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. • 299 students and parents participated in the Pre-10KM FunD Run and the total amount of donation that we raised was HK\$207,440. • As the number of Pre-10Km FunD Run participants was higher than the previous years, we were advised that the future competition for each grade should be split into 2 sub-groups. • The PD PE Department organized a training workshop for parents and students on 17 December 2010. • 33 teachers and staff participated in the 10 km race of the Standard Chartered Marathon 2011 on 20th February, 2011 and a total amount of HK\$244,676 was raised as donation.

Plan 7 Alternative Sports Programme

Objective	<ol style="list-style-type: none"> 1. To let students to explore other sports in order to widen their horizon 2. 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 : December 2010 to January 2011
Description	Rope skipping, Wu Shu and Dragon & Lion Dance were introduced for G1-G.3, G4 & G.6 and G5 respectively.
Evaluation	<ul style="list-style-type: none"> • Training on rope skipping for G.1-3, Wu Shu for G.4 & 6, and



	<p>dragon & lion dance for G.5 was 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.</p> <ul style="list-style-type: none">• Lion and dragon dance kicked off the opening ceremony of the Open House and it was performed by G.5 and G.6 students. The performance was well-received by the audience.
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Evaluation of the Visual Arts Programme Plan 2010-2011

Programme Summation

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

Plan 1: Cross-Curricular Integrated Learning	
Objective	To help students make connections between art, nature, science, history and culture
Target	All students
Period	Throughout the year
Description	<p>A. Cross-Curricular Learning Activities Organized with Subject Departments:</p> <p>Term 1</p> <ul style="list-style-type: none"> ➤ G.1 Seven Days of Creation, Cross-Curricular with R.E. Department ➤ G.1 Duck Dance, Cross-Curricular with P.E. Department <p>Term 2</p> <ul style="list-style-type: none"> ➤ G.2 Chinese Candy Box, Cross-Curricular with Chinese, G.S., P.E. Departments ➤ G.5 Properties of Light, Cross-Curricular with G.S. Department ➤ G.4-6 Hip Hop Dance, Cross-Curricular with P.E. Department <p>Term 3</p> <p>G.6 Camouflage, Cross Curricular with G.S. Department</p> <p>B. IBL, World Culture:</p> <p>G1, 3 & 5 (Teacher-in-Charge: Tracy Yu)</p> <ul style="list-style-type: none"> ➤ G1, 3 & 5: National Flowers ➤ G.3: Architecture Landmarks ➤ G.1, 3 & 5: Hanging Double-Sided Decorations <p>G2, 4 & 6 (Teacher-in-Charge: Eva Chui)</p> <ul style="list-style-type: none"> ➤ G.2: Ethnic Clothing Friendship Fence & Countries Templates Colour (all classes), Windmills (2J), Trojan



	<p>Horse (2M), Portugal Rooster & Cobalt Ceramic Tile (2P), Musical Notes (2S)</p> <ul style="list-style-type: none"> ➤ G.4: African Masks (all classes), Shields (4M), African Animals (4J, 4M & 4P), Pyramids & Sphinx in Desert landscapes (4D) & Morocco Doorways (4S) ➤ G.6: Easter Island & Chile Wine Bottle (6D), Peru Lama Wool Hats (6J), Brazil Masks (6M), Argentina Houses & Football Shirts (6P), Venezuela Logos (6S)
Evaluation	<p>We offered students a diverse range of cross-curricular topics this year, including science, nature, history and culture. We will continue to collaborate with other departments on cross-curricular topics & input art projects for the IBL Learning Week.</p>

Plan 2: Art In School Partnerships	
Objective	To develop students' artistic potential through various media explorations
Target	Whole school
Period	Throughout the year
Description	<p>A. Jocelyn McGregor's Workshops (Term 1) The workshops were run in 1st term during the art lesson time:</p> <ul style="list-style-type: none"> ➤ G.1 City Skyline Drawing & Collage Building ➤ G.2 Collage Buildings ➤ G.3 Small Buildings in Clay ➤ G.4-5 Banner Printing ➤ G.6 Large Buildings in Clay ➤ G.6 High Rise Building in Corex Sheets <p>A total of 17 classes were involved</p> <p>B. Wing Wing the Clown Workshop (Term 2) The Art of Being a Clown Workshop was held during the Fun Learning Days. All G.1-3 classes attended the workshop.</p> <p>C. Hong Kong Youth Arts Foundation Workshop (Term 3) HK Memorabilia Plate: Point to Point Site Specific Art Project was organized. The workshop was inspired by Archimbodo's</p>



	<p>Art and the activity was held during lesson or recess time. Thirty G4-6 students were selected to complete the final phase of the project.</p> <p>D. HKU Space Workshop (Term3)</p> <p>Themes of the Art for all-Comic Creation included:</p> <p>1) Digitalise Comic Creations</p> <p>2) The Making of Angry Bird</p> <p>All G1-5 classes attended the workshop during the Post Assessment Activities Weeks</p>
Evaluation	The activities organized served as alternative opportunities to broaden students' art experiences and exposure to various media and learning styles.

Plan 3: Collaborative Art Projects	
Objective	To give students the opportunity to develop creative problem solving skills in a teamwork situation
Target	All students
Period	Throughout the year
Description	<p>Students created artwork in groups for special occasions (e.g. Open House) and Festivals (Christmas, Chinese New Year, Easter). Different sorts of collaborative artwork can be found in the school campus (Lift lobbies, art rooms, display boards).</p> <ul style="list-style-type: none"> ➤ G.1 Preserve Our Ocean, painting and drawing ➤ G.1 City Fireworks, sculpture ➤ G.1 Lotus Pond and Goldfish, Chinese painting ➤ G.2 Mosaic Collage, paper craft ➤ G.2 Chinese Village, drawing & collage ➤ G.2 Chinese Garden Architecture, ceramics ➤ G.3 Preserve Our Forest, painting and drawing ➤ G.3 Dragon Boat Festival, painting ➤ G.4 Fantasy Plants (Inspired by Avitar), painting ➤ G.4 Emperors' Robe, drawing ➤ G.5 Holy Spirit Decoration, sculpture ➤ G.6 Hidden Imagery (Dali), painting and drawing ➤ G.6 Ching Ming Gwing Gwing Chinese Village, animation



Evaluation	Students enjoyed doing group work, and they gained great satisfaction and pride out of creating collaborative works. All projects are effective in building students' team spirit and enhancing their creative thinking.
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Plan 4: Various Art Media and Art Materials	
Objective	To provide a broad range of media for visual communication and self expression
Target	All students
Period	Whole year After School Art Classes (ECA)
Description	<p>The following workshops were organized for students outside of normal lesson time. The objectives are to deepen and broaden their experiences and understanding of various art-media:</p> <p>A. Bamboo Lantern Making Demonstration & Workshop (Organizer: HKIE, Department of Cultural & Creative Arts)</p> <ul style="list-style-type: none"> ➤ 20 G.4-6 student attended the workshop on 24/09/10 <p>B. New Media Workshops G.1-6 (Organizer: Visual Art Centre)</p> <ul style="list-style-type: none"> ➤ Kaledoscope Workshop, 23/10/10 ➤ Analogue Bitmap Workshop, 13/11/10 ➤ Interactive In Experience Workshop, 4/12/10 <p>C. Mix Media Sculpture Workshop (Talk by Mr. Jack Ma, Art Teacher of Ti-I College)</p> <ul style="list-style-type: none"> ➤ All G3-4 attended the workshop during the Post Assessment Activities Week
Evaluation	Our boys are fortunate to be given the opportunity to try out many different art media as Ceramic and Multi-Media art classes are not offered to students in many other schools. The Schemes of Work are tailored made for the boys so that they are able to acquire new skills and concepts at different levels according to their needs. By offering various media to



	the students during lesson time as well as after school, each boy not only finds his own interest and talent, his confidence is also given a boost.
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Plan 5: Student Art Exhibition	
Objective	<ul style="list-style-type: none"> ➤ To promote appreciation of artwork among peers and celebrate their achievements in Visual Arts ➤ To provide an overview of the Visual Arts curriculum, objectives and student's work to the students, parents and the general public
Target	Students, teachers, parents and the general public
Period	Varies from 3 days, one term to permanent exhibitions
Description	<p>Internal Exhibitions:</p> <p>A. Open House Art Exhibition</p> <ul style="list-style-type: none"> ➤ Artworks were displayed at the Student Activity Centre (Rm 101). The art exhibition was open to all students, parents and the general public. <p>B. School Campus Displays</p> <p>Students' Artworks were displayed in classrooms, art rooms corridors and lift lobbies.</p> <p>New additions on campus displays are:</p> <ul style="list-style-type: none"> ➤ Religious Moments, G.5M (of academic year 2009-2010), 1/F at staircase 6 ➤ Animal Sculpture, School Lawn Sculpture Display ➤ City Buildings, in ceramics & corex sheets, G.3 & 6, 2nd Floor Oval Balcony <p>External Exhibitions:</p> <ul style="list-style-type: none"> ➤ Point on Point Site Specific Art Project (HKYA) H.K. Memorabilia Plate Oasis Gallery, Central Market, Central (May 2011) ➤ Exhibition of Primary School Students' Creative Visual Arts Work 2010-2011, EMB, Kowloon Tong Education Services Centre (July 2011) ➤ DBSPD Art Exhibition 2011 - Future Marvels: Hong Kong City Hall Exhibition Gallery & Hong Kong Cultural Centre Foyer Exhibition Area (15-17 June 2011)



Evaluation	<p><u>Internal Exhibitions:</u></p> <p>Prospective parents gave positive feedback and enjoyed visiting the Open House Visual Arts Exhibition. The variety of art displays is getting more enriched each year at our school campus.</p> <p><u>External Exhibitions:</u></p> <p>Students showed a sense of pride to see the artworks that they created being displayed in public. Parents enjoyed visiting the exhibitions and suggested the Art Department to organize major external exhibitions again.</p>
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Plan 6: Art Appreciation	
Objective	Use various means to improve students' literacy and ability to communicate their point of view in art
Target	All students
Period	Throughout the year
Description	<p>A. Class Library</p> <ul style="list-style-type: none"> ➤ Students are provided with visual arts reference books for their art making when necessary. <p>B. Building Art Vocabulary</p> <p>G1, 3 & 5 (Teacher in Charge: Tracy Yu)</p> <ul style="list-style-type: none"> ➤ G.1: Shape & Texture, Dali's Clock, Ink Tone, Composition ➤ G.3: Positive & Negative Space, Henry Rousseau, Overlapping, Gradation ➤ G.5: Hundertwasser, Impressionism, Post-impressionism, Stain Glass, Paul Klee, Abstraction, Reliefs <p>G.2, 4 & 6 (Teacher in Charge: Eva Chui)</p> <ul style="list-style-type: none"> ➤ G.2: Warm & Cool Colours, Patterns & Lines, Mosaic (Greek & Roman), Peasant/Folk Art, Ceramics Terms ➤ G.4: Open & Close Space, Patterns in Nature, Colour Wheel & Schemes, Printing



	<p>➤ G.6: One Point Perspective, Atmospheric Perspective, Romantic Art, Surrealism, Escher, Dali & Hundertwasser, Collage & Assemblage, Futurism, Pastels, Shades Tints & Tones, Keith Haring, Eastern & Western Art</p> <p>C. Art Appreciation Worksheets</p> <p>During external exhibition visits students were given worksheets to do on site. They were also given worksheets to help reinforce learning at times.</p> <p>D. Sketchbook</p> <p>Sketchbooks were use as a means to:</p> <ul style="list-style-type: none"> ➤ Develop ideas for projects ➤ Write down notes given by teachers in lesson ➤ Drawing for leisure during non-art lesson times
Evaluation	<ul style="list-style-type: none"> ➤ When the art test was conducted there was an indication that students had difficulties in remembering what they had learnt last academic year or 6 months ago. There is a need for more repetition and reminders to help students retain learnt concepts & vocabulary, and to make sure there are linking concepts and ideas between projects taught within a year and consecutive years. ➤ Sketchbooks are a good means for students to develop their drawing & ideas during non-lesson times. Some students need to discipline themselves and make sure they would not be distracted during lesson when it is time to do set tasks.

Plan 7: Art Competition	
Objective	To ensure students to have sufficient exposure in art competitions and gain experience
Target	Different year groups (Grades 1-3 / Grades 4-6)
Period	Year-round
Description	<p><u>Internal Competition:</u></p> <p><i>Mid-Autumn Lantern Design Competition</i></p> <p><i>Clown Bow Tie Design Competition</i></p> <p><i>Hip Hop Glove Design Competition</i></p>



External Competition:

- ***Colouring Competition, 'No one likes a Thief,*** Kowloon West Youth-Care Committee (G. 1 – 3)
- ***Drawing Competition 'Enjoy the Moment',*** Organizer Campbell Soup (G.2)
- ***Colouring Competition 'Happy Family Harmonious Society',*** Kowloon City District Council (G.2)
 - ✧ 2nd Prize: Wan Hou
 - ✧ Merit Prize: Timothy Chow
- ***Sculpture Competition, My Dream Ocean Underwater World,*** Ocean Park (G.3 & 5)
- ***Drawing Competition for Sichuan & HK Children 'Better Future',*** YMCA, Lai Bing Chiu Art Foundation Limited (G.4)
- ***Road Safety Bookmark Competition,*** Hong Kong Police Force Traffic Kowloon West (G.4 & 6)
 - ✧ 2nd Prize: Jaden Tsui 4P
- ***Road Safety Drawing Competition,*** Kowloon City Road Safety Campaign (G.4 & 6)
- ***Stamp Design Competition '我的理想',*** The Brighter Future Foundation (G.4 & 6)
- ***Environmentally Friendly Transportation Drawing Competition,*** The Chartered Institute of Logistics & Transport in Hong Kong (G.4 - 6)
 - ✧ 2nd Prize: Matthew Lau 5P
- ***Decoration of Recycle Theme Light Bulb,*** HKSEA (G.4 - 6)
 - ✧ Winner : Marcus Ng 6S
- ***Lantern Design Competition,*** EDB (G.1 - 6)
 - ✧ Merit Prize: Sean Mann 4D & Ken Tsui 5M
- ***Primary School Students' Creative Visual Arts Work Competition 2010-2011*** (G.1 - 6)
- ***E.C.A. Chinese Painting, Fine Art Competition,*** Asia Exchange Culture Association Philippines Incorporated (G1 - 6)
 - ✧ 2nd Prize : Jaden Tsui 4P

Evaluation	<p>Students enjoyed taking part in both the internal & external competitions regardless whether they were winners or simply participants.</p> <p>We entered 13 external competitions and got good results which were very encouraging to participating students. The results are summarized as follows:</p> <ul style="list-style-type: none"> ➤ One 1st prize winner ➤ Four 2nd prize winners ➤ Three merit prize winners
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Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities in relation to art
Target	All students
Period	Throughout the year
Description	<p>A. Chinese Lantern Design Competition Exhibition (Term 1)</p> <ul style="list-style-type: none"> ➤ G1-6, 20 students visited the Hong Kong City Hall, Exhibition Hall on 24 September 2010. <p>B. West Kowloon District Cultural Development Exhibition (Term 1)</p> <ul style="list-style-type: none"> ➤ G.6 visited the Hong Kong Heritage Discovery Museum on 3 November 2010. <p>C. DBSPD Art Exhibition 2011 - Future Marvels, School Tours (Term 3):</p> <p>All classes visited Exhibition Venues:</p> <ul style="list-style-type: none"> ➤ G.1, 3 & 5 visited the Cultural Centre, Foyer Exhibition Areas E1 & E2 on 16-17 June 2011. ➤ G.2, 4 & 6 visited Hong Kong City Hall, Exhibition Gallery, High Block, 7/F on 15-17 June 2011. <p>D. Visit to HKCEE Art Exhibition</p> <ul style="list-style-type: none"> ➤ 6S students visited the SD Art Gallery on 16 May 2011.
Evaluation	Students gained better knowledge on appreciation and understanding of public art. Both teachers and students



	enjoyed visiting the artworks displayed in public places. It offered both parties a sense of pride to see the artworks that they created be displayed in public.
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Plan 9: Extra-curricular Art Classes	
Objective	To develop student's artistic potential through various media explorations
Target	All students
Period	Throughout the year
Description	<p>The following after-school art classes were offered to students this year :</p> <p>A. Traditional Art Classes</p> <ul style="list-style-type: none"> ➤ Ceramics G.5-6 (Term 1), G.3-4 (Term 2) and G.1-2 (Term 3)* ➤ Drawing Basic Drawing G.1-2 Exploring Drawing G.3-4 Advance Drawing G.4-6 ➤ Chinese Painting Chinese Painting G.1-6 (Introduction) Chinese Painting G.3-4 (Intermediate) Chinese Painting G.3-6 (Advanced) <p>B. Multi-Media Art Classes</p> <ul style="list-style-type: none"> ➤ Digital Image Digital Imaging G.4-6, Photoshop Imaging G.4-6 Digital Imaging & Compositing G.3-4 ➤ Animation Flash Animation G.4-6 Animation with Ninja (Claymation) G.3-6 Claymation G.3-4 ➤ Design Game Design G.3-6 & Web Designing G.4-6 ➤ Story Telling Multimedia Storytelling G.3-4, Video Production and Editing G.4-6, Humorous Comic G.4-6 & Radio Drama G.4-6



Evaluation	<p>A. Traditional Art Class</p> <ul style="list-style-type: none"> ➤ The most popular Traditional Art class is Ceramics and the second most popular is Chinese Painting. <p>B. Multi-Media Classes</p> <ul style="list-style-type: none"> ➤ Students enjoyed attending the multimedia classes, especially Game Design ➤ The ability range and number of participants in the ECA classes are appropriate. We received positive feedback from students and parents. The evaluation of the tutors was also very good.
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二零二零至二零一一年度宗教科週年計劃檢討報告

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 (隨後加入小一至小三)
- (三) 推動時間: 十二月
- (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: 與德育科合辦, 活動配合「學習活動日」(Fun Learning Days), 學生反應良好, 互動的福音劇令學生十分投入。惟活動於有蓋操場進行, 音響效果不太理想, 建議在室內場地舉行。

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: 科任老師在課上介紹班名的由來及相關聖經人物的故事, 並教授謝飯禱文, 一年級學生表現感興趣。

3. 跨學科活動

- (一) 活動目標: 透過跨學科活動, 培養學生的共通能力, 並把基督教教義與其他知識融合, 以深化教導。
- (二) 活動對象: 全體學生
- (三) 推動時間: 全年
- (四) 活動內容: 為深化學生對課題內容的認識, 各級教師可透過跨學科會議, 與其他科目合作, 計劃配合相關內容的活動。
- (五) 活動檢討: 由於本校的基督徒教師不多, 在計劃跨學科活動時多以學科知識為主導, 本科教師要有較強的主動性才有所增益。

4. 學生小組

- (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: 全年
- (四) 活動內容: 由學校社工於課後以小組形式進行，本科老師會被邀請參與帶領宗教活動，內容包括唱詩、祈禱、讀經、遊戲、服事等。
- (五) 活動檢討: 合共 21 位同學參與。小組透過讓學生了解多元智能、主耶穌和摩西的事蹟和訂定自我改進計劃，幫助他們明白各人有不同的天賦，但不論如何，主耶穌都愛他們；他們也可藉著主耶穌的幫助和自己的努力，改善一些自覺不足的地方。另外，學生於聖誕崇拜中負責獻詩，並在 2011 年 4 月參觀「黑暗中對話」體驗館，這些活動均能幫助學生提昇自尊感。

5. 教師小組

- (一) 活動目標: 以基督教信仰凝聚教師，以小組形式進行聚會，透過信仰活動，讓學校的教職員能在靈裏彼此支持。
- (二) 活動對象: 全校教職員
- (三) 推動時間: 全年
- (四) 活動內容: 於每月最後的星期五舉辦教師小組，由本科老師輪流負責，並邀請其他教師參與，內容主要為分享及彼此守望。
- (五) 活動檢討: 平均出席人數為 6-7 人，內容以詩歌、分享及代禱為主。教師之間能建立主內的情誼，在靈裏彼此激勵；然而本科教師的出席人數欠理想，建議肢體之間彼此互勉，加強聯繫。

6. 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: 小三、小四學生
- (三) 推動時間: 十一月
- (四) 活動內容: 安排小三學生背誦課本內的金句，小四學生背誦詩歌集內的金句，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: 活動於 2011 年 1 月順利舉行，各級設有冠軍，各班設有個人獎。學生積極參與活動，努力背誦崇拜手冊內的金句，可見同學下了不少工夫。

7. 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: 為了讓學生了解及感受崇拜進行時的禮儀及氣氛, 本校配合節期, 在聖誕節、復活節、升天節及結業禮舉行感恩崇拜, 並分別安排不同級別的學生到基督堂或留校參與。
- (五) 活動檢討: 學生普通的態度有改善, 留校學生在崇拜時表現尊重及敬虔。惟到基督堂聚會的學生在崇拜時把弄手中程序表, 製造雜聲。建議來年修改印製的格式, 以改善情況。另外, 學生小組於聖誕節崇拜中獻詩, 效果理想, 建議來年增加學生於崇拜中的參與。

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: 與德育科共同展示有關的學生活動照片及作品, 並邀請學生向嘉賓進行講解, 讓他們更了解本校宗教/德育科的學校情況。
- (五) 活動檢討: 本年度與德育科合作, 共同展示有關的學生活動照片及作品, 效果理想, 建議本科來年繼續與德育科合作。

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: 由於今年未有向學生宣傳該項活動, 所以反應欠佳。當中只有兩位同學自行報名參加, 並分別獲得第一名及第三名。

10. 專題展板

- (一) 活動目標: 透過展板內容, 增加學生對本科的興趣。
- (二) 活動對象: 全體學生
- (三) 推動時間: 全年三次
- (四) 活動內容: 擬訂不同主題(或按節期), 張貼相關的內容於展板上, 以加強學校的宗教氣氛, 增加學生對本科的興趣。
- (五) 活動檢討: 於展板中簡介張潤衡的見證分享會情況及與會同學的熱烈反應, 再「311地震」後, 設計展板呼籲同學關心日本,



並為他們禱告。建議來年展板內容可繼續按節期或回應時事，以提高學生對本科的興趣。

11. 福音日營

- (一) 活動目標: 透過戶外活動和講員分享信息，希望他們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: 本來計劃為小五至小六學生在其中一個節期的崇拜後舉行福音日營，但因所有福音機構的營期都已滿額，所以本年未能舉辦該項活動。
- (五) 活動檢討: 由於該項活動未能如期舉行，所以安排學生參與另一由福音使團舉辦的福音講座，希望學生能有機會多聽福音；可惜家長對活動的反應欠佳，最後唯有取消。建議明年繼續舉辦福音日營，並提早訂營，預早作出安排。

12. 早會

- (一) 活動目標: 幫助學生認識聖經及其價值觀，培養他們愛主人愛人的品格。
- (二) 活動對象: 全校
- (三) 推動時間: 全學年
- (四) 活動內容: 每天(除星期二外)均有早會時間，由羅校長以英文主領，而每逢星期四則由宗教科老師及其他基督徒老師輪流主領，同時每月均有一至兩次由不同的聖公會牧師主領。除此之外，校方亦安排了五、六年級各班輪流帶領早會。
- (五) 活動檢討: 本年度分別邀請了聖公會的呂牧師、池牧師及陳牧師主領早會，內容更多樣化。建議來年繼續邀請三位牧師及老師主領早會，使內容更豐富。

13. 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，請同事盡快歸借用物資。



Evaluation of the Library Studies Programme Plan 2010 - 2011

Programme Summation & Evaluation:

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

Plan 1: Reading Environment and Resources	
Objective	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which provides 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 encyclopedia



Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 23,000 items. The target number of items would be around 35,000 to 40,000 items. 2. Students enjoyed the library facilities and the comfortable environment offered by the library. 3. In view of the issue having been raised in the evaluation of programme plan 2009-2010 that the Library was very crowded in the 2nd recess, adjustments were made in the schedule for this school year. Classes which did not have library lessons were scheduled to use the Library in 1 recess only (not 2 recesses) each day. The problem has been solved due to the change in schedule.
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Plan 2: Library Education	
Objective	To enhance students' information skills and reading incentive
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. G.1-G.4 students were introduced various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1-G.2 had story time, extended reading activities and learned simple library skills. 3. G.3, G4 and G.5 students learned 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	1. To develop our school library as an information and media centre which provides 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, Music, PTH, Computer Studies and Moral Education Departments. 2. Departmental scheme of works were referred to 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. • To avoid students becoming too materialistic, the Library designed a Reading VIP card as the term prize for the G3-G6 students this school year. G3-G6 students were allowed to borrow 1 more book by presenting the card to the Librarians. G3-G6 student were very excited



	<p>when they received the VIP card. They were proud to show their cards to borrow 4 books from the library. For G1 and G2 students, the Library gave out little gifts instead of the Reading VIP card, as the G1 and G2 students were too young to manage so many books at the same time.</p> <ul style="list-style-type: none"> • The teacher-librarian asked the level co-ordinators of English and Chinese Departments to collect opinions from all the English and Chinese teachers in the collaboration meeting. • The Library prepared a new Chinese reading record book that suits the G1 students' level this year according to the Chinese teachers' suggestion given last year. • In response to the suggestions given by some English teachers, the Library gave a trial run for an online reading platform for G5 and G6 students to record the books they read. The response reflected that the students had less incentive to participate in the programme if it was held online. Adjustments in the programme will be made next year. <p>3. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> • Grade Level: All • Activity : HEIFER “Read to Feed” <p>4. Collaboration with Other Departments</p> <ul style="list-style-type: none"> • G1 My School: GSII, Computer Studies and Library • G2 Chinese New Year: Library, GSI, GSII, Chinese, PTH, Music, Art, Computer Studies, Moral Education • G3 Animals and Plants: GSI, RE 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. Good Book Promotions 4. Books Borrowing Ranking Charts (by individual and class) 5. Bookmark Design Competition (External) 6. My Favourite Book Sharing Session 7. 4.23 World Book Day Celebration 8. Reading Banner (External) 9. Story Mum Team 10. Book Donation 11. Newspaper Subscription 12. Bulk Application of Hong Kong Public Library Cards 13. 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 the Library collected 960 book records. • In response to some G5 and G6 English teachers' opinion, a trial run was conducted from November 2010 to May 2011. G5 and G6 students were allowed to hand in electronic reading records through the "Reading Contract" platform. However, the result was not satisfactory. Students either could not have access to the internet easily or lost their passwords. But the main reason was they did not have strong incentive to sustain active participation without the English and Chinese teachers keeping track of their progress. • Some parents suggested that it was not too environmental friendly for the programme details to be printed on each reading record book. Starting from this school year, the School would not print the Library Reading Programme details on 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. It was suggested



that this measure could be continued in the following school year.

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. Good Book Promotions

This year, the Library held the Good Book Promotions. There were seven Grade 5 students who recommended 6 books (3 English and 3 Chinese) to the students through the P.A. system during the lunch period.

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

These borrowing ranking charts boosted students' incentives to borrow more books in order to get a higher ranking for themselves and their class.

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

- Title: Bookmark Design Competition
- 3M Lee Hin Fung Eric was awarded the merit prize in the competition.

6. My Favourite Book Sharing Session

G3-G5 students presented one of their favourite books during the library lesson. This was to enhance the reading culture among the students. The students showed great interest in the books that their classmates presented.

7. 4.23 World Book Day Celebration

This year, some of the World Book Day activities were held on 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.

8. Reading Banner

The reading banner supplied by the Hong Kong Reading City was an effective tool to promote books of different themes.

9. Story Mum Team

There were 50 volunteers who joined the Story Mum Team this year. The team co-ordinators were helpful to organize work for the volunteers.

10. Book Donation

As the Library's collection was quite substantial now, it was suggested that the book donation scheme should be suspended this school year. Although the Library did not issue any circular to ask for books, there were still some parents who would like to donate books to the Library. The Library would still collect the books but will have them donated to other parties, for example the PTA second hand bookfair or charities.

11. Newspaper Subscription

53 students subscribed to the South China Morning Post, 219 students subscribed to Goodies, 187 students subscribed to Junior Standard, 137 students subscribed to the Student Standard, 67 students subscribed to 明報 and 60 students subscribed to 星島日報 this school year.

For the summer newspapers subscription:

There were 24 students who subscribed to the South China Morning Post, 13 students subscribed to 明報 and 21 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



	<p>the intranet for the students and parents to check.</p> <p>12. Bulk Application for Hong Kong Public Library Cards</p> <p>28 G1 students applied for the HKPL Library Cards successfully through the School.</p> <p>13. Reading Contract</p> <p>Not too many students (about 30) returned the record books after the summer holidays. This activity was not compulsory, but it was worthwhile to continue in order to provide a reading activity for students to participate during the summer holidays.</p>
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Plan 5: Student Librarian Training	
Objective	<ol style="list-style-type: none"> 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	<p>Student librarians were recruited, and training was provided so that they could:</p> <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 fellow students the way 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 them to recognize their contribution to the School. • Some student librarians' attendance rates and performance were not up to standard even after the



	<p>Teacher-Librarian's reminders. Those student librarians would not be awarded the certificates.</p> <ul style="list-style-type: none"> • Joint PD and SD librarians' activities: Five G5 students joined the Joint Librarianship Competition held in DBS as spectators. The students were given the opportunity to observe the competition of secondary school students in book searching skills, shelving skills and knowledge of book classification.
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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.



Evaluation of the Computer Studies Programme Plan 2010–2011

Programme Summation:

In the school year 2010/11, students were given a lot of opportunities to learn Computer Studies meaningfully. They built up a positive learning attitude and habit towards the use of computers and information technology through participating in internal and external competitions and activities of various cross-curricular themes organized with different subjects.

Programme Evaluation:

1. IT Directors/ IT Captains

- Objectives:
- Develop students' leadership and co-operation qualities
 - Develop students' sense of responsibility and ethical awareness when using computers or Information Technology

Target: G4 to G5 students

Period: Sept 2010 – July 2011

Description: Students were selected as IT Directors and IT Captains to assist the IT Officers in maintaining order and discipline in the Computer Room during the 2 recesses on Monday, Tuesday, Wednesday, and Thursday, and the 1st recess on Friday. Students from G5 were selected as team leaders.

- Evaluation:
- A total of 20 IT Captains and 5 IT Directors were recruited in September 2010.
 - Almost all students participated actively and were very responsible for their duty.

2. Internal Competitions

- Objectives:
- Equip students with knowledge and daily life skills of computer operations
 - Learn Computer Studies meaningfully and 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 computers or Information Technology

Target: G1 to G6 students

Period: October 2010 to January 2011

Description: All students from G.1 to G.6 participated in the poster design competition. The theme of the posters was about the rules and proper behaviour in the Computer Room. Students were given time during C.S. lessons to complete their posters. Teachers taught them the necessary skills in the process.

Evaluation: Students' self-esteem has been raised after joining the internal competitions. They learned different computer skills and enjoyed the process.

3. External Competitions & Activities

- Objectives:
- Equip students with knowledge and daily life skills of computer operations
 - Learn Computer Studies meaningfully and 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 computers or Information Technology
- To give students more exposure to outside competitions

Target: G1 to G6 students

Period: Sept 2010 to June 2011

Description: **I-Cube Competition**

Evaluation: Results of the competition:

- Champion in Kowloon Central District
- Overall 1st Runner-up
- 1st Runner-up in Primary 1
- 1st Runner-up in Primary 4
- 2nd Runner-up in Primary 5

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

Description: **World Robot Olympiad 2010 (Hong Kong)**

Evaluation: Results of the competition:

- 9 Robotics students from Grade 5 and 6 participated in this competition and were awarded the 1st & 2nd Runners-up.
- Our school declined the offer to represent HK for the International Championship in the Philippines since the Security Bureau (HKSAR) had issued the Black Outbound Travel Alert subsequent to the Manila Hostage incident in the Philippines.

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

Description: **Creative Technology Education Association Cup - The Moon Re-Expedition Competition**

Evaluation: Results of the competition:

- Only the newly recruited Grade 5 students joined this competition and they were awarded the 2nd Runner-up.

Students enjoyed participating in the competition very much and it is suggested to continue promoting this



function in the coming school year.

Description: **First Lego League Competition – Body Forward**

Evaluation: Results:

- 8 Robotics students from Grade 6 participated in this competition and were awarded the Overall Champion.
- These students, together with 5 DBSPD staff represented HK to participate in the International Championship in the First Lego League World Festival in Missouri, USA from 25 to 30 April 2011. They were awarded the 19th International Place in the Robot Challenge.

4. Fun Learning Days

- Objective:
- Equip students with knowledge and daily life skills of computer operations
 - Learn Computer Studies meaningfully and 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 computers or Information Technology

Target: G1 to G6 students

Period: December 2010

Description: Two game booths were set up in collaboration with the Social Workers during the Fun Learning Days. Students explored more about Internet Safety and the problems of addiction to the Internet.

Evaluation: Students enjoyed the game booths very much and it is



suggested to continue promoting this function in the coming school year.

5. Seminar (Collaboration with School Social Workers)

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

Target: G4 to G6 students

Period: February 2011

Description: A talk was organized with the Hong Kong Family Welfare Society on Internet Safety and Internet Bullying.

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

6. Collaboration with the Music Department

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

Target: G6 students

Period: December 2010 to January 2011

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

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

7. Collaboration with the P.T.H. Department

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

Target: G6 students

Period: January to February 2011

Description: Students became more competent in their typing skills.

Evaluation: Most students became more competent in their typing skills and have learned more about Hanyu pinyin (漢語拼音).



It is suggested to continue promoting this function in the coming school year.

8. Collaboration with the English and G.S. Departments

Objective Learn Computer Studies meaningfully and integrate it with other subjects

Target: G5 students

Period: January to February 2011

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.

9. Collaboration with the English and the Chinese Departments

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

Target: G1 to G4 and G6 students

Period: September 2010 to June 2011

Description: Students became more competent in their typing skills (English) and Chinese Input Methods.

Evaluation: Most students became more competent in their typing skills and had learned various styles of Chinese input methods (九方，速成，倉頡).

It is suggested to continue promoting this function in the coming school year.

Evaluation of Moral Education Programme Plan 2010-2011

Programme Summation & Evaluation:

Character education and social skill training continued to be the emphases of Moral Education. The Assessment Program for Affective and Social Outcomes (APASO) was used to evaluate the effectiveness of this year's programme. Students' inappropriate assertiveness, as compared with the school mean at the beginning of this school year (1.53), was much lower at the end of school year (1.37). The result indicated that there was a positive change in students' behaviours.

Programme Evaluation:

1. G.1 Adaptation Workshop

Objectives: To organize more activities to promote pro-social behaviours among students

Target: G.1 students

Period: September 2010

Description: School rules and proper ways to relate with classmates were highlighted. In addition, the School Social Workers (SSW) were introduced to the students and G.1 students were encouraged to find the SSW when they wanted to seek help.

Evaluation: G.1 students were equipped with positive behaviours that helped them develop happy school life and harmonious peer relationship. It also helped the SSW to build up a close rapport with G.1 students and helped prepare them to seek help from the SSW whenever they faced challenges.

2. Mooncake Donation Programme

Objectives: To organize more activities to promote pro-social behaviours among students.

Target: All students

Period: September 2010

Description: The donation programme provided an opportunity for students to show concern to the needy people and learn to share their resources with others.



Evaluation: The feedback was positive. Four cartons of mooncakes plus over 20 mooncake coupons were collected.

3. Moral Education Lessons

Objectives:

- To focus on characters (topics being included in Character Education) that help strengthen one's interpersonal relationships, for instance, respect, attentiveness, cautiousness, etc.
- To emphasize on social skill training as part of the curriculum
- To design a series of activities that help balance students' competitive spirit
- To strengthen the collection of formal written feedback from teachers on lesson planning

Target: All students

Period: Whole year

Description: Over twenty Moral Education lessons were conducted. About one-third of the lesson time was used to teach character education. Three characters were taught in each grade. Two of them were "respect" and "responsibility", which were the themes of whole school programme. The remaining one was different for different grades.

To echo the Annual School Plan, two lessons were specifically designed to help balance students' competitive spirit. In the lessons, sharing of knowledge/reference materials with schoolmates and the importance of teamwork were highlighted.

Evaluation: Students enjoyed having Moral Education lessons. After the lessons on sharing of knowledge/reference, students reflected that they could gain more knowledge when they were willing to share what they knew with each other. Written feedback about the lesson design was collected from teachers. In general, teachers considered that most activities carried out in the lessons were interesting and the teaching objectives could be achieved. However, some teachers suggested that more interactive activities could be added in the lesson.



4. Whole School Programme

Objective: To strengthen the collaboration with D&G working committee in organizing whole school programme to uplift students' moral and social development.

Target: All students

Period: Whole year

Description: A variety of activities were jointly organized with the D&G working committee to promote respect and responsibility. These activities included punctual homework campaign, competitions, courtesy campaign, pledge card writing, etc.

Evaluation: These whole school activities were found to be effective in motivating students to develop good characters.

5. Parents' Workshop

Objective: To conduct workshops on effective parenting skills for parents

Target: Parents of all students

Period: October 2010 – June 2011

Description: Two workshops were organized for parents of G.1-3 students. The first workshop about positive parenting was held in October and November 2010. Another workshop about parent-child communication was held in May 2011. Two workshops were also held for parents of G.4-6 students. The first workshop about parenting adolescent child was held in November and December 2010. The second workshop about how to provide guidance to children and help them relinquish bad habits was held in May 2011.

Evaluation: The workshops on positive parenting and parenting adolescent child were also held last year. As the feedback received was very positive and many parents were not selected to join due to the limited capacity last year, the workshops were held again this year. The number of enrollment still exceeded the quota and fifteen parents were selected to join each of the two workshops. Parents were willing to share with each other their ideas on parenting.

For the workshop on parent-child communication, fifty-four parents would like to participate in the



workshop. The quota was exceeded and twenty parents were selected to join. Participants commented that the workshop helped them understand more about their sons and increase their confidence in communicating with them.

For the workshop on providing guidance to children and helping children relinquish bad habits, thirty-three parents would like to participate and twenty were selected to join due to the limited capacity. Participants considered the workshop to be useful and it was able to help them reflect on how to train up children's self-care ability and money management concepts.

6. G.3 and G.6 Service Day

Objective: To organize more activities to promote pro-social behaviours among students

Target: G.3 and G.6 students

Period: November 2010 - April 2011

Description:

- Each G.3 class was arranged to participate in a community service visit to a special school for students with intellectual disability. This year, the service visits were jointly organized with the G.S. Department. Students were divided into groups and each group had to do a performance or lead a game during the visits.
- Besides, the SSW worked in collaboration with the G.S. Department to arrange all G.6 students to participate in a flag sale.

Evaluation:

- G.3 students participated enthusiastically and many of them spent lots of time to do the preparation work. However, the performance/games took a long time and there was not enough time for students to chat individually with the students in the special schools. Students therefore were not able to form a deeper understanding of children with intellectual disability. It would be better to arrange a longer visit or to select some of the groups to do performances/lead the games next time.
- Almost all G.6 students joined the flag sale and



positive feedback was received from students afterward.

- Through participating in community service activities, students learnt to show concern to people in need and understood that they were capable of taking actions to help others.

7. Fun Learning Days

Objective: To emphasize on social skill training as part of the curriculum

Target: All students

Period: December 2010

Description:

- The SSW worked in collaboration with the CS Department to set up two game booths which helped students learn more about internet safety and problems of addiction to the internet.
- Also, as a collaboration project with the RE Department, two drama shows were arranged. One was for G.1-2 students and another for G.3-4 students. For G.5-6 students, a workshop on life education was held.

Evaluation: The activities enabled students to understand moral messages in an interesting manner. The talk for G.5-6 was particularly inspiring.

8. Food Donation Programme

Objective To organize more activities to promote pro-social behaviours among students

Target: All students

Period: December 2010

Description: Similar to Mooncake Donation Programme, this activity provided an opportunity for students to show concern to the needy people and learn to share their resources with others.

Evaluation: The feedback was good. Thirteen cartoons of food were collected.

9. Read to Feed Programme

Objective: To organize more activities to promote pro-social



behaviours among students

Target: All students

Period: January – March 2011

Description: The programme helped students understand the need of poor people in the Mainland China and provided an opportunity for them to take concrete actions to help others.

Evaluation: Over \$280,000 of donation was raised. Students learnt to share their resources with the deprived people through participating in the programme.

10. Internet Safety Talk

Objective:

- To focus on characters (topics being included in Character Education) that help strengthen one's interpersonal relationships, for instance, respect, attentiveness, cautiousness, etc.
- To emphasize on social skill training as part of the curriculum

Target: G4 -6 students

Period: February 2011

Description: As a collaboration project with the CS Department, a talk on Internet Safety and Internet Bullying was organized.

Evaluation: Students enjoyed the activity very much. Similar activities could be held again next year to further promote internet safety and reinforce the ethics about proper use of the internet.

11. Exhibition on Illicit Drugs

Objective: To emphasize on social skill training as part of the curriculum

Target: G3 students

Period: May 2011

Description: Four exhibition boards were set up in the Covered Playground from 30 May to 3 June 2011. Harmful effects of drugs and refusal techniques were highlighted.

Evaluation: Students were not quite interested in the activity and only a few students watched the exhibition materials during recess time. It might be because the problem with drugs had already been well publicized and students had already



got the information. Exhibition on illicit drugs was not recommended for next year.

12. G.7 Adaptation Programme

Objective: To emphasize on social skill training as part of the curriculum

Target: G.6 students

Period: July 2011

Description: One G.7 student and one senior student from the SD were invited to a sharing session organized for G.6 students. In the sharing, time management skills and self discipline were highlighted.

Evaluation: G.6 students were eager to know more about the life in the Secondary Division (SD). The sharing helped G.6 students get a general concept about the number of subjects in the SD and how they should equip themselves so as to cope with the changes.



Evaluation of the Electives Programme Plan 2010 - 2011

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 55 courses being offered in 2010-2011. 34 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 55 courses on offer in 2010-2011. They could be classified into four main areas: Art & Sport (18.2%), Science (16.4%), Language & Culture (18.2%) and Personal Development (47.2%).</p> <ul style="list-style-type: none"> • Be a Magician, Monopoly, 3D Sculpture, Hip Hop Heat Wave, Career in Future, Be a Great Speaker, Drama, Fun with LEGO, International Phonetic Alphabet, Table-Tennis, The Inquirers, 吾土吾情, 奧林匹克數學, 比比和朋友, 棋藝世界, 說話技巧與訓練 were new programmes. • 9 courses (16.4%) adopting the scientific approach were specially designed. Astronomy, Science Workshops, Toy Science, Science Adventures, The Inquirers & 天文實驗班 etc. provided students with rare and precious chances to get to know more about astronomy and science. • 10 courses (18.2%) provided basic language and cultural knowledge like Japanese, French, Chinese and African Culture. • 26 courses (47.2%) such as Money Management, Applied Personal Management, 2C's Training, Critical Thinking Program, Be a Smart Leader, Team Building Workshop, Little Lawyer, Stormy Chefs, Career in Future and Etiquette could enhance students' personal development.



<p>2</p>	<p>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"> • Tutors/teachers of the science electives (Science Workshop, Science Adventures and The Inquirers) prepared different experiments to develop students' science processing skills. • Tutors of 天文實驗班 & Astronomy Elective prepared lots of teaching equipment and materials to enhance students' knowledge and interest . • Students from Money Management practised their skills in Tuck Shop & Park'N Shop. • Students who participated in the 吾土吾情 Elective visited Hong Kong Police Museum and Devil's Peak Gough Battery (魔鬼山哥富炮台). • Students from the Photography Elective visited Lingnan Garden and Exhibition in Olympian City. • Students from the School Journalists Elective visited Tai Kung Pao to practise their skills. • Students who participated in the Etiquette Elective practised table manners in Spaghetti House. • Students from Rock Climbing Elective practised their skills in Spotlight Recreation Club (博藝會) to challenge themselves. • The language teachers (Japanese & French) are native speakers. Tutors of the African Culture Elective came from Africa. • Different educational visits and outings were organized in Term 1 to Term 3.
<p>3</p>	<p>To let students choose the electives that best suit their learning styles</p>	<p>The electives for each student were allocated with the help of an Elective Selective Programme. Teachers would then modify the list manually to ensure a better allocation before producing the final version.</p> <p>Students' electives were allocated with reference to their priority. Each student was assigned to one elective out of his <u>first three choices</u> according to his preference for <u>one main area</u> in the school year.</p>
<p>4</p>	<p>To let students learn through interaction</p>	<ul style="list-style-type: none"> • 34 courses were delivered by out-sourced organizations. Students were given lots of exposure and opportunities to



	between schoolmates and out-sourced organizations tutors	<p>interact with tutors of the out-sourced organizations.</p> <ul style="list-style-type: none"> Students were shuffled and regrouped according to their electives. They were given the chance to communicate with schoolmates of other levels and classes.
5	To provide opportunities for students to exhibit their work	<ul style="list-style-type: none"> Students from the Photography Elective took photos to record the learning process of each elective in Term 1. Students' work and photos were displayed for sharing with guests at the Open House or uploaded on our school website.
6	To develop students' 9 generic skills through electives. Focus on communication skills, collaboration skills, problem solving skills (6 electives – board games) and fine motor skills (4 electives in G. 1-2)	<ul style="list-style-type: none"> Students' multiple intelligences were developed through participating in the assigned electives. 6 electives (board games) focused on developing students' communication skills, collaboration skills, problem solving skills: Go Culture Courses: Beginners & Intermediate, 棋藝世界, Board Games, The Chess Academy and MONOPOLY (strategy & fun). 4 electives focusing on developing students' fine motor skills (Art of Paper, 用 PTH 學指印畫, FUN with LEGO and Be a Magician) were introduced.

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	44.1/ 50	43.4 / 50	44.8 / 50
Teachers	42.7 / 50	43.1 / 50	43 / 50
Parents	--	--	4.09/5

