

Diocesan Boys' School Primary Division



Annual School Report 2011-2012

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Achievement & Reflection of Annual School Plan 2011-2012

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

1. Student Support

1.1 Intended Outcome/Target: To evaluate the overall effectiveness of student support service

1.1.1 Strategies/Tasks: To formulate a whole-school monitoring mechanism so that the Primary and Secondary Divisions can collaborate to do timely adjustment of programmes and follow-up actions for enhancing the overall effectiveness of student support services

Report & Evaluation:

This year we had two regular meetings with teachers from both the Secondary and Primary Divisions. We discussed about student's learning attitude, adaptability and difficulties that they encountered during the transition from the Primary Division to the Secondary Division and changes in learning behavior. From the perspective of the teachers of the Primary Division, we would like to share more of our experiences with teachers from the Secondary Division, so that they can be better prepared to offer support to our students. We also organized some workshops and sharing sessions for our students to ensure a smooth transition from the Primary Division to the Secondary Division.

Besides, we also jointly organized the Homecoming Concert, which was a great opportunity for teachers from both divisions to work together. Moreover, we invited many senior students (Big Brothers) from the Senior Division to help out during the IBL Week and work with our students.



2. Curriculum and Assessment

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

2.1.1 Strategies/Tasks: To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests

Report & Evaluation:

Department of English

The department's focus on both formative and summative assessments has primarily shifted into the areas of oral and writing skills.

Oral Presentations, including: show-and-tell, games, presentations, drama performances, Battle of the Books competitions, have been introduced in Grade One and have been developed throughout all grades. Oral presentations are done both individually and in groups. Rubrics have been used in assessing students' communication skills and speaking skills

Conferencing has been used in giving students feedback in upper grades. Students are also in a position to upward feedback on areas of the curriculum, identifying their individual learning needs and progress, and their feelings about their school life in general.

As the department's main area of development in the coming academic year will be on writing, a lot of preliminary work has been done on developing rubrics to enhance the mechanism on giving specific feedback to students on their strengths and weaknesses in terms of writing (Appendix 1). Students have been focusing more on shared writing and process writing, which includes planning and drafting. Feedback from both peers and teachers is given during all stages.

Self Assessment

Teachers are enabling students to develop the necessary skills to assess and monitor their own progress, so that they develop ownership for their learning through group work, cross checking of work produced in class, and sharing of exemplars.



Appendix I
Diocesan Boys' School Primary Division (2011-2012) Writing
Rubric– Persuasive Writing

Name: _____ **Date:** _____ **Class** _____ (____)

<p>A persuasive piece of writing argues the case for a point of view and attempts to convince the reader of something.</p> <p>Writer's Knowledge: Use good reasons and evidence to convince your readers Use facts not just persuasive comments You may wish to counter possible arguments Try to get the reader interested and on your side – appear reasonable Use strong, positive language Short sentences can help give emphasis Make the reader think that everyone else does this, agrees or that it will make them a better, happier person – 'everyone agrees that..., we all know that...what did you do this weekend?' Draw the reader in – 'at long last... What you have been waiting for...' Be informative, persuasive and friendly Alliteration can help make slogans memorable – 'Buy British Beef' Use humour as it can get people on your side</p>		<p>Structure: An opening statement – 'vegetables are good for you' Arguments – in the form of points with elaboration – 'they contain vitamins' Summary and restatement of the opening position – 'we have seen that ... so ...'</p> <p>Language features: Simple present tense Focus mainly on generic participants – vegetables, not a particular vegetable' Logical connectives – 'this shows' 'however' 'because' Moving from the general to the specific</p>	
<input style="width: 50px;" type="text" value="20%"/>			
Verbs used correctly and in right tense. Subject and verb agree.		Interesting and written with the audience in mind.	
<input style="width: 50px;" type="text" value="10%"/>		<input style="width: 50px;" type="text" value="10%"/>	
Vocabulary related to topic.	Clear and interesting opening and closing.	Writing appropriate to the genre.	Basic punctuation used: , .
<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>
Use of connectives: And, but, so etc	Well organized paragraphs.	Ideas relevant to topic.	High level punctuation used ! ? " ' ; :
<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>
Use of appropriate words.	Varied sentence structures.	Ideas and content joined logically.	Good spelling / phonics used to attempt new words.
<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>	<input style="width: 30px;" type="text" value="5%"/>
I will improve my writing by _____ _____ _____			Handwriting: A / B / C
			Grade:
Teacher's signature:		Parents signature:	

Department of Chinese

採取多元化的評估模式，避免過份依賴紙筆測試

- 說話評估
同儕互評 / 自我評估 / 家長評
- 故事演講比賽 (一、二年級)
所有一、二年級同學均需參加，老師在各班進行遴選，再每班選出一位代表參加比賽
- 演講比賽(四、五年級)
所有四、五年級同學均需參加，先寫講稿，老師在各班進行遴選，再每班選出一位代表參加比賽
- 專題研習



Department of Mathematics

Presentation, learning tasks and problem solving activities have been adopted as part of the assessment. Different assessment modes enable teachers to identify learners' strengths and weaknesses from different perspectives and give more comprehensive quality feedback to learners for improving their learning. Self-assessment by students themselves is still being developed at the preliminary stage and was done orally in some classes only.

Department of General Studies

The GS Department has been using different assessment modes to avoid the over-reliance on paper-and-pencil tests. For example, life skills have been



incorporated as part of the G.S. II assessment for the second term. G.1 students had to demonstrate their skills in zipping-up a P.E. jacket and G.2 students had to tie their shoelaces. G.3 students visited the Elderly Home in January 2012 and their skills and performances were assessed. G.6 students participated in flag selling for the YWCA in February 2012, and their skills and performances were also assessed. The Department aims to use different assessment modes to achieve a balanced evaluation of our students.

2.1.2 Strategies/Tasks: To develop assessment rubrics to improve continuous assessment in skill-based areas and for the affective domain

Report & Evaluation:

Department of English

Teachers adapt and monitor students' development through developing a variety of rubrics. Rubrics include areas of: learning attitude, class participation, oral expression, teamwork, and writing, etc. Examples of the assessment rubrics used are as follows:

20.09.11

Today my G4 class completed their lexile reading text, this went smoothly and all the boys in the class completed the test within an hour. However, not all boys were able to remember their e-class log-in which did cause some delay to the lesson. To prevent this next time I have warned my next class to come prepared with their passwords! The boys who finished early enjoyed logging onto Edmodo to complete the follow up task I had prepared for them and this also worked well to motivate the children still completing the test to stay on task and work as quickly as they could.

25.09.11

We noticed that in G4 the students had learnt the definitions and vocabulary associated with chapters 1 – 3 of the novel but they were unable to use the words out of the novel context/in sentences of their own. We created two new activities to help solve this problem.



30.09.11

Today we could not go to school because of the Typhoon signal 8. I was able to contact my Grade Four Colleagues on the telephone and we agreed to send the unit one grammar review quiz created on Quia to Grade 4 children via the Edmodo website. Using Edmodo I was able to contact the boys and assign them some tasks to do at home and check on their progress throughout the day. The Quia website was able to give the children immediate feedback on their work and they were able to contact me using Edmodo to let me know how they did/if they had any problems. I was worried about losing a day out of class but actually using Edmodo and Quia enabled me to ensure the day wasn't wasted.

Department of Chinese

以評估量表進行進展性評估

- 說話訓練有運用評估量表進行同儕評、自評、家長評
- 作文科有運用評估量表，老師先在第一階段的寫作提出修改建議，同學在第二階段再作修訂

老師評估表				
	未能掌握	部分掌握	大致掌握	完全掌握
1. 完整的書信格式				
2. 能舉出兩個具說服力的例子				
3. 能提出有效的補救方法				
4. 能寫出中心句				

Department of Mathematics

Teachers adapt and monitor students' development through developing a variety of rubrics and using various tools. Assessment rubrics, such as learning attitudes, class participation, listening, oral expression, cooperation, punctuality as well as tidiness, are taken into consideration for term assessment.

Department of General Studies



Rubrics for learning attitudes (politeness, responsibility, initiative, cleanliness and classroom participation) have been developed in 5 scales. Details are as follows:

	0 mark	0.5 mark	1 mark	1.5 marks	2 marks
	Rarely meet teacher's requirement	Seldom meet teacher's requirement	Sometimes meet teacher's requirement	Usually meet teacher's requirement	Always meet teacher's requirement
Politeness Responsibility Initiative Cleanliness Classroom Participation					

Rubrics for projects were also developed based on different project topics.

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

2.2.1 Strategies/Tasks: To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness

Report & Evaluation:

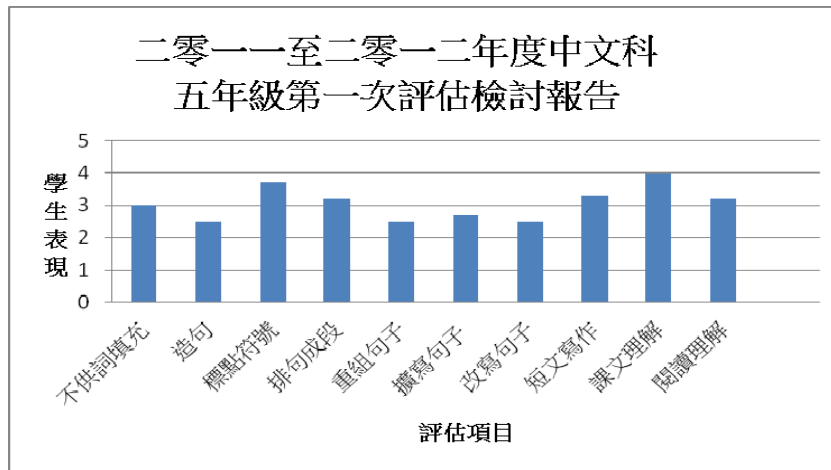
Department of English

Data is reviewed and analyzed to modify the teaching approach and curriculum development. Teachers are given access to the following data: ICAS report, SSE report and TSA results.

Department of Chinese

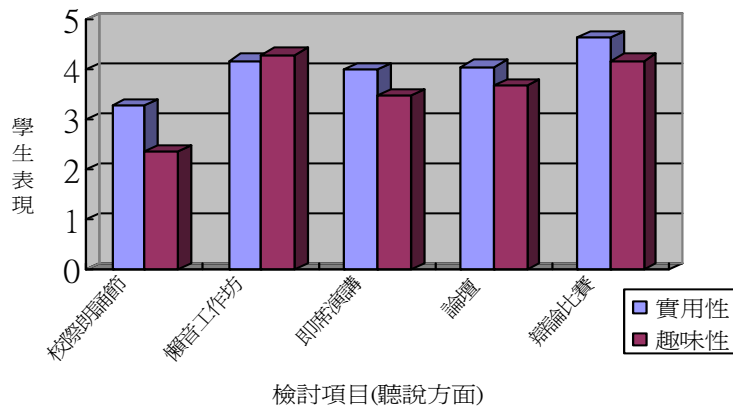
發展教師運用數據及教學策略改善教學效能之能力

- 運用校內評估數據

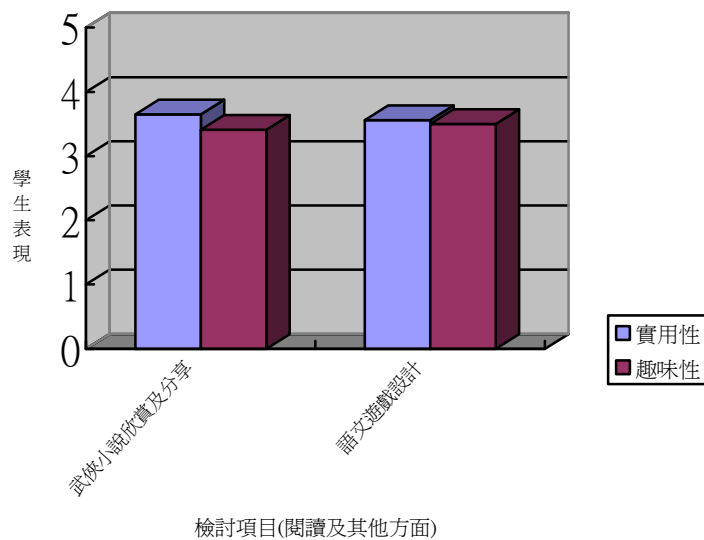


● 運用問卷數據檢討課程

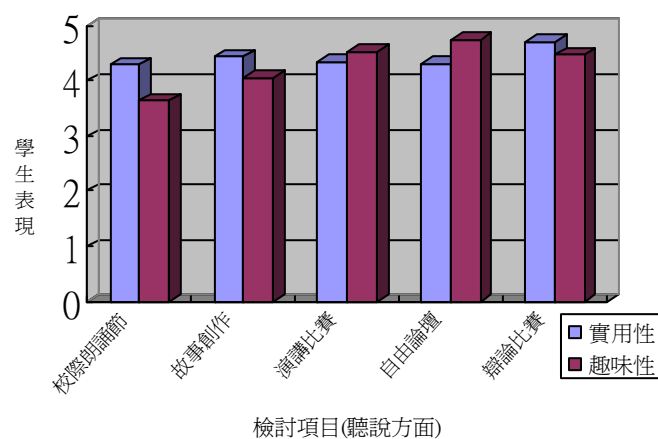
二零一一至二零一二年度六年級中文精英班課程檢討



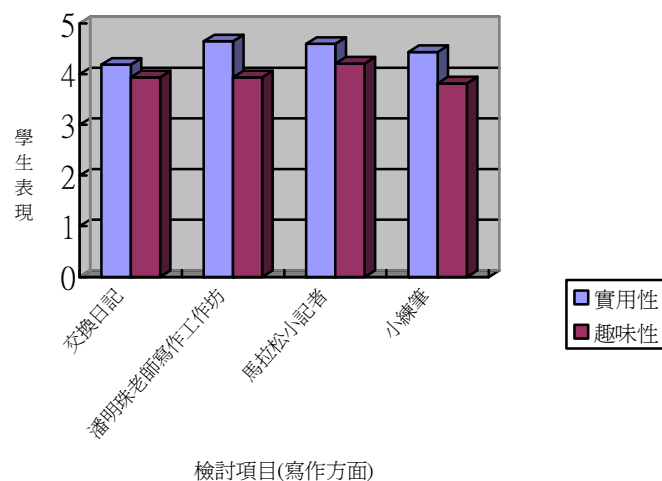
二零一一至二零一二年度六年級中文精英班課程檢討



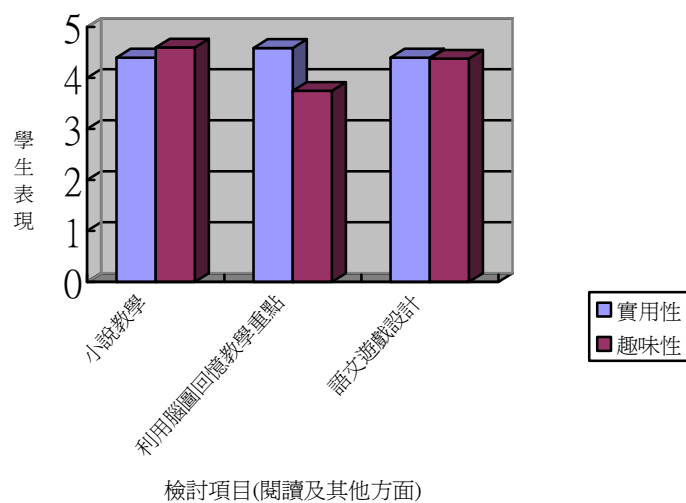
二零一一至二零一二年度五年級中文精英班課程檢討



二零一一至二零一二年度五年級中文精英班課程檢討



二零一一至二零一二年度五年級中文精英班課程檢討



- 運用全港性系統評估數據檢討課程

Department of Mathematics

Data from reports of ICAS, TSA and SSE is reviewed and analyzed for teachers' reference to modify the teaching approach and curriculum development.

Performance analysis has been done on the quizzes and term assessment in term 3 in Grade 5. It provides information about how well the students learned in different areas, and also facilitates the setting up of a question bank later.

Department of General Studies

The Department has invited the Officers from the EDB to hold a workshop on how to use data to improve the teaching effectiveness in March 2012. Different teaching strategies and approaches were discussed during the subject collaborations on Tuesdays.

2.2.2 Strategies/Tasks: To develop subject teachers' skills related to reflection processes

Report & Evaluation:

Department of English

Critical reflection refers to an activity or process in which an experience is recalled, considered and evaluated. Success will be gauged on to what extent teachers become involved in the critical reflective process

Teachers use several ways and means to assist in the reflection process. One method is through peer observation, where each teacher would both observe and be observed. Teachers meet before and after observations to give in-put and suggestions on how to improve lesson plans.

Also teachers may use one or more of the following:

- a) Journal entries (both teacher and student journals/compositions)



- b) Weekly reflections (Departmental Meetings, Subject Level Meetings)
- c) Collaborative diary keeping
- d) Reflective questioning to focus on the ethical demand they feel for their learners. (i.e. Am I willing to change my habitual way of doing things to respond to the child?)

Department of Chinese

提升教師在教學上的反思能力

- 各級每週進行協作會議
- 同儕觀課後進行討論
- 老師進修後與同儕分享學習成果
 - 優化語文教學 支援讀寫困難學生
 - 童書教學

Department of Mathematics

Teachers are encouraged to participate in the peer lesson observations. Two group teachings have been done, one in G2 on amazing blocks, and one in G5 on Rummikub. Teachers reflect on lessons in the weekly collaborations. Teachers also use different tools such as journal, video recording, etc. for reflection.

Department of General Studies

Evaluation sessions have been done during collaborations. The Department encourages collaborative lesson planning and peer observations. The meetings held after peer observations also help promote teachers' reflection on their teaching effectiveness.

2.2.3 Strategies/Tasks: To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness

Report & Evaluation:

Department of English

Data is reviewed and analyzed periodically to modify the scheme of work and curriculum planning. Changes are indicated on the schemes of work.

Follow-ups are done with the students based on report findings (i.e. placement in support classes or accelerated classes).

Teachers can use the following to assist in programme planning and evaluation:

- a) ICAS reports
- b) TSA report
- c) Lexile reports
- d) Student learning profile reports
- e) Assessments

Department of Chinese

利用評估數據改善課程規劃，並反思教學的策略和效能

- 運用校內評估及全港性系統評估數據改善及調適課程
 - 加強說話訓練(小組討論、看圖說故事、個人短講)
 - 加強實用文寫作教學

Department of Mathematics

Data from reports of ICAS, TSA and SSE is reviewed and analyzed for teachers' reference to modify the scheme of work and curriculum planning. Necessary modifications have been noted and will be indicated on the schemes of work next school year. Some considerably weak areas indicated in the analysis will be strengthened next school year. For individual students, remedial works have been done by respective subject teachers.

Department of General Studies

The first and third assessment data were reviewed in December 2011 and June 2012 respectively. Our students were found to be weak in application of knowledge. Changes have been made in the Schemes of Work to cater for students' learning needs.

3. Student Learning and Teaching

3.1 Intended Outcome/Target: To adopt classroom strategies to better match students' abilities

3.1.1 Strategies/Tasks: to further develop teachers' strategies in the use of graded questions and differentiated tasks to prompt students to think and to encourage them to learn through enquiry

Report & Evaluation:

- The HoD's of English, Chinese, Mathematics and General Studies conducted a sharing session during one subject collaboration about the teachers' strategies in the use of graded questions and differentiated tasks.
- The English and GS Department Heads conducted such a session in Term 1. The Chinese and Mathematics Departments conducted their session in early Term 2.
- The IBL skills were taught by the different subjects during the school year. This enabled teachers to develop appropriate differentiated tasks and effective graded questions for the IBL Week. Students could also effectively learn through the process of inquiry not just during the IBL Week but also throughout the whole school curriculum.



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 balance students' competitive spirit by stressing the needs for empathy and the exercise of personal restraint for the common good

Report & Evaluation:

A developmental programme called “Let Me Shine” was organized for G.4-6 students in October 2011. The programme provided a platform for the participants to build up a loving fellowship, learn to love one another and establish good peer relationships. 24 students would like to enroll. Owing to limited capacity, 15 students were finally selected to join. Participants met almost every week and a series of experiential activities were held in which participants were required to work together and share with one another. The feedback given by the participants at the end of the programme showed that the programme was effective in helping participants improve their interpersonal relationship. The mean rating given by the participants was 4.31 out of 5. Seven participants particularly highlighted that they learnt about the importance of unity and harmony through participating in the programme.

On the other hand, a moral education lesson was specifically designed to address this major concern. For G.1-3 students, the lesson was about taking turns to speak and respecting others' ideas in a group discussion. For G.4-6 students, the lesson guided students to reflect on the advantage of co-operation and the importance of mutual trust in co-operation. All teachers involved in conducting the two lessons considered the lessons to be successful and the objectives could be achieved.



1.2 Intended Outcome/Target: To develop students' positive learning attitude

1.2.1 Strategies/Tasks: To enable students to have greater respect for others and become more co-operative so that they will learn to be more patient and considerate, have better concentration and become more willing to listen to others' ideas and opinions

Report & Evaluation:

“Work hard in harmony, play hard in unity” was set as the theme of the whole-school programme this year. A talk was held for all students in early September 2011 to introduce the theme and some important concepts in harmony. In addition, three moral education lessons were held in term 2 to further elaborate and consolidate the concepts among students. On the other hand, the poster design competition, signage design competition and slogan writing competition were held for G.1-2, G.3-4 and G.5-6 students respectively. To emphasize the importance of concerted effort in maintaining harmony, all students were involved to make a big artwork between December 2011 and January 2012. Each student folded an Origami Heart and over 900 hearts made by our students were then put together to form a big picture. In an assembly in mid-February 2012, the big picture was introduced to all students and the message about harmony embedded in the artwork was highlighted. The picture was then displayed in the covered playground.

On the other hand, the winning entries of the poster design competition and slogan writing competition were printed onto twelve big banners. Three of these banners were posted up in the covered playground every 1-2 months from February to July 2012. The students who created the slogans printed on the banners were also invited to present their ideas of creating the slogans in the morning assembly. The presentations and posting of the banners helped to promote the theme of harmony in the School.

In order to evaluate the effectiveness of the programme, an APASO pre-test and a post-test survey were conducted at the beginning and towards the end of school year respectively. A user-defined survey which is composed of the sub-scales “Peer relation”, “Respect for Others” and “Social Harmony” in the APASO was used. As compared with the result obtained at the beginning of



school year, an increase in the mean score was only observed in “Social Harmony” (from 3.53 to 3.55) but not in “Peer Relationship” (from 3.11 to 3.07) or “Respect for Others” (from 3.25 to 3.23). Overall speaking, the programme was partly effective but continuous effort in promoting peer relationship and respect was still required.



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 sharpen the awareness of administrators so that when they write future subject development plans, all targets and success criteria formulated in the plans will be explicit, specific and have a sharper focus on student learning outcomes

Report & Evaluation:

The evaluation from the Subject Administrators was very positive. All administrators agreed that the workshop enabled them to understand the process of writing up effective subject development plans, understand how to write up effective success criteria that focused on student outcomes and understand the concept of 'P-I-E'.

Questions	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1. The workshop has enabled me to understand the process of writing up an effective subject development plan.	41.67%	58.33%	0.00%	0.00%	0.00%
2. I understand how to write up effective success criteria that focuses on student learning outcomes.	41.67%	58.33%	0.00%	0.00%	0.00%
3. I understand the concept of 'Planning-Implementation –Evaluation' for writing up an effective subject development plan for my department.	66.67%	33.33%	0.00%	0.00%	0.00%

2. Professional Leadership

2.1 Intended Outcome/Target: To develop middle managers with a focus to further consolidate their leadership skills

2.1.1 Strategies/Tasks: To equip middle managers with leadership skills so that they will take a more active role in leading future school changes

Report & Evaluation:

In the 2011-2012 academic year, most of our middle managers have met the target for attending at least two courses/workshops/seminars related to acquisition of leadership skills. Most of them achieved at least 20 CPD hours through attending courses related to professional leadership training. Details are as follows:

Name	Rank	Course/Programme Related to Professional Leadership Training	Duration/CPD Hrs
Mrs. Chandni Rakesh	DHT	1. ERAS Conference 2011: Empowering 21 st Century Educators as Researchers	20
		2. Essential Laws for School Administrators & Teachers	15
Ms. Susanna Chung	AHT	1. ERAS Conference 2011: Empowering 21 st Century Educators as Researchers	20
		2. Essential Laws for School Administrators & Teachers	15
Mrs. Emily Yip	AHT	1. IED: 首屆副校長論壇	2.5
Mr. Anthony Lau	ST	1. Math Professional Development (5 weeks)	175
		2. Staff Development: Student Safety & Teacher's Responsibilities	2.75
Ms. Natalie Ng	ST	1. 學校的中層領導 (5 weeks)	175
Ms. Pauline Ip	ST	1. 健康與壓力管理課程 (為校長及中層管理而設)	18
		2. Staff Development: Student Safety & Teacher's Responsibilities	2.75
		3. Staff Development: Preparation & Management for Overseas Trips	2



Ms. Carrie Law	ST	1. Staff Development: Preparation & Management for Overseas Trips	2
Ms. Monique Lok	ST	1. ERAS Conference 2011: Empowering 21 st Century Educators as Researchers	20
		2. Planning and Implementing a Whole-school Language Policy on Facilitating the Smooth Transition from KS1 to KS2 and from KS2 to KS3	3
		3. Staff Development: Preparation & Management for Overseas Trips	2
Ms. Jackie Lau	ST	1. Essential Laws for School Administrators & Teachers	15
		2. Interpreting & Managing the General Studies Curriculum	3
		3. Staff Development: Preparation & Management for Overseas Trips	2
		4. HS: Data Analysis & Assessment Reflection to Identify Strategies to Improve Teaching Effectiveness	1.5
Ms. Crystal Tsang	ST	1. ERAS Conference 2011: Empowering 21 st Century Educators as Researchers	20
		2. 優化語文教學 – 支援讀寫困難學生	30
		3. 副校長課程領導及管理概論	18
Mr. Sammy Ho	ST	1. 小學副校長培訓課程	60
		2. Staff Development: Student Safety & Teacher's Responsibilities	2.75
		3. Staff Development: Preparation & Management for Overseas Trips	2

More details on the professional growth of each middle manager are given in the self-evaluation of their individual 3-year “Staff Development Plan”.

Report on Use of Capacity Enhancement Grant 2011-2012

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 56 courses were offered in 2011-2012. 39 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. 22 sessions of around 1 hour each are organized from term 1 to term 3 in 2011-2012.
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 engage 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 in 2011-2012 was **\$1,113,850**. The total expenditure for Term 1 and Term 3 was about **\$ 1,113,850**.
- b. Over 500 students from G1 to G6 benefited from participating in the elective programmes conducted by out-sourced organizations each term. Their knowledge and horizon was broadened through taking part in different elective activities.

	Term 1	Term 2	Term 3
Budget	\$418,760.0	\$351,040.0	\$344,050.0
Courses delivered by out-sourced organizations	27	27	27
No. of students in the electives (out-sourced)	542	624	623

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

Area	No. of out-sourced courses	No. of students in Term 1 - Term 3
Art & Sports	7	254
Science	9	520
Language & Culture	6	284
Personal Development	17	731
Total	39	1789

- d. An evaluation was conducted at the end of each course. All feedback collected from students, teachers and parents was used for the better planning of future elective courses.

Evaluation	Term 1	Term 2	Term 3
Students	43.7 / 50	44.2 / 50	45.0 / 50
Teachers	42.5 / 50	42.4 / 50	41.9 / 50
Parents	--	--	4.01/5

Students are given ample exposure to different areas of learning to explore their interests and strengths. As the elective curriculum aims 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 English Department Development Plan 2011-2012

1. Curriculum and Assessment

1.1 To improve programme planning and programme evaluation

1.1.1 To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests

The department's focus on both formative and summative assessments has primarily shifted into the areas of oral and writing skills.

Oral Presentations, including: show-and-tell, games, presentations, drama performances, Battle of the Books competitions, have been introduced in Grade One and have been developed throughout all grades. Oral presentations are done both individually and in groups. Rubrics have been used in assessing communication skills and speaking skills

Conferencing has been used in giving student feedback in upper grades. Students are also in a position to upward feedback on areas of the curriculum, identifying their individual learning needs and progress, and their feelings about their school life in general.

As the department's main area of development in the coming academic year will be on writing, a lot of preliminary work has been done on developing rubrics to enhance specific feedback to students on their strengths and weaknesses in terms of writing. Students have been focusing more on shared writing and process writing, which includes planning and drafting. Feedback from both peers and teachers is given during all stages.

Self Assessment

Teachers are enabling students to develop the necessary skills to assess and monitor their own progress, so that they develop ownership for their learning through group work, cross checking of work produced in class, and sharing of exemplars.

1.1.2 To develop assessment rubrics to improve continuous assessment in skill-based areas for affective domain

Teachers adapt and monitor students' development through developing a variety of rubrics. Rubrics include areas of: Learning attitude, class participation, oral expression, teamwork, and writing, etc.

1.2 To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration

1.2.1 To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness

Data is reviewed and analyzed to modify the teaching approach and curriculum development. Teachers are given access to the following data: ICAS report, SSE Report and TSA results.

1.2.2 To develop subject teachers' skill related to reflection processes

Critical reflection refers to an activity or process in which an experience is recalled, considered and evaluated. Success will be gauged on to what extent teachers become involved in the critical reflective process

Teachers use several ways and means to assist in the reflection process. One method is through peer observation, where each teacher would both observe and be observed. Teachers meet before and after observations to give in-put and suggestions on how to improve lesson plans.

Also teachers may use one or more of the following:

- a) Journal entries (both teacher and student journals/compositions)
- b) Weekly reflections (Departmental Meetings, Subject Level Meetings)
- c) Collaborative diary keeping
- d) Reflective questioning to focus on the ethical demand they feel for their learners. (i.e. Am I willing to change my habitual way of doing things to respond to the child?)

1.2.3 To make full use of assessment data to inform curriculum planning and reflection on teaching strategies and effectiveness

Data is reviewed and analyzed periodically to modify the scheme of work and curriculum planning. Changes are indicated on the schemes of work.

Follow-ups are done with the students based on report findings.(i.e. placement in support classes or accelerated classes)

Teachers can use the following to assist in programme planning and evaluation:

- a) ICAS reports
- b) TSA report
- c) Lexile reports
- d) Student learning profile reports
- e) Assessments

Evaluation of English Programme Plan 2011-2012

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: G4 and G6 students
- 1.3 Period: Summer holidays
- 1.4 Content: Interested students were asked to join an English immersion study tour to Canada.
- 1.5 Evaluation: The programme was both physically and mentally challenging for the students. Fifty-seven students attended. Student feedback was very positive and they related very well the Canadian teachers. However, due to the physical demands of some of the activities and some safety issues of some activities, we do not feel that our students were adequately equipped to take full advantage of the activities which were offered. We therefore recommend that this trip is not offered in the future.

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 2011
- 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 second 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 2011
- 4.4 Content: Inter-class Penmanship (All Grades), Battle of the Books (Grades 2-6), Epic Avatar (Grade 6)
- 4.5 Evaluation: Most students participated. More activities were being introduced this academic year in order to broaden the scope of students' participation. Other activities can be reintroduced in the coming year (E.g. Spelling Bee).

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 the last week of October 2011
Grades 2-6: starting September 2011
- 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
- 5.3 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.



Achievement and Reflection of Chinese Department
Development Plan 2011-2012
2011-2012 年度中文科重點發展項目檢討

課程與評估

1. 改善課程規劃及評價

1.1 採取多元化的評估模式，避免過分依賴紙筆測試

1.1.1 檢討： -說話評估有進行同儕評、自我評和家長評

-一、二年級同學參加故事演講，加強說話能力及技巧

-四、五年級同學需參加演講

-各級均有做專題研習，功課模式多元化

1.2 以評估量表進行進展性評估，改善學生的學習技能及品德情意之發展

1.2.1 檢討：-說話有運用評估量表作多元化評估

-作文科有運用評估量表，老師在第一階段的寫作提出修改，同學再作修訂，學生能從中改善寫作

2. 促進各級縱向及橫向的課程協作

2.1 發展教師運用數據及教學策略改善教學效能之能力

2.1.1 檢討：-以校內評估，對學生表現作出檢討，能改善教學策略

-對五、六年級精英班課程及各項活動作出檢討，以改善來年的教學活動

-老師有運用全港性系統評估數據改善教學策略

2.2 提升教師在教學上的反思能力

2.2.1 檢討：-每週進行的協作會議能讓教師進行反思

-同儕觀課後進行討論，能提升教師的反思能力

-老師進修後在協作會議上跟同儕分享學習成果，進行反思，改善教學效能

2.3 充分利用評估數據以改善課程規劃，並反思教學的策略和效能

2.3.1 檢討：-運用校內評估及全港性系統評估數據改善及調適課程

Evaluation of Chinese Programme Plan 2011-2012

2011-2012 年度中文科週年活動計劃檢討

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 170 位; 同學接受訓練時見積極及投入。
-本屆成績優良, 獨誦共有 12 名同學奪得冠軍, 17 名奪得亞軍, 22 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	1M	康澤峰	詩詞獨誦
	1S	馮灝一	散文獨誦
	2J	陳煜良	詩詞獨誦
	2S	王煒衡	詩詞獨誦
	3D	柳皓文	散文獨誦
	3J	林晉鏗	散文獨誦
	4P	郭行知	散文獨誦
	5M	李梓睿	散文獨誦
	5P	危思睿	詩詞獨誦
	5S	黃德窰	詩詞獨誦
	6S	龍晉毅	詩詞獨誦
6S	雷諾文	詩詞獨誦	
亞軍		拔萃男書院附屬小學	詩詞集誦
	1D	葉浚晞	散文獨誦
	1D	李舜匡	詩詞獨誦
	1J	胡浩然	詩詞獨誦
	1J	葉沛言	詩詞獨誦

	1J	梁敬忠	詩詞獨誦
	1M	彭浩軒	詩詞獨誦
	1S	劉學軒	散文獨誦
	1S	羅卓賢	散文獨誦
	3D	楊正朗	散文獨誦
	3M	劉嘉朗	詩詞獨誦
	4D	蘇嘉朗	詩詞獨誦
	4D	余豐年	詩詞獨誦
	5M	周伯儒	散文獨誦
	5P	汪澤斌	詩詞獨誦
	6M	歐汶濤	散文獨誦
	6P	湯顯泓	詩詞獨誦
季軍	1D	周思哲	詩詞獨誦
	1S	黎穎誠	散文獨誦
	1S	馬逸行	詩詞獨誦
	2J	陳煜良	散文獨誦
	2S	袁柏謙	詩詞獨誦
	3D	游心正	散文獨誦
	3J	鄭凱天	散文獨誦
	3M	陳力衡	詩詞獨誦
	3S	周子權	詩詞獨誦
	4M	黎偉基	詩詞獨誦
	5J	郭庭津	詩詞獨誦
	5M	張博滔	散文獨誦
	5P	劉凱信	詩詞獨誦
	5P	劉凱信	散文獨誦
	5P	危思睿	散文獨誦
	5P	唐嘉朗	詩詞獨誦
	5S	陳柏安	散文獨誦
	6J	王博鴻	散文獨誦
	6M	沈家浩	詩詞獨誦
	6M	歐汶濤	詩詞獨誦
6P	蔡熙諾	詩詞獨誦	
6P	沈德華	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



-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「第十六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	2S 魏志曉	3P 王綽枏	6S 馬世霖
亞軍	2J 吳文迪	3S 王凱正	6M 沈家浩
季軍	2S 劉峻宇	4M 鞠承諭	6M 陳霆澧

-2S 魏志曉及 6S 馬世霖分別榮獲「第十六屆全港中小學中英文硬筆書法比賽」初級組及高級組優良獎。

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：四月至五月
- (四) 活動內容：五年級科任老師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豐富寫作內容及



加強對寫作重點的掌握，學生十分享受考察的過程；而六年級的學生以周記形式記述參加外展訓練營的經歷，雖然內容豐富，但缺乏寫作技巧，亦顯示學生反思能力不足，同時其他科目亦要求學生寫相同的題材，建議明年另選考察地點。

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。此外，各級分別於課室進行了中文科學習活動。
- (五) 活動檢討：
 - 本年中文科設有兩個遊戲攤位，由五、六年級的拔尖班同學負責，活動十分受歡迎。
 - 課室活動多元化，有剪紙、紙扇設計、郵票設計、年曆設計和竹簾設計等，不少作品極具創意，並供開放日作展覽之用，來年亦會保留這些活動。

5. 寫作比賽

- (一) 活動目標： 提高學生的寫作能力及興趣。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 四月至五月
- (四) 活動內容：
 - 各級老師訂定作文比賽題目，每級選出 1 位優勝者及 4 位優異獎得獎者。
 - 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
題目	看圖造句	我的學校	XX 比賽	一封給校長的信	我的好榜樣	倒霉的一天
優勝者	1P 黃澤龍	2S 劉育麟	3M 張俊熙	4D 蘇嘉朗	5X 陳瓊臻	6X 湯穎泓
優異獎	1D 溫瑞軒 1J 陸祖剛 1M 江志睿 1S 馬逸行	2D 梁容剛 2M 梁俊彥 2J 陳丹睿 2P 鄭貝滄	3D 蘇政熹 3S 文健行 3J 丁以仁 3P 梁譽曦	4S 張皓 4P 余澤華 4J 姚茗陽 4M 徐易東	5M 陳宇衡 5P 陳敬斐 5J 鄭瑋釗 5D 朱綽希 5S 梁博彥	6D 李曦辰 6J 華智誠 6M 周峻鏗 6P 程灝朗 6S 盧灝森

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： -一、二年級會舉行故事演講比賽。老師在各班進行遴選，每班選出一位代表參賽。每級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。

(五) 活動檢討： -通過這次活動，能加強學生說話技巧，增加自信心。
-學生表現積極投入，活動流程亦相當順利。

-本年度得獎名單如下：

一年級	學生姓名	故事名稱
冠軍	1J 潘啟充	神奇樹洞在哪裡？
亞軍	1S 馬逸行	互相方便
季軍	1M 江志睿	小公雞
優異	1D 李舜匡	黑熊大哥
優異	1P 黃澤龍	助人的小烏龜
二年級	學生姓名	故事名稱
冠軍	2S 王煒衡	掩耳盜鈴
亞軍	2P 孫睿喬	掩耳盜鈴
季軍	2M 袁柏諾	狐假虎威
優異	2D 李思晉	守株待兔
優異	2J 陳煜良	葉公好龍



-透過故事演講，提升了學生的說話能力及自信心。

7. 演講比賽

- (一) 活動目標： 通過活動，訓練學生的說話能力。
- (二) 活動對象： 小四至小五
- (三) 推動時間： 五月
- (四) 活動內容： 本活動「讀寫結合」，以其中一次的作文為演講比賽題目。老師在各班進行遴選，每班選出一位代表參賽。每級設冠、亞、季軍各一名及優異獎兩名
- (五) 活動檢討： -今年是第一次舉行演講比賽，可訓練學生的演說能力及提升學生的自信心。得獎項目除了可分為冠、亞、季軍及優異獎外，還可增設一個由同學投票選出的最受歡迎獎，以鼓勵學生多欣賞別人及使同學更加投入活動中。

-本年度得獎名單如下：

題目：我愛拔萃	
四年級	學生姓名
冠軍	4M 張柏桓
亞軍	4D 蘇嘉朗
季軍	4P 李建亨
優異	4J 賴建燊
優異	4S 陳尚飛

題目：我愛香港	
五年級	學生姓名
冠軍	5P 危思睿
亞軍	5M 李梓睿
季軍	5X 劉凱信
優異	5D 盧正堯
優異	5J 鄭澤仁、5S 梁博彥

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： 一根據「每日一篇」的成績紀錄，低小同學的參與率較高小學高。
一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： 寫作工作坊(二月)、戲劇欣賞(七月)
- (四) 活動內容： -著名作家潘明珠到校為小五、小六中文精英班主持寫作工作坊，三次工作坊分別於 6/2/2012, 13/2/2012, 20/2/2012 舉行。
-三至六年級拔尖班同學於表演《藍寶石奇案》，供全校同學欣賞。
- 6/7/2012，大細路劇團於本校演出《兒童權利救未來》，供一至四年級欣賞。
- (五) 活動檢討： -對於寫作工作坊同學均表示滿意是次安排，課堂表現亦見積極，勇於發問及表達意見，對其寫作能力有所裨益。



- 戲劇欣賞表演完結後，主持人向同學提問關於戲劇及劇本的問題，以加強同學對戲劇之認識，學生踴躍參與，反應熱烈。
- 大細路劇團的演出劇目讓同學更了解「兒童權利」。由於主題健康，訊息明確，內容有趣及具創意，所以同學看得非常投入。

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:
 - 學生於完成堂課後或在閱讀課上可以自由借閱，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。
 - 某些班級失書的數量較多，老師宜將圖書妥存於圖書箱或書櫃內，盡量減少失書數目。

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: 各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動。
- (五) 活動檢討:
 - 各班科任於聖誕、新年和復活節假期把必讀書給學生借閱，並完成相關跟進活動。
 - 這活動有助推動閱讀風氣。由於同學閱讀相同的圖書，大家有共同話題，能激發同學思考、討論。



- 由於存放於資源櫃內的存量已足夠補充去年遺失的書量，故本年不用添購必讀書。
- 為了充分利用已有資源，一些在六年級課室內因數量不足而沒法供全班學生閱讀的書籍，建議收回重新編號，讓精英班學生借閱。

12. 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《識字快樂誦》，以訓練朗讀兒歌和背誦唐詩為重點，練習滲入識字元素。
 - 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《識字快樂誦》，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，本年的進度理想，教材亦日漸累積。學生反應不俗，一半以上均能背誦《弟子規》，故來年可再增加篇數。
 - 五、六年級課程較緊逼，把古詩文放進日常教學，並要求學生背誦，學生雖感到困難，但仍然感到有興趣，建議老師加強對古文的出處及背景作講解。

13. 雲水集

- (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: -由各班任教老師挑選佳作, 每班刊登3篇散文及1篇詩歌。
- (五) 活動檢討: 出版《雲水集》能激發學生創作及閱讀的興趣。被校方刊登文章的同学感到極大的鼓舞, 而同学亦對閱讀同儕的作品感興趣, 從中學習他人的優點, 改進自己的寫作技巧。

14. 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: -安排全體中文科老師參加「朗誦工作坊」、「一切從玩開始—德式遊戲體驗與人際關係」及「香港學校戲劇節」三項教師發展活動。
- (五) 活動檢討: -本年度教師活動共有三項: 中文朗誦工作坊、話劇欣賞及集體遊戲。
- 於八月三十一日舉行「朗誦工作坊」, 由勞潔嫻女士主講, 講解聲量、語速、語氣、表情、動作等朗誦技巧, 並分享選拔學生之心得及進行即席示範, 建議明年邀請朗誦節評判到校主持教師工作坊或舉辦學生講座。
- 邀請全體中文科老師欣賞校際戲劇節之演出, 除了支持本校戲劇組, 也能觀摩各學校在話劇表演方面的水平, 一舉兩得。
- 於第二次評估後, 通過集體遊戲為老師紓壓, 同時讓大家可以互相了解, 促進團隊的關係。

15. 戲劇組

- (一) 活動目標: -發掘學生演藝細胞, 進行各項戲劇訓練及戲劇欣賞活動。
- (二) 活動對象: 三至六年級才藝班同學
- (三) 推動時間: 全學年
- (四) 活動內容: -從三至六年級學生當中選拔二十一名學生參加才藝班, 並邀外聘導師周家輝先生指導戲劇訓練。
- 安排學生參加戲劇欣賞、工作坊等活動。



- (五) 活動檢討:
- 本年學生創作及演出《藍寶石奇案》一劇，除了兩度在校內演出外，亦獲邀在「香港學校戲劇節」期間公演。
 - 本校榮獲「傑出導演獎」、「傑出舞台效果獎」、「傑出合作獎」、「評判推介演出獎」，陳灝驊同學更獲得「傑出男演員獎」，成績令人鼓舞。

**Achievement and Reflection of Mathematics Department
Development Plan 2011-2012**

Curriculum and Assessment

1 To improve programme planning and programme evaluation

1.1 To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests

Presentation, learning tasks and problem solving activities have been adopted as part of the assessment. These enable teachers to identify learners' strengths and weaknesses from different perspectives and give more comprehensive quality feedback to learners for improving their learning. Self-assessment by students themselves is at the preliminary stage and was done orally in some classes only.

1.2 To develop assessment rubrics to improve continuous assessment in skill-based areas and for the affective domain

Teachers adapt and monitor students' development through developing a variety of rubrics and using various tools. Assessment rubrics, such as learning attitude, class participation, listening, oral expression, cooperativeness, punctuality as well as tidiness, are taken into consideration for term assessment.

2 To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration

2.1 To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness

Data from reports of ICAS, TSA and SSE is reviewed and analyzed for teachers' reference to modify the teaching approach and curriculum development.

Performance analysis has been done on the quizzes and term assessment in



term 3 in Grade 5. It provides information about how well the students learned in different areas, and also facilitates the setting up of a question bank later.

2.2 To develop subject teachers' skills related to reflection processes

Teachers are encouraged to participate in the peer lesson observations. Two group teachings have been done, one in G2 on amazing blocks, and one in G5 on Rummikub. Teachers reflect on lessons in the weekly collaborations. Teachers also use different tools such as journal, video recording, etc. for reflection.

2.3 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness

Data from reports of ICAS, TSA and SSE is reviewed and analyzed for teachers' reference to modify the scheme of work and curriculum planning. Necessary modifications have been noted and will be indicated on the schemes of work next school year. Some considerably weak areas indicated in the analysis will be emphasized next school year. For individual students, remedial works have been done by respective subject teachers.



Evaluation of Mathematics Programme Plan 2011-2012

Programme Summation

In the school year 2011/12, all activities were carried out as planned. All mathematics teachers demonstrated good team spirit and worked collaboratively, and hence enabled the successful running of most of our programmes.

Programme Plan Evaluation

1. Fun Learning Days

- Objectives:
- To explore and discover Mathematics in daily life situations
 - To learn to communicate, cooperate and work in teams
 - To learn Mathematics meaningfully through integration with other subjects
 - To facilitate students' acquisition of problem solving ability
 - To develop students' creativity
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target: G1 to G6 students
- Period: 15th and 16th December 2011
- Description:
- 6 games booths with different mathematics activities were set up at the covered playground.
 - In the preparatory stage, all G.5 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.
 - A mathematics talk was held on the first Fun Learning Day. Professor Siu Man Keung was invited to give a talk. The title of the talk was 「從四千年前的一塊泥板說起」.
- Evaluation:
- Feedback about the game booths was generally positive. Students found those games interesting and they had great fun. One of the game stalls named "Ninja Star" designed



by 5S was chosen as the game booth to be set up again during the Open House. As only one grade of students was allowed to play at each time slot, most students could play for 5-7 rounds.

- For the Inter-Class Joint Quiz, students of each grade were required to answer 5 mathematics questions. 60% of the questions were answered correctly.

2. Mathematics Seminar

- Objectives:
- To explore and discover Mathematics in daily life situations
 - To learn Mathematics meaningfully through integration with other subjects
 - To facilitate students' acquisition of problem solving ability
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
- Target: G5 to G6 students
- Period: 15th December 2011
- Description: Professor Siu Man Keung was invited to give a talk for G4 to G6 students and the title of the talk was 「從四千年前的一塊泥板說起」.
- Evaluation: Students found the talk interesting and easy to understand.

3. External Competitions

- Objectives:
- To explore and discover Mathematics in daily life situations
 - To learn to communicate, cooperate and work in teams
 - To facilitate students' acquisition of problem solving ability
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target: G2 to G6 students
- Period: October 2011 to June 2012
- Description: Tutorials during lunch recess were given to the school team members. A training programme of 6 sessions, conducted by mathematics teachers during Christmas and Easter holidays, was offered to the competition team members. This school



year the School Mathematics Team entered 13 competitions organized by various organizations:

- (i) The Hua Cup Mathematics Olympiad
- (ii) The Hua Xia Cup Mathematics Olympiad
- (iii) The 15th Sheng Kung Hui Primary Mathematics Olympiad
- (iv) The 7th EDB Hong Kong Primary Mathematics Creative Problem Solving
- (v) The HK Primary School Mathematics Competition 2012 organized by Po Leung Kuk
- (vi) HK Mathematics Olympiad Association Mathematics Olympiad Open 2012
- (vii) Asia Pacific Mathematics Olympiad 2012
- (viii) The 9th Hong Kong Problem Solving Olympiad
- (ix) The 17th National Hua Luo Geng Gold Cup
- (x) The 19th Hong Kong Primary School Mathematical Olympiad (G.5)
- (xi) The 19th Hong Kong Primary School Mathematical Olympiad (G.6)
- (xii) The Multiple Intelligences Cup 2012
- (xiii) The 23rd Primary Mathematics Competition organized by HKPTU

Evaluation:

This year the mathematics department has attained our goals set for the mathematics external competitions. We have provided ample learning opportunities and challenging problems for our students who are gifted in mathematics. Students have raised their self-esteem, heightened motivation in learning and enhanced their cognition development in mathematics. The School Mathematics Team consisted of 75 students. We won a total of 149 1st class honours / gold awards, 85 2nd class honours / silver awards and 34 3rd class honours / bronze awards. DPSPD came 1st in the Hua Cup Mathematics Olympiad, the Hua Xia Cup Mathematics Olympiad and the 9th Hong Kong Problem Solving Olympiad (Junior Grade). We came 3rd in both the 15th Sheng Kung Hui Primary Mathematics Olympiad and the 23rd Hong Kong Primary Mathematics Competition. Our school also came 4th in the Hong Kong Mathematics Olympiad Open 2012, the 19th Hong Kong Primary School Mathematical Olympiad and the Multiple Intelligences Cup 2012. DBSPD came 6th in the Asia



Pacific Mathematics Olympiad 2012.

For individual awards, Justin Cheng (1M) and Chang Cheuk Fai (2D) came 1st in the Hua Cup Mathematics Olympiad in the P.1 and P.2 category respectively. Kong Chi Yui (1M) and Wong Pak Qiu (2D) were awarded 1st in position in the Hua Xia Cup Mathematics Olympiad P.1 and P.2 category respectively. Tong Ho Wang (6P) came 4th in the 15th Sheng Kung Hui Primary Mathematics Olympiad. Kong Chi Yui (1M) came 1st, Cheng Nich Hang (2D) and Yam Tsz Hong (3P) came 3rd in the the Hong Kong Mathematics Olympiad Open 2012 in the P.1, P.2 and P.3 category respectively. Wong Pak Qiu (2M), Harris Leung (3P) and So Ka Long (4D) came 1st in the Multiple Intelligences Cup 2012 in the P.2, P.3 and P.4 category respectively.

DBSPD was invited to send a team to represent Hong Kong in the International Mathematics Competition in Taiwan, which was held from 23rd to 28th July 2012. The results were encouraging. Having the opportunity to take part in competitions can successfully arouse students' interest in mathematics. They enjoyed the learning process and gained valuable experience.

4. Mathematics Challenge

- Objectives:
- To explore and discover Mathematics in daily life situations
 - To facilitate students' acquisition of problem solving ability
 - To develop students' creativity
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
- Target: G1 to G6 students
- Period: October 2011 to May 2012
- Description: Challenging questions are posted at the classrooms each month.
- Evaluation: There were totally 6 rounds of monthly challenging questions and the rate of participation was about 84%. There were 234 students, 49 students and 29 students who got the Bronze award, Silver award and Gold award respectively.



5. **Problem Solving Strategies Training**

- Objective:**
- To explore and discover Mathematics in daily life situations
 - To facilitate students' acquisition of problem solving ability
 - To develop students' creativity
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target:** G3 to G6 students
- Period:** September 2011 to June 2012
- Description:** At least 1 additional unit on problem solving strategies was introduced to each level of G3 to G6. For G3, students learnt Venn diagram to solve problems that some items or events were counted twice or more in the counting process. For G4, students solved logical reasoning problems by using tables. For G5, students learnt to solve problems by using equations and making assumptions between the unknown and given data. For G6, students learnt to find multi-solutions for a single problem.
- Evaluation:** Most students, more than 60%, found the learning interesting and enjoyable. They were more enthusiastic than usual. G.5 students found the learning a bit difficult when the questions were complicated.

6. **Support Class (Lift-Off Programme)**

- Objective:**
- To facilitate students' acquisition of problem solving ability
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target:** G1 to G6 students
- Period:** September 2011 to June 2012
- Description:**
- About eight students from each level were invited to attend the weekly remedial lesson on a term basis. The aim is to offer individual support and guidance to students with



special needs and learning difficulties.

- A special morning tutorial was offered thrice a week to G.1 students who were extremely weak in mathematics.

Evaluation: We found diverse teaching effects and learning outcomes demonstrated by students who attended support classes in different levels. In general, parents commended their boys' progress. They scored higher marks in assessments. The boys show greater motivation to learn and their self-esteem has become more positive.

7. Enrichment Class (Super-Size Me Programme)

- Objective:**
- To explore and discover Mathematics in daily life situations
 - To facilitate students' acquisition of problem solving ability
 - To develop students' creativity
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning

Target: G3 to G6 students

Period: September 2011 to June 2012

Description: Eight students from each level were invited to join the enrichment class and they attended two enhancement lessons weekly. For G.5 and G.6 students, two Super-Size Me Programmes (SMP) were on offer on a yearly basis, and they were Applying Mathematics and School Pals. One SMP was offered to G.3 and G.4 students on a term basis.

Evaluation: Students were offered the opportunity to experience learning mathematics, such as different numeral systems, that was beyond the regular curriculum. They could also appreciate the application of mathematics in daily life situation. Students enjoyed participating in the programme very much.

8. IT in Education

- Objective:**
- To explore and discover Mathematics in daily life situations
 - To learn to communicate, cooperate and work in teams
 - To learn Mathematics meaningfully through integration with other subjects



- To facilitate students' acquisition of problem solving ability
 - To develop students' creativity
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target: G1 to G6 students
- Period: September 2011 to June 2012
- Description:
- Each student was assigned an account to do exercises and assessment tests using the Planetii platform during school hours.
 - Students used the e-class to retrieve learning materials to facilitate their learning.
 - 5 Mathematics IT Coordinators have been assigned to work with their respective level coordinators to design flipcharts for use in lessons. One flipchart was made every 2 full teaching weeks. The IT Coordinators are: Mr. Simon Lee (G.1), Mr. Jack Lo (G.2 & G.6), Mr. Brian Cheung (G.3), Mr. Louis Hau (G.4) and Ms. Pauline Ip (G.5).
- Evaluation:
- Most students enjoyed the activity. The tools have been fine-tuned in response to our school's requirement.
 - More than 12 apps have been installed onto the iPads. Some levels experienced the use of apps during lessons after the assessments.

9. On-line Assessment

- Objective:
- To explore and discover Mathematics in daily life situations
 - To facilitate students' acquisition of problem solving ability
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target: G2 to G6 students
- Period: September 2011 to June 2012
- Description:
- Different topics were assigned to students for extra practice



- after school.
- Evaluation:
- One on-line quiz using the Planetii platform was assigned each term.
 - Students are keen to practice using the Planetii in general. Our boys are always on the list of top score board of the Planetii.
 - Their assessment results were satisfactory.

10. Mathematics Projects

- Objectives:
- To explore and discover Mathematics in daily life situations
 - To learn to communicate, cooperate and work in teams
 - To learn Mathematics meaningfully through integration with other subjects
 - To facilitate students' acquisition of problem solving ability
 - To develop students' creativity
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
 - To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target: G1 to G6 students
- Period: September 2011 to May 2012
- Description: Students were assigned to complete one project each term which could be done on their own or in groups. These projects formed part of their assessment. Themes of the projects covered different dimensions in mathematics.
- Evaluation: The result was satisfactory. More than 70% of the students demonstrated good communication and collaborative skills. They could think and work logically to achieve the objectives of their projects.

11. External Assessment

- Objectives:
- To facilitate students' acquisition of problem solving ability
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit



- To foster students' confidence in learning Mathematics
 - To instil in students the habit of continual and independent learning
- Target: G4 students
- Period: March 2012
- Description: The ICAS mathematics was made compulsory for all G.4 students this year.
- Evaluation: Our school average in all areas is about one mark higher than the Hong Kong average, except for the areas about "Algebra & Patterns" and "Chance & Data". It is probably because G.4 students have just started to learn these topics this year.

12. Sharing of Professional Experience

- Objectives:
- To learn to communicate, cooperate and work in teams
 - To learn Mathematics meaningfully through integration with other subjects
 - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
- Target: G4 students
- Period: March 2012
- Description: The ICAS mathematics was made compulsory for all G.4 students this year.
- Evaluation: Teachers had a professional sharing during the level collaboration particularly on the aspect about the design of the teaching and learning materials, especially for the Problem Solving Strategies. Two group teachings had been done, one in G2 on amazing blocks, and one in G5 on Rummikub. The foci were how to conduct the main concepts in amazing blocks using association and how to improve classroom management. The result was satisfactory.

Achievement and Reflection of General Studies Department Development Plan 2011-2012

Curriculum and Assessment

1. To improve programme planning and programme evaluation

1.1 To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests

Progress:

The GS Department has been using different assessment modes to avoid the over-reliance on paper-and-pencil tests. For example, life skills have been incorporated as part of the the G.S.II assessment for the second term. G.1 students had to demonstrate their skills in zipping-up a P.E. jacket and G.2 students had to tie their shoelaces. G.3 students visited the Elderly Home in January 2012 and their skills and performances were assessed. G.6 students participated in flag selling for the YWCA in February 2012, and their skills and performances were also assessed. The Department aims to use different assessment modes to achieve a balanced evaluation of our students.

1.2 To develop assessment rubrics to improve continuous assessment in skill-based areas and for the affective domain

Progress:

Rubrics for learning attitudes (politeness, responsibility, initiative, cleanliness and classroom participation) have been developed in 5 scales. Details are as follows:

	0 mark	0.5 mark	1 mark	1.5 marks	2 marks
	Rarely meet teacher's requirement	Seldom meet teacher's requirement	Sometimes meet teacher's requirement	Usually meet teacher's requirement	Always meet teacher's requirement
Politeness					
Responsibility					
Initiative					
Cleanliness					
Classroom participation					

Rubrics for projects were also developed based on different project topics.



2. To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration

2.1 To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness

Progress:

The Department has invited the Officers from the EDB to hold a workshop on how to use data to improve the teaching effectiveness in March 2012. Different teaching strategies and approaches were discussed during the subject collaborations on Tuesdays.

2.2 To develop subject teachers' skills related to reflection processes

Progress:

Evaluation sessions have been done during the collaborations. The Department encourages collaborative lesson planning and peer observations. The meetings held after peer observations also help promote teachers' reflection on their teaching effectiveness.

2.3 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness

Progress:

The first and third assessment data were reviewed in December 2011 and June 2012 respectively. Our students were found to be weak in application of knowledge. Changes have been made in the Schemes of Work to cater for students' learning needs.

Evaluation of General Studies Programme Plan 2011-2012

Programme Summation:

In the 2011-2012 school year, 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 were also designed for catering students' different learning needs and learning styles. Most of our students enjoyed participating in the activities. All G.S. teachers worked together to plan, implement and evaluate the activities that we held this year.

Programme Evaluation:

Activity	Activities of National Identity
Objective	<ul style="list-style-type: none"> ● To help students develop a sense of pride and identification with our home country through participating in a series of activities. ● To ensure students to have a better understanding about the National Day.
Target	G.1-6
Period	26 – 30/9/2011, 28/6/2012
Description	<ul style="list-style-type: none"> ● Flag raising ceremony was held on 30 Sept 2011 and 28 June 2012 to promote national identity. GSII teachers showed the related 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 classroom. ● An exhibition about national identity was held in the GS Room during recesses to let students know more about the National Day and the background of the People's Republic of China. Booth games were also set up in the GS Room to encourage students' participation. ● A talk about basic law was held on 30 Sept 2011 (2nd period) for G5 and G6 students.
Evaluation	<ul style="list-style-type: none"> ● Students shared a stronger sense of national identity. ● The Flag Raising Ceremony was held smoothly. Students learnt to keep solemn while observing the ceremony and the experience helped nurture in students a sense of belonging to the country. ● G1 student welcomed the idea to have a small national flag of their own. Students also learned to sing the national anthem in classroom. ● Students enjoyed participating in the activities and looking up information at the exhibition, especially playing booth games. They



	<p>acquired more knowledge about the establishment of the People's Republic of China and the National Day.</p> <ul style="list-style-type: none"> ● The topic of the talk was basic law which is suitable for students. They learnt a lot from the talk.
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Activity	Other learning experiences – Fun Learning Days														
Objective	<ul style="list-style-type: none"> ● To enable students to learn about various topics to supplement the regular curriculum. ● To conduct science activities to supplement the GSI curriculum. 														
Target	G1-6														
Period	15-16/12/2011														
Description	<p>1. A Joint Quiz Competition was co-organized with English, Chinese and Maths Departments.</p> <p>2. Science Activities were held for students of all levels as classroom activities. The Science activities for different grades are as follows:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Grade</th> <th>Science activities</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>Catching a Bird (Optical illusions)</td> </tr> <tr> <td>Grade 2</td> <td>Ice Magic (Salt and temperature)</td> </tr> <tr> <td>Grade 3</td> <td>Command a Submarine (Buoyancy)</td> </tr> <tr> <td>Grade 4</td> <td>Paper Airplane Design (Thrust, lift, weight and drag)</td> </tr> <tr> <td>Grade 5</td> <td>How Our Eyes Work (Structure of eyes)</td> </tr> <tr> <td>Grade 6</td> <td>Jet Rocket (Action and reaction force)</td> </tr> </tbody> </table>	Grade	Science activities	Grade 1	Catching a Bird (Optical illusions)	Grade 2	Ice Magic (Salt and temperature)	Grade 3	Command a Submarine (Buoyancy)	Grade 4	Paper Airplane Design (Thrust, lift, weight and drag)	Grade 5	How Our Eyes Work (Structure of eyes)	Grade 6	Jet Rocket (Action and reaction force)
Grade	Science activities														
Grade 1	Catching a Bird (Optical illusions)														
Grade 2	Ice Magic (Salt and temperature)														
Grade 3	Command a Submarine (Buoyancy)														
Grade 4	Paper Airplane Design (Thrust, lift, weight and drag)														
Grade 5	How Our Eyes Work (Structure of eyes)														
Grade 6	Jet Rocket (Action and reaction force)														
Evaluation	<ul style="list-style-type: none"> ● Students found the learning experience interesting and enjoyed participating in the activities. Students' discipline was very good while they were having the Quiz Competition at the school hall. ● According to the feedback given by teachers and students, they liked the science activities as they could learn new science concepts through conducting interesting experiments. However, since a number of G.5 & G.6 students were recruited as helpers in the games stalls; some classes only had a few students left to do the science activity and the learning atmosphere was seriously affected. In order to ensure a better learning atmosphere and classroom management, teachers suggested to combine some classes to do the activity together when necessary next year. 														

Activity	Environmental Education Programme
Objective	To heighten students' awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and depletion of energy.
Target	G2-6
Period	Whole Year
Description	<p>1. Student Environmental Protection Ambassadors (G4 - G6)</p> <ul style="list-style-type: none"> ● One class captain and one student from each class of G4-G6 were selected to be Student Environmental Protection Ambassadors. A training workshop was held to enable students to understand food wastage problems and how organic food is produced. <p>2. Organic Farming (G2 & G4)</p> <ul style="list-style-type: none"> ● G4 students tried organic farming in the 1st term while G2 students took turns in the 3rd term. Each class attended a workshop on how to plant Chinese mustard and Indian cabbage in November 2011. <p><u>Sale of Organic Vegetables</u></p> <ul style="list-style-type: none"> ● Produce from the organic farm grown by G2 was sold to students during recess in late November 2011. \$800 was raised from the sale of vegetables, and the money was donated to the World Wildlife Fund for the symbolic adoption of a Chinese white dolphin and a giant panda. <p>3. Earth Hour</p> <ul style="list-style-type: none"> ● Our school joined the energy saving programme "Earth Hour" organized by World Wildlife Fund. It was held on 30 March 2012 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.
Evaluation	<ol style="list-style-type: none"> 1. Most of the classes adopted some good practices on environmental protection (e.g. collecting paper for recycle, switching off light which are not in use). 2. Students enjoyed taking part in the organic farming workshop very much. They learnt a lot about organic farming through taking care of the vegetables.

Activity	Other Learning Experiences – GS Field Trips
Objective	To enable students to visit relevant places of interest as an extension of the core curriculum as well as part of the life-wide learning experience.
Target	G.1-6
Period	6-29/2/2012
Description	<ol style="list-style-type: none"> 1. G.1 students went to Hong Kong Yakult Co. Limited to learn about food handling safety and bacteria. 2. G.2 students visited the Mongkok Fire Station to learn about the job nature and equipment used by the firemen. This field trip was co-organized with the Chinese Department. 3. G.3 students visited the Swire Coca-Cola HK to learn about food processing and production line. 4. G.4 students visited the Fanling Environmental Resource Centre to learn about different pollutions and environmental friendly strategies adopted in Hong Kong. The visit was part of the GS term project. 5. G.5 students went to the Electrical and Mechanical Services Department to learn about different alternative sources of energy. The visit was part of the GS term project. 6. G.6 students visited the Wetland Park to learn about the wetland habitat and wildlife in Hong Kong.
Evaluation	<ul style="list-style-type: none"> ● Students enjoyed taking part in the field trips a lot while they learnt a lot of new knowledge which is in line with the GS teaching curriculum. Some field trips were co-organized with other subjects as cross-curricular activities. ● Same as last year, the field trips can be organized next year according to the teaching schedule. Teachers were advised to book the 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 have a healthy personal development. ● To recognize students' roles and responsibilities as a member of the family and society and to show concern and care for other's well-being. ● To develop students' critical thinking skills.
Target	G.1-6
Period	16-27/4/2012



Description	<ul style="list-style-type: none"> ● An outsourced organization “LEAP” was invited to deliver life education. Various teaching materials were used and the lessons were conducted in a mobile classroom. ● Students attended workshops on the following themes: <ul style="list-style-type: none"> ➤ G.1 - Air to Live. ➤ G.2 - Food for Life ➤ G.3 - Body Journey ➤ G.4 - Brainy Bunch ➤ G.5 - Alcohol ➤ G.6 - Alcohol ● Grade 5 and Grade 6 students joined the program of the same topic about the abuse of alcohol. All students attended the program in the LEAP vehicle. ● GS II teachers were required to conduct 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"> ● Feedback collected from teachers, students and LEAP tutors was positive. Tutors were knowledgeable with very good classroom management skills. ● Students were highly engaged in the program. According to the comments given by the tutors, our students are smart and active. ● Due to the latest update of the GS curriculum, courses about drug abuse will be conducted for G6 students next year.

Activity	G.S. Room Improvement and Resource Building
Objective	<ul style="list-style-type: none"> ● To furnish the G.S. room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities. ● To purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks.
Target	G.1-6 and all GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> ● New reference books were purchased from overseas publishers for reference of GS I teachers. ● A number of equipment and tools were purchased for teachers and students to conduct classroom activities and experiments.
Evaluation	<ul style="list-style-type: none"> ● The reference books provide information for teachers to prepare for lessons and class activities, as well as to set assignments and

	<p>assessments.</p> <ul style="list-style-type: none"> ● The videos and teaching aids can supplement teaching and learning, and enhance students' learning interest.
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Activity	Staff Development
Objective	<ul style="list-style-type: none"> ● To provide training for teachers in utilizing assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness. ● To sharpen teachers' professional knowledge and attitude and to further improve the quality of teaching. ● To introduce interactive learning in the curriculum.
Target	All GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> ● On 4 October 2011, ten teachers participated in a staff development activity on watching a film "China 1911" which is about the Chinese modern history. ● On 22 March 2012, a workshop about assessment method and analysis of assessment was held for GS teachers. Mr. Yu from the EDB was invited to conduct the workshop. ● Teachers attended seminars / workshops held by outside organizations and shared what they learnt during the collaborations. The training materials and teaching materials were also shared amongst teachers.
Evaluation	<ul style="list-style-type: none"> ● Teachers found the film "China 1911" interesting and useful for their teaching. ● Teachers also found that the analyses of assessment results very useful for teachers when they set assessment papers and make planning for lessons. ● The workshop could achieve the main objectives of the theme and the feedback from teachers is as follows: <ul style="list-style-type: none"> ➢ Teachers' knowledge on teaching GS is sharpened through attending workshops on various GS topics held by outside organizations. ➢ Teachers are encouraged to share their learning and resources obtained from seminars and workshops they attended with colleagues.

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. ● To provide students with an experience to participate 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. Four students (6D Dexter Wong, 6J Lawrence Lau and 5J Nathaniel Chan & Anson Wai) were nominated by G.S. teachers to take part in the Budding Scientists Award 2011–2012 organized by the Gifted Education Section of the Education Bureau. The competition started in November 2011 and the winning team continued the competition till June 2012. 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 150 G4-6 students were selected to participate in the 6th Diplomatic Knowledge Cup Contest. Students were required to complete the online MC quizzes which are related to the diplomatic knowledge of China.
Evaluation	<ol style="list-style-type: none"> 1. Our school team got good results in both heats. One representative was awarded the second class honour while the other three members got the third class honour. However, our team failed to enter the quarter finals and finals this year. 2. Our school got the Best Performance in Hong Kong Primary Schools Award in the 6th Diplomatic Knowledge Cup Contest. Five students got the Merit Awards. They are 5J Nathaniel Chan, 5M Jerry Ng, 6J Ryan Mak, 6M Koo Nga Leong, 6P Mervyn Tong.

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 learning. ● To provide students with an opportunity to do projects and work with other classmates. ● To let students work on a certain theme in collaboration with different subjects. ● To avoid repetition in teaching contents.

Target	G.1-6			
Period	Whole year			
Description	<ul style="list-style-type: none"> • Different grade levels conducted various teaching activities together with other departments. • For each level, at least one cross-curricular activity that adopts a multi-disciplinary approach is organized by either GS I or GS II each year. 			
		Theme	Subjects Involved	Month
	G1	1. School Facilities 2. How to Protect Our Body?	1. GSI, Music & Lib 2. GSII, VA & Chi	September April
	G2	1. Chinese New Year	1. GSII, Chi, Eng, Maths, VA, Music, PTH, Moral Ed, Lib, RE, CS	January
	G3	1. Animals and Plants	1. GSI, Maths, RE & Library	November
		2. Service Learning	2. GSII & ME	January
	G4	1. Environmental Protection	1. GSI, Chi, Maths, Music & VA	September
	G5	1. Positive Value of Life	1. GSII, Chi, PTH, RE & ME	November
		2. Solar System	2. GSI, Eng & VA	January
G6	1. Camouflage	1. GSI & VA	September	
	2. Animal Conservation	2. GSI, Maths & Eng	January	
	3. Moral Education & Chinese Traditional Virtues	3. GSII, Chi & PTH	February	
Evaluation	<ul style="list-style-type: none"> • Students enjoyed taking part in the extra-curricular activities as they could apply their knowledge of 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 French Department Programme Plan 2011-2012

Programme Summation

The French work plan aims at developing students' language skills in the four areas of speaking, listening, writing and reading.

Programme Evaluation

Plan 1: Development of Students' Oral Skills	
Objective	French conversation
Target	All French stream students
Period	Whole year
Description	Students took part in French conversation during the class.
Evaluation	Small class size allows students to participate actively in daily class conversation. French is used as MOI except for G2, where English may be used at times.

Plan 2: Development of Students' Writing Skills	
Objective	Usage of mind map
Target	From G3 to G6
Period	Whole year
Description	Students had to gather necessary information in order to organize their writing for bi-monthly composition.
Evaluation	This has been a very good practice for students from G3 to G6 helping them reflect on their own knowledge to improve their writing skills.

Plan 3: Development Students' Presentation Skills	
Objective	To strengthen pupils' grammatical and spelling skills through various topics
Target	All French stream students
Period	Whole year
Description	Choral and individual reading
Evaluation	This practice has been used essentially with students



	from G2 and G3 who still struggle sometimes with French sounds. It has allowed students to help one other and to strengthen sound discrimination.
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Plan: Reinforcement of School Reading Scheme	
Objective	To establish a structured reading programme for all levels
Target	All students from French stream
Period	Whole year
Description	Usage of reading books in the French room
Evaluation	This hasn't reached its full potential as a lot of time was used on teaching the textbook. This will have to be reinforced next year.

Plan 5: Enhancement Students' Respect and Interest in Different Cultures	
Objective	<ul style="list-style-type: none"> ● To expose students to the French culture inside and outside the classroom ● To organize a cultural trip to France ● To prepare students for IBL weeks
Target	Senior grades from French stream/ Senior grades main stream
Period	December - January and April
Description	<ul style="list-style-type: none"> ● Introduction of French culture during Fun Learning Days and Open House. ● Organization of a cultural trip to France.
Evaluation	The organization of the French cultural trip was a success.

Plan 6: Promotion of Cross-curricular Activities Involving the French Subject so as to Support the School-based Curriculum	
Objective	<p>To provide learning experiences catering to students' needs and to involve their skills in subject areas other than French</p> <p>To collaborate with other departments so as to enrich such learning experiences</p>
Target	G2 French stream students



Period	IBL Week
Description	Introduction of the subject during the IBL week. Brainstorm about different aspects of the Olympics,
Evaluation	The IBL week was a very good opportunity to work on cross-curricular activities.

Plan 7: Implementation of Use of IT in Language Learning.

Objective	<ul style="list-style-type: none"> ● To make use of innovative and powerful learning resources that appeal to students and motivate them to learn ● To help students realize their potential for self learning and lifelong learning in areas of their needs or interests ● To ensure students are equipped with the indispensable IT skills of the new generation of learners
Target	All students from French stream
Period	Whole year
Description	Usage of Expo online resources. Active usage of IWB in the classroom. Usage of videos as French teaching media.
Evaluation	Mixed results for the Expo online resources as it was used on a voluntary basis. In addition, some parents might have concerns and limited students' access to online resources.

Plan 8: Catering for Students' Learning Diversity

Objective	<ul style="list-style-type: none"> ● To recognize students' achievements at their individual level through the preparation for DELF exams ● To allow students to work independently on learning areas of their needs and interests
Target	Grades 3, 4 & 6 (8 students)
Period	From January to May 2012
Description	Preparation for DELF Prim exam
Evaluation	● 8 students presented the DELF Prim A1 exam in



	<p>early June 2012.</p> <ul style="list-style-type: none"> ● The average score is above 94!
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Plan 9: Providing Additional Support for G1 Students	
Objective	<ul style="list-style-type: none"> ● To establish French as the MOI gradually and offer help to students in understanding different rubrics and instructions ● To stimulate G1 students' confidence and enthusiasm in learning a new language ● To lessen apprehension and anxiety when facing a new environment by offering a predictable class environment and achievable goals
Target	G1
Period	Whole year
Description	Non-relevant as the only G1 student from the French Stream withdrew from DBSPD in early September 2011.
Evaluation	/

Evaluation of Putonghua Department Programme Plan 2011-2012

2011/2012 年度普通話科週年活動計劃檢討

活動項目	普通話專題展板
活動目標	提高學生對本科的學習興趣，培養學生的自學態度。
活動情況	選取不同主題的普通話資料，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。
活動檢討	本年度已按時更換三次壁報，每次均有不同的主題，包括：「北京交流團」、「粵普對譯—文具」、「粵普對譯—新年」。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。

活動項目	校際朗誦節及其他校外比賽
活動目標	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。
活動情況	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。
活動檢討	第 63 屆校際朗誦節已圓滿結束。本校普通話集誦隊奪得了亞軍。獨誦方面，全校有 129 名學生參加朗誦，其中有 33 名學生分別獲得冠、亞、季軍（詳見下表）。本校派出 6 位學生於二月份參加由香港升旗隊總會主辦的「氣壯山河—普通話朗誦比賽」，全部參賽學生均獲頒最高等級的優異獎狀。此外，本科推薦了 11 名學生參加「第十四屆全港中小學普通話演講比賽 2012」，全部學生獲獎（詳見下表）。其他普通話朗誦比賽獲獎情況詳見下表。

活動項目	學習活動日
活動目標	透過與其他學科合作設計各類型的活動，讓學生跳出課堂學習的框架，提高學生對普通話學習的興趣。
活動情況	設計兩個攤位遊戲，讓學生從遊戲中學習普通話，並提高學生的學習興趣。
活動檢討	攤位遊戲的內容包括辨別聲調及聲母，學生踴躍參加攤位活動，表現投入，體驗了愉快學習的一天。

活動項目	普通話大使及普通話週
活動目標	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。
活動情況	普通話大使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。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 16/4-18/4/2012 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。學生每參與活動一次可蓋一個印章，集齊四個印章可換領禮物一份。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，大使獲頒發獎狀以示鼓勵，表現優異的大使將獲選到台灣交流。
活動檢討	<p>普通話大使：本年度共有 49 位普通話大使及 13 位見習大使。因上年度畢業生當選大使的人數只有 13 位，故本年度除了多邀請 13 位四年級的同學加入成為見習大使，還在五、六年級選出一批新大使。</p> <p>整體大使表現突出，服務盡職，能帶動學生齊說普通話，創造了一個良好的普通話學習語言環境。而且，活動內容均由大使分組設計，有助培養學生的思考、組織及溝通能力。</p> <p>普通話舞台劇：本科於二月份為普通話大使安排了一項欣賞普通話舞台劇的活，該套舞台劇改編自世界名著「王子復仇記」。是次共有三十三名大使參加，參加反應熱烈。是項活動除了能提高學生的學習興趣，亦收拔尖之效。</p> <p>小主播：本科推薦了部分普通話大使參加由香港電台舉辦的「小主播」活動，一嘗當主持的滋味。</p> <p>普通話週：活動期間，大部分一至四年級的學生都踴躍參加，五至六年級的學生則較少參與。學生共交回 205 份遊戲表格，而實際參與人數應該更多。大使準備充分，認真負責，在三日活動期間，齊心協力創造了一個良好的普通話語言環境。</p>

活動項目	境外交流活動
活動目標	<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>
活動情況	<p>拔萃景山交流團：</p> <p>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 27/12/2011-2/1/2012 期間到北京進行交流。是次交流乃交換生形式，本科派出兩位老師，帶領 11 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 2/2-9/2/2012 來港交流，與本校學生一同上學，並寄宿於本校學生的家中。</p> <p>普通話台灣交流團：</p> <p>本科於 2-6/7/2012 舉辦「普通話台灣交流團」，由 4 位老師帶領 28 位學生(當中 14 位是普通話大使)前往台灣交流，活動包括到當地小學上課及參觀當地名勝。整個旅程中，學生和老師都以普通話交談，藉此提高學生普通話的溝通能力。</p>
活動檢討	<p>拔萃景山交流團：</p> <p>這次交流團共有十一位學生參加。通過該項活動，學生在普通話能力、獨立自理、與人分享等方面都有提升。不過，由於本年北京的冬天特別嚴冷，以致以往安排的景點觀光活動需要取消，改由寄宿家庭安排活動。學生認為這樣能讓他們按自己喜好與寄宿家庭討論觀光地點及行程，但同樣亦缺少了團體活動的機會。為此，本科將與北京景山學校討論抵京交流的時間，希望能改在復活節假期出發。此外，由於中學部反映是項交流團已籌辦多年，近年參加此交流團的人數漸少，故將於明年改</p>

<p>變到景山交流的計畫。因此，明年將由小學部負責籌辦。</p> <p>普通話台灣交流團：</p> <p>今年報名參加「普通話台灣交流團」共有 64 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。根據去年的檢討，今年提高參加人數的上限為 28 人。</p> <p>是次交流的行程安排著重讓學生「多問多說」。是次旅程，學生都非常投入，積極發問。當中所計畫的行程，除了與當地學生進行訪問及交流外，行程中學生還需製作不同的台灣手工藝及食品，這些活動都能給予學生大量的機會發問及溝通。而且，觀課的學校除了為學生帶來了一天有趣互動的藝術及戲劇課堂，還由當地老師作導賞員，帶領學生遊走具歷史文化意義的大街小巷，並參觀日戰時期至今仍存的警察局，讓他們對日本侵華的歷史加深認識，上了一節互動且深刻的歷史課。是次行程不但能令學生增廣見聞，體驗當地的學習生活，還能令他們對台灣的歷史及文化加深了解。是次活動非常成功，根據學生的自評表及家長回饋中反映，學生對說普通話的信心增強了，普通話聽說能力也明顯提升了，值得明年再辦。</p>
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活動項目	班際比賽
活動目標	由各級老師因應各級的課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓緊學生愛比拼的心理，提高學生對本科的學習興趣。
活動情況	比賽項目： 一年級—輕聲；二年級—繞口令；三年級—聲母；四年級—繞口令；五及六年級—粵普對譯。得獎班別獲頒獎狀及禮物，以作嘉許。
活動檢討	各年級比賽圓滿結束，學生踴躍參與，反應理想，建議明年續辦。同時，建議明年冠、亞、季軍班別皆可獲發獎品，並把作品都擺放在玻璃窗展示，以示鼓勵。

活動項目	參加友校交流活動及專題研討會
活動目標	鼓勵教師參加友校文流活動、教學講座、研討會作自我增值，以提高教學水平。
活動情況	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。
活動檢討	本學年初，本科邀請了香港普通話教育學會張嘉悅老師來為老師講解朗誦的技巧，並作示範，能給老師在朗誦技巧方面獲得啟發。而且，老師參加的工作坊、講座都是多以朗誦訓練為主，因此建議明年再請導師到校辦工作坊。 此外，本科曾聯繫過兩所學校，希望能作觀課交流，但都因為時間上未能配合而擱置。因此，本科已聯繫北京景山學校，明年可讓部分老師到景山學校觀課，同時也提議景山的老師到本校作展示課，促進觀摩交流。

活動項目	協作會議
活動目標	1. 每週進行各級協作會議，以增加教師之間的專業交流。 2. 與中文科及中學部進行協作交流會議。
活動情況	全體教師參與協作會議，由五位教學助理輪流作記錄，中小學交流會議則由科主任出席。
活動檢討	本學年初，中文科及普通話各級統籌老師開會，商討說話教學的方向。 各級老師能利用協作會議討論教學進度及安排，使更緊密地合作，亦有助檢討教學。

活動項目	購買普通話書籍、影音教材
活動目標	提高學生對本科的學習興趣及自學能力。
活動情況	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，以協助課程剪材及教學。
活動檢討	本學年初，本科為 10 位老師添購至每人 32 份透明膠板及白板筆，讓老師可較靈活安排教學活動。而且，為了鼓勵基礎漢語的學生多閱讀故事書，本學年初給他們購買了 40 本附拼音的故事書，供學生於假期時閱讀，並完成跟進活動。

活動項目	收集本科專題資料
活動目標	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。
活動情況	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。
活動檢討	資料不多，主要是朗誦的材料。此外，科主任亦在修讀一項短期課程後，與本科老師分享如何協助非華語的學生學習中文。

第 63 屆校際朗誦節

獨誦：參加人數：129 人

獲獎人數：33 人

冠 軍：8 人

亞 軍：16 人

季 軍：9 人

編號	班別	學生姓名	負責老師	項目編號	成績	名次
冠軍						
1	1J	劉耀駿	刑瀟楠	詩 337	84	冠軍
2	1M	江志睿	刑瀟楠	散 437	85	冠軍
3	1S	黎穎誠	殷華峰	詩 337	88	冠軍
4	2S	駱家熙	殷華峰	詩 337	85	冠軍
5	3M	劉嘉朗	陳思	詩 336	85	冠軍
6	3M	楊鴻楠	陳思	詩 336	86	冠軍
7	5P	劉凱信	王琦雅	詩 335	87	冠軍
8	6M	陳凱浩	徐鈺峰	散 435	88	冠軍

亞軍						
編號	班別	學生姓名	負責老師	項目編號	成績	名次
1	1J	鄺學麒		散 437	88	亞軍
2	1M	江志睿	刑瀟楠	詩 337	88	亞軍
3	1P	區逸匡	刑瀟楠	詩 337	87	亞軍
4	1S	馬逸行		散 437	84	亞軍
5	1S	邱浩賢	殷華峰	詩 337	84	亞軍
6	2D	黃子晉		詩 337	86	亞軍
7	2M	梁俊彥	盧敏冬	詩 337	84	亞軍
8	3D	柳皓文		詩 336	85	亞軍
9	4M	黎偉基		詩 336	82	亞軍
10	4P	郭行知		詩 336	85	亞軍
11	4P	廉凱宸	盧敏冬	詩 336	85	亞軍
12	5P	唐嘉朗	王琦雅	詩 335	86	亞軍
13	5S	黃德窰	王琦雅	詩 335	86	亞軍
14	6P	程灝朗		詩 335	88	亞軍
15	6P	沈德華	徐鈺峰	散 435	87	亞軍
16	6P	湯穎泓	徐鈺峰	詩 335	88	亞軍

季軍	編號	班別	學生姓名	負責老師	項目編號	成績	名次
	1	1J	鄺學麒		詩 337	82	季軍
	2	1M	何卓臻		詩 337	85	季軍
	3	1S	楊嘉傑		詩 337	83	季軍
	4	2J	范志傑	盧敏冬	詩 337	83	季軍
	5	3J	朱柏程		詩 336	89	季軍
	6	4J	李梓驄		詩 336	83	季軍
	7	5M	周伯儒	王琦雅	詩 335	86	季軍
	8	5M	李梓睿		詩 335	85	季軍
	9	6M	趙汝曦	徐鈺峰	詩 335	85	季軍

項目	負責老師	成績	名次
一、二年級詩詞集誦	何潔生老師、顧青老師	84	亞軍

第十四屆全港中小學普通話演講比賽 2012

參加人數：11 人 獲獎人數：11 人

編號	班別	學生姓名	負責老師	成績/名次	
1	1S	馬逸行	王琦雅	初小組全港總亞軍	九龍區初小組金獎
2	3M	楊鴻楠	顧青	九龍區中小組銀獎	
3	2D	黃子晉	刑瀟楠	九龍區初小組銅獎	
4	3M	劉嘉朗	顧青	優異星獎	
5	4P	廉凱宸	王琦雅	優異星獎	
6	5D	梁延澤	何潔生	優異星獎	
7	5J	林俊博	何潔生	優異星獎	
8	6M	趙汝曦	顧青	優異星獎	
9	2S	駱家熙	何潔生	優異獎	
10	6M	方文匯	顧青	優異獎	
11	2M	孫晟桓	何潔生	良好獎	

「氣壯山河—普通話朗誦比賽」頒獎儀式

編號	班別	學生姓名	負責老師	成績/名次
1	2D	黃子晉	刑瀟楠	優異獎狀
2	2S	王焯衡	何潔生	優異獎狀
3	2M	毛虹霽	何潔生	優異獎狀
4	5M	李梓睿	王琦雅	優異獎狀
5	5P	唐嘉朗	王琦雅	優異獎狀

第十二屆全港學界普通話傳藝比賽

編號	班別	學生姓名	成績/名次
1	1J	鄭學麒	新弟子規組冠軍及初小詩歌組優良獎

第十八屆聖經朗誦節

編號	班別	學生姓名	成績/名次
1	1J	鄭學麒	小一獨誦亞軍

第五屆全港學生公開朗誦比賽

編號	班別	學生姓名	成績/名次
1	1D	周思哲	小學組一、二年級(普通話—新詩)季軍
2	1S	鄭令灝	小學組一、二年級(普通話—說故事)冠軍

蒲公英第十一屆青少年優秀藝術新人選拔賽

編號	班別	學生姓名	成績/名次
1	3S	何佶洋	香港區選拔賽兒童組朗誦銅獎

全國青少年藝術人材總評選

編號	班別	學生姓名	成績/名次
1	3S	何佶洋	香港區選拔賽初小組古詩朗誦銀獎

Evaluation of the Music Department Programme Plan 2011-2012

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music Intensive Training Classes	
Objective	<ul style="list-style-type: none"> - To develop students' creativity, the ability to appreciate music and to effectively communicate through music. - To enable students to gain enjoyment and satisfaction through participating in music activities. - To help students pursue a life-long interest and appreciation of music. - To encourage students to learn at least one kind of musical instrument. - To enrich students' music learning experience through one of the key tasks: "Moral and Civic Education".
Target	G.4 – G.5
Period	From October 2011 to June 2012
Description	Invite potential G.4 & G.5 students to participate in special training to learn the two Chinese instruments.
Evaluation	<ul style="list-style-type: none"> - Feedback received from both parents and students was positive. - This training programme could arouse students' interest in learning Chinese Instruments. - Many students auditioned for the Chinese Orchestra. Some students will be invited to be members of the Chinese Orchestra. - Most of the students will take private lessons after completing the special training programme.

Plan 2 : Music Appreciation	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities. - To help students pursue a life-long interest and appreciation of music. - To develop students' technical skills in playing music, constructing music knowledge, and positive values and attitudes. - To promote the appreciation and love of Chinese culture and music in 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 includes Chinese and Western Music. - Cooperation with the Hong Kong Philharmonic Orchestra.
Evaluation	<ul style="list-style-type: none"> - Students shared about different kinds of music and they enjoyed the experience very much. - Students' 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 students' technical skills in playing music, constructing music knowledge, and positive values and attitudes. - To help students pursue a life-long interest and appreciation of music. - To enable students to gain enjoyment and satisfaction through participating in music activities.
Target	G.1-G.6
Period	September 2011 to March 2012
Description	Teachers selected potential students (P2-P.6) to participate in the Treble Choir, Junior Choir, Woodwind and Brass Ensemble, String Orchestra, School Orchestras and Chinese Orchestra.
Evaluation	<ul style="list-style-type: none"> - More than 350 students were involved in the 64th H.K. School Music Festival and the Hong Kong Youth Interflow. - More than 70% of them were awarded merits or above. - We achieved very good results in the Hong Kong Youth Interflow. The String Orchestra was awarded the Gold Prize, Senior School Orchestra and Chinese Orchestra got the Silver Prizes. - We achieved excellent results in 64th Hong Kong School Music Festival. We were awarded 4 championships: Treble Choir, Junior Choir, Senior School Orchestra & Chinese Orchestra; and 3 Third Positions: String Orchestra, Clarinet Ensemble and Saxophone Ensemble.

Plan 4 : Music Performances	
Objective t	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities. - To help students pursue a life-long interest and appreciation of music. - To nurture in students the aesthetic sensitivity and cultural understanding.
Target	G.1-G.6
Period	Whole year
Description	Music performances were presented by professional organizations, senior boys from DBS and our students.
Evaluation	<ul style="list-style-type: none"> - The Vienna Boys' Choir visited our school in April 2012. Our orchestras and choir performed, whilst soloists from the Vienna Boys' Choir also showcased their musicianship. It was a great opportunity for our boys to share with and learn from other accomplished musicians. - The Prize Winners' Concert which was an internal event held in our school was very successful. Students enjoyed the performances very much.

Plan 5 : Cerebration Party after the 64 th H.K. School Music Festival	
Objective t	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities. - To help students pursue a life-long interest and appreciation of music.
Target	G.2-G.6
Period	April 2012
Description	All members of the Senior School Orchestra, String Orchestra, Treble Choir, Junior Choir, Chinese Orchestra and Ensembles were invited to a gathering to celebrate their accomplishment in the Music Festival. Their parents were also invited to join our celebration.
Evaluation	<ul style="list-style-type: none"> - It was a great opportunity for parents to share their feelings and opinions among themselves. - Parents and students enjoyed participating in the function very much. - It was a good opportunity for our graduates to come back to the PD and share our joy and success.

Plan 6 : Music Captain	
Objective t	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities. - To enrich students' music learning experience through one of the key tasks: "Moral and Civic Education".
Target	G.6
Period	Whole year
Description	8 potential G.6students were selected to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> - 8 Music Captains were selected to assist the Music Department. - They 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 the Music Captains to learn about team work, communication and management skill, etc.

Plan 7 : Special Project – Music Tour /Recording	
Objective t	<ul style="list-style-type: none"> - To nurture in students the aesthetic sensitivity and cultural understanding. - To enable students to gain enjoyment and satisfaction through participating in music activities. - To help students pursue a life-long interest and appreciation of music.
Target	G.3-G.6
Period	Second Term
Description	- Our planning included having a joint concert with other primary students / recording a second CD of the PD, primarily on religious music.
Evaluation	- Due to the time constraint and launching of other music projects, we have not started recording the songs for the CD. However, we have already got the plan in place and aim to commence the recording project in the coming school year.

Evaluation of the Physical Education Department Programme Plan 2011-2012

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 an opportunity for students to utilize what they have learnt in swimming lessons / classes 4. To help student develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	Heats: 6 September 2011 (G.2, G.4 & G.6) 7 September 2011 (G.1, G.3 & G.5) Finals: 14 September 2011 (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 jointly organized by PD & SD.
Evaluation	<ul style="list-style-type: none"> ● The Heats were held on 6 and 7 of September. The DBS Timing Squad and DSSC swimming coaches provided assistance during the competitions. ● The Inter-House Swimming Gala Finals programme booklet was prepared by the SD. The teacher duty roaster was given to PD teachers. ● Medals for different events, individual champions, and overall champions were presented on the day of the finals. Names on the Swimming Shields were updated afterwards. ● Teachers' comments were collected afterward. ● More communication amongst teachers during dismissal is needed.

Plan 2 & 4 Pre-Golf Day and Golf Days	
Objective	<ul style="list-style-type: none"> ● To provide students with more opportunities to strengthen their life-wide learning, and equip them with better communication, body coordination and strategic skills, etc. ● To hand down the DBS tradition of a love of golf
Target	Student and parent golfers
Period	Pre-Golf Day : 13 November 2011 (School Fete) DBS Golf Day at Fanling : 6 January 2012 PD Golf Day at KSC : 18 May 2012



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 on the day of our School Fete (<i>Pre-Golf</i>) and the Golf Day held in Fanling (<i>Golf Day</i>). ● The 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. Feedback from participants was positive. ● Old boys, parents and students suggested that the school should include the PD Golf Day as a regular school event.

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 an opportunity for students to utilize what they have learnt in athletics lessons / classes 4. To help student develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	Heats: 6 December 2011 Finals: 27 February 2012 (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 Inter-House Sports Day Finals programme booklet was prepared by the PD. The teacher duty roaster was given to PD teachers. ● The High Jump event was held in the finals instead of the heats. Throwing events were included in the finals. ● Inter-House Game Competition and Teachers-Students Invitation Relay were held on the Finals Day. Feedback from parents, students and teachers was positive.

Plan 5 & 6 Pre-10Km FunD Run & 10Km FunD Run

Objective	<ol style="list-style-type: none"> 1. To improve the physical fitness of students and promote healthy lifestyle 2. To help students cultivate positive values and social attitudes, such as fair play and good sportsmanship 3. To help students develop desirable moral behaviours, cooperation in
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	communal life, the ability to make decision, and appreciation of aesthetic movements
Target	Student and parent runners
Period	Pre-10Km FunD Run : 8 January 2012 10Km FunD Run : 5 February 2012
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 and a bar-code system were used in Pre-10KM FunD Run and the feedback was good. ● 393 students and parents participated in the Pre-10KM FunD Run and a total of \$247,440 was raised as donation. ● As the number of Pre-10Km FunD Run participants was higher than the previous years, future competition for each grade should be split into 2 subgroups. ● The PD PE Department organized 4 training workshops for parents and students. The details are as follows: <ul style="list-style-type: none"> ➤ 3 Dec 2011 (Briefing & Training, 3:00 p.m. – 5:00 p.m.) ➤ 10 Dec 2011 (4:00 p.m. – 5:00 p.m.) ➤ 7 Jan 2012 (4:00 p.m. – 5:00 p.m.) ➤ 14 Jan 2012 (4:00 p.m. – 5:00 p.m.) ➤ 21 Jan 2012 (4:00 p.m. – 5:00 p.m.) <p>Feedback from parents and students was good. It is recommended that the workshops should be organized again for runners in 2012/13.</p> <ul style="list-style-type: none"> ● 30 teachers and staff participated in the 10 km race of the Standard Chartered Marathon 2012 on 6 February 2011 and a total of \$262,810 was raised as donation.

Plan 7 Alternative Sports Programme

Objective	<ol style="list-style-type: none"> 1. To enable 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	Alternative Sports Programme: G.2 to G.6 students
Period	Alternative Sports Programme: Mid-November 2011 to mid-January 2012
Description	Rope skipping, Wu Shu and Dragon & Lion Dance were introduced to G1 & G.3, G2 & G4 & G6 and G5 respectively.



Evaluation	<ul style="list-style-type: none">● Rope skipping for G.1&3, Wu Shu for G.2,4&6, and Dragon & Lion Dance for G.5 were included in the PE curriculum this year. All students were assessed in the second term and some of them were selected to perform on the day of the Open House.● Lion and Dragon Dance was performed by G.5 and 6 students to kick off the opening ceremony of the Open House. The performance was remarkable.
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Evaluation of the Visual Arts Department Programme Plan 2011-2012

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.

Programme Evaluation:

B. Plan 1: Cross-Curricular Integrated learning	
Objective	To help students make interconnection between art with other disciplines and enhance their cultural awareness.
Target	All students
Period	Throughout the year
Description	<p>Several art projects and programmes that involve cross-curricular learning were carried out:</p> <p>Chinese: Poetry Illustration (G3)</p> <p>Cross-Curricular Project with Other Subject Departments:</p> <p>Term 1</p> <ul style="list-style-type: none"> ➤ G.1 My Body (Cross-Curricular Project with G.S. & Chinese Departments) ➤ G.1 Seven Days of Creation (Cross-Curricular Project with R.E. Department) ➤ G.1 Duck Dance (Cross-Curricular Project with P.E. Department) <p>Term 2</p> <ul style="list-style-type: none"> ➤ G.2 Chinese Candy Box (Cross-Curricular Project with Chinese, G.S., P.E. Departments) ➤ G.3 Poetry Illustration (Cross-Curricular Project with Chinese Department) ➤ G.4 Recycle Newspaper Sculpture (Cross-Curricular Project with G.S., Math, Chinese & Music Departments) <p>Term 3</p> <ul style="list-style-type: none"> ➤ G.6 Camouflage (Cross Curricular Project with G.S. Department) ➤ G.1-6 Harmony in Origami Hearts (Cross-Curricular Project with Moral Education Department) <p>IBL, Olympics:</p> <p><u>G1, 3 & 5, Teacher in Charge: Tracy Yu</u></p> <p>G.1 – Beijing 2008 Beijing Mascots</p> <p>G.3 – Sydney 2000 Aboriginal Art Olympic Flag</p>



	<p>G.5 – Barcelona 1992 Olympic Games Poster Design</p> <p><u>G2, 4 & 6, Teacher in charge : Eva Chui</u></p> <p>G.2 - Athens 2004 Mascots in sports cloths, Reef Crown & Greek Terricotta Pot</p> <p>G.4 – Atlantis Olympics 1996 Poster for Olympics, Olympic Rings (3D) & Sportsmen (animation)</p> <p>G.6 – London Olympics Poster for Olympics, Mascots in 3D & Olympic Torch</p>
Evaluation	We offered students a diverse range of cross-curricular topics. We will continue to collaborate with other departments on cross-curricular topics & offer our input on art projects for IBL Week.

Plan 2: Art In School Partnerships	
Objective	To develop the boys' artistic potential through various media explorations.
Target	Whole school
Period	Throughout the year
Description	<p><i>Hong Kong Kite Education Association - Kite Workshop (Term 1)</i></p> <ul style="list-style-type: none"> - G.3 & 5 Student Volunteer Workshop: 30 students, weekend workshop - Parent Volunteer Workshop: 15 parents, weekend workshop - Fun Learning Day Workshop: all G.1, 3 & 5 students, held within school hours <p><i>Hong Kong Art & Craft - Felt Workshops (Term 1-2)</i></p> <ul style="list-style-type: none"> - G.3-4 Book Worm – Felt Bead Making Workshop, after school - G.5-6 Book Cover – Felt Cloth Making Workshop, after school - G.2 Felt Necklace Workshop, during art lesson - G.4 Felt Bracelet with bead Workshop, during art lesson - G.3-6 Felt Pet Portrait Making Workshop, during art lesson & after school <p><i>Heifer- Art Workshop at School (Term 3)</i> <i>Chinese Peasant Paintings (18 June 2012)</i></p> <p><i>Wing Wing the Clown Show (Term 3)</i> - Juggling, Magic & balloon twisting (Post Assessment Activities Weeks)</p> <p><i>Comic Artist Workshop (Term3)</i> - Comic Day G.1-6</p>

	- Digital Comic Talk - Comic Drawing (Actions of Olympics) Post Assessment Activities Weeks
Evaluation	Activities organized offer students alternative opportunities to broaden their art experiences and exposure to various media and learning styles.

Plan 3: Collaborative Art Projects	
Objective	To give students an 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, Artrooms, Display boards).</p> <p>G.1 7 Days of Creation, painting and drawing G.2 The Book with a Hole, drawing G.3 Dancing with Dragons, drawing G.3 The Three Musicians (Picasso), drawing G.4 Pirate & Viking Ships, painting G.4 Monochromatic Forest & Wave, drawing G.5 Impressionist-Water Illies, animation G.6 Wacky Cars, large ceramic sculpture G.6 Flat-Life, animation G.4-6 Fountain of Life, ceramic sculpture G.1-6 Harmony in Origami Hearts, paper craft</p>
Evaluation	Students enjoyed doing group work, and they gained great satisfaction and pride out of creating collaborative works. All projects could help students build team spirit and enhance their creative thinking.

Plan 4: Various Art Media and Art Materials	
Objective	Provide a broad range of media for visual communication and self expression.
Target	All students
Period	Whole year After School Art Classes (ECA)
Description	The following workshops were organized for students outside of



	<p><i>normal lesson times. Students were given the chance to deepen and broaden their experiences and understanding about various art media:</i></p> <p><u>Glass Workshops</u></p> <p>G.5-6 Glassblowing Workshop, Lama Island G.4-6 Glass Picture Frame Making, Lama Island</p> <p><u>Paint Workshop</u></p> <p>G.4-5 Astratta Italiana</p> <p>Student Art Jam with Abstract Expressionist painter Silvano Piersanti. New Media Workshops G.1-6</p> <p>Organizer: Visual Art Centre</p> <p>Mosaic Workshop</p> <p>During Italy Trip</p>
Evaluation	<p>Our boys are fortunate to be able to try out many different art medias, which are not offered to students in many other schools.</p> <p>By offering various media to our boys to try out (during lesson time as well as after school), each child may find his own interest and special talents.</p> <p>At present, special projects on offer change every year. Depending on students' response, workshops which are more popular may be organized on a yearly basis.</p>

Plan 5: Student Art Exhibition	
Objective	<p>To promote appreciation of artwork among peers and celebrate their achievements in Visual Arts.</p> <p>To provide an overview of the Visual Arts curriculum, objectives and student's work to students, parents and the general public.</p>
Target	Students, teachers, parents and the general public
Period	Varies from 3 days, one term to permanent exhibitions
Description	<p><u>Internal Exhibitions</u></p> <p><i>Open House Art Exhibition</i></p> <p>Artworks were displayed at the Student Activity Centre (Rm 101). The art exhibition was open to all students, parents and the general public.</p> <p><u>External Exhibitions</u></p> <p><i>Lantern Design Competition Exhibition</i></p> <p>City Hall Exhibition Hall September 2011</p>

	<p><i>DBSPD Art Exhibition 2012 – Unexpected Journeys</i></p> <p>Cultural Centre Exhibition Gallery</p> <p>25-30 April 2012</p> <p><i>Exhibition of Primary School Students’ Creative Visual Arts Work 2011-12</i></p> <p>Selected students works where displayed</p> <p>Education Service Centre, Kowloon Tong</p>
Evaluation	<p><u>Internal Exhibition</u></p> <p>Feedback given by prospective parents was positive and they enjoyed coming to our Open House to view Visual Art exhibits at school. The variety of art displays at our school campus is increasing yearly.</p> <p><u>External Exhibition</u></p> <p>Students showed a sense of pride to see the artwork that they created could be displayed in public. Parents were also happy to have a longer period to view the exhibition in comparison to last year.</p>

Plan 6: Art Appreciation	
Objective	Use various means to develop students’ literacy and ability to communicate their point of view in art.
Target	All students
Period	Throughout the year
Description	<p><i>1. Building Art Vocabulary</i></p> <p><u>G1, 3 & 5 Teacher in Charge: Tracy Yu</u></p> <p>G.1 Regular & Irregular Shapes, Primary Colour, Overlapping</p> <p>G.3 Lines & Rhythm, Positive & Negative Space, Illuminated Manuscript, Cubism</p> <p>G.5 Paul Klee, Monet, Impressionism, Brushstrokes, Sculpture, Textures</p> <p><u>G.2, 4 & 6 Teacher in Charge: Eva Chui</u></p> <p>G.2 Design Elements: Warm & Cool Colours, Cropping Images, Overlapping Objects, Vertical & Horizontal Lines and Geometric Shapes, Texture & Patterns</p> <p>Artist/Artworks: Archimboldo</p> <p>G.4 Design Elements: Geomantic & Organic Shapes, Positive & Negative Space, Monochromatic Colours, Patterns in Nature, Radial Design, Modules</p> <p>Artist/Artworks: African Masks, Mosaic, Tree of Life</p> <p>G.6 Design Elements: Revision of what students had learnt in G.1-5,</p>

	<p>Hybridize (creative tool) Artists/Artworks: One Point Perspective, Figurative Art, Abstract Art, Jeffery Smart, Surrealism, Salvador Dali, Giorgio De Chirico, Rene Magritte, Yves Tanguy</p> <p>2. Art Appreciation Worksheets</p> <p>Students were given worksheets to help reinforce their learning at times Subject drive/Art/lesson worksheets</p> <p>4. Sketchbook</p> <p>It was use as a means to:</p> <ul style="list-style-type: none"> - Develop ideas for projects - Write down notes given by teachers in lesson - Draw for leisure during non-art lesson times
Evaluation	<ul style="list-style-type: none"> - When students were asked questions, some of them had difficulty in remembering what they had learnt last academic year or 6 months ago. There is a need for more repetitions and reminders to students to help them retain the learnt concepts & vocabulary, and to make sure there are more linking concepts and ideas between projects that were taught within a year and consecutive years. - Sketchbooks are a good means for students to freely develop their drawing & ideas at their own time, but they may not necessarily be able to support the Visual Art projects that they have learnt. Some students should also need to discipline themselves not use sketchbooks and cause distraction during lesson times of other subjects.

Plan 7: Art Competition	
Objective	To get students exposed in art competitions and gain experience.
Target	Different year groups (Upper and Lower Grades)
Period	All year-round
Description	<p><u>Internal Competition:</u></p> <ol style="list-style-type: none"> 1. <i>Mid-Autumn Lantern Design Competition (2010-2011 Cir.280)</i> 2. <i>Drawing Competition 'Other World' (2011-2012 Cir. 142)</i> <p><u>External Competition:</u></p> <ol style="list-style-type: none"> 1. <i>Road Safety Stamp Design Competition</i> 2. <i>Road Safety Drawing Competition</i> 3. <i>Kwun Tong Line Extension Drawing Competition</i> 4. <i>Christmas Robot Colouring and Drawing Competition</i>

	<p>5. <i>Stop Crime T-shirt Design Competition</i></p> <p>6. “徐悲鴻盃國際青少年兒童美術比賽”</p> <p>7. <i>Primary School Students' Creative Art Work Competition</i></p> <p>Students' Own Entries:</p> <p>1. <i>XIII International Painting Competition 'Joy of Europe' 2011</i></p> <p>2. <i>41st International Children's Art Exhibition 2011 (Pentel Award)</i></p> <p>3. <i>Hong Kong Youth 3D Animation Competition 2011</i></p> <p>4. <i>I Most Like Uniform Team Graphic Design Competition</i></p> <p>5. <i>'My Dream Community' Photo & Drawing Competition</i></p> <p>6. <i>Immunization Poster Drawing Competition</i></p> <p>Total number of External Competition Winners:</p> <ul style="list-style-type: none"> ➤ 1st Place: 7 ➤ 2nd Place: 4 ➤ 3rd Place: 1 ➤ Merit Prize: 4
Evaluation	<p>Students enjoyed participating in both the Internal & External Competitions whether they were winners or simply participants.</p> <p>We organized 2 competitions at school and entered 8 external competitions this year. This year we have good results which are very encouraging to participating students.</p> <p>Please find further details of the award winners in the following files:</p> <p>W:\Art\Meetings\2011-2012\Term 2\VA meeting T2 11-12 -appendix template 2</p> <p>W:\Art\Meetings\2011-2012\Term 3\VA meeting T2 11-12 -appendix template 1</p> <p>W:\Art\Meetings\2011-2012\Term 3\VA meeting T2 11-12 -appendix template 2</p>

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities related to art.
Target	All students
Period	Throughout the year
Description	<p>Local Trips</p> <ul style="list-style-type: none"> ➤ <i>Chinese Lantern Design Competition Exhibition (Term 1)</i> ➤ <i>Masterpieces from Musee National Picasso (Term 2)</i> ➤ <i>SCAD Hong Kong (Term 3)</i> <p>Overseas Trips</p> <p><i>Tour to Italy</i></p>



Evaluation	<p><u>Local Trips</u></p> <p>Students expressed great appreciation to the department for organizing various visits for them. There were always more applications than the quota available for each outing and trip.</p> <p><u>Overseas Trips</u></p> <p>It has been a long while since we last organized an overseas trip. Due to the positive experiences for both teachers and students, the Art Department will organize overseas trips more frequently.</p>
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Plan 9: Extra-curricular Art Classes	
Objective	To develop student's artistic potential through explorations in various media.
Target	All students
Period	First Term, Second Term and Third Term
Description	<p>The following after school art classes were offered to students this year :</p> <p><u>Traditional Art Classes</u></p> <p><i>Ceramics</i></p> <ul style="list-style-type: none"> ➤ G.5-6 (Terms 1-3), G.2-3 (Terms 1 & 2) and G. 1 (Term 3) <p><i>Drawing</i></p> <ul style="list-style-type: none"> ➤ Drawing G1-2 (Terms 1-3) ➤ Drawing G3-4 (Terms 1-3) ➤ Drawing G4-6 (Cancelled due to insufficient enrolments in Term 1) <p><i>Chinese Painting</i></p> <ul style="list-style-type: none"> ➤ Chinese Painting Introduction G1-6 (Terms 1-3) ➤ Chinese Painting Intermediate ➤ Chinese Painting (Cancelled due to insufficient enrolments in Term 1) <p><i>Sculpture</i></p> <ul style="list-style-type: none"> ➤ Sculpture Class G4-6 (Terms 2-3, replacing Drawing G.4-6) <p><u>Multi-Media Art Classes</u></p> <p><i>Digital Image</i></p> <ul style="list-style-type: none"> ➤ Digital Illustration G.4-6 ➤ Comic Drawing (Human Figure) G.3-5 <p><i>Animation</i></p> <ul style="list-style-type: none"> ➤ Digital Comic Drawing & Stop-Motion Animation (Basics) G.3-5 ➤ Stop Motion Animation (Advanced) G.4-6 <p><i>Design</i></p> <ul style="list-style-type: none"> ➤ Web Design G4-6, Creative Thinking with Multi Media Art G.2-4

<p>Evaluation</p>	<p><u>Traditional Art Classes</u></p> <p>We received positive feedback from students and parents. The evaluation of the tutors was very good.</p> <p><i>Ceramics, Drawing & Chinese Painting</i></p> <p>At present there is no need to add more Traditional Art classes (see data in W:\Art\Meetings\2011-2012\Term 3\VA meeting T2 11-12 -appendix template 2). However we will focus on encouraging students to participate in classes for all three terms.</p> <p><i>Special Workshops</i></p> <p>Glass Blowing was the most popular workshop this year, while Kite Making is second and Felt third. All feedback from students and parents has been positive.</p> <p><u>Multi-Media Classes</u></p> <p>The range and number of participants in the ECA classes have been appropriate. We received positive feedback from students and parents. The evaluation of the tutors was very good.</p>
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Evaluation of Religious Education Department Programme Plan 2011-2012 2011/2012 年度宗教科週年活動計劃檢討

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), 主題為《合皮人生》, 學生反應良好, 互動的福音劇令學生十分投入。

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: 透過介紹班名(D, J, M, P, S)的由來, 學生了解五位聖經人物的事跡和性格特徵, 學生表現投入。學生亦從調適課程中學習如何祈禱, 並學會主禱文。教師亦可透過以上活動加強對學校宗教文化的認識。

3. 歌唱比賽

- (一) 活動目標: 透過詩歌的頌唱, 提升學生對本科的興趣及藉此加強宗教氣氛。
- (二) 活動對象: 一、二年級學生



- (三) 推動時間: 小一(4月24日);小二(5月8日)
- (四) 活動內容: 為提升學生對本科的興趣及加強宗教氣氛,本科與音樂科合作,安排在分級早會時間進行班際歌唱比賽。各級設有五個獎項,包括:最演出投入獎、最團結獎、最認真表演獎、最動聽獎及最感情豐富獎,以示鼓勵。
- (五) 活動檢討: 學生對此活動反應良好,建議來年續辦。

4. 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: 為了提高學生的學習效能,課程統整是有需要的。每年學校均會安排各科教師進行課程統整會議,籌劃跨學科活動。

5. 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 15 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,幫助他們明白神愛每一個人,也給予各人不同的天賦;在自信心不足的時候,可以靠主耶穌的幫助重拾信心。另外,小組也透過不同的體驗活動,幫助學生提昇溝通技



巧和學習團結精神。

6. 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，透過信仰活動讓教職員能在靈裏彼此支持。
- (二) 活動對象: 全校
- (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: 由於教師工作負荷繁重，學校活動亦頻繁，以致多次既定的小組聚會日期也得一改再改，同工對負責帶領聚會亦感壓力。建議來年預早編訂聚會日期及形式，讓同工可預早編配時間。

7. 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: 活動已於 11 月順利舉行，可能因為比賽時間太短，同學反應並不踴躍，建議可加長比賽時間及想法子吸引同學參與。

8. 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、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。本年度更邀請陳牧師到校主持開學禮崇拜。
- (五) 活動檢討: 學生對崇拜的態度有改善。留校學生在崇拜時表現尊重及敬虔;按去年建議,本年度修改了程序表的印製格式,以致前往基督堂聚會的學生在崇拜時的表現亦見改善。本年度新設開學禮崇拜,學生表現莊嚴有禮,建議來年續辦。

9. 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、作品及設計攤位遊戲,並邀請學生向嘉賓進行講解,讓他們更了解本校宗教/德育科的教學情況。
- (五) 活動檢討: 本年度續與德育科合作,共同展示有關的學生活動照片及作品,效果理想;惟部份學生未有出現當值,個別表現亦未如理想。

10. 聖經朗誦節

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



(五) 活動檢討: 本年度未有參與學生獲獎。

11. 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: 本年度展板主題分別為和諧、感恩和分享。每次展板內容均以學生作品為主, 藉此培養學生的屬靈素質, 並強化信仰與生活之關係。

12. 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: 三月三十日

(四) 活動內容: 六位教師帶領六十名小五及小六學生, 在學校復活節崇拜當天到粉嶺宣道園參與福音日營。

(五) 活動檢討: 教師在福音營舉辦前, 先讓學生完成「宗教問卷」, 以掌握其信仰情況。學生在進入營地後, 先進行集體遊戲及自由活動, 在午餐後便出席「魔術佈道會」。同學表現相當投入, 當中亦有同學決志信主。建議每年都舉辦福音聚會, 給予學生決志信主的機會。然而營地安排可考慮隔年到相同地點, 免得同學重複參與相同內容的營會。

13. 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、四外)均有早會時間, 由羅校長以英文主領, 而每逢星期三則由宗教科老師、其他科目的基督徒老師及三位聖公會牧師輪流主領。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、陳牧師及其他科目的基督徒老師主領早會, 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。

14. 聆聽箱

- (一) 活動目標: 透過在課室內設置聆聽箱, 收集同學對課題及信仰的疑問, 教師可從而得到學生的回饋, 以調適課堂內容, 並照顧個別的需要。
- (二) 活動對象: 小五、小六學生
- (三) 推動時間: 全學年
- (四) 活動內容: 在有蓋操場設置聆聽箱, 以收集同學對課題及信仰的疑問。教師可安排在課上回答同學問題, 個別面談或請學校的牧師以書面形式回應。
- (五) 活動檢討: 聆聽箱於第三學期設置於有蓋操場, 學生反應一般, 建議來年可於早會中作宣傳。

15. 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： 校方已按需要購買影音光碟及書籍，並已編碼。建議來年可購買少量金句書籤供教師備用。

Evaluation of the Library Studies Department Programme Plan 2011-2012

Programme Summation & Evaluation:

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

Plan 1: Development of the School Library	
Objective	<ol style="list-style-type: none"> 1. To develop our school library to be 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 encyclopaedia
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 24,000 items. The library collection had nearly reached the maximum capacity of the Library. As part of the collection was getting old, worn out items would be taken out and written

	<p>off.</p> <p>2. Students enjoyed using the library facilities and a comfortable environment offered by the library.</p>
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Plan 2: Library Education	
Objective	To equip students with the appropriate information literacy skills that will enable them to learn effectively
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. G.1-G.4 students were introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1-G.2 students had story time, and participated in extended reading activities to learn 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 and Chinese Books Classification).
Evaluation	The library curriculum was refined this school year to suit the needs and interests of our students. Teaching resources and worksheets were selected and designed to enhance learning effectiveness and motivation of the students. Independent reading time was inserted in the library lessons to provide a period for students to read.

Plan 3: Cross-Curricular Collaboration	
Objective	<ol style="list-style-type: none"> 1. To develop our school library to be 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 in collaboration with different departments. 2. Departmental scheme of works were referred to regarding the specific needs of each subject in order to support teaching

	<p>and learning.</p> <p>3. The English and Chinese Departments were consulted when books were selected to enrich the quality of reading materials of the School Library.</p> <p>4. The Librarian helped select, order and process the classroom libraries books for the English and Chinese Departments.</p>
Evaluation	<p>Collaboration with various departments this year:</p> <p>1.CDAA Cross-curricular Activities</p> <p>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.</p> <p>2.Collaboration with English and Chinese Departments: <i>Library Reading Programme</i></p> <ul style="list-style-type: none"> • All the English and Chinese teachers took part in running the programme. • Chinese department designed a new reading record book for G5-G6 students. It was more challenging and had more variations in the book reports. From the feedback of the Chinese teachers and Library staff, the marking system and the design of the new reading record book might be too complicated, amendments were needed. • The teacher-librarian requested the level co-ordinators of English and Chinese Departments to help collect opinions from all the English and Chinese teachers in the collaboration meetings and would make amendments accordingly. <p>3. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> • Grade Level: All • Activity : HEIFER “Read to Feed” • Students learnt how HEIFER helps poor people in the world. <p>4. Collaboration with Other Departments</p> <ul style="list-style-type: none"> • G1 My School: Library, GSI, Music • G2 Chinese New Year: Library, GSI, GSII, Chinese, PTH, Music, Art, Computer Studies, Moral Education • G3 Animals and Plants: Library, English, Maths, RE

Plan 4: Reading Promotion Activities	
Objective	To organize various library activities for students in order to enhance their interest 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</p> <ul style="list-style-type: none"> ● Total number of reading record books collected: 1250 ● Term Gifts: Gifts were given to the students at the end of term 1 and term 2 as encouragement. ● End-of-year Prizes: Each grade had First, Second and Third Prize respectively. In addition, 107 big prizes, 217 medium prizes and 265 small prizes were given out. ● In Library subject meeting, it was suggested English reading record books could be provided to G4-G6 students in the coming school year. <p>2. Book Fair</p> <p>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 to choose.</p> <p>3. Good Book Promotions</p> <p>There were 6 G.5 students who recommended 6 books (3 English and 3 Chinese) to their fellow students. They had the audio recording first and those recordings were played</p>

through the P.A. system during the lunch period.

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

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

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

Students joined the bookmark design 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 were very interested in the books their classmates presented.

7. 4.23 World Book Day Celebration

Some of the World Book Day activities were held in the Fun Learning Days. World Book Day posters designed by the students were posted inside the Library to promote the event. Students received souvenirs if they borrowed books during the week of the World Book Day.

8. Reading Banner

Due to a lack of funding, the Hong Kong Reading City stopped providing the reading banner and posters to all schools. Reading Banner was cancelled this year.

9. Story Mum Team

There were more than 100 volunteers who joined the Story Mum teams this year. The team co-ordinators were helpful to organize the volunteers.

10. Book Donation

Although the Library did not issue circular to ask for books, there were still some parents who would like to donate books to the Library. The Library still collected the books for

	<p>donations, for example to other schools in need or charitable organizations.</p> <p>11. Newspaper Subscription</p> <p>For normal school days: 208 students subscribed to Goodies, 161 students subscribed to Junior Standard, 114 students subscribed to the Student Standard, 55 students subscribed to the South China Morning Post, 70 students subscribed to 明報 and 55 students subscribed to 星島日報 this school year.</p> <p>For the summer newspapers subscription: There were 28 students who subscribed to the South China Morning Post, 19 students subscribed to 明報 and 27 students subscribed to 星島日報 this school year.</p> <p>12. Bulk Application for Hong Kong Public Library Cards</p> <p>28 G.1 students applied for the HKPL Library Cards successfully through the School.</p> <p>13. Reading Contract</p> <p>Due to a lack of funding, the Hong Kong Reading City stopped providing the hardcopy of the record books to all schools starting from 2012. This event would not continue in the coming Summer Holidays.</p> <p>External Reading Competition Prize: 2P Lloyd Chan got Third Prize in the book report writing competition held by Ming Pao. He got a certificate and a HK\$1,000 book coupon.</p>
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Plan 5: Student Librarian Training	
Objective	<ol style="list-style-type: none"> 1. To nurture the selected student librarians to have the responsibility and a sense of belonging to the School 2. To provide students with library skills training
Target	The Selected Student Librarians
Period	Whole Year
Description	Student librarians were recruited, and training was provided so that they could:

	<ul style="list-style-type: none"> ● Assist in the daily operation of the Library ● Keep the library clean and tidy ● Make sure the students behave themselves in the Library ● Help fellow students in using the Library ● Show students how to use the library ● Direct the way for fellow students to locate books on the shelves
Evaluation	<ul style="list-style-type: none"> ● Overall, the student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training and practice. The Library issued certificates to recognize their contribution to the School. ● 1 student librarian's attendance rate and performance were not up to standard even after the Teacher-Librarian's reminders. He would not be awarded the certificate. ● Joint PD and SD Librarians activities: PD student librarians visited SD and the new IB Library.

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 could draw students' attention to those new and good quality books that they had not noticed before in the School Library. Those items were frequently enquired by the students.

Evaluation of the Computer Studies Department Programme Plan 2010-2011

Programme Summation:

In the school year 2011/12, students had a lot of opportunities to learn Computer Studies meaningfully and built up a positive learning attitude and habit towards the use of computers and information technology. Joint projects were conducted in various cross-curricular themes with different subjects. Students also participated in many internal and external competitions and other activities.

Programme Evaluation:

1. IT Directors/ IT Captains

- Objectives:
- To help students develop fine qualities and skills, such as leadership and cooperation
 - To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G4 to G5 students

Period: Sept 2011 – July 2012

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 25 IT Captains and 7 IT Directors were recruited in September 2011.
 - Most students participated actively and were very responsible for their duties. One IT Director withdrew in Term 3 because he could not carry out his duty.

2. Internal Competitions

- Objectives:
- To equip students with knowledge and daily life skills related to computer operations
 - To equip students with knowledge and daily life skills related to computer operations
 - To foster students' independent thinking, creativity and problem solving skills



- To develop students' self-learning, research and life-long skills
- To stimulate students' interest in learning computer technology
- To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
- To help students develop fine qualities and skills, such as leadership and cooperation
- To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G1 to G6 students

Period: October 2011 to January 2012

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 also taught about the necessary skills to complete the posters.

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

3. External Competitions & Activities

- Objectives:**
- To equip students with knowledge and daily life skills related to computer operations
 - To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
 - To foster students' independent thinking, creativity and problem solving skills
 - To develop students' self-learning, research and life-long skills Stimulate students' interest in learning computer technology
 - To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
 - To help students develop fine qualities and skills, such as leadership and cooperation



- To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology
- To give students more exposure to outside competitions

Target: G1 to G6 students

Period: Sept 2011 to June 2012

Description: **I-Cube Competition**

Evaluation: Results of the competition:

- Six students represented our school to join the I-cube Semi-final in the computer room on 24th May 2012.
- The final competition was not held this year.
- Certificates for classes and students will be given by I-cube.

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

Description: **World Robot Olympiad 2011 (Hong Kong)**

Evaluation: Results of the competition:

- First Merit Award

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

Description: **Creative Technology Education Association Cup**

Evaluation: Results of the competition:

- 2 teams: First Merit Award
- 1 team: Second Merit Award
- 1 team: Third Merit Award
- 1 team: First Runner-up

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

Description: **First Lego League Competition**

Evaluation: Results:

- First runner-up for robot performance
- Best robot design award

4. Fun Learning Days

- Objective:
- To equip students with knowledge and daily life skills related to computer operations
 - To enable students to learn Computer Studies meaningfully



and to integrate Computer Studies into learning of other subjects

- To foster students' independent thinking, creativity and problem solving skills
- To develop students' self-learning, research and life-long skills
- To stimulate students' interest in learning computer technology.
- To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
- To help students develop fine qualities and skills, such as leadership and cooperation.
- To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G1 to G6 students

Period: December 2011

Description: A game booth was set up during the Fun Learning Days. Students could explore more about Internet Safety and the problems of addiction to the Internet.

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

5. Seminar (Collaboration with School Social Workers)

Objective: To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G4 to G6 students

Period: June 2012

Description: A talk about cyber crime was delivered by an officer of the Hong Kong Police Force.

Evaluation: Students were interested in the topic and it is suggested to continue organizing this seminar in the coming school year.

6. Experiential Learning Trip

- Objective:
- To foster students' independent thinking, creativity and problem solving skills.
 - To develop students' self-learning, research and life-long skills
 - To stimulate students' interest in learning computer technology.
 - To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
 - To help students develop fine qualities and skills, such as leadership and cooperation

Target: G4 to G6 students

Period: July 2012

Description: 27 students participated in the Singapore Study Tour 2012.

The tour group attended robotics workshops in the Science Centre Singapore, and visited Semakai Landfill, Newater Centre.

Evaluation: Students learnt a lot in the workshops and guided tours, especially on how the Singaporeans develop technologies to overcome their constraints in natural resources.

7. Collaboration with the Music Department

Objective: To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects

Target: G6 students

Period: December 2011 to January 2012

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

Evaluation: The collaboration was not completed because the music teachers were too busy preparing for the School Music Festival and the concerts throughout the school year.

8. Collaboration with the P.T.H. Departments

Objective: To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects

Target: G6 students

Period: November 2011 to December 2011

Description: Students became more competent in typing skills.

Evaluation: Most students became more competent in their typing skills and



learned more about Hanyu pinyin (漢語拼音).

It is suggested to continue teaching these skills in the coming school year.

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

Objective To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects

Target: G5 students

Period: May 2012

Description: Presentation skills

Evaluation: Students learnt various presentation skills and could apply the skills during the IBL Week.

10. Collaboration with the English and the Chinese Departments

Objective: To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects

Target: G1 to G4 and G6 students

Period: September 2011 to June 2012

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 learned various styles of Chinese input methods (九方，速成，倉頡).

It is suggested to continue teaching students these skills in the coming school year.

Evaluation of Moral Education Department Programme Plan 2011-2012

Programme Summation & Evaluation:

Interpersonal relationship and positive learning attitude were emphasized in Moral Education this year. These two emphases aimed at (1) helping students build up good characters that could strengthen their interpersonal relationships, (2) balancing students' competitive spirits, (3) promoting pro-social behaviours, and (4) fostering cooperation among students so that they could learn to work together harmoniously. A user-defined survey which composed of the sub-scales "Peer relation", "Respect for Others" and "Social Harmony" from the Assessment Program for Affective and Social Outcomes (APASO) was used to evaluate the effectiveness of this year's programme. As compared with the result obtained at the beginning of school year, an increase in mean score was observed in "Social Harmony" (from 3.53 to 3.55) but not in "Peer Relationship" (from 3.11 to 3.07) and "Respect for Others" (from 3.25 to 3.23). Overall speaking, the programme was partly effective but continuous effort in promoting peer relationship and respect was still required.

Programme Evaluation:

1. G.1 Adaptation Workshop

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

Target: G.1 students

Period: 2 September 2011

Description: School rules, essential social skills and proper attitudes that helped relating in harmony with schoolmates were highlighted. In addition, School Social Workers (SSW) introduced themselves to students and encouraged students to approach SSW for help when they had difficulty in coping with a particular challenge.

Evaluation: Students participated actively in the workshop and were able to tell how to find SSW for help after the workshop. It was also observed that G.1 students were eager to share with SSW.

2. Moral Education Lessons

Objectives: ● To focus on characters (topics having been included in



Character Education) that help strengthen one's interpersonal relationships, for instance, harmony, honesty, compassion, humility and sensitivity, etc.

- To design activities that help balance students' competitive spirits
- To organize activities to promote cooperation among students so that students learn to work together harmoniously

Target: All students

Period: Whole year

Description: Over twenty Moral Education lessons were conducted. Three of them were specifically designed to teach students to maintain a harmoniously relationship with others. In order to help balance students' competitive spirits and to promote co-operation, a lesson on taking turns to speak during group discussion was delivered to G.1-3 and a lesson on co-operation was delivered to G.4-6 in which students were guided to reflect on the benefits of co-operation and the importance of mutual trust in co-operation.

Evaluation: Students and parents gave written feedback periodically through the student journals. The feedback was generally positive. Teachers also gave positive feedback and considered that the teaching objectives of the lessons were achieved, the teaching activities were interesting and the worksheets were useful. The mean ratings in these three areas were all above 4.9 out of 6.

3. Whole School Programme

Objectives:

- To focus on characters (topics having been included in Character Education) that help strengthen one's interpersonal relationships, for instance, harmony, honesty, compassion, humility and sensitivity, etc.
- To organize activities to promote cooperation among students so that students learn to work together harmoniously

Target: All students

Period: Whole year

Description: A variety of activities were jointly organized with the D&G



working committee to promote harmony. These activities included talks, competitions, and making a big artwork by all students.

Evaluation: The talks and competitions helped to promote the importance of having a harmonious peer relationship while the artwork provided an experiential learning opportunity for students to understand the values of concerted effort in maintaining harmony.

4. Developmental Talks and Workshops

Objectives: To organize activities to promote cooperation among students so that students learn to work together harmoniously

Target: All students

Period: Whole year

Description: In addition to the talks and workshops that promoted harmony, talks and workshops on values of life, internet safety, civil education, community services, sex education and resilience were also held.

Evaluation: Students enjoyed attending the talks and workshops. They were eager to answer questions and express their ideas during the activities. Indeed, students enjoyed and learned more from taking part in activities that were more interactive.

5. Parents' Workshop

Objectives: To focus on characters that help strengthen one's interpersonal relationships, for instance, harmony, honesty, compassion, humility and sensitivity, etc.

Target: Parents of all students

Period: October 2011 – May 2012

Description: Two rounds of workshops were organised, one in November and December 2011 and another one in April and May 2012. In each round, there was a workshop for parents of G.1-3 students as well as a workshop for parents of G.4-6 students. For parents of G.1-3 students, the workshops were about essential skills to communicate effectively with children and the use of Myers-Briggs Type Indicator (MBTI) in parent-child relationship. For parents

of G.4-6 students, the workshops were about building up resilience and helping children face pressure.

Evaluation: To facilitate in-depth sharing, each workshop was limited to 20 parents despite the number of enrollment exceeding this quota. In general, parents gave positive feedback about the workshops. The percentages of participants who were satisfied with the workshop were 100%, 94% and 100% for the workshops on parent-child communication, the use of MBTI and building up resilience respectively.

6. Fun Learning Days

Objectives:

- To design activities that help balance students' competitive spirits
- To organize activities to promote cooperation among students so that students learn to work together harmoniously

Target: All students

Period: 15-16 December 2011

Description: Two game stalls were designed to help consolidate students' learning with fun. One of them was about the ways to maintain harmonious peer relationship, and in the other game stall, students had to match a few pairs of cards. Each pair of cards consisted of a situation and the relevant skill to deal with the situation.

Evaluation: Students participated actively in the game stalls. The feedback collected after the Fun Learning Day indicated that students enjoyed participating in the activity very much.

7. Stationery Donation Programme

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

Target: All students

Period: December 2011

Description: Students were encouraged to donate a stationery item to under-privileged children in Hong Kong. The stationery was collected during recess time. All donations were sent to "Grant-in-aid" Brightens Children's Lives Charity Project of St. James Settlement which helped deliver the



stationery to the under-privileged children.

Evaluation: About 100 pieces of stationery items were collected. These donations were of a great variety including stationery sets, colour pencils and rubbers, etc. Students' participation was good but there is still room for improvement. More promotional work (e.g. a highlight on the characteristics/needs of under-privileged children) is suggested when similar events will be held in the future.

8. G.3 and G.6 Service Day

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

Target: G.3 and G.6 students

Period: January - February 2012

Description: Service Day was an activity jointly organized with the G.S. Department. Each G.3 class was arranged to participate in a community service visit to an elderly home/centre. Students sang songs, played musical instruments, played games and chatted with the elders during the service visits. For G.6 students, they were arranged to participate in a flag sale in February 2012.

Evaluation: G.3 students were divided into groups to prepare for their service visit. Each group had to prepare for an activity. From last year's experience, there was not enough time for each group to lead an activity. Therefore, only 3 groups from each class were selected this year and students could then have more time to talk to the elders.

For G.6 students, almost all of them joined the flag sale. Many students understood that they had to be more proactive in helping the needy people after taking part in the activity.

9. Read to Feed Programme

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

Target: All students

Period: March – April 2012

Description: Similar to previous years, the programme provided an opportunity for students to take concrete actions to help



poor people in the Mainland China. Students were encouraged to read books while raising funds to support the Yunnan Ethnic Minority Community Development Project of Heifer International - Hong Kong.

Evaluation: 73 students completed the programme this year, which was about 70% of the expected number of participants. The participation rate of G.4-6 students was very low. Students might have got used to the programme and their motivation to join the same event dropped gradually. The total amount of donation collected in the programme was \$59,135. All collected donations were sent to Heifer International - Hong Kong in June 2012.

10. Internet Safety Talk

Objectives: To focus on characters that help strengthen one's interpersonal relationships, for instance, harmony, honesty, compassion, humility and sensitivity, etc.

Target: G4 -6 students

Period: 1 June 2012

Description: A School Liaison Officer of the Police Force was invited to talk about internet crimes. The relevant ordinances and penalties were highlighted.

Evaluation: Students gained some general knowledge about the common internet crimes (e.g. cyber stealing, copyright infringement) from the talk. By the end of the talk, students were able to give correct answers to questions about the ordinances. The talk was very successful in enhancing students' awareness on the potential risks of using the internet and on the importance of proper internet behaviour.

11. Pre-G.7 Preparation Workshop

Objectives: To design activities that help balance students' competitive spirits

Target: G.6 students

Period: June - July 2012

Description: A class activity was conducted for G.6 students in the middle of June 2012. In the activity, challenges possibly encountered by G.7 students were highlighted and some



positive coping strategies that help students adjust to secondary school life were introduced. In addition, two G.11 and one G.7 students from the Secondary Division (SD) were invited to conduct a sharing session for the G.6 students in early July 2012. In the sharing, the importance of time management and self-discipline was highlighted.

Evaluation: G.6 students were eager to know more about the life in the SD. They asked the student speakers lots of questions during the workshop. The sharing helped G.6 students get a general understanding about the school life in the SD and how they should equip themselves so as to cope with the changes.

Evaluation of the Electives Department Programme Plan 2011-2012

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 56 courses on offer in 2011-2012. 39 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
1	To balance across the curriculum in electives	<p>There were 56 courses on offer in 2011-2012. They could be classified into four main areas: Art & Sports(19.6%), Science (19.6%), Language & Culture (16.1%) and Personal Development (44.7%).</p> <ul style="list-style-type: none"> ● Juggling Matrix, Little Electronic Engineer, Paper Circuit, FQ VA (財商視覺藝術), Spanish, Memory Booster Program, 通識達人, Social Etiquette, 財商管理 and Digital Storytelling in Premiere Pro were new programmes. ● 11 courses (19.6%) adopting the scientific approach were specially designed. Little Electronic Engineer, Paper Circuit , Astronomy, Science Workshops, Toy Science, Science Adventures, The Inquirers & 天文實驗班 etc. provided students with rare and precious opportunities to get to know more about astronomy and science. ● 9 courses (16.1%) provided basic language and cultural knowledge like Japanese, French, Spanish and African Culture. ● 25 courses (44.7%) such as Money Management, Applied Personal Management, 2C's Training, Memory Booster Program, Be a Smart Leader, 通識達人, Team Building Workshop, Stormy Chefs, Career in Future and Etiquette could enhance students' personal development.

2	<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 Little Electronic Engineer, Paper Circuit, 天文實驗班 & Astronomy Elective prepared lots of teaching equipment and materials to enhance students' knowledge and interest . ● Students from Money Management & 財商管理 practised their skills in Tuck Shop. ● Students from the Photography Elective visited Lingnan Garden. ● 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.
3	<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 of allocation.</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>
4	<p>To let students learn through interaction between schoolmates and out-sourced organizations tutors</p>	<ul style="list-style-type: none"> ● 39 courses were delivered by out-sourced organizations. Students were given lots of exposure and opportunities to interact with tutors of the out-sourced organizations. ● Students were shuffled and regrouped according to

		their electives. They were given a 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, FUN with LEGO, Juggling Matrix 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
Students	43.7 / 50	44.2 / 50	45.0 / 50
Teachers	42.5 / 50	42.4 / 50	41.9 / 50
Parents	--	--	4.01/5

