

Diocesan Boys' School Primary Division



Annual School Report 2016-2017

Table of Content

	Page
Achievement & Reflection of Annual School Plan	2
Report on the Use of Capacity Enhancement Grant	25
Achievement & Reflection of English Department Development Plan & Evaluation of English Programme Plan	27
Achievement & Reflection of Chinese Department Development Plan & Evaluation of Chinese Programme Plan	33
Achievement & Reflection of Mathematics Department Development Plan & Evaluation of Mathematics Programme Plan	47
Achievement & Reflection of General Studies Department Development Plan & Evaluation of General Studies Programme Plan	68
Evaluation of French Department Programme Plan	88
Evaluation of Putonghua Department Programme Plan	90
Evaluation of Music Department Programme Plan	96
Evaluation of Physical Education Department Programme Plan	100
Evaluation of Visual Arts Department Programme Plan	103
Evaluation of Religious Education Department Programme Plan	115
Evaluation of Library Studies Department Programme Plan	124
Evaluation of Computer Studies Department Programme Plan	129
Evaluation of Moral Education Department Programme Plan	133
Evaluation of Electives Department Programme Plan	137
Appendix 1 - Annual Financial Position: Financial Summary for the 2015/2016 School Year	141
Appendix 2 – Student Achievements for the 2016/2017 School Year	142

Achievement & Reflection of Annual School Plan 2016-2017

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

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.1 Strategies/Tasks: To organize school visits or seminars to improve the teaching effectiveness

Success Criteria:

- Each department will organize at least one school visit for subject teachers so that they can observe lessons and exchange good teaching practices and strategies with teachers from other schools.
- The subject administrators of each department will join at least one seminar or sharing session organized by the school to conduct pedagogical exchanges with other schools and institutions.

Report & Evaluation:

Department of English

In this academic year, the English Department organized 5 school visits for subject teachers to exchange good teaching practices and strategies with teachers from other schools. 94% of English teachers took part in these exchanges. After the school visit to Po Leung Kuk Camões Tan Siu Lin Primary School, a sharing session was held and certain teaching approaches and strategies were adopted to better suit our students' needs.

Date	School & Event	Number of Participants	Sharing Session
31/10/2016	St. Hilda's Primary School, Singapore	6	✓
9/12/2016	Po Leung Kuk Camões Tan Siu Lin Primary School	14	✓

20/3/2017	Po Leung Kuk Camões Tan Siu Lin Primary School	17	✓
26/4/2017	Hangzhou Chongwen Experimental School	1	✓
24/5/2017	Tao Nan School, Singapore	5	✓

Department of Chinese

本年度，中文科完成六次學校交流活動，並與其他學校老師分享教學經驗和策略。所有交流活動均有最少兩位科主任或副校長與本科老師一起參與，而 94%的中文科老師曾參與學校交流活動。交流活動完成後，老師都曾在本科會議中進行分享，並作出回饋，以改善教與學的效能。

日期	學校交流活動或講座	參與人數	於會議中分享活動內容
12/10/2016	五邑鄒振猷學校觀課交流	7	✓
31/10/2016	St. Hilda's School Singapore 到訪交流	1	✓
17/3/2017	佛教黃焯菴小學觀課交流： 提升寫作教學效能的多元評估策略	6	✓
3/4/2017	中華基督教會協和小學觀課交流： 提升閱讀教學效能的多元評估策略	6	✓
10/4/2017	境外學校交流： St. Hilda's School Singapore	2	✓
12/4/2017	境外學校交流： 新加坡道南學校	2	✓

Department of Mathematics

In this academic year, the Mathematics Department organized 6 school visits for subject teachers to exchange good teaching practices and strategies with teachers from other schools. 94% of Mathematics teachers took part in these exchanges. After the school visits to SPCCPS and Hong Kong Baptist Convention Primary School, sharing sessions were held and certain teaching approaches and strategies were adopted to better suit our students' needs.

Date	School & Event	Number of Participants	Sharing Session
September 2016	Professional Sharing with Educators from the Association of Independent School in North Territories of Australia (AISNT)	5	✓
31 October & 1 November 2016	Saint Hilda's Primary School (Singapore)	6	✓
23 February 2017	Hong Kong Baptist Convention Primary School	1	✓
December 2016, January 2017, March 2017	St Paul's Co-educational College Primary School	9	✓
26 April 2017	Hangzhou Chongwen Experimental School (杭州市崇文實驗學校)	6	✓
24 May 2017	Tao Nan School (Singapore) (道南學校)	6	✓

Department of General Students

Four school visits were held in December 2016, January and March 2017. Teachers had lesson observation, professional dialogue and exchanged good teaching practices during the visits.

The following visits were arranged by the General Studies Department for GS teachers this academic year:

1. DBSPD to St. Paul's Co-education College Primary school (SPCCPS) on 9 December 2016
2. DBSPD to Shanghai Alumni Primary School on 9 December 2016
3. St. Paul's Co-education College Primary school (SPCCPS) to DBSPD on 6 January 2017
4. DBSPD to St. Paul's Co-education College Primary school (SPCCPS) on 27 March 2017

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

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

Success Criteria:

- Over 50% of teachers attend talks or courses to update their knowledge about education development and teaching pedagogies.
- After attending talks or courses, over 80% of teachers can share what they have learned with colleagues in subject collaborations.

Report & Evaluation:

Department of English

All English teachers attended various workshops and seminars this academic year to update their knowledge about education development and teaching pedagogies. After attending talks or courses, over 80% of teachers shared what they had learnt with colleagues in subject collaborations.

English Department Workshops attended

Date	Name of Workshop	Sharing during Collaboration
September 2016	Trinity College London – Solo Verse Prose Speaking	√
September 2016	Trinity College London – Choral Speaking	√
October 2016	Teaching Grammar through Text-based Strategies	X
October 2016	Teaching Grammar through Making Meaning	X

November 2016	Teaching Grammar through Participation	X
December 2016	School Visit & Professional Sharing (PLK Camoes Tan Siu Lin Primary School)	√
January 2017	21 st Century Learning: Merging Content with Skill	√
March 2017	Drama Workshop for Teachings (Dovetales)	√
May 2017	Clicker	√
June 2017	English Spelling Does Make Sense	√
June 2017	IT in Education	√

Department of Chinese

本科全體老師均曾參加有關教育發展趨勢及最新教學方法的講座/工作坊/課程，並有 94%的老師於本科會議中進行同儕分享。

課程或講座	於會議中分享活動內容	課程或講座	於會議中分享活動內容
照顧學習多樣性研討會		PROS 5.0 教師專業發展課程 非華語小學生的中文學與教	√
一材多用教學分享會	√	如何透過閱讀策略提升學生高階思維	
學校課程持續更新簡介會：更新中國語文教育學習領域課程指引(2017)	√	「評估素養與促進學習的回饋」教學分享會	√
小學中國語文課程的銜接	√	閱讀、寫作、語境思維教學分享會	
說古論今談香港教育：放眼世界論人材培養	√	小學中國語文：電子學習與語文教學(修訂)	
語文能力的評估與能力展示		怎樣製作優秀的教學簡報	
認識直資學校的趨勢及未來發展	√	小學古詩文教學策略	

教育局資優教育網上基礎課程		信手拈來皆是教材：非華語學生學習中文支援	
當自主學習遇上中文		小學教育文憑：特殊教育	
文言文的教學策略和方法		Google Classroom Educator Level 1- Professional Qualification Preparatory Course	
2016 APERA-TERA(TAIWAN) 邁向未來的烏托邦：21世紀的教育革命	✓	Use of e-Learning to Facilitate Learning and Teaching	✓
電子學習與語文教學		觀課、評課和一堂好課	

Department of Mathematics

The following professional sharing sessions were organised by the Mathematics Department for Mathematics teachers this academic year:

Term	Date	Talk or Course Title	Organization	Duration	Teachers	Sharing
Term 1 (Sept – Dec 2016)	September 2016 – June 2017	MSc Mathematics Education	The Chinese University of Hong Kong	2 years	Mr. Lawrence Ng	
	October - November 2016 (Every Thursday)	數學活動設計課程	Hong Kong Professional Teachers' Union	12 hours	Ms. Ronnie Liang	
	11 November 2016	「STEM 教育行動」：如何令 Maker 思維融入校園 / 當代生物技術應用	FabLearn Hong Kong 2016	3.25 hours	Mr. Louis Hau	✓

	6 December 2016	Whole-school Curriculum Planning Series: Enhancing the Interface between Primary and Secondary Levels	EDB: Curriculum Development Institute	2 hours	Ms. Pauline Ip	✓
	25-31 December 2016	香港教師專業研習課程	清華大學 - 新一代文法協會	7 days	Ms. Ronnie Liang	
Term 2 (January – April 2017)	20 January 2017	IT in Education e-Leadership Series: Briefing Session on the New Support Measures under the Fourth Strategy on IT in Education (ITE4)	EDB: Education Infrastructure Division	2.5 hours	Ms. Pauline Ip	✓
	10 February 2017	Connecting the Communities – IT in Education	The Hong Kong Polytechnic University	2 hours	Ms. Pauline Ip	✓
	15 February 2017	BCA Collection of Data	Holy Trinity	2 hours	Ms. Pauline Ip	✓
	16 February 2017	Assessment for Learning	EDB	2 hours	Ms. Pauline Ip	✓
	23 February 2017	行政長官卓越教學獎「開放示範課堂」計劃 – 小四數學科	Hong Kong Baptist Convention Primary School	2 hours	Mrs. Grace Ko	✓
	23 February 2017	行政長官卓越教學獎「開放示範課堂」計劃 – 小一數學科	Hong Kong Baptist Convention Primary School	2 hours	Mrs. Grace Ko	✓
	24 February 2017	優質教育基金 QEF 2013/0541 “建立數學教師專業發展社群：運用認知工具溝通平台在數碼教室內外發	The Education University of Hong Kong	2 hours	Mrs. Grace Ko Ms. Karina Luk Mr. Brian Cheung	✓

		展學習者的數學概念”計劃第二年發佈會				
	20 March 2017	全港 STEAM Ed 研討坊 2017	鳳溪第一小學與香港大學電子學習實驗室	2.5 hours	Mr. Louis Hau, Ms. Susanna Chung, Mr. Edward Wong, Ms. Sally Yuen	✓
	25 March 2017	Opening of Maker Lab	Fung Kai School	4 hours	Ms. Pauline Ip	✓
	27 March 2017	Blue Bot, Microbit, fischertechnik	Education Technology Corporation	1 hour	Ms. Pauline Ip	✓
	30 March 2017	STEM Introduction Workshop on the Latest Online Apps	Modern Mathematics	1.5 hours	All Math teachers	✓
	31 March 2017	Widening the Space of Learning through Promoting Self-directed & e-Learning	EDB	2 hours	Ms. Pauline Ip	✓
Term 3 (April 2017 – August 2017)	3 April 2017	BCA Briefing	EDB	2 hours	Ms. Pauline Ip	✓
	7 April 2017	IT in Education Series – Using Geogebra in Lesson Design of Math in Primary School	EDB	2 hours	Ms. Pauline Ip	✓
	6 April 2017	Consultation Forum for the Revised Mathematics	EDB	3 hours	Mrs. Grace Ko	✓

	Curriculum (P1 - S6) (Primary)				
28 April 2017	Primary Mathematics Curriculum Learning and Teaching Series: (8) Reading to Learn and Moral & Civic Education	EDB	3 hours	Mrs. Grace Ko	✓
6 May 2017	Google Certified Instructor	HKT Education	8 hours	Ms. Pauline Ip & Mr. Jack Lo	
10 May 2017	On-going Renewal of the School Curriculum: Updating of the Mathematics Education KLA Curriculum Guide (2017)	EDB	2 hours	Mrs. Grace Ko, Ms. Karina Luk, Mr. Jack Lo	✓
24-26 July 2017	中國數學奧林匹克 貳級教練員證書課 程	Multiple Intelligence Education Centre	3 days	Ms. Ronnie Liang	

100% Mathematics teachers attended talks or courses to update their knowledge about education development and teaching pedagogies. After attending talks or courses, all teachers shared what they had learned with colleagues in subject collaborations.

Department of General Studies

100% of teachers attended talks or courses to update their knowledge about education development and teaching pedagogies. After attending talks or courses, all participating teachers were required to share what they had learned with colleagues in subject collaborations. Teachers found the talks and sharing very useful.

The following professional sharing sessions were organized by the General Studies Department for GS teachers this academic year:

1. STEM education workshop organized by Pearson on 20 September 2016
2. Hands-on Workshop of setting online FAs by using e-Class on 29 November 2016.
3. The use of IT in Education on 28 February 2017
4. The use information technology to conduct scientific investigation in Mai Po for primary schools on 7 March 2017
5. IT in Education Subject-related Series: Use of e-Learning to Facilitate Learning and Teaching (Open Lesson for General Studies in Primary School) on 3 April 2017
6. Starting STEM Education from GS textbook on 28 April 2017
7. IT in Education Subject-related Series: Use of e-Learning to Facilitate Learning and Teaching (Open Lesson for General Studies in Primary School) on 28 April 2017
8. Steam Ed Seminar 2017 at Fung Kai School on 29 April 2017
9. Workshop of STEM in GS Education on 9 May 2017
10. Quality School Improvement Project on 9 May 2017

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

2. Curriculum & Assessment

2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning

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

Success Criteria:

- After each assessment, teachers review assessments papers and fill in an evaluation form for each paper.
- Over 50% of teachers can share their views based on the evaluation of assessment papers and data about students' performance in the 2nd and 3rd panel meetings. Their suggestions will be incorporated into the curriculum planning for next school year.

Report & Evaluation:

Department of English

After each assessment, an evaluation meeting was conducted for each grade level for the General English paper, Listening paper and Literature Studies paper. Students' strengths and weaknesses were analyzed so as to improve teaching and learning to better suit students' needs and learning styles. All teachers gave feedback on the Assessment Evaluation so as to better plan for next academic year.

Department of Chinese

本年度三次評估完畢，各級老師均曾開分級會議，對試卷的內容及學生的表現作出檢討，填寫學生在評估中最出色及最弱的項目。老師根據評估報告，反思教學策略的成效，並提出改善的建議，以加強教學效能，提高教學質素。

全部老師均按評估檢討報告及評估數據，在本科第二、三次會議中分享意見，以作來年課程規劃的參考。

Department of Mathematics

After each quiz or assessment, teachers were required to fill in the evaluation form. They had to input data including class average marks, class standard deviation, class median marks, number of students who failed and number of students who attended the quiz or assessment. Teachers were also required to input students' weaknesses or points to note for each quiz or assessment paper. The difficulties of each set of quiz or assessment paper, and students' performance in different learning dimensions were also evaluated.

At the end of each term, students' strengths and weaknesses were analysed and suggestions were given so as to improve students' learning effectiveness.

Department of General Students

After each assessment, teachers were required to hold an evaluation meeting. They had to report the findings in the evaluation form. Students' strengths and weaknesses were analyzed so as to improve teaching and learning to better suit students' needs and learning styles. Recommendations and feedback were collected during subject collaborations. The suggestions will be incorporated into the curriculum planning for next school year.

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

3. Partnership

3.1 To enhance cooperation between the Primary and Secondary Divisions to ensure a smooth transition for our graduates

3.1.1 Strategies/Tasks: To organize joint programmes and activities between the Primary and Secondary Divisions to build relationships and rapport between students of both divisions

Success Criteria:

Joint programmes and activities between the Primary and Secondary Divisions will be held at least twice a year.

Report & Evaluation:

1. Boarding Programme

The Boarding Programme is aimed to help students learn to be more independent. It also helps build strong friendships and rapport between students of the Primary and Secondary Divisions. Students learn to cope with life and interact with peers under the watchful eye of boarding school wardens, teachers and leaders.

The Boarding Programme of this year started in September 2016. The pilot scheme was launched targeting G.5-6 students only. Six G.5 and six G.6 students joined the First pilot scheme (September 2016 to January 2017); 2 students from G.5 and 3 students from G.6 joined the second pilot scheme (February to April 2017).

The School has received positive feedback from parents and students, and the applications for the Boarding Programme next academic year has increased substantially.

2. Big Brothers Scheme

Senior boys from the Secondary Division were invited to help as “Big Brothers” in the Primary Division during the Inquiry Based Learning Weeks and Fun Learning Weeks. The senior boys went into the classrooms, assisted teachers and helped guide students of the Primary Division to complete their projects/tasks. This scheme is also part of the

service programmes required by the IB teachers of the Secondary Division. Teachers from both divisions had briefings with the senior boys before they started their service in the Primary Division. Briefings and evaluations were done each day. The School has received positive feedback from teachers and students, so this scheme will continue to be implemented in future.

3. Overseas Trip

Students from the Secondary Division were invited to join the Total Immersion in European Culture (TIEC) overseas trip which was organized by the Primary Division in summer. The senior boys were assigned as group leaders and helped lead the students of the Primary Division to participate in all activities during the trip, which included city orienteering, drama performance and preparation for picnic lunch. Students from both divisions have built good rapport while taking part in the trip.

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

3. Partnership

3.1 To enhance cooperation between the Primary and Secondary Divisions to ensure a smooth transition for our graduates

3.1.2 Strategies/Tasks: To arrange informal meetings between teaching and administrative staff members of the Primary and Secondary Divisions to exchange views and enhance cooperation

Success Criteria:

- Senior Teachers in charge of D&G will attend at least two informal meetings held between the Primary and Secondary Divisions to exchange views and enhance cooperation in enhancing the effectiveness of student support measures.
- Senior Teachers in charge of D&G will spend at least one day in the Secondary Division to observe how students learn and interact with their peers, and vice versa.

Report & Evaluation:

In September 2016, the administrators in charge of Pastoral Care and Discipline & Guidance were invited by the Headmaster to attend an informal meeting with teachers of the Secondary Division. The focus of the meeting was to understand the student support measures adopted by both the Primary and Secondary Divisions. The meeting enabled staff members of both divisions to exchange views on how we could better support our students, especially in their transition from G.6 to G7.

In order to have a better understanding on how our boys learn and interact with their peers after promoting to G7, lesson observation in the Secondary Division was arranged for Mr. Sammy Ho in November 2016. Mr. Ho spent 2 school days sitting in G7 classrooms to observe the learning climate and student relationships of students who started to adjust their school life in the Secondary Division at the beginning of the new school year.

In late November 2016, the First Joint Division Subject Collaborators Meeting was held between the Primary and Secondary Divisions. Teachers in charge of Pastoral Care of both divisions had two separate group meetings. The meeting between the Deputy Headteacher, Dean of Studies and Dean of Students mainly focused on Pastoral Care measures, while

another meeting between the D&G teams of both divisions was about G7 transition or discipline issues in the Secondary Division.

On 3 July 2017, another informal meeting was organized. The Pastoral Care and Discipline & Guidance Team of the Primary Division, Dean of Studies and Dean of Students of the Secondary Division worked together to facilitate long-term cooperation and plans on enhancing the effectiveness of student support measures.

Major Concern: Second Priority – Management & Organization

1. School Management

1.1 To develop closer links between school administrators of the Primary and Secondary Divisions

1.1.1 Strategies/Tasks: To enable school administrators of the Primary and Secondary Divisions to coordinate and communicate more in various aspects (school management, curriculum and students support, etc.)

Success Criteria:

School administrators of the Primary and Secondary Divisions will meet at least twice a year to share good practices for enabling better understanding, communication and planning of school management priorities.

Report & Evaluation:

The Headmaster supports the idea of organizing regular meetings between administrators of both the Primary and Secondary Divisions. The aim is to develop closer links between school administrators of both divisions, to share good practices for enabling better understanding, communication and planning of school management priorities.

Due to the busy schedule of school administrators of both divisions, only one meeting could be held in the 2016-2017 school year. In the First Joint-Division Administrators Meeting which was held on 7 March 2017, the focus of our discussion was mainly about the follow-up on the ESR Report. Other topics of sharing included:

1. Update on Academics, Culture & Directions of the SD – Mr. Ronnie Cheng
2. French Curriculum, MOI for Elementary Chinese, and Form Position and Subject Rank in Report Card – Mr. K.K. Ng
3. Admissions & Performances – Mr. K.W. Cho
4. School Uniform – Ms. Y.T. Wong
5. Enhanced School Complaint Management Manual – Ms. Phyllis Lo
6. School Development (Exploratory Practices) – Ms. Susanna Chung
7. Pastoral Care (Student Support) – Ms. Natalie Ng
8. Admission (New Students Adaptation) – Mrs. Emily Yip

In the Annual School of 2017-2018 under the Section of School Management, one of our major concerns is to strive to have closer communication and a better alignment of work between the Secondary and Primary Divisions for the ongoing development of the School. All school administrators of both divisions will work more closely, have more collaboration, and work on developing closer links in the years to come.

Major Concern: Second Priority – Management & Organization

2. Professional Leadership

2.1 To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools

2.1.1 Strategies/Tasks: To equip subject administrators with subject knowledge and skills so that they will take a more active role in professional sharing within the department

Success Criteria:

Over 75% of subject administrators will give a professional sharing within the department after attending a workshop, seminar or school visit this school year.

Report & Evaluation:

Sept 2016 – July 2017			
◆ There are 14 subjects and 24 subject administrators.			
◆ The subject administrators have attended 42 workshops and 85 school visits.			
Department	No. of Administrators	Workshops/ Seminars	School Visits
English	3	6	7
Chinese	3	3	6
French	1	0	4
Math	3	4	13
GS	3	6	14
Electives	2	7	17
Music	1	3	6
PE	1	0	1
Moral Ed	1	1	2
PTH	1	2	2
VA	2	1	2
RE	1	8	9
CS	1	0	1
LibraryStudies	1	1	1
Total		42	85
◆ 21 subject administrators (87.5%) gave a professional sharing within the department.			

Major Concern: Second Priority – Management & Organization

2. Professional Leadership

2.1 To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools

2.1.2 Strategies/Tasks: To require subject administrators to explore more platforms for sharing with outside professionals

Success Criteria:

Each subject administrator will give a professional sharing with outside professionals (in workshops, seminars, school visits, staff development tours, or joining a professional association, etc.) at least twice a year.

Report & Evaluation:

Sept 2016 – July 2017

- ◆ The 24 subject administrators of our 14 subjects delivered a total of 87 sharing of experiences with outside professionals this year.
- ◆ 18 subject administrators (75%) gave a professional sharing with outside professionals at least twice a year.

Major Concern: Second Priority – Management & Organization

2. Professional Leadership

2.1 To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools

2.1.3 Strategies/Tasks: To develop subject administrators with a focus to have professional exchanges with other schools.

Success Criteria:

Over 75% of subject administrators will take part in at least two professional exchanges with other schools.

Report & Evaluation:

Sept 2016 – July 2017

- ◆ The 24 subject administrators of our 14 subjects took part in a total of 85 school visits.
- ◆ 16 subject administrators (75%) took part in at least 2 professional exchanges with other schools.

Major Concern: Third Priority – Student Performance

1. Attitude & Behaviour

1.1 To enhance students' self-responsibility in learning and social responsibility so that they can become independent learners and contributors to society

1.1.1 Strategies/Tasks: To help students take responsibility in their daily homework so that they learn to complete their assignments seriously

Success Criteria:

At least two students' talks will be held this year to help students learn to take responsibility in their daily homework

Report & Evaluation:

Based on the words from the Bible, morning assembly themes were set and teachers were invited to give a talk during the morning assembly. Through listening to the stories and watching dramas in the morning assembly, students gradually learnt to be more responsible for their work in daily life.

A class banner was posted up in each classroom in September 2016. In order to encourage students to take responsibility for their daily homework, teachers recognized those who could complete their assignments seriously by putting a stamp against their name and photo on the class banner.

According to the Stake Holder Survey investigating whether students often complete their assignments seriously, it is found that students ranked this item the highest, with a mean score of 4.3 and an increase by 0.1 compared with the score of last year (with an agreement of 85.5%). In contrast, teachers ranked this item the lowest, with a mean score of 3.7 out of 6. The views of students and teachers seemed to be completely contradictory. It is suggested that teachers should teach students the necessary skills and learning strategies so that they can work more independently. Teachers should also give students more allowance as they are still learning and adapting to become independent learners.

Major Concern: Third Priority – Student Performance

1. Attitude & Behaviour

1.1 To enhance students' self-responsibility in learning and social responsibility so that they can become independent learners and contributors to society

1.1.2. Strategies/Tasks: To enhance students' awareness of the importance of their future

Success Criteria:

- Whole School Activities will be held to help students set personal goals.
- At least two activities will be organized to enhance students' awareness of the importance of their future.

Report & Evaluation:

Two talks were organized to guide students how to set their personal goals at the beginning of the first and second terms. Students were taught to write their goals on a piece of paper and put it into a plastic bag which was then hung up in each classroom. This exercise served to remind students to put their goals into actions.

In order to enhance students' social responsibility to the society, the School organized a cross-curricular activity, Famine Activity, for all G.6 students on 4 November 2016. Through attending this activity, students experienced the disparity between the rich and the poor in the world. Besides experiencing the needs and struggles of hungry children, students were also encouraged to care for others, establish positive values, and cherish what they have.

A talk on "Understanding Social Enterprise" was delivered by ACT (Action x Consciousness x Tour) Social Awareness Network on Friday, 2 June 2017. All G.3-5 students attended the talk. Positive feedback was received from both teachers and students. It helped students understand more about the problem of poverty in Hong Kong and aroused their interests in social entrepreneurship.

Report on Use of Capacity Enhancement Grant 2016-2017

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 63 courses were offered in 2016-2017. 47 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	<ul style="list-style-type: none"> ● To provide various choices of electives for students to broaden their knowledge and horizon. ● There were 22 sessions of around 1 hour each from Term 1 to Term 3 in 2016-2017.
Benefits Anticipated	<ul style="list-style-type: none"> ● Boys are able to participate in electives providing basic and advanced knowledge in various areas (Art & Sport, Science, Language & Culture and Personal Development). ● Since all electives are provided for students free of charge, all boys have equal opportunities to participate in these programmes.
Implementation Schedule	Term 1 - 8 sessions Term 2 - 7 sessions Term 3 - 7 sessions
Performance Indicators	<ul style="list-style-type: none"> ● Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities. ● Students' improvement in the knowledge of chess and sports activities. ● Students' capability in applying etiquette, personal management and money management in daily lives.

2. Programme Evaluation

- a. The approved budget for running the Elective Programme of 2016-2017 was **\$1,460,220 (material cost \$94,205)**. The total expenditure for Term 1 to Term 3 was **\$1,396,720**.

- 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	\$508,000 \$444,500*	\$440,290	\$417,725
Courses delivered by out-sourced organizations	31	31	31
No. of students enrolled in those electives (out-sourced)	598	640	605

* Lessons were suspended on 21 Oct 2016 due to typhoon, and one elective lesson was cancelled.

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

Area	No. of out-sourced courses	No. of students Term 1 - Term 3
Art & Sports	6	213
Language & Culture	7	263
Personal Development	21	778
Science	13	589
Total	47	1843

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

Evaluation	Term 1	Term 2	Term 3	Average
Students	44.7/ 50	44.1/50	44.8/50	44.5/50
Teachers	44.3/ 50	43.9/50	43.6/50	43.9/50
Parents	--	--	4.26/5	4.26/5

Students are given ample exposure to different areas of learning to explore their interests and strengths. As the elective curriculum is aimed to develop children's multiple intelligences, we hope more elective courses will continue to be developed for our students in the future.

Achievement & Reflection of English Department Development Plan 2016-2017

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.1 Strategies/Tasks: To organized school visits or seminars to improve the teaching effectiveness

Report & Evaluation:

In this academic year, the English Department organized 5 school visits for subject teachers to exchange good teaching practices and strategies with teachers from other schools. 94% of English teachers took part in these exchanges. After the school visit to Po Leung Kuk Camões Tan Siu Lin Primary School, a sharing session was held and certain teaching approaches and strategies were adopted to better suit our students' needs.

Date	School & Event	Number of Participants	Sharing Session
31/10/2016	St. Hilda's Primary School, Singapore	6	✓
9/12/2016	Po Leung Kuk Camões Tan Siu Lin Primary School	14	✓
20/3/2017	Po Leung Kuk Camões Tan Siu Lin Primary School	17	✓
26/4/2017	Hangzhou Chongwen Experimental School	1	✓
24/5/2017	Tao Nan School, Singapore	5	✓

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

Report & Evaluation:

All English teachers attended various workshops and seminars this academic year to update their knowledge about education development and teaching pedagogies. After attending talks or courses, over 80% of teachers shared what they had learnt with colleagues in subject collaborations.

English Department Workshops attended

Date	Name of Workshop	Sharing during Collaboration
September 2016	Trinity College London – Solo Verse Prose Speaking	√
September 2016	Trinity College London – Choral Speaking	√
October 2016	Teaching Grammar through Text-based Strategies	X
October 2016	Teaching Grammar through making meaning	X
November 2016	Teaching Grammar through participation	X
December 2016	School Visit & Professional Sharing (PLK Camoes Tan Siu Lin Primary School)	√
January 2017	21 st Century Learning: Merging Content with Skill	√
March 2017	Drama Workshop for Teachings (Dovetales)	√
May 2017	Clicker	√
June 2017	English Spelling Does Make Sense	√
June 2017	IT in Education	√

2. Curriculum & Assessment

2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning

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

Report & Evaluation:

After each assessment, an evaluation meeting was conducted for each grade level for the General English paper, Listening paper and Literature Studies paper. Students' strengths and weaknesses were analyzed so as to improve teaching and learning to better suit students' needs and learning styles. All teachers gave feedback on the Assessment Evaluation so as to better plan for next academic year.

Evaluation of English Programme Plan 2016-2017

1. External Competitions

- 1.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 1.2 Targets: All students
- 1.3 Period: The whole school year
- 1.4 Content: Students were given the opportunities to take part in various external events.
- 1.5 Evaluation: Many students were encouraged to join various competitions outside of the school and a number of students won awards. Participation in external competitions was based on their appropriateness. Apart from entering the solo-verse speaking competitions, this year we came first in Choral speaking. The English Performing Arts group competed in the Jockey Club Equal Opportunities and got into the final round. Our English Debating Team was the First-runner up in the HK Secondary Schools Debating Competition – Debating for Primary Schools section. Other competitions we participated in were the Budding Poets Competition and we received a Merit prize. Our students participated in the WSS English Public Speaking Cup 2017 and we were awarded First-runner up and Second-runner up.

2. Internal Competitions

- 2.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 2.2 Targets: All students
- 2.3 Period: The whole school year
- 2.4 Content: Inter-class Penmanship (All Grades)

Grade 1	Puppet Show
Grade 2	Comic Strip
Grade 3	Kahoot Competition
Grade 4	Kahoot Competition
Grade 5	Public Speaking (Caring for Others)

Grade 6	Public Speaking (Graduation Speech)
---------	-------------------------------------

- 2.5 Evaluation: Most students participated. Different activities were introduced or re-introduced this academic year in order to broaden the scope of students' participation.

3. Support Classes (Lift-Off)

- 3.1 Objective: To build up the general English skills of weaker students
- 3.2 Targets: Eight to fifteen students from each level
- 3.3 Period: Grade 1: after the last week of October 2016
Grades 2-6: starting September 2016
- 3.4 Content: Students attended remedial classes weekly where further support materials were given. Apart from grammar items, students have benefitted from novel and literature revision.
- 3.5 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.

4. Accelerated Classes

- 4.1 Objective: The aim is to reduce the class sizes of the lower ability students and raise their academic standards.
- 4.2 Targets: Top 70 students (overall results) from Grade 5 and 35 students from Grade 6
- 4.3 Period: First term only (Grade 5), First & Second Terms only (Grade 6)
- 4.4 Content: Students followed the same syllabus that was being conducted in the classroom. However, students were involved in extended projects and assignments.
- 4.5 Evaluation: Students were proud to be selected and felt that they were able to do independent learning and were more proactive. The large class size made it difficult for teachers. Students got fewer opportunities to express their ideas. A lot of time was also wasted in changing classrooms and parents were concerned about the venue because of limited space in the classroom. For X2 students, behaviour was difficult to manage and homework was not submitted on time. Their writing skills were weakest among the four skills and they made many careless mistakes.

5. Open House

- 5.1 Objective: To promote the English curriculum and display students' work to parents, students and the general public
- 5.2 Targets: Grades 1-6 students
- 5.3 Period: Jan – Feb 2017
- 5.4 Content: Teachers are responsible for decorating the English room for Open House, designing and preparing souvenirs for visitors, and preparing activities for visitors and students.
- 5.5 Evaluation: The Open House was a success. Many parents and children participated in the activities held in the story telling room. The story 'Cookies' was read and children made puppets.

6. Socool Events and Gatherings

- 6.1 Objective: To develop a closer bonding amongst the teachers in the English Department
- 6.2 Targets: English teachers
- 6.3 Period: Sept 2016 – July 2017
- 6.4 Content: Purchase gifts, vouchers, cards for staff celebrations and organize social gathering as appropriate.
- 6.5 Evaluation: Celebrations took place throughout the academic year. The department held an end of year lunch gathering.

7. Fun Learning Weeks

- 7.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas
- 7.2 Targets: Grades 1 & 2 students
- 7.3 Period: June 2017 (8 half days)
- 7.4 Content: Grade 1 students wrote a postcard to their friends. They wrote a message and designed their postcards before exchanging it with their friends. Grade 2 created a comic strip of a fairy tale with a different ending from the original story.
- 7.5 Evaluation: Overall Fun Learning Weeks were a success. Students enjoyed taking part in most activities. All activities can be found in the CDAA folder.

Achievement & Reflection of Chinese Department Development Plan 2016-2017

2016-2017 年度中文科重點發展項目檢討

1. Student Learning & Teaching

學生學習與教學

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

組織學校交流活動，以提升教與學的效能

1.1.1 Strategies/Tasks: To organized school visits or seminars to improve the teaching effectiveness

組織學校交流活動或講座，以改善教與學的效能

Report & Evaluation:

本年度，中文科完成六次學校交流活動，並與其他學校老師分享教學經驗和策略。所有交流活動均有最少兩位科主任或副校長與本科老師一起參與，而 94% 的中文科老師曾參與學校交流活動。交流活動完成後，老師都曾在本科會議中進行分享，並作出回饋，以改善教與學的效能。

日期	學校交流活動或講座	參與人數	於會議中分享活動內容
12/10/2016	五邑鄒振猷學校觀課交流	7	✓
31/10/2016	St. Hilda's School Singapore 到訪交流	1	✓
17/3/2017	佛教黃焯菴小學觀課交流： 提升寫作教學效能的多元評估策略	6	✓
3/4/2017	中華基督教會協和小學觀課交流： 提升閱讀教學效能的多元評估策略	6	✓
10/4/2017	境外學校交流： St. Hilda's School Singapore	2	✓
12/4/2017	境外學校交流： 新加坡道南學校	2	✓

1. Student Learning & Teaching

學生學習與教學

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

組織學校交流活動，以提升教與學的效能

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

老師參加課程及講座，以了解教育的發展趨勢及最新的教學方法

Report & Evaluation:

本科全體老師均曾參加有關教育發展趨勢及最新的教學方法的講座/工作坊/課程，並有 94% 的老師於本科會議中進行同儕分享。

課程或講座	於會議中 分享活動 內容	課程或講座	於會議中分 享活動內容
照顧學習多樣性研討會		PROS 5.0 教師專業發展課程 非華語小學生的中文學與教	✓
一材多用教學分享會	✓	如何透過閱讀策略提升學生高階思 維	
學校課程持續更新簡介會：更新 中國語文教育學習領域課程指引 (2017)	✓	「評估素養與促進學習的回饋」教 學分享會	✓
小學中國語文課程的銜接	✓	閱讀、寫作、語境思維教學分享會	
說古論今談香港教育： 放眼世界論人材培養	✓	小學中國語文：電子學習與語文教 學(修訂)	
語文能力的評估與能力展示		怎樣製作優秀的教學簡報	
認識直資學校的趨勢及未來發展	✓	小學古詩文教學策略	
教育局資優教育網上基礎課程		信手拈來皆是教材：非華語學生學 習中文支援	
當自主學習遇上中文		小學教育文憑：特殊教育	
文言文的教學策略和方法		Google Classroom Educator Level 1- Professional Qualification Preparatory Course	
2016 APERA-TERA(TAIWAN) 邁向未來的烏托邦：21 世紀的教 育革命	✓	Use of e-Learning to Facilitate Learning and Teaching	✓
電子學習與語文教學		觀課、評課和一堂好課	

2. Curriculum & Assessment

課程與評估

2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning

運用各種評估數據，提高教學質素

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

運用評估數據以優化課程規劃，並反思教學策略及其效能

Report & Evaluation:

本年度三次評估完畢，各級老師均曾開分級會議，對試卷的內容及學生的表現作出檢討，填寫學生在評估中最出色及最弱的項目。老師根據評估報告，反思教學策略的成效，並提出改善的建議，以加強教學效能，提高教學質素。

全部老師均按評估檢討報告及評估數據，在本科第二、三次會議中分享意見，以作來年課程規劃的參考。

Evaluation of Chinese Programme Plan 2016-2017

2016-2017 年度中文科工作計劃檢討報告

活動	期限	負責人	活動內容	活動檢討																					
1. 校際朗誦節	九至十二月	朱譚月清 洪卓筠	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能。	<p>校際朗誦節</p> <p>(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。</p> <p>(二) 活動對象：小一至小六</p> <p>(三) 推動時間：九月至十二月</p> <p>(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。 -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。</p> <p>(五) 活動檢討： -本校共有 119 人次參加本屆的校際朗誦節，共有 11 位獲冠軍，10 位同學獲亞軍，18 位同學獲得季軍，而集誦隊則獲亞軍，成績理想。</p> <p>-得獎名單如下：</p> <table border="1" style="margin-left: 20px;"> <tbody> <tr> <td style="text-align: center;">1D</td> <td style="text-align: center;">王諾禧</td> <td style="text-align: center;">冠軍</td> </tr> <tr> <td style="text-align: center;">1D</td> <td style="text-align: center;">朱卓謙</td> <td style="text-align: center;">冠軍</td> </tr> <tr> <td style="text-align: center;">1M</td> <td style="text-align: center;">黃浚堯</td> <td style="text-align: center;">冠軍</td> </tr> <tr> <td style="text-align: center;">1M</td> <td style="text-align: center;">凌天祈</td> <td style="text-align: center;">冠軍</td> </tr> <tr> <td style="text-align: center;">2J</td> <td style="text-align: center;">王勇二</td> <td style="text-align: center;">冠軍</td> </tr> <tr> <td style="text-align: center;">3M</td> <td style="text-align: center;">梁逸晞</td> <td style="text-align: center;">冠軍</td> </tr> <tr> <td style="text-align: center;">3S</td> <td style="text-align: center;">杜家信</td> <td style="text-align: center;">冠軍</td> </tr> </tbody> </table>	1D	王諾禧	冠軍	1D	朱卓謙	冠軍	1M	黃浚堯	冠軍	1M	凌天祈	冠軍	2J	王勇二	冠軍	3M	梁逸晞	冠軍	3S	杜家信	冠軍
1D	王諾禧	冠軍																							
1D	朱卓謙	冠軍																							
1M	黃浚堯	冠軍																							
1M	凌天祈	冠軍																							
2J	王勇二	冠軍																							
3M	梁逸晞	冠軍																							
3S	杜家信	冠軍																							

				3S	洪仲熹	冠軍
				5D	符從賢	冠軍
				5M	陳耀生	冠軍
				6J	何卓臻	冠軍
				1D	楊禮豪	亞軍
				1M	黃浚堯	亞軍
				2D	李榮泰	亞軍
				2M	龔錫熙	亞軍
				3J	陳力煒	亞軍
				3J	麥柏翹	亞軍
				3M	韋逸朗	亞軍
				5J	楊喜喆	亞軍
				6M	葉浚晞	亞軍
				6P	鄭丞祐	亞軍
				集誦		亞軍
				1D	鄭正朗	季軍
				1J	陳政霖	季軍
				2D	林子譽	季軍
				2D	黃翊翹	季軍
				2M	莊溢風	季軍
				2M	莊溢風	季軍
				2P	程日雋	季軍
				2P	黃逸軒	季軍
				2S	黃頌謙	季軍
				2S	方奕竣	季軍
				3M	韋逸朗	季軍

				<table border="1"> <tr> <td>3M</td> <td>王子介</td> <td>季軍</td> </tr> <tr> <td>3P</td> <td>李泓希</td> <td>季軍</td> </tr> <tr> <td>4J</td> <td>李政澤</td> <td>季軍</td> </tr> <tr> <td>4M</td> <td>王政淳</td> <td>季軍</td> </tr> <tr> <td>5J</td> <td>楊喜喆</td> <td>季軍</td> </tr> <tr> <td>5P</td> <td>李玟銳</td> <td>季軍</td> </tr> <tr> <td>5P</td> <td>洪卓熙</td> <td>季軍</td> </tr> </table>	3M	王子介	季軍	3P	李泓希	季軍	4J	李政澤	季軍	4M	王政淳	季軍	5J	楊喜喆	季軍	5P	李玟銳	季軍	5P	洪卓熙	季軍
3M	王子介	季軍																							
3P	李泓希	季軍																							
4J	李政澤	季軍																							
4M	王政淳	季軍																							
5J	楊喜喆	季軍																							
5P	李玟銳	季軍																							
5P	洪卓熙	季軍																							
2. 硬筆書法比賽	十月	曾欣兒	讓學生體認中華文化，並培養審美情趣。	<ul style="list-style-type: none"> - 全校學生被邀請參加由教協舉辦的「第二十一屆全港中小學中英文硬筆書法比賽」，老師選出初級、中級、高級三組的冠、亞、季軍。 - 優勝者會獲得證書，其作品亦會寄往教協參加全港公開賽。 - 此活動能提高學生對硬筆書法的興趣，本年學生整體表現有進步， - 低年級學生的參與更顯積極。 - 本屆學生 6M(16)劉見之獲得全港公開賽高級組的冠軍，校內賽成績如下： <ul style="list-style-type: none"> ➤ 初級組(一、二年級) 冠軍： 1M (7) 張冬彥 亞軍： 2S (28) 胡耀禧 季軍： 1S (10) 孔堯 ➤ 中級組(三、四年級) 冠軍： 3J (13) 劉禹之 亞軍： 3M (18) 伍俊明 季軍： 3P (28) 溫融安 ➤ 高級組(五、六年級) 冠軍： 6M (16) 劉見之 亞軍： 6J (6) 江志睿 季軍： 5S (10) 蔡洵博 - 另外，亦有學生參加了九龍城區書法比賽，3J(13)劉禹之於小學生初級組決賽獲得優異獎。 																					

3. 實地考察寫作計劃	一月	曾佩儀 吳鳳婷	<p><u>五年級:</u> 活動日期：二月二十三日(星期四) 各班老師及家長義工帶領學生重點遊覽香港公園的霍士傑溫室、茶具文物館及人工湖。學生回校後需完成一篇遊記。</p>	<p><u>時間方面:</u> 時間充裕，學生能仔細遊覽三大景點，回校後亦能按時午膳。</p> <p><u>遊覽過程:</u> 遊覽的初段時間有毛毛雨，各班老師能即時互相配合調動行程，以致無阻學生進行考察。學生反應良好，亦能認真地觀察和抄寫筆記。</p> <p><u>課程配合:</u> 是次考察為課堂的延伸活動，學生已掌握遊記的寫作手法及技巧。教師先針對教學重點設計工作紙，並引導學生一邊觀察一邊完成，以助學生豐富寫作內容及加強對寫作重點的掌握。</p> <p><u>人手方面:</u> 共有 6 位老師同行；各班均邀請一名家長義工隨隊協助照顧學生。部分班別的家長十分熱心，沒有特別邀請同行也主動參與，故在離開時，當老師仍未回到集合處時，家長能協助照顧因分乘校車而要等候老師的學生。</p>
			<p><u>六年級:</u> 活動日期：二月二十四日(星期五) 教師帶領全體六年級學生遊覽九龍寨城公園，以寫作一篇遊記作為活動紀錄及評估。</p>	<p><u>事前準備:</u> 六年級考察地點為九龍寨城公園。是次考察由六年級老師擔任導賞員，老師們事前已遊覽了考察地點一次，記下了須向學生重點講解的地方。同時，按著是次寫作重點，教師重新編寫相關工作紙。</p> <p><u>考察當天:</u> 活動當天天氣怡人，交通安排亦十分妥善，故戶外考察可順利進行。同時，由老師擔任導賞員，可以集中講解九龍寨城公園的景色，並在遊覽過程中教授學生「五感」、「步移法」等寫遊記的手法，避免過份集中於講述景點的歷史背景。</p> <p><u>跟進工作:</u> 學生在活動後需在學校完成一篇遊記，按老師的檢討回饋，學生是次的寫作表現良好，內容較豐富。</p>

4. 學習活動周	六月	朱譚月清 何穎賢 洪卓筠	本年度沒有這項活動																																																					
5. 寫作比賽	二月	羅懿文 郭嘉恩	<p>(一)活動目標：鼓勵學生發揮創意，推廣寫作風氣。</p> <p>(二)活動對象：一至六年級</p> <p>(三)推動時間：二至四月份</p> <p>(四)比賽內容：一年級進行看圖寫作比賽；二至六年級舉行命題寫作比賽。</p> <p>(五)獎項：每級設優勝者一名，可獲\$100 書券及獎狀；優異獎四至五名，各獲得\$50 書券及獎狀，以作鼓勵。</p>	<p>- 頒獎禮已於5月29日早會完成。</p> <p>- 優勝作品已張貼在有蓋操場，讓全校同學觀摩。</p> <p>- 比賽題目及成績如下：</p>	<table border="1"> <thead> <tr> <th></th> <th>冠軍</th> <th>優異</th> <th>優異</th> <th>優異</th> <th>優異</th> <th>優異</th> </tr> </thead> <tbody> <tr> <td>一年級</td> <td>1M 凌天祈</td> <td>1D 王諾禧</td> <td>1J 丁子桓</td> <td>1P 何子曦</td> <td>1S 鍾皓致</td> <td>/</td> </tr> <tr> <td>二年級</td> <td>2D 陳希朗</td> <td>2J 陳晉韜</td> <td>2M 陳卓謙</td> <td>2P 蘇錦熙</td> <td>2S 黃舜諾</td> <td>/</td> </tr> <tr> <td>三年級</td> <td>3S 洪仲熹</td> <td>3P 伍立曦</td> <td>3D 翁柏熙</td> <td>3J 余律熹</td> <td>3M 李健熙</td> <td>/</td> </tr> <tr> <td>四年級</td> <td>4J 黃嘉揚</td> <td>4D 劉允中</td> <td>4M 趙俊權</td> <td>4P 林會津</td> <td>4S 黃博文</td> <td>/</td> </tr> <tr> <td>五年級</td> <td>5S 陳芷瑜</td> <td>5D 賴柏濤</td> <td>5J 張堯</td> <td>5M 古靖軒</td> <td>5P 杜卓叡</td> <td>5X 吳旨洋</td> </tr> <tr> <td>六年級</td> <td>6X 馬逸行</td> <td>6D 區頌謙</td> <td>6J 陸昊霖</td> <td>6M 洪軍男</td> <td>6P 曾焯敏</td> <td>6S 周栢賢</td> </tr> </tbody> </table>				冠軍	優異	優異	優異	優異	優異	一年級	1M 凌天祈	1D 王諾禧	1J 丁子桓	1P 何子曦	1S 鍾皓致	/	二年級	2D 陳希朗	2J 陳晉韜	2M 陳卓謙	2P 蘇錦熙	2S 黃舜諾	/	三年級	3S 洪仲熹	3P 伍立曦	3D 翁柏熙	3J 余律熹	3M 李健熙	/	四年級	4J 黃嘉揚	4D 劉允中	4M 趙俊權	4P 林會津	4S 黃博文	/	五年級	5S 陳芷瑜	5D 賴柏濤	5J 張堯	5M 古靖軒	5P 杜卓叡	5X 吳旨洋	六年級	6X 馬逸行	6D 區頌謙	6J 陸昊霖	6M 洪軍男	6P 曾焯敏	6S 周栢賢
	冠軍	優異	優異	優異	優異	優異																																																		
一年級	1M 凌天祈	1D 王諾禧	1J 丁子桓	1P 何子曦	1S 鍾皓致	/																																																		
二年級	2D 陳希朗	2J 陳晉韜	2M 陳卓謙	2P 蘇錦熙	2S 黃舜諾	/																																																		
三年級	3S 洪仲熹	3P 伍立曦	3D 翁柏熙	3J 余律熹	3M 李健熙	/																																																		
四年級	4J 黃嘉揚	4D 劉允中	4M 趙俊權	4P 林會津	4S 黃博文	/																																																		
五年級	5S 陳芷瑜	5D 賴柏濤	5J 張堯	5M 古靖軒	5P 杜卓叡	5X 吳旨洋																																																		
六年級	6X 馬逸行	6D 區頌謙	6J 陸昊霖	6M 洪軍男	6P 曾焯敏	6S 周栢賢																																																		
6. 故事演講比賽 (一至二年級)	六月	鄭頌慧 陳佩桃	<p>- 一、二年級進行故事演講比賽。老師着學生在復活節假期準備一個故事，一方面作為第三次說話評估，另一方面遴選一位同學代表該班別參賽。</p> <p>- 每級設冠、亞、季軍各一名及優</p>	<p>- 通過是次活動，提高了學生的說話技巧，並增加自信心。同學亦可藉此機會欣賞優秀的故事演繹。</p> <p>- 老師挑選了六年級同學擔任司儀，為他們帶來面對群眾演說的機會。</p> <p>- 活動已於6月19日舉行。本年的比賽於學習活動週進行，因為活動緊接第三學期的評估後進行，老師在訓練學生代表及司儀的時間都不太足夠，建議明年商討是否另覓合適之日子安排比賽。</p> <p>- 今年的比賽一切順利，時間控制適宜。2M班的參賽者因身體不適</p>																																																				

			<p>異獎兩名;優勝者會獲得書券及證書，以作鼓勵。</p>	<p>入院而未能出席，其家長為他預先錄製演講故事之片段，在比賽時播放，其名次為優異。</p> <ul style="list-style-type: none"> - 在拍攝各班打氣片段方面，本年度開始各班自行拍攝，再交給 IT 同事作剪接。由於影片製作需時，建議明年要在比賽前三天把所錄影之片段交予 IT 同事。 - 得獎名單： <table border="1" data-bbox="1240 331 2013 679"> <tr> <td colspan="2">一年級</td> </tr> <tr> <td></td> <td>學生姓名</td> </tr> <tr> <td>冠軍</td> <td>凌天祈</td> </tr> <tr> <td>亞軍</td> <td>王諾禧</td> </tr> <tr> <td>亞軍</td> <td>劉子正</td> </tr> <tr> <td>優異</td> <td>丁子桓</td> </tr> <tr> <td>優異</td> <td>李敬謙</td> </tr> </table> <table border="1" data-bbox="1240 727 2013 1075"> <tr> <td colspan="2">二年級</td> </tr> <tr> <td></td> <td>學生姓名</td> </tr> <tr> <td>冠軍</td> <td>黃頌謙</td> </tr> <tr> <td>亞軍</td> <td>陳正朗</td> </tr> <tr> <td>季軍</td> <td>陳晉韜</td> </tr> <tr> <td>優異</td> <td>陳希朗</td> </tr> <tr> <td>優異</td> <td>岑柏熹</td> </tr> </table>	一年級			學生姓名	冠軍	凌天祈	亞軍	王諾禧	亞軍	劉子正	優異	丁子桓	優異	李敬謙	二年級			學生姓名	冠軍	黃頌謙	亞軍	陳正朗	季軍	陳晉韜	優異	陳希朗	優異	岑柏熹
一年級																																
	學生姓名																															
冠軍	凌天祈																															
亞軍	王諾禧																															
亞軍	劉子正																															
優異	丁子桓																															
優異	李敬謙																															
二年級																																
	學生姓名																															
冠軍	黃頌謙																															
亞軍	陳正朗																															
季軍	陳晉韜																															
優異	陳希朗																															
優異	岑柏熹																															
7. 演講比賽 (四至五年級)	六月	陳美穎 龔啟宜	<p>四、五年級演講比賽分級進行，在六月十五日於禮堂舉行。各級冠、亞、季軍各一名及優異獎;優勝者會獲得書券及證書，以作鼓勵。</p>	<ul style="list-style-type: none"> - 今年的四、五年級演講比賽利用早讀及中文課時間於六月十五日在禮堂舉行，比賽進行暢順;兩級均邀請了全級同學觀賽，安排各班同學進入禮堂的流程大致流暢。 - 四年級的題目配合了本年度德育組的主題，五年級亦如往年一樣有三道題目可選擇。 - 賽制沿用去年，時限為2分鐘，並設15秒「緩衝時間」，比賽期間有鐘聲提示。由於四、五年級科任老師在比賽前已清楚地跟學 																												

生交代演講細則，使他們可作更好的準備，所以今年學生們的表演不俗，並無出現超時的情況。

- 今年邀請了羅校長和吳副校長出任評判，同學投入觀賽，氣氛熱烈。
- 演講比賽可以訓練學生的演說能力，亦有助提升學生的自信心。
- 演講比賽已進行了好幾年，基本的賽程和運作已上軌道，若日子和時間許可，明年可將兩級比賽再次合併為一，讓不同級別的同学互相觀摩學習。

比賽日期：2017年6月15日(星期四) 8:45-9:15

四年級題目：做個自律好學生	
	學生姓名
冠軍	4S 梁傲熙
亞軍	4J 黃嘉揚
季軍	4M 曾恩力
優異	4D 鄭盈豐
優異	4P 陳天皓

比賽日期：2017年6月15日(星期四) 11:20-12:30

五年級題目：1. 知識改變命運 2. 勤有功，戲無益 3. 讀萬卷書不如行萬里路	
	學生姓名
冠軍	5X 楊喜喆
亞軍	5S 陳祉瑜
季軍	5D 鄺日雋
優異	5J 張堯
優異	5M 梁頌
優異	5P 梁子臻

8. 看漢中文網	全學年	甄靄雯	<p>全校學生均登記為會員，參與「看漢中文網」閱讀計劃。老師鼓勵他們每天上網閱讀短文，並完成有關題目。老師可以定期查看各班成績，於課堂上讚揚成績優秀的學生，並鼓勵參與率較低的同學。</p>	<p>1. 根據「看漢中文網」的成績紀錄，低小同學的參與率較高小同學高。</p> <p>2. 與去年比較，高年級學生的參與率較去年高，有以下原因： * 老師鼓勵學生多參與網上練習。 * 「看漢中文網」的教材較有新鮮感，能提高學生的閱讀興趣。</p> <p>3. 建議明年可善用「看漢中文網」對學生的回饋，張貼成績，希望鼓勵同學於網上主動學習語文。</p> <table border="1" data-bbox="1281 363 2078 759"> <tr> <td colspan="2" data-bbox="1281 363 2078 411">【閱讀寶庫】獎勵計劃獲獎學生名單：(初小)</td> </tr> <tr> <td data-bbox="1281 411 1576 459">班別</td> <td data-bbox="1576 411 2078 459">學生姓名</td> </tr> <tr> <td data-bbox="1281 459 1576 507">1D(15)</td> <td data-bbox="1576 459 2078 507">李以謙(優異獎)</td> </tr> <tr> <td data-bbox="1281 507 1576 555">1M(8)</td> <td data-bbox="1576 507 2078 555">周易哲(優異獎)</td> </tr> <tr> <td data-bbox="1281 555 1576 603">2J(6)</td> <td data-bbox="1576 555 2078 603">趙暘(優異獎)</td> </tr> <tr> <td colspan="2" data-bbox="1281 603 2078 651">【閱讀寶庫】獎勵計劃獲獎學生名單：(高小)</td> </tr> <tr> <td data-bbox="1281 651 1576 699">4D(17)</td> <td data-bbox="1576 651 2078 699">李以諾(季軍)</td> </tr> <tr> <td data-bbox="1281 699 1576 759">4J(8)</td> <td data-bbox="1576 699 2078 759">鍾健一(優異獎)</td> </tr> </table>	【閱讀寶庫】獎勵計劃獲獎學生名單：(初小)		班別	學生姓名	1D(15)	李以謙(優異獎)	1M(8)	周易哲(優異獎)	2J(6)	趙暘(優異獎)	【閱讀寶庫】獎勵計劃獲獎學生名單：(高小)		4D(17)	李以諾(季軍)	4J(8)	鍾健一(優異獎)
【閱讀寶庫】獎勵計劃獲獎學生名單：(初小)																				
班別	學生姓名																			
1D(15)	李以謙(優異獎)																			
1M(8)	周易哲(優異獎)																			
2J(6)	趙暘(優異獎)																			
【閱讀寶庫】獎勵計劃獲獎學生名單：(高小)																				
4D(17)	李以諾(季軍)																			
4J(8)	鍾健一(優異獎)																			
9. 工作坊及講座	全學年	羅家華	<ul style="list-style-type: none"> - 12月15日及1月5,6及9日邀請兒童文學作家潘明珠為五、六年級精英班學生主持寫作工作坊，學生須寫作一篇文章，由潘老師批改及給予回饋。 - 2月17日邀請著名作家君比為四年級學生主持寫作講座，主題是如何取材。 	<ul style="list-style-type: none"> - 工作坊能啟發學生的創意思維，學生表現雀躍和投入，課後能用心創作故事。 - 講座內容合適，學生對講題感興趣，表現亦見投入。 																
10. 必讀書	全學年	何潔生	<p>各班訂購三款圖書，每款十多本，共三十多本，給學生約一個月時間閱讀，並完成有關的工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。</p>	<ul style="list-style-type: none"> - 這活動有助推動閱讀風氣。 - 今年有別於以往供學生在長假期中閱讀，本年各班科任改於12、2及4月分別把各班三套不同的必讀書借給學生，讓學生有約一個月時間閱讀，並完成相關跟進活動。 - 五年級尖子班於學期初購入不同著名人物的傳記，供學生借閱。 - 一年級曾有意於學期初訂購一套新必讀書，唯該書已改版，而改版後的圖書的程度並不適合一年級學生閱讀，故暫擱置訂書計畫。 																

11. 兒歌/古文/ 詩歌欣賞	全學年	全體老師	<ul style="list-style-type: none"> - 由中文科老師自編教材。 - 低年級由老師在課上略作講解及帶讀，而高年級則由學生自學。 - 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，而課後練習還滲入了識字元素。 - 五、六年級以學習古詩文為主。 	<ul style="list-style-type: none"> - 同學於課堂內學習古文或詩歌，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。 - 高年級學生提前接觸古文，能讓他們認識古文的特點，減輕升中後學習古文的困難，有助高小與初中之課程銜接。 								
12. 圖書教學	全學年	一年級及 二年級老師	<ul style="list-style-type: none"> - 老師根據圖畫書的內容，設計課堂活動及工作紙，引領學生進行討論及活動。 - 引導學生閱讀圖畫書，能提升學生閱讀的興趣，並發展他們的思維、閱讀及說話能力。 - 一年級選用《這是誰的》及《超神奇糖果舖》。 - 二年級本年亦推行圖書教學，選用《搬過來，搬過去》及《不要隨便跟陌生人走》。 	<ul style="list-style-type: none"> - 由於故事內容有趣，具吸引力，因此學生的反應熱烈，積極投入課堂的活動。 - 通過圖畫書跟學生分享故事，有助提高他們閱讀中文課外書的興趣，發展思維、閱讀及說話能力，並同時進行德育訓練。 								
13. 辯論隊	全學年	何潔瑩 曾欣兒	<p>(一)活動目標:訓練學生的思辯能力、提升讀寫聽說能力</p> <p>(二)活動對象:小四至小六學生</p> <p>(三)推動時間:全年</p> <p>(四)活動內容:參與兩個公開賽(第四屆基本法多面體全港小學辯論賽及保良局第七屆全港小學校際辯論賽)、兩個友誼賽</p>	<p>(一)比賽成績如下:</p> <table border="1" data-bbox="1240 967 2186 1168"> <tr> <td>保良局第七屆全港小學校際辯論賽</td> <td>最佳辯論員(6S:黎穎誠)</td> </tr> <tr> <td>第四屆基本法多面體全港小學辯論賽</td> <td>最佳辯論員(6S:黎穎誠)</td> </tr> <tr> <td>友誼賽(陳瑞祺喇沙小學)</td> <td>最佳辯論員(5S:古卓謙)</td> </tr> <tr> <td>友誼賽(聖方濟各英文小學)</td> <td>最佳辯論員(5S:陳耀生)</td> </tr> </table> <p>(二)活動檢討:</p> <ol style="list-style-type: none"> 1. 透過參與不同賽制的比賽，增加同學與他校學生切磋的機會，從而豐富同學的比賽經驗。 2. 總結本年度的比賽，比賽的同學漸漸掌握了演說及反駁技巧，但臨場表現仍較緊張，故未能完全發揮水準。 	保良局第七屆全港小學校際辯論賽	最佳辯論員(6S:黎穎誠)	第四屆基本法多面體全港小學辯論賽	最佳辯論員(6S:黎穎誠)	友誼賽(陳瑞祺喇沙小學)	最佳辯論員(5S:古卓謙)	友誼賽(聖方濟各英文小學)	最佳辯論員(5S:陳耀生)
保良局第七屆全港小學校際辯論賽	最佳辯論員(6S:黎穎誠)											
第四屆基本法多面體全港小學辯論賽	最佳辯論員(6S:黎穎誠)											
友誼賽(陳瑞祺喇沙小學)	最佳辯論員(5S:古卓謙)											
友誼賽(聖方濟各英文小學)	最佳辯論員(5S:陳耀生)											

			(陳瑞祺喇沙小學及聖方濟各英文小學)	3. 本年度，四年級及部分五年級的學生懶於思考，亦不踴躍發言，老師在教導上有一定的困難。
14. 教師發展活動	全學年	洪卓筠 何穎賢	主題：「觀課、評課和一堂好課」 日期：三月二十七日 時間：上午 11:00-12:30 地點：多媒體語言室	活動檢討： 是次活動的講員為資深中文教師陳漢森先生，他為我們分享一堂好課的主要元素，當中尤以觀察學生如何學習及學習成效最為重要，是評核一個課堂的重要指標。陳先生更分享他的觀課經驗及教學心得，本科老師獲益良多。
15. 戲劇組	全學年	羅家華 朱譚月清 何穎賢	<ul style="list-style-type: none"> - 從三至六年級學生當中選拔二十四名學生參加才藝班，並邀外聘導師周家輝先生指導戲劇訓練。 - 導師通過各種遊戲，訓練學生之想像力及表達能力；同時，在排練過程中，教授舞台知識及技巧。 - 是次劇目以馬戲團表演為故事骨幹，以愛護動物為主題，帶出人類要善待動物的訊息。學生透過經驗分享、討論、反思等活動更了解主題，並能參與創作。 	<ul style="list-style-type: none"> - 本年的劇目為《烏烏馬戲團》。 - 是次參加「香港學校戲劇節」，話劇組成員更榮獲「傑出舞台效果獎」、「傑出整體演出獎」及「傑出合作獎」；6J 林天翱同學、5S 李晉康同學及 4J 鍾健一同學更獲得「傑出男演員獎」。 - 戲劇訓練讓學生寓遊戲於學習，而透過演出，讓他們親身體驗舞台表演的樂趣及運用聲線、形體動作的表演技巧，學生樂在其中，獲益良多。
16. 學校網頁	全學年	陳佩桃	學期開始，更新成員和來年活動的資料，並把照片上載於學校網頁。	每項活動結束後，需把照片上載於學校網頁。
17. 境外交流	四月	朱譚月清 洪卓筠	交流地點：新加坡 日期：四月九日至四月十三日 學生人數：24 人 領隊老師：朱譚月清、洪卓筠、王健屏 活動目標： <ol style="list-style-type: none"> 1. 透過遊覽名勝古蹟，讓學生認識新加坡的歷史和文化。 	活動檢討： <ol style="list-style-type: none"> 1. 這次旅程中，透過參觀不同的博物館及遊覽景點，加深了學生對中華文化的體認，同時更讓學生認識新加坡的歷史文化。此外，學生有機會到道南小學及 St. Hilda's Primary School 上課及進行交流，親身體驗新加坡的校園生活，擴闊視野。總括而言，是次旅程兼備文化學習及學術交流的元素，達到是次遊學團的學習目標。 2. 這次旅程美中不足的是旅行公司的安排有欠妥當，如旅行公司沒

			<ol style="list-style-type: none">2. 透過參加當地舉辦的工作坊及導賞，讓學生加深對新加坡文化的認識。3. 透過學校交流活動，讓學生了解新加坡的學習文化。	有安排到海事博物館的鄭和館參觀，也沒有主動安排午餐退款。
--	--	--	---	------------------------------

Achievement & Reflection of Mathematics Department Development Plan 2016-2017

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.1 Strategies/Tasks: To organized school visits or seminars to improve the teaching effectiveness

Report & Evaluation:

In this academic year, the Mathematics Department organized 6 school visits for subject teachers to exchange good teaching practices and strategies with teachers from other schools. 94% of Mathematics teachers took part in these exchanges. After the school visits to SPCCPS and Hong Kong Baptist Convention Primary School, sharing sessions were held and certain teaching approaches and strategies were adopted to better suit our students' needs.

Date	School & Event	Number of Participants	Sharing Session
September 2016	Professional Sharing with Educators from the Association of Independent School in North Territories of Australia (AISNT)	5	✓
31 October & 1 November 2016	Saint Hilda's Primary School (Singapore)	6	✓
23 February 2017	Hong Kong Baptist Convention Primary School	1	✓
December 2016, January 2017, March 2017	St Paul's Co-educational College Primary School	9	✓
26 April 2017	Hangzhou Chongwen Experimental School (杭州市崇文實驗學校)	6	✓
24 May 2017	Tao Nan School (Singapore) (道南學校)	6	✓

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

Report & Evaluation:

The following professional sharing sessions were organised by the Mathematics Department for Mathematics teachers this academic year:

Term	Date	Talk or Course Title	Organization	Duration	Teachers	Sharing
Term 1 (Sept – Dec 2016)	September 2016 – June 2017	MSc Mathematics Education	The Chinese University of Hong Kong	2 years	Mr. Lawrence Ng	
	October - November 2016 (Every Thursday)	數學活動設計課程	Hong Kong Professional Teachers' Union	12 hours	Ms. Ronnie Liang	
	11 November 2016	「STEM 教育行動」：如何令 Maker 思維融入校園 / 當代生物技術應用	FabLearn Hong Kong 2016	3.25 hours	Mr. Louis Hau	✓
	6 December 2016	Whole-school Curriculum Planning Series: Enhancing the Interface between Primary and Secondary Levels	EDB: Curriculum Development Institute	2 hours	Ms. Pauline Ip	✓
	25-31 December 2016	香港教師專業研習課程	清華大學 - 新一代文法協會	7 days	Ms. Ronnie Liang	
Term 2 (January – April 2017)	20 January 2017	IT in Education e-Leadership Series: Briefing Session on the	EDB: Education Infrastructure Division	2.5 hours	Ms. Pauline Ip	✓

		New Support Measures under the Fourth Strategy on IT in Education (ITE4)				
10 February 2017	Connecting the Communities – IT in Education	The Hong Kong Polytechnic University	2 hours	Ms. Pauline Ip	✓	
15 February 2017	BCA Collection of Data	Holy Trinity	2 hours	Ms. Pauline Ip	✓	
16 February 2017	Assessment for Learning	EDB	2 hours	Ms. Pauline Ip	✓	
23 February 2017	行政長官卓越教學獎「開放示範課堂」計劃 – 小四數學科	Hong Kong Baptist Convention Primary School	2 hours	Mrs. Grace Ko	✓	
23 February 2017	行政長官卓越教學獎「開放示範課堂」計劃 – 小一數學科	Hong Kong Baptist Convention Primary School	2 hours	Mrs. Grace Ko	✓	
24 February 2017	優質教育基金 QEF 2013/0541 “建立數學教師專業發展社群：運用認知工具溝通平台在數碼教室內外發展學習者的數學概念”計劃第二年發佈會	The Education University of Hong Kong	2 hours	Mrs. Grace Ko Ms. Karina Luk Mr. Brian Cheung	✓	
20 March 2017	全港 STEAM Ed 研討坊 2017	鳳溪第一小學與香港大學電子學習實驗室	2.5 hours	Mr. Louis Hau, Ms. Susanna Chung, Mr. Edward Wong, Ms. Sally Yuen	✓	
25 March 2017	Opening of Maker Lab	Fung Kai School	4 hours	Ms. Pauline Ip	✓	
27 March 2017	Blue Bot, Microbit, fischertechnik	Education Technology Corporation	1 hour	Ms. Pauline Ip	✓	

	30 March 2017	STEM Introduction Workshop on the Latest Online Apps	Modern Mathematics	1.5 hours	All Math teachers	✓
	31 March 2017	Widening the Space of Learning through Promoting Self-directed & e-Learning	EDB	2 hours	Ms. Pauline Ip	✓
Term 3 (April 2017 – August 2017)	3 April 2017	BCA Briefing	EDB	2 hours	Ms. Pauline Ip	✓
	7 April 2017	IT in Education Series – Using Geogebra in Lesson Design of Math in Primary School	EDB	2 hours	Ms. Pauline Ip	✓
	6 April 2017	Consultation Forum for the Revised Mathematics Curriculum (P1 - S6) (Primary)	EDB	3 hours	Mrs. Grace Ko	✓
	28 April 2017	Primary Mathematics Curriculum Learning and Teaching Series: (8) Reading to Learn and Moral & Civic Education	EDB	3 hours	Mrs. Grace Ko	✓
	6 May 2017	Google Certified Instructor	HKT Education	8 hours	Ms. Pauline Ip & Mr. Jack Lo	
	10 May	On-going	EDB	2 hours	Mrs. Grace Ko,	✓

2017	Renewal of the School Curriculum: Updating of the Mathematics Education KLA Curriculum Guide (2017)			Ms. Karina Luk, Mr. Jack Lo	
24-26 July 2017	中國數學奧林匹克 貳級教練員證書課程	Multiple Intelligence Education Centre	3 days	Ms. Ronnie Liang	

100% Mathematics teachers attended talks or courses to update their knowledge about education development and teaching pedagogies. After attending talks or courses, all teachers shared what they had learned with colleagues in subject collaborations.

2. Curriculum & Assessment

2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning

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

Report & Evaluation:

After each quiz or assessment, teachers were required to fill in the evaluation form. They had to input data including class average marks, class standard deviation, class median marks, number of students who failed and number of students who attended the quiz or assessment. Teachers were also required to input students' weaknesses or points to note for each quiz or assessment paper. The difficulties of each set of quiz or assessment paper, and students' performance in different learning dimensions were also evaluated.

At the end of each term, students' strengths and weaknesses were analysed and suggestions were given so as to improve students' learning effectiveness.

Evaluation of the Mathematics Programme Plan 2016-2017

Activity 1 Monthly Challenging Question

Teachers-in-charge: *Ms. Teresa Fok, Ms. Ronnie Liang

Programme Evaluation:

Objective(s)	To motivate students by challenging their minds To arouse their learning interests in Math	
Target	G.1 – G.6	
Period	October & November 2017, January, February, April & May 2018	
Description	3 Mathematics Challenging Questions were displayed monthly. Students who correctly answered two or more questions were awarded a bookmark.	
Evaluation	G.1	Participation : 93% Winners: 68%
	G.2	Participation : 92% Winners: 74%
	G.3	Participation : 91% Winners: 55%
	G.4	Participation : 90% Winners: 62%
	G.5	Participation : 73% Winners: 45%
	G.6	Participation : 81% Winners: 55%
Remarks	<ul style="list-style-type: none"> ● Bookmarks were awarded to students who had correctly answered two questions. Students had shown more motivation to participate. They enjoyed discussing the questions in lesson time to solve the problems. ● Participation rate increased slightly in general when compared to last year. ● Students liked the bookmark designs a lot. ● A teacher suggested incorporating the programme into the Scheme of Work so teachers could better manage the time to do it in class. Another teacher also suggested using the online platform to do this programme due to the tight teaching schedule. These suggestions will be further discussed in the panel meeting. ● For G.2 and G.3, it is suggested that the level of difficulty of the questions could be lifted. In addition, some information provided in the questions could be made more similar to real life situations, e.g. G.3 May Q3 - Workers paid \$6/h does not align with the situation in Hong Kong. ● The activity should be continued as it keeps stimulating students' 	

	thinking. It also provides a chance for students to think and learn in a collaborative way.
--	---

Activity 2

Problem-Solving Strategies Training

Teachers-in-charge: *Ms. Karina Luk, Mr. Jack Lo

Programme Evaluation:

Objective(s)	To enhance students' problem-solving ability through learning of problem solving strategies.	
Target	G.1 – G.6	
Period	At least one problem solving week was held in an academic year.	
Description	G.1	Students were taught to solve problems by drawing diagrams, drawing table or using backward thinking.
	G.2	Students had to solve different problems, including making column forms by using the given numbers, moving one match to make the number sentences correct and the chickens-and-rabbits problems.
	G.3	Students were taught to draw diagrams to facilitate problem solving.
	G.4	Students had to solve 3 different problems, namely water displacement, drawing picture to show pattern and Venn diagram.
	G.5	Students applied the Polya's problem-solving principles to solve problems related to game strategy, number relationships, logic and capacity.
	G.6	Students were taught different problem solving strategies, e.g. drawing diagrams, tabling, trial and error, finding pattern, work backward, reasoning and algebraic equations, etc. to solve different types of problems such as logic, permutation and combination, etc.
Evaluation	G.1	Most students were able to solve the problem with the guidance given by teachers. The question that requires "backward thinking" is most challenging to the students. It is suggested to put this type of question to the last.
	G.2	Students were very engaged in solving the problems. The problems were interesting and challenging but there was insufficient time to cover all the materials in details.

	G.3	Most students had shown interest in solving the problems. The problems were interesting and challenging.
	G.4	It is suggested that teachers could teach students the thinking process so as to facilitate solving the water displacement problems. Students could solve the other two problems.
	G.5	The project boosted the problem solving skills of students. Students' diversity was catered. All students participated while some completed their work using high-order thinking skills. It is recommended this activity should continue.
	G.6	Most students enjoyed and actively participated in solving the problems. They could use more than one strategy to solve most of the problems.
Remarks	/	

Activity 3

Math Projects

Teachers-in-charge: *Ms. Pency Wong, Ms. Jessica Chan

Programme Evaluation:

Objective(s)	To facilitate students' problem-solving skill and creativity To stimulate students' interest in learning mathematics	
Target	G.1 – G.6	
Period	Students had to do at least 1 project per term. It could be group projects or individual projects.	
Description	G.1	Term 1: Calendar Design Term 2: Making Model Using 3D Shapes (Individual Project) Term 3: Designing a Picture Using 2D Shapes in Pairs
	G.2	Term 1: Treasure Map Design Term 2: Pictogram Term 3: Math Board Game Design
	G.3	Term 1: Budget Planning for Picnic Term 2: Capacity: Be a Little Teacher Term 3: Quadrilateral Poster
	G.4	Term 1: Making Shapes Term 2: Tessellation Term 3: Area of Polygon
	G.5	Term 1: Rotational Symmetrical Patterns Design Term 2: Problem Solving: First Taste of Polya's Problem

		<p>Solving Principles</p> <p>Term 3: Problem Solving: Find the dimension of the open top box with the maximum capacity that can be made from a piece of A4 paper</p>
	G.6	<p>Term 1: Curve Stitching</p> <p>Term 2: Smart Consumer</p> <p>Term 3: Math Orienteering</p>
Evaluation	G.1	<p>Term 1:</p> <p>Students were able to construct the calendars with relevant elements. However, it was found that some students could not write proper sentences to describe the activities on certain days. It was suggested that some phrases like “attend drawing lesson” and “play the piano” should be provided to students to help them write the sentences more easily.</p> <p>Term 2:</p> <p>Students were capable of doing the project and enjoyed doing it.</p> <p>Term 3:</p> <p>Students learnt to do the project collaboratively. It was suggested that students would only be required to indicate what kind of 2D shapes they had made but not the quantity of these shapes.</p>
	G.2	<p>Term 1:</p> <p>All students were able to design a treasure map with correct direction signs, creative landmarks and interesting features. They enjoyed the designing process and finding treasures using their classmates’ treasure maps. Most students were able to use directions to describe the routes accurately. However, some missing information was found on the routes designed by students, and their classmates could not find the treasure by following the routes.</p> <p>Term 2:</p> <p>It was suggested that the size of boxes for pasting pictures should be bigger. Besides, students should conduct interviews with 15 people instead of 20 people. Lastly, the layout of the project should be modified from landscape to portrait next</p>

		<p>year.</p> <p>Term 3: Some questions set by the students were too difficult. They found it confusing when writing the questions and answers on the question card. The design of the question card should be modified next year.</p>
	G.3	<p>Term 1: Students were able to collect the prices of a list of items from 3 different shops. Some students made careless mistakes in calculating the total cost. A few students were able to explain their decision on selecting the best shop to do shopping with good reasons.</p> <p>Term 2: Students felt confident in being a little teacher.</p> <p>Term 3: Students enjoyed making posters in class.</p>
	G.4	<p>Term 1: Through making 2D shapes with triangular pieces provided, students realized that all polygons could be dissected into triangles. Students with different abilities were able to finish the project creatively. However, some students forgot to bring scissors and glue sticks to school and so they had to borrow the stationery from their peers. It was suggested that teachers could prepare some spare pairs of scissors and glue sticks to improve the effectiveness of students' work.</p> <p>Term 2: Through making the tessellation patterns, students learnt more about how a tessellated pattern could be made and how some basic shapes (e.g. triangle, quadrilateral, hexagon) could be tessellated.</p> <p>Term 3: Students could handle this project at school very well with teachers' guidance. The designs were nice but some</p>

	<p>students failed to find the area of the logos correctly. Most of the students could describe their logos and found the area of their logos correctly.</p>
G.5	<p>Term 1: The quality of the product was very good. Students demonstrated understanding of rotational symmetry and designed the patterns with creativity. The best products were displayed in the Math room at Open House.</p> <p>Terms 2 & 3: The problem-solving projects in both terms were very beneficial to our students. Students learned and applied Polya's problem solving principles in the problem solving process and learnt various skills which cannot be learnt from their daily work.</p>
G.6	<p>Term 1: Most students could make curve stitching in a 2D shape and were able to appreciate the beauty of mathematics. All project work was completed in school. Teachers kept reminding students to do the project tidily. Some students demonstrated high level of creativity.</p> <p>Term 2: Students exhibited their skills in doing research and handling data. They were able to make reasonable consumption decisions. Students who worked in groups demonstrated collaborative skills and created video presentations of a high level of creativity. Their understanding about STEM was also enhanced in the process of taking the video. The reports were written in satisfactory standard given clear guidelines were provided.</p> <p>Term 3: Students learnt to set questions for the math trail and had to complete various tasks during the math orienteering. Students enjoyed the activity. However, the Wi-Fi at some check-points was unstable and inaccessible, and students could not submit their answers. Some groups could not complete the trail within the time limit. There was a need to improve students' time</p>

		management skills.
Remarks	/	

Activity 4 e-Learning /STEM

Teachers-in-charge: Ms. Pauline Ip, Mr. Brian Cheung, Mr. Louis Hau

Programme Evaluation:

Objective(s)	To promote students' self-learning attitude To enhance students' interests in IT To enhance students' IT skills	
Target	G.1 – G.6	
Period	Whole school year	
Description	G.1	Teachers used IT elements during the lessons.
	G.2	<ul style="list-style-type: none"> · Teachers used IT elements during the lessons. · Brainpop accounts were given to all G3-6 students using HKEdcity accounts. · Quizzes on Planetii were done at least once per term. · Flipped classroom was done at least once per term and was indicated in the scheme of work (G4-6). · IT skills were applied in projects, such as including Excel in making Charts, incorporating Geometer Sketchpad in curve stitching. · Online resources in intranet were used. · Plickers were used to check students' knowledge.
	G.3	
	G.4	
	G.5	
	G.6	
Evaluation	G.1	
	G.2	<ul style="list-style-type: none"> · It was successful as students' IT skills were enhanced progressively and students showed good interest in IT learning. · Online resources, such as flipped classroom, were very useful for teaching and doing pre-lesson preparations.
	G.3	
	G.4	
	G.5	
	G.6	
Remarks	/	

Activity 5**Math Team Training**

Teachers-in-charge: *Mr. Lawrence Ng, Mr. Andrew P. Kwok

Programme Evaluation:

Objective(s)	To develop students' interest towards Mathematics To foster students' problem solving skills To prepare students for Mathematics competitions
Target	Math Team members (110 boys from G.1 to G.6)
Period	Throughout the whole school year
Description	<p>After the selection in September, 110 boys were selected as Math Team member for this school year. Members had to attend regular training sessions which were held twice a week during lunch recess. Selected team members were given one extra training each week.</p> <p>Many thanks to the teachers who offered help on a voluntary basis, they are:</p> <ul style="list-style-type: none"> • Ms. Ronnie Liang and Ms. Teresa Fok for G.1 • Ms. Pency Wong and Ms. Susanna Chung for G.2 • Ms. Jessica Chan and Ms. Ada Chu for G.3 • Mr. Andrew Kwok and Mr. Edward Wong for G.4 • Mr. Anthony Lau and Mr. Brian Cheung for G.5 • Mr. Jack Lo and Mr. Lawrence Ng for G.6. <p>Easter school was held on 7th and 8th April 2017. Teachers who helped train the students include: Ms. Teresa Fok, Mr. Brain Cheung, Mr. Andrew Kwok, Mr. Anthony Lau and Mr. Lawrence Ng.</p>
Evaluation	<p>Students showed interests in the training programme and were eager to be a member of School Math Team.</p> <p>It is suggested the Department should allocate a budget for buying small gifts to show recognition to the boys who are well-behaved and hard working.</p>
Remarks	/

Teacher-in-charge: Mr. Edward Wong

Programme Evaluation:

Objective(s)	To establish a standard of reference for the students in the long-run								
Target	G.3 – G.6								
Period	10 March 2017								
Description	The International Competitions and Assessments for Schools (ICAS) for Math were held on 10 March 2017. It was made compulsory to all G.3 to G.6 students. A total of 633 students enrolled in the Math ICAS this year.								
Evaluation	Our school received 32 High Distinctions, 121 Distinctions, 209 Credits, 70 Merits and 201 Participation certificates. The following result analysis was done based on five dimensions:								
	ICAS	G.3		G.4		G.5		G.6	
		Hong Kong Score 2017 (%)	DBSPD Score 2017 (%)	Hong Kong Score 2017 (%)	DBSPD Score 2017 (%)	Hong Kong Score 2017 (%)	DBSPD Score 2017 (%)	Hong Kong Score 2017 (%)	DBSPD Score 2017 (%)
	Number & Arithmetic	61	69 (>8%)	66	75 (>9%)	54	63 (>9%)	58	68 (>10%)
	Algebra & Patterns	72	80 (>8%)	78	88 (>10%)	60	66 (>6%)	62	70 (>8%)
	Measures & Units	64	70 (>6%)	60	69 (>9%)	50	56 (>6%)	46.4	51.8 (>5.4%)
	Space & Geometry	49	54 (>5%)	58	63 (>5%)	47	56 (>9%)	56.7	62.2 (>5.5%)
	Chance & Data	66	74 (>8%)	70	78 (>8%)	64	70 (>6%)	62	68 (>6%)
Remarks	/								

Activity 7G1-2 Fun Learning Weeks

Teachers-in-charge: Ms. Ada Chu, Mr. Lawrence Ng

G1 Programme Evaluation:

Objective(s)	To arouse students' interest in learning Mathematics
Target	G.1
Period	23 June 2017
Description	Students worked on a set of interesting problem solving games. They included filling in numbers according to the instructions, drawing one line pictures and drawing lines to join the same letters without crossing each other.
Evaluation	Students enjoyed the activities and got great satisfaction when solving the problems.
Remarks	/

G2 Programme Evaluation:

Objective(s)	To stimulate students' interest in learning Mathematics and help building up Math concepts
Target	G.2
Period	23 June 2017
Description	Students hosted the board game they had designed in Project 3 and played other board games designed by their classmates in the first session. Then they played a group game called "What's that". One student guessed and other members in the group provided hints for him to guess the mathematical terms that they had learned in G1 and G2.
Evaluation	The boys had lots of fun playing the board games and enjoyed answering the challenging questions designed by their classmates.
Remarks	/

Activity 8Mathematics Talk / Seminar

Teachers-in-charge: Mr. Anthony Lau, Mrs. Grace Ko

Programme Evaluation:

Objective(s)	To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit, as well as to foster students' sense of confidence in studying Mathematics
--------------	--

Target	G.5 – G.6
Period	9:00 a.m. – 10:30 a.m., 27 May 2017
Description	Title of the talk: ‘Mathemagic, Games, Mathematics’ It was conducted by Professor SIU Man Keung of Department of Mathematics, the University of Hong Kong. The talk focused on how the tricks of some games or magic is related to some mathematical theories or can be explained with mathematics. Besides conveying knowledge, the talk was also conducted in an interactive mode.
Evaluation	Students found the talk interesting and enjoyed it very much
Remarks	Some problems in compatibilities of software occurred.

Activity 9 Extended Learning Weeks

Teachers-in-charge: * Ms. Jessica Chan, Ms. Pency Wong

Programme Evaluation:

Objective(s)	To arouse students’ interests in learning Mathematics through playing games
Targe	G.1 – G.3
Period	29 th June to 11 th July 2017
Description	G.1: Tangram and Problem Solving Activity Students played tangrams to make different shapes and figures. Students also solved a problem by cutting a piece of paper. G.2: Logix & Mini-Sudoku A 45-min session was arranged for learning and playing LOGIX Level 1 and Level 2. Another 45-min session was held for learning and playing Mini Sudoku (4x4). G.3: Min-Sudoku & Regular Sudoku Students first learnt to play 4x4 mini-sudoku by drawing simple figures. When they got the basic rules and developed the basic skills, they learnt 9x9 regular sudoku in numerals. G.4-6: Create Your Own App Tutors taught students how to use codes to write a program for throwing a dice and create a pumkin game. The newly-created apps were then

	<p>transferred to a mobile device and students could play the games on the mobile phones.</p> <p>G.5-6: World Class Arena Students were required to solve different types of problems using the Polya's approach. They had to solve problems on paper as well as using iPads.</p>
Evaluation	<p>G.4-6: Create Your Own App The course was good but the tutors were inexperienced. The pace of teaching was quite slow and the tutors did not demonstrate the each step clearly. It was suggested that students could bring their own mobile phones to school so that the apps created by them could be downloaded to their mobile phones directly.</p> <p>G.5-6: World Class Arena The course was well-organized and interesting. Students actively participated in answering problem solving questions using iPads and finishing the work on paper.</p>
Remarks	/

Activity 10 External Competitions

Teachers-in-charge: *Mr. Andrew Kwok, Mr. Lawrence Ng, Mr. Anthony Lau

Programme Evaluation:

Objective(s)	To foster students' curiosity and interests in studying mathematics To motivate students to explore and solve mathematics problems
Target	G1 – G6 Math Team members
Period	September 2016 to August 2017
Description	Details about the results of the external competitions are listed in the table below.
Evaluation	The School Mathematics Team entered 10 external competitions. Thanks to the teachers who helped supervise the participants and invigilate in competitions on Saturdays and Sundays. The results of the competitions have been excellent this year.
Remarks	/

Date	Teachers / Invigilators	Competition	Results
3-12-2016 (Preliminary) 1-4-2017 (Final)	Mr. Lawrence Ng & Mr. Andrew Kwok	3 rd HK Mathematics Challenge	<u><i>Preliminary</i></u> Individual: <ul style="list-style-type: none"> • 12 Gold Awards • 11 Silver Awards • 6 Bronze Awards Team: <ul style="list-style-type: none"> • G.4: 1st Position, • G.6: 3rd Position <u><i>Final</i></u> Individual: <ul style="list-style-type: none"> • 2nd Position - Jonathan Chan (5M) Team: <ul style="list-style-type: none"> • G.4: 2nd Position
1-1-2017 (G.1-2) 2-1-2017 (G.3-6)	Mr. Lawrence Ng & Mr. Andrew Kwok	Hua Xia Cup 2017	Individual: <ul style="list-style-type: none"> • 66 1st Class Awards • 23 2nd Class Awards • 7 3rd Class Awards Team: <ul style="list-style-type: none"> • G.1: 1st Position • G.3: 1st Position • G.5: 1st Position Overall: <ul style="list-style-type: none"> • 2nd Position
21-1-2017	Mr. Andrew Kwok & Mr. Lawrence Ng	20 th Sheng Kung Hui Primary Mathematics Olympiad	Individual: <ul style="list-style-type: none"> • 4th Position - Cyrus Kong (6J) • Outstanding Performance: Brian Chow (6D) Jonathan Chan (5M) Team: <ul style="list-style-type: none"> • 4th Position
19-2-2017 (G.3,4,6)	Ms. Jessica Chan, Mr. Brian Cheung, Ms. Teresa Fok, Ms. Ronnie Liang,	24 th HK Primary Mathematics Olympiad	Team: <ul style="list-style-type: none"> • G.1 & 2: 1st Position • G.3 & 4: 1st Position • G.5 & 6: 4th Position
30-4-2017 (G.1,2,5)	Mr. Edward Wong, Mr. Jack Lo, Mr. Anthony Lau & Mr. Andrew Kwok		

18-2-2017	Mr. Andrew Kwok & Mr. Anthony Lau	12 th HK Mathematics Creative Problem Solving Competition	Team: • Gold Award
11-3-2017 (G.1) 12-3-2017 (G.2-6)	Mr. Lawrence Ng & Mr. Andrew Kwok	Hong Kong Open 2017	Individual: • 58 Gold Awards • 22 Silver Awards • 6 Bronze Awards Team: • G.1: 1 st Position • G.3: 1 st Position Overall: • 3 rd Position
3-5-2017	Mr. Andrew Kwok	2017 Multiple Intelligences Cup	Individual: • G.1: 2 nd Position • G.2: 1 st Position • G.3: 2 nd position • G.4: 1 st Position • G.5: 1 st Position Overall: • 1 st Position
6-5-2017 (Preliminary) 27-5-2017 (Final)	Mr. Lawrence Ng, Mr. Anthony Lau & Mr. Andrew Kwok	28 th HK Primary Mathematics Competition	<u><i>Preliminary</i></u> Individual: • Outstanding Performance Cyrus Kong (6J) • 1 st Class Awards Brian Chow (6D) Jonathan Chan (5M) Team: • 1 st Position (Kowloon East) <u><i>Final</i></u> Overall: • 3 rd Position

Activity 11

Staff Development

Teachers-in-charge: *Mrs. Grace Ko, Ms. Sally Yuen**Programme Evaluation:**

Objective(s)	To enhance teachers' interest in learning and teaching Math To strengthen teachers' strategies and abilities on teaching Math To keep abreast of the trend of education development and the latest teaching pedagogies
Target	Mathematics teachers
Period	From January to June 2017
Description	Mr. Tsang Kin Wah, a lecturer from the Chinese University of Hong Kong as well as an advisor of New Asia Publishing Company, was invited to hold a STEM introduction workshop on the latest online apps for our teachers. Teachers were encouraged to make more use of online apps in class. Besides, all Math teachers were encouraged to participate in different kinds of talks / seminars / workshops to keep abreast of the trend of education development and the latest teaching pedagogies.
Evaluation	100% teachers attended the STEM workshop organised by Modern Mathematics. 11 out of 17 Mathematics teachers (65%) attended talks or courses organised by the EDB or other organisations to update their knowledge about education development and teaching pedagogies. After attending talks or courses, all participating teachers shared what they had learned with colleagues in subject collaborations. Teachers found the talks and sharing very useful.
Remarks	/

Achievement & Reflection of General Studies Department Development Plan 2016-2017

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.1 Strategies/Tasks: To organize school visits or seminars to improve the teaching effectiveness

Report & Evaluation:

Four school visits were held in December 2016, January and March 2017. Teachers had lesson observation, professional dialogue and exchanged good teaching practices during the visits.

The following visits were arranged by the General Studies Department for GS teachers this academic year:

1. DBSPD to St. Paul's Co-education College Primary school (SPCCPS) on 9 December 2016
2. DBSPD to Shanghai Alumni Primary School on 9 December 2016
3. St. Paul's Co-education College Primary school (SPCCPS) to DBSPD on 6 January 2017
4. DBSPD to St. Paul's Co-education College Primary school (SPCCPS) on 27 March 2017

1. Student Learning & Teaching

1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

Report & Evaluation:

100% of teachers attended talks or courses to update their knowledge about education development and teaching pedagogies. After attending talks or courses, all participating teachers were required to share what they had learned with colleagues in subject collaborations. Teachers found the talks and sharing very useful.

The following professional sharing sessions were organized by the General Studies Department for GS teachers this academic year:

1. STEM education workshop organized by Pearson on 20 September 2016
2. Hands-on Workshop of setting online FAs by using e-Class on 29 November 2016.
3. The use of IT in Education on 28 February 2017
4. The use information technology to conduct scientific investigation in Mai Po for primary schools on 7 March 2017
5. IT in Education Subject-related Series: Use of e-Learning to Facilitate Learning and Teaching (Open Lesson for General Studies in Primary School) on 3 April 2017
6. Starting STEM Education from GS textbook on 28 April 2017
7. IT in Education Subject-related Series: Use of e-Learning to Facilitate Learning and Teaching (Open Lesson for General Studies in Primary School) on 28 April 2017
8. Steam Ed Seminar 2017 at Fung Kai School on 29 April 2017
9. Workshop of STEM in GS Education on 9 May 2017
10. Quality School Improvement Project on 9 May 2017

2. Curriculum & Assessment

2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning

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

Report & Evaluation:

After each assessment, teachers were required to hold an evaluation meeting. They had to report the findings in the evaluation form. Students' strengths and weaknesses were analyzed so as to improve teaching and learning to better suit students' needs and learning styles. Recommendations and feedback were collected during subject collaborations. The suggestions will be incorporated into the curriculum planning for next school year.

Evaluation of General Studies Programme Plan 2016-2017

Programme Summation:

In the 2016-2017 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 1	Activities of National Identity
Objective(s)	<ol style="list-style-type: none"> 1. To help students develop a sense of pride and identification with our home country through participating in a series of activities 2. To ensure students to have a better understanding about the National Day
Target	G.1 – 6
Period	30/9/2016, 30/6/2017
Description	<ol style="list-style-type: none"> 1. In order to arouse students' interest in learning Chinese history, three booth games were set up in the Covered Playground for G1-2, G3 and G4-6 students respectively during the 2nd recess on 30 Sept 2016. 2. Two Flag Raising Ceremonies were held on 30 Sept 2016 and 30 June 2017 to promote national identity. GS II teachers showed the related PowerPoint to students before the ceremony on 30 Sept 2016.
Evaluation	<ol style="list-style-type: none"> 1. 10 student helpers were recruited to help in the game booths. Students enjoyed the booth games during the 2nd recess. 2. Both Flag Raising Ceremonies went smoothly except the flag of Hong Kong could not be raised smoothly at the beginning of the ceremony on 30 Sept 2016 due to technical problems. Students learnt to keep solemn while observing the ceremony and the experience helped nurture in students a sense of belonging to the country.

Activity 2	Fun Learning Weeks - GS Talk
Objective(s)	<ol style="list-style-type: none"> To enable students to learn about various topics to supplement the regular curriculum To experience the subject under a new light where students have fun & learn
Target	G.1 – 2
Period	19 – 28/6/2017
Description	A talk about personal, food & environmental hygiene delivered by the Health Department was organized for G.1 – 2 students on 23 June 2017. The talk included some tips on personal, food & environmental hygiene.
Evaluation	The talk was held smoothly. Students enjoyed the talk, especially the part showing the detector dog performing duties.

Activity 3	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	G1-6
Period	Whole school year
Description	<ol style="list-style-type: none"> Environmental Ambassadors <ul style="list-style-type: none"> Two students were chosen from each class as Environmental Ambassadors. They were responsible for promoting environmental protection activities and issues to the class. Boxes for recycling and reusing paper were placed in each classroom. Recycle It Right Campaign <ul style="list-style-type: none"> G.1-6 environmental ambassadors served in the Recycle It Right Campaign during the period of 6/2/2017 – 17/3/2017. They had duties during recesses to help schoolmates collect recycling materials like paper, plastic bottles and aluminium cans. An Environmental Activity Card was distributed to G.1-6 students to encourage active participation and to arouse their awareness in recycling. Students could redeem a small prize if they collected 10 stamps. Environmental Protection Poster Design Competition <ul style="list-style-type: none"> The competition was divided into 3 levels: G.1 - 2, G.3 - 4, G.5 - 6 and it was carried out in week 27. Hydroponic Workshops <ul style="list-style-type: none"> A pilot scheme for G.4 - 6 Environmental Ambassadors was held

	<p>during the electives periods in the 1st Term. It was extended to all G.1 – 5 students in the 2nd term.</p>												
<p>Evaluation</p>	<ul style="list-style-type: none"> ● All G.5 and 6 Environmental Ambassadors (20 students in total) registered for The Students Environmental Protection Ambassador Scheme (SEPAS) organized by Environmental Campaign Committee (ECC). They were awarded certificates and environmental badges. ● The elective programme “environmental ambassadors” will be cancelled next academic year. Evaluation has been done. Since all students, except G.6, had hydroponic workshops in the 2nd term this year, it was unnecessary to launch the pilot scheme for the environmental ambassadors again next year. ● The winning posters of the Environmental Protection Poster Design Competition had been made into water-proof posters and were posted up in classroom for decoration. ● All G.1 – 5 students and Environmental Ambassadors attended the hydroponic workshop this year. Some feedback from teachers was as follows: <table border="1" data-bbox="459 976 1406 2033"> <thead> <tr> <th data-bbox="459 976 603 1025">Grade</th> <th data-bbox="603 976 1406 1025">Teachers’ Feedback</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1025 603 1223">1</td> <td data-bbox="603 1025 1406 1223"> <ul style="list-style-type: none"> ● Students had difficulties in understanding the special terms. ● Time for planting activities was not sufficient. ● Planting was fun and students enjoyed a lot. </td> </tr> <tr> <td data-bbox="459 1223 603 1460">2</td> <td data-bbox="603 1223 1406 1460"> <ul style="list-style-type: none"> ● Some classes clashed with other classes in watering. ● Some classes could not go watering as scheduled due to heavy rains. ● In general students enjoyed the activities. </td> </tr> <tr> <td data-bbox="459 1460 603 1704">3</td> <td data-bbox="603 1460 1406 1704"> <ul style="list-style-type: none"> ● The briefing session should be shortened and the time for planting should be extended. ● Portable microphones should be purchased for teacher’s use. ● Students enjoyed the activities in general. </td> </tr> <tr> <td data-bbox="459 1704 603 1845">4</td> <td data-bbox="603 1704 1406 1845"> <ul style="list-style-type: none"> ● Students did not have sufficient time to observe the plant growth. ● More tasks could be given to students. </td> </tr> <tr> <td data-bbox="459 1845 603 2033">5</td> <td data-bbox="603 1845 1406 2033"> <ul style="list-style-type: none"> ● The tutors were knowledgeable and gave clear instructions. ● Time was insufficient and students could not do all the watering. </td> </tr> </tbody> </table>	Grade	Teachers’ Feedback	1	<ul style="list-style-type: none"> ● Students had difficulties in understanding the special terms. ● Time for planting activities was not sufficient. ● Planting was fun and students enjoyed a lot. 	2	<ul style="list-style-type: none"> ● Some classes clashed with other classes in watering. ● Some classes could not go watering as scheduled due to heavy rains. ● In general students enjoyed the activities. 	3	<ul style="list-style-type: none"> ● The briefing session should be shortened and the time for planting should be extended. ● Portable microphones should be purchased for teacher’s use. ● Students enjoyed the activities in general. 	4	<ul style="list-style-type: none"> ● Students did not have sufficient time to observe the plant growth. ● More tasks could be given to students. 	5	<ul style="list-style-type: none"> ● The tutors were knowledgeable and gave clear instructions. ● Time was insufficient and students could not do all the watering.
Grade	Teachers’ Feedback												
1	<ul style="list-style-type: none"> ● Students had difficulties in understanding the special terms. ● Time for planting activities was not sufficient. ● Planting was fun and students enjoyed a lot. 												
2	<ul style="list-style-type: none"> ● Some classes clashed with other classes in watering. ● Some classes could not go watering as scheduled due to heavy rains. ● In general students enjoyed the activities. 												
3	<ul style="list-style-type: none"> ● The briefing session should be shortened and the time for planting should be extended. ● Portable microphones should be purchased for teacher’s use. ● Students enjoyed the activities in general. 												
4	<ul style="list-style-type: none"> ● Students did not have sufficient time to observe the plant growth. ● More tasks could be given to students. 												
5	<ul style="list-style-type: none"> ● The tutors were knowledgeable and gave clear instructions. ● Time was insufficient and students could not do all the watering. 												

Activity 4a	Other Learning Experiences – GS Field Trips
Objective(s)	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	6/11/2016– 18/4/2017
Description	<ol style="list-style-type: none"> 1. G.1 students went to Hong Kong Zoological and Botanical Gardens to learn about different types of plants and animals. 2. G.2 students visited the School of Foundation Training, Hong Kong Police College about the duties of police officers. 3. G.3 students visited Kadoorie Farm and Botanic Garden to learn various species of plants and animals. 4. G.4 students visited the Hong Kong Observatory to learn about different tools used for weather forecast in Hong Kong. 5. G.5 students went to the Electrical and Mechanical Services Department to learn about different alternative sources of energy. 6. G.6 students visited Kowloon City Magistrates’ Courts to learn about the function of judiciary of the HKSAR.
Evaluation	<ul style="list-style-type: none"> ● Same as the past few years, the field trips were organized in-line with the teaching schedule and the availability of the venue. Students enjoyed the trips very much as they could acquire more knowledge related to the GS curriculum while it was also related to their daily life. ● The exact dates for GS field trips were not marked on the school calendar as the dates are dispersed. However, all teachers were informed about the schedule of the all trips during the staff briefing once all bookings could be confirmed. The schedule was also posted on the staff notice board. Teachers were reminded to pay attention to the dates of field trips. ● Teachers were reminded to have a better time control during the visit. They were also reminded to check the number of students frequently and pay more attention to students’ behaviour as some students got hurt during the visit as they ran around.

Activity 4b	Other Learning Experiences – Life Education Activity Programme (L.E.A.P)
Objective(s)	<ol style="list-style-type: none"> 1. To enable students to have a healthy personal development 2. 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 3. To develop students’ critical thinking skills

Target	G.1-6									
Period	24/4/2017 – 12/5/2017									
Description	<ol style="list-style-type: none"> 1. An outsourced organization “LEAP” was invited to deliver life education. Various teaching materials were used and the lessons were conducted in a mobile classroom. 2. Students attended workshops and the themes were as follows. <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 and internet safety ➤ G.6 – Drug Abuse and Bullying 3. GS II teachers (except 6D and 5D which the GS I teachers took charge) were required to conduct follow-up activities with students during lessons. Students had to complete relevant worksheets in order to consolidate thir learning. 									
Evaluation	<table border="1"> <thead> <tr> <th>Grade</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>G.1</td> <td> <ul style="list-style-type: none"> ◆ Students were excited and cooperative. ◆ Students were generally good in discipline with good motivation in joining the activities. ◆ The tutor was experienced. ◆ Some students were tired after sitting on the floor for a long time. </td> </tr> <tr> <td>G.2</td> <td> <ul style="list-style-type: none"> ◆ The tutor was experienced in delivering the programme. ◆ Students were engaged in lesson and they enjoyed a lot. </td> </tr> <tr> <td>G.3</td> <td> <ul style="list-style-type: none"> ◆ The flow of the lesson was good. ◆ The lesson was well-organized and concepts were presented clearly. ◆ The tutor was very experienced and was able to maintain classroom discipline. </td> </tr> </tbody> </table>		Grade	Remarks	G.1	<ul style="list-style-type: none"> ◆ Students were excited and cooperative. ◆ Students were generally good in discipline with good motivation in joining the activities. ◆ The tutor was experienced. ◆ Some students were tired after sitting on the floor for a long time. 	G.2	<ul style="list-style-type: none"> ◆ The tutor was experienced in delivering the programme. ◆ Students were engaged in lesson and they enjoyed a lot. 	G.3	<ul style="list-style-type: none"> ◆ The flow of the lesson was good. ◆ The lesson was well-organized and concepts were presented clearly. ◆ The tutor was very experienced and was able to maintain classroom discipline.
Grade	Remarks									
G.1	<ul style="list-style-type: none"> ◆ Students were excited and cooperative. ◆ Students were generally good in discipline with good motivation in joining the activities. ◆ The tutor was experienced. ◆ Some students were tired after sitting on the floor for a long time. 									
G.2	<ul style="list-style-type: none"> ◆ The tutor was experienced in delivering the programme. ◆ Students were engaged in lesson and they enjoyed a lot. 									
G.3	<ul style="list-style-type: none"> ◆ The flow of the lesson was good. ◆ The lesson was well-organized and concepts were presented clearly. ◆ The tutor was very experienced and was able to maintain classroom discipline. 									

Evaluation	Grade	Remarks
	G.4	<ul style="list-style-type: none"> ◆ The lesson was related to the nervous system and drugs. Although not directly related to the GS I curriculum, the information was useful to the students. ◆ The tutor was very patient and managed the classroom well.
	G.5	<ul style="list-style-type: none"> ◆ The lesson was related to smoking and the respiratory system. ◆ One class that was taught in English did not behave well as the tutor could not deliver the concept clearly and the materials were not detailed enough. ◆ The lessons for other classes included role-play and AR which made the lesson more interesting. ◆ The students were engaged in the lesson although they chatted a lot.
	G.6	<ul style="list-style-type: none"> ◆ The lesson was related to drug abuse and bullying. ◆ The flow of the lesson was good and the concepts were presented clearly. ◆ With the application of AR, students were engaged in the activities and the lesson went smoothly.

Activity 4c	Other Learning Experiences – GS Activities for Extended Learning Weeks	
Objective(s)	<ol style="list-style-type: none"> 1. To enable students to learn about various topics to supplement the regular curriculum 2. To conduct STEM activities to supplement the GSI curriculum 	
Target	G1–3	
Period	29/6/2017–12/7/2017	
Description	STEM activities were held for students of all levels as classroom activities.	
	The STEM activities for different grades are listed as follows:	
	Grade	Science activities
	Grade 1	<p>3-in-1 picture</p> <p>Students made a 3-in-1 picture with simple materials. They learnt that different images can be seen from different angles.</p>

	Grade 2	Magnetic paper ring Students learnt about the characteristics of paper and properties of Mobius strips.
	Grade 3	Paper Bridge Students learnt about the relationship between the shape of a piece of card and its strength. They also learnt about the structures of bridges and statics.
Evaluation	Students actively participated and enjoyed the STEM activities. Students could apply different science concepts by conducting interesting experiments.	

Activity 4d	Other Learning Experiences – International Day of Peace (21 September)	
Objective(s)	<ol style="list-style-type: none"> To promote global unity and intercultural cooperation among students To encourage students to take specific actions to reduce conflict and violence around them 	
Target	G.1 – 6	
Period	28 – 30/9/2017	
Description	<ol style="list-style-type: none"> <u>Morning Assembly Sharing by Students (G.1-6)</u> A sharing about the message of International Day of Peace was given by G.6 students during the morning assembly on 28 Sept 2016. The pledges of promoting peaceful learning environment were distributed to students by class teachers during the first period afterwards. <u>Lunch Movie Show (G.1-6)</u> A video about peace (lasted for 15 minutes) was showed to all students during lunch time on 29 Sept 2016. <u>Origami Workshop: Crane (G.4-6)</u> G.4 – 6 students joined the origami workshop to learn making paper cranes during the lunch recess on 30 Sept 2016. Participants were encouraged to spread the message of peace making to their friends or families by sending them paper cranes or teaching them how to make paper cranes. 	

Evaluation	<ol style="list-style-type: none"> 1. <u>Morning Assembly Sharing by Students (G.1-6)</u> <ul style="list-style-type: none"> ● G1 students were invited to attend the assembly this year. However, the contents might be too difficult for them to understand. 2. <u>Lunch Movie Show (G.1-6)</u> <ul style="list-style-type: none"> ● Most of the students, especially the junior grade students, reflected that the lunch movie show was good. 3. <u>Origami Workshop: Crane (G.4-6)</u> <ul style="list-style-type: none"> ● Nearly 100 students participated in the workshop. The atmosphere was nice. ● Some students requested taking a few more pieces of paper back home to fold more paper cranes and continued to pass on the message. ● More teacher-helpers can be recruited next time.
------------	--

Activity 4e	Other Learning Experiences – Star-gazing party
Objective(s)	To enable students to learn more about astronomy and let them have a chance to observe the stars in the sky on the school campus
Target	G.5
Period	6/1/2017
Description	Students learned more about astronomy and observe the stars by using a telescope on the school campus.
Evaluation	The activity was held successfully since the weather was fine. A short briefing on astronomy was given before the activity. Participants then proceeded to the School Field for the star-gazing activity. They were able to see the Mars and Venus through the telescope. They also took some telescope images of Mars and Venus. Both the students and parents enjoyed the activities very much.

Activity 4f	Other Learning Experiences – PD/ SD Joint Division Field Trips
Objective(s)	To enable students to visit Shing Mun Redoubt and learn about the history of Hong Kong during the Second World War
Target	G.5-6
Period	18/2/2017
Description	A joint-division field trip to Mount Davis and Sai Wan War Cemetery was held on 18 February 2017. Eleven G.5 students joined the trip.
Evaluation	The trip was organized smoothly. Students enjoyed the trip a lot and they are looking forward to the trip next year.

Activity 4g	Other Learning Experiences – Joyful Fruit Party
Objective(s)	<ul style="list-style-type: none"> ● To introduce the benefits of eating fruit ● To enhance the awareness of the importance of eating fruit among primary students ● To encourage students to form a daily habit of eating fruit ● To create an atmosphere that favours fruit consumption both inside and outside the school
Target	G.1-6
Period	10/5/2017 (G.4-6 students), 11/5/2017 (G.1-3 students)
Description	<ol style="list-style-type: none"> 1. This activity was co-organized with the PTA. An e-circular of the party was issued. Students with food allergy were advised to participate in the games only, but not to eat anything prepared in the party. 2. Students were asked to bring fruit to school. Class teachers instructed students to put their fruit in a box placed outside their classrooms during the first CP on 9 May 2017. 3. There were 5 food stalls and 1 gift stall. 4. Students not joining the party had classroom recess for easier administration.
Evaluation	<ol style="list-style-type: none"> 1. Students enjoyed the party very much and they displayed good discipline. 2. Some students wanted to redeem the gifts only, so they asked other schoolmates to eat the fruit for them. 3. The programme ran smoothly with the supervision of all GS teachers during recess.

Activity 4h	Other Learning Experiences – Fun into Food Activities
Objective(s)	<ol style="list-style-type: none"> 1. To promote the awareness of the importance and benefits of healthy eating 2. To introduce the benefits of good nutrition 3. To encourage students to try a variety of food
Target	G.1-6
Period	13 – 24/2/2017 (G.1 – 4), 4/7/2017 (G.5 – 6)

Description	<p>G.1 – 2: Fun fitness games, nutritional quizzes and simple cookery lessons such as making fruits smoothies and granola pot making were included in the programme for G.1 and G.2 students respectively.</p> <p>G.3: Food Group and Salad Making; G.4: Go Green (Making Vegetarian Crepe) The programme included using food from different food groups to create a healthy and balanced salad.</p> <p>G.5 – 6: Master Chef Two groups of students were invited to cook a well balanced dish in the competition. They were required to prepare a healthy meal under supervision of teachers and staff members from Chartwells, the school caterer. Other students would judge and cast their votes based on the taste and nutritional value of the dish.</p>
Evaluation	Students enjoyed the hands-on activities very much. They learnt the importance of healthy diet and would develop a healthy eating habit through taking part in the activities.

Activity 4i	Other Learning Experiences – Dialogue Session with Astronauts from China
Objective(s)	To enhance students’ knowledge about the development and achievements in astronomy in China nowadays
Target	G.3 – 5
Period	29/6/2017
Description	10 G.3 – 5 students were invited to join the dialogue session. They learnt more about the latest space technology in China
Evaluation	Students learnt and enjoyed a lot during the talk. They also learnt about the physical changes of human body in the space and the lives of the Chinese astronauts.

Activity 4j	Other Learning Experiences – Visit to the Court of Final Appeal
Objective(s)	To enhance students’ knowledge about the history and operation of the judiciary, and their understanding about the history and architectural heritage of the building of the Court of Final Appeal.
Target	G.5 – 6
Period	12/7/2017
Description	23 students and 2 teachers joined the guided tour. The group visited the court, Exhibition Gallery and Architectural Heritage Gallery. The

	Exhibition Gallery provides information about the history and operation of the Judiciary, and displays precious historic photographs and artifacts of the Judiciary. The Architectural Heritage Gallery introduces the history and transformation of the building as well as its architectural design and construction technology.
Evaluation	Students enjoyed the visit very much as they learnt a lot about the history and operation of the Judiciary. They also asked a lot of questions about the occupation as a judge.

Activity 5	G.S. Room Improvement and Resource Building
Objective(s)	<ol 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 the textbooks and workbooks
Target	G.1-6 and all GS teachers
Period	Whole school year
Description	A number of models and experiment equipment were purchased for teachers to conduct classroom activities and experiments.
Evaluation	It is ideal to provide more teaching aids for teachers to conduct experiments and activities.

Activity 6	Staff Development
Objective(s)	<ol style="list-style-type: none"> To further develop teaching strategies to cater to students' learning diversity To sharpen teachers' professional knowledge and attitude and to further improve the quality of teaching
Target	All GS teachers
Period	29/11/2016, 7, 14 & 27/3/2017, 25 & 28/4/2017, 2 & 9/5/2017
Description	<ol style="list-style-type: none"> On 29 November 2016, all GS teachers attended a hands-on workshop on setting online FAs by using eClass which was conducted by Mr. Louis Hau. On 28 February 2017, all GS teachers attended a sharing session on the use of IT in Education conducted by Mr. Philip Wong and Mr. Calvin Chan. On 7 March 2017, all GS teachers attended a sharing session on the use of information technology to conduct scientific investigation in Mai Po for primary schools. On 14 March 2017, all GS teachers attended a sharing session on curriculum planning, pedagogies and assessment education in

	<p>Primary GS conducted by Mr. Louis Hau.</p> <ol style="list-style-type: none"> 5. On 27 March 2017, 8 teachers visited St Paul's Co-Educational College Primary School and attended a professional sharing session. 6. On 25 April 2017, 8 GS teachers attended a seminar on STEM Education organized by Hong Kong New Generation Cultural Association. 7. On 28 April 2017, all GS teachers attended a sharing session about Starting STEM Education from GS Textbook conducted by Ms. Michelle Ng, Ms. Sally Yuen & Ms. Pency Wong. 8. On 28 April 2017, all GS teachers attended a sharing session about IT in Education Subject-related Series: Use of e-Learning to Facilitate Learning and Teaching (Open Lesson for General Studies in Primary Schools) conducted by Ms. Jackie Lau and Ms. Michelle Ng. 9. On 2 May 2017, all GS teachers attended the STEAM Education Seminar 2017 at Fung Kai School led by Ms. Susanna Chung and Mr. Louis Hau. 10. On 9 May 2017, all GS teachers attended a sharing session about STEM in GS Education and Quality School Improvement Project which was conducted by Ms. Jackie Lau & Mr. Kevin Kam and Ms. Pency Wong respectively.
Evaluation	<ol style="list-style-type: none"> 1. In the hands-on workshop on setting online FAs, teachers learnt how to set a formative assessment paper by using the eClass platform. 2. In the sharing session on the use of IT in Education, an online platform of 3-Blackboard was introduced to all GS teachers. Videos and photos can be uploaded to the platform for future access in lesson. 3. In the sharing session on using IT in the field trip to Mai Po, teachers suggested a neck bag holding an iPad with internet network should be provided to each participant. It was also suggested to use a portable Wi-Fi router during the field trip. iPad applications like CounterDe & Aurasma were demonstrated during the sharing session. 4. In the sharing session on the curriculum planning, pedagogies and assessment education in Primary GS, the latest curriculum planning, pedagogies and assessment of STEM Education in Primary GS were shared by Mr. Hau. Teachers also had a hands-on workshop on the use of VR headsets and Google Cardboard.

	<p>5. In the school visit, teachers observed two GS lessons and had a professional sharing with teachers of St Paul's Co-Educational College Primary School.</p> <p>6. The general ideas of STEM were introduced by the speaker. Then, a teacher demonstrated and shared how STEM was implemented in the GS curriculum. Teachers got more ideas about how STEM could be implemented in our school curriculum.</p> <p>7. In the sharing session on the Starting STEM Education from GS Textbook, teachers learnt more about integrating daily and situational examples in teaching. Students are encouraged to use P-I-E cycle in conducting their projects.</p> <p>8. In the sharing session on Open Lesson for General Studies in Primary Schools, some iPad applications like google classroom, Edpuzzle and simpleMind+ were introduced for lesson planning and teaching. It was suggested that teachers could adapt more iPad applications in their lesson planning.</p> <p>9. In the sharing session on STEAM Education Seminar 2017 at Fung Kai School, two videos of the seminar were shown. VR editor and AR were briefly introduced to all GS teachers.</p> <p>10. In the sharing session on STEM in GS Education, additional teaching resources from the EDB in both Chinese and English were introduced. Some class activities and teaching tools (e.g. mini human skeletal models, experiment demonstrating siphon principle) were introduced. In the sharing session on Quality School Improvement Project, Quality School Improvement Project (QSIP) related to STEM and the Joint School Staff Development Day were introduced.</p>
--	--

Activity 7	GS School Team - External Competitions
Objective(s)	<ol style="list-style-type: none"> 1. To enable students to strike a balance between academic studies and extra-curricular activities 2. To form G.S. School Teams to represent the school in different external academic-related competitions 3. To provide students with an experience to participate in competitions
Target	G. 1-6
Period	Whole school 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. SMP Budding Scientists Students who joined the programme participated in different competitions: <ol style="list-style-type: none"> i. Hong Kong Technology & Renewable Energy Events 2016 Date: 1 Nov 2016 ii. 2016/17 Hong Kong Budding Scientists Awards Date: 20 May 2017 iii. 20th Primary School Science Project Exhibition Date: 5 May 2017 2. SMP Creative Project participated in 2016-2017 年度 數碼達人創作大賽 3. All G.5-6 students participated in the 11th Diplomatic Knowledge Cup Contest. Students were required to complete an online MC quiz which was related to diplomatic knowledge of China during the period of 23 February - 10 March 2017.
Evaluation	<ol style="list-style-type: none"> 1. SMP Budding Scientists Team got good results in these competitions. The results were as followed: <ol style="list-style-type: none"> i. Hong Kong Technology & Renewable Energy Events 2016 <ul style="list-style-type: none"> ● Second Runner-Up in Wind Turbine Design Competition ● Best Design in Wind Turbine Outlook Design Competition ii. 2016/17 Hong Kong Budding Scientists Awards <ul style="list-style-type: none"> ● Honourable Mention iii. 20th Primary School Science Project Exhibition <ul style="list-style-type: none"> ● Award of outstanding: “Green Building Material” Team ● Merit Award: “Aquaponics” Team 2. The SMP Creative Project Team was the winner of the competition. 3. 5 students got Merit Awards in the 11th Diplomatic Knowledge Cup. Our school also got the Active Participation Award in Primary Schools.

Activity 8	Cross-curricular Activities
Objective(s)	<ol style="list-style-type: none"> 1. To improve students’ learning attitude 2. To adopt a multi-disciplinary approach to help students who may not enjoy learning 3. To provide students with an opportunity to do projects and work with other classmates 4. To let students work on a certain theme in collaboration with

	different subjects 5. To avoid repetition in teaching content																									
Target	G.1-6																									
Period	Whole school year																									
Description	<p>1. Different grade levels conducted various teaching activities together with other departments.</p> <p>2. For each level, at least one cross-curricular activity that adopted a multi-disciplinary approach was organized by either GS I or GS II each year.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="5" style="text-align: center; vertical-align: middle;">G 1</td> <td>Theme:</td> <td>My School</td> </tr> <tr> <td>When:</td> <td>September 2016</td> </tr> <tr> <td>Departments:</td> <td>Eng, Chi, GS I, Music, CS, VA & Library</td> </tr> <tr> <td>Goals:</td> <td>To learn about the school environment, roles and duties of different school members, rules and facilities in school</td> </tr> <tr> <td>Activities:</td> <td>Students had a tour around the campus; they became more familiar with the school environment.</td> </tr> <tr> <td colspan="3" style="height: 20px;"></td> </tr> <tr> <td rowspan="5" style="text-align: center; vertical-align: middle;">G 2</td> <td>Theme:</td> <td>Friendship</td> </tr> <tr> <td>When:</td> <td>October 2016</td> </tr> <tr> <td>Departments:</td> <td>Eng, GS I, VA</td> </tr> <tr> <td>Goals:</td> <td>How to make friends and resolve conflicts.</td> </tr> <tr> <td>Activities:</td> <td>In GS lessons, student discussed about friendship, getting along with others and giving advice. They also made a friendship tree.</td> </tr> </table>	G 1	Theme:	My School	When:	September 2016	Departments:	Eng, Chi, GS I, Music, CS, VA & Library	Goals:	To learn about the school environment, roles and duties of different school members, rules and facilities in school	Activities:	Students had a tour around the campus; they became more familiar with the school environment.				G 2	Theme:	Friendship	When:	October 2016	Departments:	Eng, GS I, VA	Goals:	How to make friends and resolve conflicts.	Activities:	In GS lessons, student discussed about friendship, getting along with others and giving advice. They also made a friendship tree.
G 1	Theme:		My School																							
	When:		September 2016																							
	Departments:		Eng, Chi, GS I, Music, CS, VA & Library																							
	Goals:		To learn about the school environment, roles and duties of different school members, rules and facilities in school																							
	Activities:	Students had a tour around the campus; they became more familiar with the school environment.																								
G 2	Theme:	Friendship																								
	When:	October 2016																								
	Departments:	Eng, GS I, VA																								
	Goals:	How to make friends and resolve conflicts.																								
	Activities:	In GS lessons, student discussed about friendship, getting along with others and giving advice. They also made a friendship tree.																								

Description	G 2	Theme:	Friendship	
		When:	October 2016	
		Departments:	Eng, GS I, VA	
		Goals:	How to make friends and resolve conflicts.	
		Activities:	In GS lessons, student discussed about friendship, getting along with others and giving advice. They also made a friendship tree.	
	G 4	Theme:	GSI: Environmental Protection	
		When:	January 2017	
		Departments:	Chi, GS I, Music & CS	
		Goals:	Students learnt about the water purification process and the importance to conserve water.	
		Activities:	Students worked in groups to make a water filter as their project.	
	G 5	Theme:	GS I: Conserving Electricity	
		When:	January 2017	
		Departments:	Maths, GS I	
		Goals:	To evaluate the household usage of electricity	
		Activities:	Students collected the electricity consumption data in the past six months and completed a vertical bar chart. Then they read the bar chart and finished the GS I worksheet.	
		Theme:	GSII: Life Education – 青春期心理轉變及積極人生	
When:		November 2016		
Goals:		認識青春期心理的轉變及積極人生的態度		

		Activities:	運用小班策略「思-寫-討-享」進行活動，分組討論怎樣以最佳做法處理生活壓力。
	G 6	Theme:	Famine Programme
		When:	November 2016
		Departments:	Chi, GS II, RE & PTH
		Goals:	To understand and experience the disparity between rich and poor in terms of food and to cherish what you have
Activities:		The organization World Vision organized a rich and poor banquet; one group could eat 'rich' food - pizza; and the other could only eat 'poor' food - bread.	
Evaluation	Students acquired different knowledge on different topics. They also practiced different skills through taking part in various activities organized by different departments.		

Evaluation of French Department Programme Plan 2016-2017

Programme Summation

The French workplan aims at developing language skills in the four areas of speaking, listening, writing and reading.

Programme Evaluation

Plan 1: How to Learn Better	
Objective(s)	To maintain a continuous learning
Target	All French Stream students
Period	Whole school year
Description	<ul style="list-style-type: none"> • Homework consistency • Self-questioning about learning • Identifying better learning strategies
Evaluation	<p>It is really difficult for students to reflect on their learning attitude and habits as everything they do in school is very structured. Besides, students tend to see there is a distance between themselves and the object of knowledge. Their attitude towards learning is consumerist even when they are in a small group.</p> <p>The focus however will be maintained with the lower grades.</p>

Plan 2: Projects and Presentation	
Objective(s)	To strengthen oral & presentation abilities in French Language and to develop fluency
Target	All French Stream students
Period	Whole school year
Description	<ul style="list-style-type: none"> • Oral presentations from the textbook were used with guidance given by the teacher. • Compositions were done twice a month. • Projects involving writing (French Culture in Hong Kong) were completed.
Evaluation	<p>Written and oral activities were always adopted to motivate students, but there was also a lack of autonomy of students in completing their work, and a lack of depth and structure in their learning.</p>

Plan 3: In House and Outside Events

Objective(s)	To take part in AFLE Competitions and internal project such as Open House and French Days
Target	All grades
Period	Whole school year
Description	<ul style="list-style-type: none"> • Speech Festival • Dictation Competition • Open House • French Days.
Evaluation	Fewer students were involved in Speech Festival and Dictation Competitions this year. However, the G1 French boys started to show a remarkable performance at the Dictation Competition

Plan 4: DELF Prim Examination

Objective(s)	To validate students' language level
Target	G6
Period	June 2017
Description	Students attempted the DELF Prim A2
Evaluation	Students registered to the DELF Prim A2 exam on a voluntary basis and obtained very good results.

Plan 5: Teachers Professional Development

Objective(s)	To work together and support one another
Target	/
Period	Whole school year
Description	<ul style="list-style-type: none"> • Sharing with other schools • AFLE Training • BELC Taipei
Evaluation	<p>A very enriching sharing and observation sessions were organized with Po Leung Kuk Camoes Tan Siu Lin Primary School. We exchanged ideas about the teaching content and implementation of the Elementary French Programme.</p> <p>Workshops including the use of IT in teaching French offered the directions to follow in enhancing the quality of reading and comprehension.</p> <p>BELC this year was not organized in Taipei but in Bangalore in March 2017.</p>

Evaluation of Putonghua Department Programme Plan 2016-2017 2016-2017 年度普通話科工作計劃檢討報告

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：「趣味普通話—日常用語」、「一、二年級集誦比賽照片」、「粵普大不同—食物名稱」。學生可以從佈告板所展示的內容，加深對普通話語音知識的認識。

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 68 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 141 名學生參加朗誦，共獲得 42 個獎項（詳見下表）。 此外，本科推薦了 10 名學生參加「第十九屆全港中小學普通話演講比賽 2017」，10 位學生均獲獎（詳見下表），當中更有兩名學生分別獲得初小組全港總冠軍及中小組全港總季軍，並有多位學生在九龍區不同組別的比賽中獲得金獎和銀獎。

活動項目	學習活動週
活動目標	透過各類型的活動，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	設計了兩個活動，第一個是「一、二年級故事演繹比賽」，第二個是設計聲、韻母表。
活動檢討	「一、二年級故事演繹比賽」是從每班挑選出一組同學上台比賽，要求他們將指定課文背誦及表演出來，並續說結局，而老師、同班同學和家長都積極參與道具的製作，比賽現場氣氛緊張激烈，兩位中學哥哥的主持得到各方面的肯定，幾位老師和評判扮演各種動物，為比賽增添了趣味性。此次比賽是課堂學習的延伸，不論參賽者還是觀眾，都受益匪淺。 在第二個活動中，一年級學生設計一張聲母表，二年級學生則設計一張韻母表。學生要按照老師提供的格式，除了在表中寫出全部已經學過的聲、韻母表，還要加上有趣的圖畫。學生們都能發揮自己的創意和想像，將一張平平無奇的拼音表，變成了一張張充滿童真和童趣的水彩畫，學生在鞏固課堂所學之餘，提高了對普通話聲、韻母學習的興趣。

活動項目	朗讀龍虎榜
活動目標	以朗讀計劃的形式進行，學生可透過朗讀已學及自學的文章來累積分數，提升學生朗讀能力及自主學習能力。
活動情況	本年度安排了1-4年級學生進行兩次龍虎榜朗讀活動，學生需要在課餘時間向十五位聆聽者朗讀並填寫朗讀記錄。每位學生於計劃結束前必須取得至少八個簽名，每收集滿十五個簽名的同學即可獲得一份小禮物。
活動檢討	本年度的普通話朗讀龍虎榜活動已圓滿結束。各年級學生積極參加該項活動，每班均收回記錄冊逾八成，且均有過半學生獲得十五個及以上簽名，甚至有學生兩次共交出十本記錄冊。該活動能有效提升學生朗讀水平，營造良好的普通話朗讀氛圍，建議明年續辦。

活動項目	普通話小主播
活動目標	挑選具良好普通話溝通能力的學生加以訓練成為「普通話小主播」，並安排他們於普通話週的午膳時段在校內進行廣播。
活動情況	一至四年級每一級各挑選了兩名同學做小主播。小主播於午餐時間主持廣播，內容包括：粵普對譯、小故事、猜謎語，並於第二個小息時間在猜謎語攤位當值。
活動檢討	普通話小主播活動進行順利，能營造普通話的學習環境和氛圍，令小主播和同學都有得益，建議明年再辦該活動。特別欣賞一、二年級的小主播，雖然語音不準以及年紀小，但小主播非常努力。播放廣播前加插一段音樂可提升播放效果，但部分班級因為仍在派發午飯，以致教室比較嘈吵，令部分學生聽不清楚廣播內容。

活動項目	普通話大使及普通話週
活動目標	這是一個師兄弟互動的活動。活動由所有五、六年級學生在普通話課堂上以小組形式設計攤位，並於普通話週內輪流負責當值，讓低年級師弟在活動中學習普通話，亦能培養高年級學生的創意及責任心，並發揮兄友弟恭的精神。
活動情況	普通話週於第26週進行。今年改由全部五至六年級同學擔任普通話大使，一連五天的第二個小息，分組為全校同學服務。他們在普通話週前需要利用四節的普通話課，分組設計攤位遊戲，內容涵蓋普通話的教學重點，例如：聲調、聲母、韻母、粵普對譯等，程度需配合1至4年級學生，讓學兄充當小老師，帶給學弟在遊戲中學習的機會。
活動檢討	今年是一個新嘗試，讓所有五、六年級的同學都有機會當普通話大使，分組在課上準備攤位遊戲。同學基本上可以在課上完成製作，而且對於當大使、主持遊戲、派發禮物非常期待。是次活動明顯提升了高年級同學參與的機會，學生表現積極投入，也因為他們是負責教導學弟，不但給他們添上一份使命感，還能培養他們的責任感及友愛精神。整個普通話週營造出一種濃厚的普通話學習氣氛，並能讓學生深刻體會到在活動中學習的樂趣。

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 五年級—粵普對譯 六年級—粵普對譯
活動檢討	各年級比賽圓滿結束，得獎班別獲頒獎狀及禮物，以作嘉許。班際比賽安排在普通話週進行，學生表現踴躍，能提升氣氛。此外，透過小組進行合作學習，有助照顧個別差異，整體反應理想。

活動項目	故事演講比賽
活動目標	學生按照指定的課文，把故事或詩詞演繹出來。一至四年級需拍成錄像，五至六年級在隨堂進行。此活動能讓學生發揮創意及表演天份，並訓練其演說能力。
活動情況	一至四年級共有 41 名同學參賽，所有普通話任教老師分為四組為各級進行評分。每個年級評選出冠、亞、季軍各一名，其他參與者均獲頒優異獎，以作鼓勵。五、六年級亦已於課堂上完成，五、六年級的評分會作為說話評估的其中一部分成績。
活動檢討	學生反應比去年踴躍，學生在讀音咬字和表現技巧上有進步，與此同時，家長的拍攝技術也有所提高。本科建議明年繼續舉辦此活動，並加強宣傳及適當延長備賽的時間。

活動項目	參加友校交流活動及專題研討會
活動目標	鼓勵教師參加友校交流活動、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，亦於協作會議中與同事分享內容。
活動檢討	本科有 9 位老師參加「PROS—非華語學生中文學與教」課程，合共出席時數為 70 小時，而且上述全數老師都已在協作會議中與同儕分享所學。此外，本科有 7 位老師曾與香港大學支援小組專家進行會議或與外地學校(包括:杭州、新加坡、台灣)進行學術交流。老師能從上述所學及交流，緊貼教育的新發展，並擴闊本科的教學知識面。

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、教材及電子工具，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	本科於本學年添置了53本故事繪本，其中絕大部分為「無字」繪本，用以配合基礎漢語六年級學生的「無字書教學」。由於無字繪本是通過畫面來揭示故事的時間、地點、人物、情節、背景、進展等要素，同時故事的發展又具有開放性和多義性的特徵，需要學生在尋找、探索的過程中發現隱藏在畫面中的秘密，這有助於激發學生的想像能力，提升他們觀察能力、表達能力及寫作能力，進而提高他們學習中文的興趣。

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	今年資料主要是收集由香港大學舉辦的一系列有關非華語學生的學與教的課程、朗誦及水平測試的材料。

2016-2017 第六十八屆香港學校朗誦節（普通話）獨誦
獲獎名單

編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
冠軍							
1	1J	23	丁子桓	曾欣兒	詩 337	88	冠軍
2	1S	19	吳家銳	單夕雯	詩 337	87	冠軍
3	3D	21	徐雋熙	顧慧儀	詩 336	87	冠軍
4	3M	27	王子介	殷華峰	散 436	87	冠軍
5	4S	32	楊鎬朗	顧慧儀	詩 336	88	冠軍
6	5D	32	符從賢	顧慧儀	詩 335	88	冠軍
亞軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1D	26	王諾禧	曾欣兒	詩 337	86	亞軍
2	1M	11	洪一極		詩 337	86	亞軍
3	1M	17	凌天祈	楊素敏	散 437	87	亞軍
4	1S	28	楊承擘	楊素敏	散 437	86	亞軍
5	2M	8	莊溢風		詩 337	82	亞軍
6	2P	5	程日雋	劉巧靈	詩 337	86	亞軍
7	2P	27	王盛培	劉巧靈	詩 337	86	亞軍
8	2S	19	黃康進		詩 337	86	亞軍
9	3S	23	杜家信	金宏凱	詩 336	83	亞軍

10	4J	16	李政澤	金宏凱	詩 336	88	亞軍
11	4J	16	李政澤	殷華峰	散 436	86	亞軍
12	4J	21	彭清楠	金宏凱	詩 336	89	亞軍
13	4S	29	黃禮彥		詩 336	90	亞軍
14	5D	32	符從賢	徐鈺峰	散 435	87	亞軍
15	5S	11	許紹彰		詩 335	87	亞軍
16	6S	9	黎穎誠	徐鈺峰	詩 335	87	亞軍
17	6S	24	鄭令灝	徐鈺峰	詩 335	86	亞軍
季軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1J	2	陳政霖		詩 337	81	季軍
2	1P	29	楊子樑	單夕雯	詩 337	86	季軍
3	1S	28	楊承擘	單夕雯	詩 337	89	季軍
4	2D	7	鍾健朗		散 437	85	季軍
5	2P	3	陳正朗	劉巧靈	詩 337	86	季軍
6	2S	5	方奕竣	單夕雯	詩 337	86	季軍
7	2S	17	黃頌謙		散 437	85	季軍
8	2S	21	黃鈺皓		詩 337	86	季軍
9	3M	24	韋逸朗	殷華峰	散 436	85	季軍
10	3M	24	韋逸朗	顧慧儀	詩 336	85	季軍
11	3P	13	馮仲朗	顧慧儀	詩 336	88	季軍
12	4D	8	傅靖桓		散 436	86	季軍
13	4J	9	馮君皓		詩 336	84	季軍
14	4P	6	陳啟晉	顧慧儀	詩 336	88	季軍
15	4S	32	楊鎬朗	殷華峰	散 436	85	季軍
16	5D	5	鄭琄騫	顧慧儀	詩 335	84	季軍
17	5P	12	李玟銳		詩 335	88	季軍
18	6D	28	馬逸行	徐鈺峰	詩 335	85	季軍
19	6J	12	羅卓賢	徐鈺峰	散 435	84	季軍
K546		拔萃男書院附屬小學 一、二年級詩詞集誦		何潔生老師 劉巍老師 李哲老師		88	亞軍

獲獎總表：

集誦：	亞軍
獨誦：	冠軍：6
參加人數：141 人	亞軍：17
獲得獎項：41 項	季軍：19

第十九屆全港中小學普通話演講比賽 2017
獲獎名單

	參賽學生資料				負責老師
	班別	姓名	學號	獎項	姓名
1.	1D	王諾禧	26	九龍區（初小組） 優異星獎 九龍區（初小組） 銀獎	單夕雯
2.	1M	凌天祈	17	九龍區（初小組） 優異星獎 九龍區（初小組） 金獎 （初小組） 全港總冠軍	李哲 劉巍
3.	2D	馮友謙	10	九龍區（初小組） 優異獎	殷華峰
4.	2P	何礎晟	7	九龍區（初小組） 優異星獎	劉巍
5.	3M	王子介	27	九龍區（中小組） 優異星獎 九龍區（中小組） 金獎	何潔生
6.	3M	韋逸朗	24	九龍區（中小組） 優異星獎	劉巧靈
7.	4S	楊鎬朗	32	九龍區（中小組） 優異星獎 九龍區（中小組） 金獎 （中小組） 全港總季軍	陳美穎
8.	4P	陳啟晉	6	九龍區（中小組） 優異星獎	曾欣兒
9.	5D	符從賢	32	九龍區（高小組） 優異星獎 九龍區（高小組） 銀獎	顧慧儀
10.	5M	陳耀生	3	九龍區（高小組） 優異星獎	徐鈺峰

備註：

「優異星」獎：成績在 85 分或以上，並以較佳名次進入複賽的同學。

「優異」獎：成績在 85 分或以上的同學。

「良好」獎：成績在 75 分至 84 分的同學。

Evaluation of Music Department Programme Plan 2016-2017

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music Intensive Training Classes	
Objective(s)	<ul style="list-style-type: none"> ● To encourage students to learn at least one kind of musical instrument ● 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
Target	G.4 – G.5
Period	From October 2016 to June 2017
Description	Invite potential G.4& G.5 students to attend intensive training classes to improve their technique and skills in playing the Dizi and Erhu.
Evaluation	<ul style="list-style-type: none"> ● This training programme increased students' interest in learning Chinese instruments. ● Students will take private lessons after attending the special training programme. ● Some students will be invited to join the Chinese Orchestra. ● Feedback received from both parents and students was positive.

Plan 2 : Music Appreciation	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitude ● To help students pursue a life-long interest and appreciation of music
Target	G.1-G.6
Period	Whole year
Description	<ul style="list-style-type: none"> ● Chinese and Western Music were recommended to G1-6 students by music teachers. ● Cooperation with different Hong Kong Orchestras and Musicians.
Evaluation	<ul style="list-style-type: none"> ● Students showed very good response to the performances presented by the Hong Kong Philharmonic Orchestra and other performers. ● G6 students were required to submit a concert report. ● Feedback received from both parents and students was positive.

Plan 3: Take Part in HK Youth Music Interflows & Hong Kong Schools Music Festival and Other Competitions	
Objective(s)	<ul style="list-style-type: none"> ● To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitude ● 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.1-G.6
Period	October 2016 to March 2017
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Junior Choir, Hymn Singing Choir, Woodwind and Brass Ensemble and School Orchestras.
Evaluation	<ul style="list-style-type: none"> ● More than 400 students participated in the 69th Hong Kong Schools Music Festival and Hong Kong Youth Music Interflows. ● More than 80% of our students were awarded merits or above in the Music Festival. ● The School achieved very good results in the Hong Kong Youth Music Interflows. The Senior School Orchestra, String Orchestra and Chinese Orchestra got the Gold Award. ● In the 69th Hong Kong Schools Music Festival, our school achieved very good results. The Treble Choir and Saxophone Ensemble were awarded the Champion. The Senior School Orchestra and String Orchestra were awarded the Second Place. The Chinese Orchestra, Brass Ensemble and Flute Ensemble got the Third Place. The Junior Choir was awarded a Merit.

Plan 4: Music Performance

Objective(s)	<ul style="list-style-type: none"> ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To nurture in students the aesthetic sensitivity and cultural understanding ● To help students pursue a life-long interest and appreciation of music
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 treble choir was invited to perform in the DSOBA Concert in September. Many guests found our students' performances very impressive. ● The Junior Choir and the Senior School Orchestra were invited to perform at the FIA Formula E HKT Hong Kong ePrix Gala Dinner held in the Government House in October. Some guests from overseas were very impressed by our students' talent. ● The Chinese Orchestra performed in 拔萃國樂五十五周年紀念音樂會 in December 2016. It was the first time when the DSOBA, SD and PD had a joint concert. The concert was very successful. The parents and students enjoyed the performances very much. ● The Treble Choir had a performance at the DSOBA Annual Dinner in December 2017. The students gained enjoyment and satisfaction through taking part in the performance. Feedback received from parents and guests was positive. ● The Homecoming Concert was held in July and it was very successful. The parents and students enjoyed the performances very much.

Plan 5 : Celebration Party after the 69th H.K. Schools Music Festival	
Objective(s)	<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.1-G.6
Period	May 2017
Description	All members of the Senior School Orchestra, String Orchestra, Chinese Orchestra, Treble Choir, Junior Choir, Hymn Singing Choir and Ensembles were invited to the party to celebrate their accomplishments in the Music Festival. Parents and several old boys were also invited to join the celebration.
Evaluation	<ul style="list-style-type: none"> ● Parents and students enjoyed participating in the function very much. ● Feedback received from both parents and students was positive. It was a great opportunity to organize a reunion for members of the Music Department. ● The party was very well organized.

Plan 6 : Music Captains	
Objective(s)	<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 which is also one of the key tasks identified in "Moral and Civic Education"
Target	G.6
Period	Whole school year
Description	9 potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> ● 9 Music Captains were selected to assist the Music Department. They took up the role as MCs and offered assistance at Open House, Prize Winners' Concert and regular rehearsals, etc. ● All Music Captains were very helpful and responsible.

Plan 7 : Music Tour	
Objective(s)	<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-G6
Period	July 2017
Description	Music Tour to Japan (Tokyo & Nagoya)
Evaluation	<ul style="list-style-type: none"> ● 58 G3-G6 Senior School Orchestra members were selected to participate in the Japan Music Tour. ● Students learnt a lot through giving performances with other schools.

- | | |
|--|---|
| | <ul style="list-style-type: none">● Parents and students enjoyed taking part in the tour very much.● Besides music, the students also gained a lot of cultural knowledge through visiting various heritage sites and going to a local concert. |
|--|---|

Evaluation of Physical Education Department Programme Plan 2016-2017

Programme Evaluation:

Plan 1 Swimming Gala	
Objective(s)	<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 students 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: 1 September 2016 (G.6) 7 September 2016 (G.2 & G.4) 8 September 2016 (G.3 & G.5) 9 September 2016 (G.1) Finals: 22 September 2016 (All G.2-G.6 students)
Description	The Inter-House Swimming Gala application was open to all PD students. Heat competitions were held in the DBS outdoor swimming pool whilst the Finals were jointly organized in the Kwun Tong Indoor Swimming Pool by the PD & SD. Selection Trials were organized by the SD and only the finalists were present.
Evaluation	<ul style="list-style-type: none"> ● Heats were held on 1/9, 7/9, 8/9 and 9/9. ● The Inter-House Swimming Gala Finals programme booklets were prepared by the SD. The teacher duty roster was prepared for the PD teachers. ● Medals for relay events, individual champions, and overall champions were presented on the day of the Finals. Medals for individual events were presented at the morning assembly in school. ● Teacher's comments were collected afterwards. ● Feedback from colleagues was mostly positive and there were also suggestions on very minor problems.

Plans 2 Sports Day	
Objective(s)	<ol style="list-style-type: none"> 1. To enhance students' interests 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 students 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	Finals: 24 October 2016 (All G.2-G.6 students)
Description	Inter-House Sports Day application was open to all PD students. Students could participate in different track or field competitions at the Finals.
Evaluation	<ul style="list-style-type: none"> ● The PD Sports Day Finals were held in the Kowloon Bay Sports Ground.

	<ul style="list-style-type: none"> • The Inter-House Sports Day Finals programme booklet was prepared by the PD. The teacher duty roster was given to PD teachers. • The Sports Day was held lasting for a whole day for the first time. Heats were held in the morning session and the Finals were held in the afternoon session. • This year, the Inter-House Cheering Competition and Inter-Class Relay were held. The Inter-Schools Invitation Relay was organized on the Sports Day for the first time and the feedback for this event was very positive. • Teacher's comments were collected afterwards. • Feedback from colleagues was mostly positive and some of them had concerns about the long duration of a whole day programme. They noticed students felt bored and it was also a challenge for them due to the hot weather.
--	--

Plan 3 Golf Day	
Objective(s)	<ol style="list-style-type: none"> 1. To provide students with more opportunities to strengthen their life-wide learning, and equip them with better communication, body coordination and strategic skills, etc. 2. To ensure a continuation of the DBS legacy that embraces a passion for golf
Target	Student and Parent Golfers
Period	PD Golf Day at KSC: 28 April 2017
Description	The PD Golf Day is a joint-division event which promotes parent-child partnership. It is not a Fund Raising Event.
Evaluation	<ul style="list-style-type: none"> • The Golf Day this year was held successfully. Feedback received from participants was positive. • Golf Day will no longer be organized starting next year as there are more and more opportunities for students and their parents to play golf on their own.

Plan 4 DBS Fun Run & Walk	
Objective(s)	<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 communal life, the ability to make decision, and appreciation of aesthetic movements
Target	Student and Parent Runners
Period	21 February 2017
Description	The DBS Fund Run & Walk, which is a fund raising event, is jointly organized by the PE Department of the Primary Division and DBS Foundation Limited. It provides a chance for parents and students to participate in a sporting activity in school.
Evaluation	A total number of 650 parents and students took part in the DBS Fund Run & Walk this year.

Plan 5 Alternative Sports	
Objective(s)	<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	G.2 to G.6 Students
Period	Alternative Sports Programme: mid-December 2016 to late-January 2017
Description	G.1 & 3 – Rope Skipping G.2 & 4 – WuShu G.5 – Dragon and Lion Dance G.6 – Pop Dance
Evaluation	Rhythmic movement is an essential part of FM, and pop dance can help G.6 students develop such physical agility. Since dancing is included in the G.1 & 2 curricula only, it is suggested that activities such as pop dance should be incorporated into the curriculum of other grades so that rhythmic movements of students can be further developed.

Plan 6 Local / Overseas Training Camp / Competition	
Objective(s)	To organize intensive local / overseas training camps for School Sports Team A or outstanding Team B members in order to prepare them for the Inter-School Competitions
Target	G.3 to G.6 School Team Members
Period	During major school holidays (Summer Holidays)
Description	<ol style="list-style-type: none"> 1. Taiwan Fencing Training Camp (early April 2017) 2. Australia Swimming Training Camp (early August 2017) 3. Taiwan Joint Sports Training Camp (late August 2017)
Evaluation	<ul style="list-style-type: none"> ● Detailed evaluation reports of the different sports camps will be completed at a later date. ● More sports camps will be organized next year.

Evaluation of Visual Arts Department Programme Plan 2016-2017

Evaluation of Visual Arts Department (G1-3) Programme Plan 2016-2017

Programme Summation:

The Visual Arts programme is aimed at developing students' creativity and imagination through taking part in art lessons and extra-curricular activities. By using different visual arts forms, a variety of materials and techniques to create their artwork, students' problem solving and critical thinking skills can be developed. Students can understand arts in context through taking part in the art making and art appreciation activities. Their independent learning skills are also enhanced.

Plan 1: Cross Curricular Integrated Learning	
Objective(s)	<ul style="list-style-type: none"> ● To strengthen the knowledge that our students learnt from different subjects ● To broaden the perspective and linkage amongst different subjects
Target	G1-3
Period	Term 1 & Term 3
Description	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> ● G1 "All about Me" with G.S. and Chinese Departments ● G1 "My School" with multiple departments ● G2 "Buddy Penguins" drawing with English Department ● G3 "Bible Verse Comic Drawing" with C.S. and R.E. Departments <p><u>Term 3:</u></p> <ul style="list-style-type: none"> ● G.1 Pop-up Card for "Two Sheeps Across the Bridge" with PTH Department
Evaluation	100% of our students completed the cross-curricular projects. They enjoyed doing the projects and understood teachers' requirement for the topics as they had acquired related knowledge in other subjects before.

Plan 2: Artist in School Partnership	
Objective(s)	<ul style="list-style-type: none"> ● To enrich the curriculum by introducing different topics taught by outsource artists, other institutions or organizations ● To expand our students' perspective on different media of art
Target	G1-2
Period	Fun Learning Weeks & Extended Learning Weeks

Plan 2: Artist in School Partnership	
Description	<ul style="list-style-type: none"> ● <u>Fun Learning Weeks:</u> <ol style="list-style-type: none"> 1. Stop Motion Animation Appreciation Talk for G1-2 at School Hall 2. Flip Book Animation Workshops for Grade 1-2 at their classrooms <i>Organization Invited: Dodo Animation</i> ● <u>Extended Learning Weeks:</u> <ol style="list-style-type: none"> 1. Sketching Sport Car by iPad Pro and Apple Pen for Grade 1 2. Chinese Painting by using iPad Pro and Apple Pen for Grade 2 <i>Organization Invited: IT Wake</i>
Evaluation	<p>During the Fun Learning Weeks, our students learnt the concept about making stop-motion animation. They were proud to be able to make their own flip book animation.</p> <p>For the Extended Learning Weeks, organizing a course for our students to try to use iPad Pro and Apple Pen to draw digital artwork was a new try. Students were well managed in using the technology.</p>

Plan 3: Project Learning/ Collaborative Learning	
Objective(s)	<ul style="list-style-type: none"> ● To build their generic skills for different projects ● To develop the skill of collaboration and team work ● To create large groupwork and display around the school
Target	G1-3
Period	Term 1 – Term 3
Description	<p><u>Term 1:</u> G1: Summer Frangipani/ Coral Reefs & Tropical Fish G2: Jazz inspired by Henri Matisse/ Winter Pine Trees/Family Love inspired by Gustav Klimt G3: Chinese Painting Bamboo/ Chinese Painting Pine Trees</p> <p><u>Term 2:</u> G1: Busy Bees/ Endangered Animals G2: Autumn Maple Trees/ Buddy Penguins/Last Supper G3: DBSPD Campus Sketching</p> <p><u>Term 3:</u> G1: Veggie Menu in ceramic/ Garbage Monster G2: Dragon Boat with Teammates/ Giant Trees G3: Chinese Painting of Lion and Dragon Dance</p>
Evaluation	100% of students participated in the collaborative project and their artworks were displayed at school.

Plan 4: Art Appreciation	
Objective(s)	<ul style="list-style-type: none"> ● To understand different styles and artists in both the Western art and Eastern art world ● To appreciate different concepts and visual arts language behind the art piece
Target	G1-3
Period	Term 1 - Term 3
Description	<p><u>Term 1:</u> G1: Overlapping and Coiling in Ceramic G2: Henri Matisse / Abstraction/ Gustav Klimt G3: Chinese Painting of Plants</p> <p><u>Term 2:</u> G1: Repetition Pattern/ Mosaic G2: Keith Haring/ Pop Art G3: Chinese Painting of Landscape</p> <p><u>Term 3:</u> G1: Hand Building in Ceramic/ Paper Mache G2: Mixed Media/ Paper Collage G3: Chinese Painting of Portrait</p>
Evaluation	Students could learn about different artists, concepts of art making and processes of both the Western and Eastern art world.

Plan 5: Sketchbook (Visual Diary)	
Objective(s)	<ul style="list-style-type: none"> ● To maintain a good habit of drawing from imagination to observation ● To encourage students' free mind and self motivation
Target	G1-3
Period	Whole school year
Description	<ul style="list-style-type: none"> ● Visual Diary focuses on encouraging students' observation, creativity and imagination on their own choice of topics. ● Written comments and stamps were given on students' visual diary, e.g "Good work!", "Interesting ideas!", "Keep it up", "Creative mind". ● Stickers were given to students as encouragement. ● Positive reinforcement and feedback was also given to students.
Evaluation	Students developed a habit of keeping their drawings in their visual diary. A lot of interesting topics could be seen and selected by our students.

Plan 6: Students' Art Exhibition	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to build confidence and sense of belonging in artistic development ● To maintain a balanced education and provide an opportunity for students to demonstrate their creativity to the general public
Target	G1-3
Period	Open House & External Art Exhibition
Description	<p><u>Open House:</u> Group works and individual works were displayed at Room 101: G1: Summer Frangipani/ Year of Rooster/ Coral Reefs & Tropical Fish in Ceramic G2: Jazz Inspired by Henri Matisse/ Winter Pine Trees in Abstraction/ Diversity in Unity Inspired by M.C. Escher/ Family Love Inspired by Klimt G3: Year of Roster/ Chinese Painting Bamboo/ Chinese Painting Pine Tree/ Bible Verse Illustration</p> <p><u>External Art Exhibition:</u></p> <ul style="list-style-type: none"> ● Theme: Global Citizen III ● Venue: Nan Fung Place, Queen's Road Central, Hong Kong. ● Duration: 30 June to 9 July 2017 ● Number of Art Ambassadors: 120 <p><u>Extension Activities:</u></p> <ul style="list-style-type: none"> ● Workshop 1: Paper Cut Outs from Henri Matisse: Hong Kong Skyline ● Workshop 2: Paper Cut Outs from Henri Matisse: Greenery City ● Workshop 3: Flipbook Animation ● Workshop 4: Mobile Art of Making an Insect ● Talk: Art Collection and Art Education ● Celebration Party for Art Ambassadors
Evaluation	Through taking part in the art exhibition, our students introduced their artworks to the public. Their confidence in artistic sense and their sense of belonging to school was much enhanced. Our student participants, their parents and friends of DBS had a great time and enjoyed appreciating the exhibits of our school exhibitions.

Plan 7: Art Competition	
Objective(s)	To encourage students to join suitable external competitions which are held all year round
Target	G1-3
Period	Whole school year

Plan 7: Art Competition	
Description	Some of our students are talented in visual arts, and their family can assist them to complete their artwork for competition.
Evaluation	International prizes were presented to Lau You Gi Eugene, 3J.

Plan 8: Cultural Adventure	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to build confidence and sense of belonging in artistic development ● To maintain a balanced education and provide an opportunity for students to demonstrate their creativity to the general public
Target	G1-3
Period	Term1 & Term 3
Description	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> ● Museum Visit to HK Maritime Museum ● Date: 13 December 2016 ● Time: 10:30 a.m.-12:30 p.m. ● Participants: 26 (Students and parents/guardians) <p><u>Term 3:</u></p> <ul style="list-style-type: none"> ● External Art Exhibition Global Citizens III ● Date: 30 June to 9 July 2017 ● Time: 10:00 a.m. - 6:00 p.m. ● Participants: Open to Public <ul style="list-style-type: none"> ➢ Art docent training sessions were organized for art ambassadors. ➢ The External Art Exhibition was open to all our students and friends of DBS
Evaluation	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> ● Museum Visit to HK Maritime Museum ● Feedback collected through questionnaires: <ul style="list-style-type: none"> ➢ Over 95% of participants agreed that the guided tours were well-constructed. ➢ Over 93% of participants agreed that they learnt some new knowledge about the Hong Kong unique maritime heritage. ➢ Over 96% of participants agreed that they enjoyed the visit. <p><u>Term 3:</u></p> <ul style="list-style-type: none"> ● External Art Exhibition Global Citizens III <ul style="list-style-type: none"> ➢ Most feedback about our art ambassadors' performance and the standard of our students' artworks was very positive.

Plan 9: Extra-curricular Art Classes	
Objective(s)	<ul style="list-style-type: none"> ● To expand the spectrum of curriculum including the multimedia arts ● To enable students are familiar with using technological devices in making art
Target	G3-6
Period	Whole school year
Description	<ul style="list-style-type: none"> ● Monday: Comic Drawing (Whole school year) ● Tuesday: Integrated Multimedia Design (Whole school year) ● Thursday: Stop-motion Animation in Lego (Whole school year) & HK Architectural Illustration (Term 1 only) ● Friday: ACG (Animation Comic Game) (Whole school year)
Evaluation	<ul style="list-style-type: none"> ● It wa a new arrangement to organize more whole year courses this year so that the content could be better planned and in greater depth. ● Based on the feedback collected through questionnaires, over 93% of students considered they enjoyed and had learnt new knowledge from the course.

Plan 10: Teaching & Learning Initiatives : IT in Education & Independent Learning	
Objective(s)	<ul style="list-style-type: none"> ● To learn how to use iPad Pro to draw sketch ● To promote art and technology in education ● To arouse students' incentive to learn independently
Target	G1-2
Period	Extended Learning Weeks
Description	<p><u>Grade 1:</u> Studetns learnt how to use iPad Pro and Apple Pen to draw sports cars.</p> <p><u>Grade 2:</u> Students learnt how to use iPad Pro and Apple Pen to draw Chinese painting of goldfish.</p>
Evaluation	Most of the students enjoyed using iPad Pro to draw, and they got familiar with the use the technology in arts education.

Evaluation of Visual Arts Department (G4-6) Programme Plan 2016-2017

Programme Summation:

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

Plan 1: Cross-Curricular Integrated learning	
Objective(s)	To help them make connections between art, nature, science, history and culture
Target	G.4-6
Period	Whole school year
Description	In collaboration with other departments during the IBL Weeks: *G.4 Mirror Reflections and Symmetry , with Maths Department *G.4 Cheering Bottle Shakers , with PE Department *G.5 Wanted Poster , with English Department G.6 Curve Stitch , with Maths Department (Extended Learning Weeks) G.5 Chinese History , IBL
Evaluation	A majority of cross-curricular collaborations were successful. * Topics that were especially meaningful and enabled the boys to have a lot of fun.

Plan 2: Art In School Partnerships	
Objective(s)	To develop the boys' artistic potential through various media explorations
Target	G.4-6
Period	Whole school year
Description	Global Sapiens Educational Tours Pre-trip Talk on Italian Architecture and Art Monday, 27 March 2017, 10:15 - 12:30p.m. Urban Sketchers Group Saturday, 1 April 17 Afternoon 1:30-4:00p.m. Talk (30 min) and drawing session (2 hrs) Art Project Companies & Art Tutors Art Loop and ECA art teachers helped run G3-5 art projects during the Extended Learning Weeks.

Plan 2: Art In School Partnerships	
Evaluation	<p><u>Global Sapiens Educational Tours</u> The pre-trip talk was informative and interesting and well tailored to students. The talk focused more on architecture style rather than artists.</p> <p><u>Urban Sketchers Group</u> Pre-trip skteching was a valuable & inspiring experience for the boys. We will most likely collaborate again next year.</p> <p><u>Art Project Companies & Art Tutors</u> Both Art Loop and ECA art tutors were very professional & the art lessons were of a high standard. All grade 4-6 students learned the new aspects of art & design.</p>

Plan 3: Project Learning/Collaborative Learning	
Objective(s)	<ul style="list-style-type: none"> ● To build their generic skills for different projects ● To develop the skill of collaboration and team work ● To create large groupwork and display around the school
Target	G.4-6
Period	Whole school year
Description	<p>*<u>G.6</u> Design Amusement Park/Garden/Playground <u>G.6</u> Cross Stitch Prism (Extended Learning Weeks) <u>G.5</u> So Lewitt Cuboid Derived forms *<u>G.4</u> Notan Japanese Paper Cut (positive and negative space)</p>
Evaluation	*Collaborative projects that were especially useful in building students creative thinking & problem solving skills

Plan 4: Art Appreciation	
Objective(s)	To build students' knowledge and understanding of the visual world.
Target	G.4-6
Period	Whole school year
Description	Students learnt the language of art. Artists, art concepts, movements and various styles of arts and designs were introduced to students. They were encouraged to talk and write about art that they made and viewed.

Plan 4: Art Appreciation	
Evaluation	Both G5 & G6 tried Visible Thinking Routines (Project Zero, Harvard University) for the very 1 st time for art appreciation. They were useful to help building students' skills in reflecting and analyzing works of art to draw out meaning and develop understanding of art. Visible Thinking Routines will continue to be used during lesson time.

Plan 5a: Sketchbook (Creativity & Imagination)	
Objective(s)	To develop students' creativity & imagination, building skills and processes.
Target	Students, teachers, parents and the general public
Period	Whole school year
Description	<p>Students use sketchbooks as a means to:</p> <ul style="list-style-type: none"> ● Develop ideas for projects ● Write down notes given by teachers in lesson ● Drawing for leisure during non-art lesson times <p>Teachers use the sketchbooks as a means to encourage students' observation, creativity and imagination. It is also a means for teachers to gauge students' visual interests and give feedback and suggestions.</p>
Evaluation	Using sketchbooks is a useful practice to gauge students' development in creative thinking processes & drawing skills, both in class or during outdoor sketching sessions.

Plan 5b: Students' Art Exhibitions	
Objective(s)	<ul style="list-style-type: none"> ● To display students' artworks inside and outside of the school premises to share their artworks with others ● To help promote self-reflection and critical thinking skills on artworks they have created
Target	G.4-6
Period	Whole school year
Description	<p><u>Displays Around the School</u></p> <ul style="list-style-type: none"> ● 1st Floor Glass Cabinet : CD Cover Stain Glass Painting ● 2nd Floor Corridor: Wanted Posters (G.5), Snow Globes (G.6) & Tie-Dye T-shirt (G.4-6) ● 5th Floor Corridor: Working Process of Stain Glass CD Cover (G.5) <p><u>Open House Exhibition</u></p> <ul style="list-style-type: none"> ● 22 Jan 2017, 2D Classroom

Plan 5b: Students' Art Exhibitions	
Evaluation	The Open House was a good opportunity for teachers to chat with parents, former & current students in a casual way. There were many prospective students & parent visitors due to the popular stain glass activity provided.

Plan 6: Art Competition	
Objective(s)	To get students exposed to art competitions and to gain experience
Target	G.4-6
Period	Whole school year
Description	<p><u>External Art Competition</u></p> <ul style="list-style-type: none"> ● G.4: <i>Fireman's Job Colouring Competition</i> Theme: Fireman's Job ● G.5: <i>Lucky Messages Red Banner Design Competition</i> Theme: Love and Blessing Messages ● G.5-6: <i>"The Great Scenery North and South" Primary School Creative Colouring Contest</i> Theme: China's Natural and Scenic Spots ● Chinese Painting ECA: 2017 徐悲鴻盃國際青少年兒童美術比賽 Theme: Specified Media only
Evaluation	All G.4-6 students were given the opportunity to participate in competitions. Individual students also entered competitions on their own and achieved awards. Grade 5-6 students seemed to have the least interest and time to participate in competitions. It may also due to their attitude to VA being more of a subject of enjoyment and leisure than of an activity of a competitive nature.

Plan 7: Cultural Adventures	
Objective(s)	To get students involved in life-wide learning activities related to art
Target	G.4-6
Period	Whole school year
Description	<p><u>Overseas Trip</u> Italy Visual Arts Tour</p> <ul style="list-style-type: none"> ● Participants : 22 G.5-6 students and 3 teachers ● Itinerary : Milan > Verona > Venice > Ravenna > Pisa > Florence > Regello > Siena > Milan ● Major art & architecture periods and styles covered: e.g. Byzantine, Gothic, Neo Classical, Renaissance, Modern

Plan 7: Cultural Adventures	
Evaluation	The schedule was well paced for students & a good range of site visits, activities and workshops were organized. Both students and teachers had a wonderful time. More detailed evaluation can be found in Overseas Tours Committee folder.

Plan 8: Extra-curricular Art Classes	
Objective(s)	To develop student's artistic potential through explorations in various media
Target	G.4-6
Period	Whole school year
Description	The following after-school Traditional Art Classes were offered to students this year : <ul style="list-style-type: none"> ● Western Painting ● Chinese Painting ● Ceramics ● Drawing & Sculpture
Evaluation	The Traditional Art Classes have been organized for many years and the operation has been smooth.

Plan 9: Teaching & Learning Initiatives	
Objective(s)	To improve the quality of teaching and learning in VA lessons
Target	G.5-6
Period	Second Term and Third Term
Description	Students' independent learning skills & generic skills were developed through organizing the following programmes: <p>I-Pads for Project Learning</p> <ul style="list-style-type: none"> ● Students used iPads for project learning <p>Visible Thinking Routines</p> <ul style="list-style-type: none"> ● Students utilized visible thinking routines when they took part in VA class art appreciation, project learning & overseas tour.
Evaluation	<p>I-Pads for Project Learning</p> <ul style="list-style-type: none"> ● G.6 students have been using i-Pads for image research to consolidate their project learning skills. The use of iPads has demonstrated to have the potential to enhance students' independent learning skills. <p>Visible Thinking Routines</p> <ul style="list-style-type: none"> ● A range of visible thinking routines for different learning contexts were

Plan 9: Teaching & Learning Initiatives	
	developed for trial. It is still at the initial stage and further refinement is required to tailor for our art projects and programme to better suit our students. However this initiative has the potential in developing students' generic skills, such as self-evaluation, reflections, creative thinking and problem solving.

Evaluation of Religious Education Department Programme Plan 2016-2017

2016-2017 年度宗教科工作計劃檢討報告

1. 新生調適活動

(一)	活動目標:	讓小一新生認識學校是一所基督教學校，盡快投入校園生活。
(二)	活動對象:	小一
(三)	推動時間:	九月至十月
(四)	活動內容:	宗教德育科於開學期間為新生舉行調適活動，並於課堂中介紹班名的由來，讓新生認識學校，盡快投入校園生活。
(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，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。

2. 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:	六月二十九日
(四)	活動內容:	本科與音樂科合作，安排在試後活動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。
(五)	活動檢討:	學生表現投入，享受此活動，並能學習用心頌唱詩歌讚美神。建議來年繼續舉辦此活動。

3. 親子聖經班

(一)	活動目標:	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。
(二)	活動對象:	一至三年級學生及家長
(三)	推動時間:	全年
(四)	活動內容:	聚會由池嘉邦牧師夫婦到校協助主持，內容包括詩歌、遊戲及短講。一年級聚會於每月第二個星期二舉辦，二至三年級聚會則於每月第四個星期二進行，時間均為早上 8:00-8:30。凡參加親子聖經班的每名學生，均獲贈新編兒童靈修聖經一本。
(五)	活動檢討:	一年級共有 29 個親子組合(58 人)報名。二、三年級共有 20 個親子組合(40 人)報名。家長及學生的反應良好，建議來年繼續舉辦此活動。

4. 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:	九月、十二月、四月、五月及七月
(四)	活動內容:	配合節期，邀請聖公會牧師 (The Revd. Dr. William R W Robertson) 到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜。本年度有五名六年級學生在接受培訓後，於崇拜時穿上禮袍，擔任輔祭 (Altar Servers)，好讓崇拜的禮儀更為莊重、流暢，同時亦有助與會者投入禮儀當中。
(五)	活動檢討:	學生投入崇拜，大部份輔祭的侍奉態度認真。明年將繼續訓練約十位五、六年級基督徒學生，在崇拜中擔任聖職。

5. 開放日

(一)	活動目標:	讓到訪的嘉賓了解本校推行宗教教育的情況。
(二)	活動對象:	全校
(三)	推動時間:	一月
(四)	活動內容:	本年度開放日，本科與德育科合辦「五色教室」，由當值老師以五色佈道法先向參觀的孩童及家長述說福音內容，然後進行相關手工。
(五)	活動檢討:	開放日順利完成，展示校內宗教科活動的相片。透過手工製作活動「五色教室」，讓參觀人士有機會明白福音內容。

6. 聖經朗誦節

(一)	活動目標:	鼓勵同學參與漢語聖經協會舉辦的聖經朗誦節，透過朗誦聖經，願神的話在同學心中萌芽生長。
(二)	活動對象:	全校
(三)	推動時間:	一月
(四)	活動內容:	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。
(五)	活動檢討:	本年度有二十一位同學報名參加聖經朗誦節，三位同學出席參加比賽。1M班同學凌天祈在獨誦比賽中獲得亞軍。透過是次活動，鼓勵同學多思想神的話語，並記在心裏。

7. 專題展板

(一)	活動目標:	透過展板內容，宣揚基督教信仰，建立正面價值觀。
(二)	活動對象:	教師及學生
(三)	推動時間:	全年

(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。 第一學期展板主題是「愛」,第二學期主題是「喜樂」,而第三學期主題則為「主耶穌替我們洗淨罪惡」。
(五)	活動檢討:	所有教師分組輪流佈置展板,以減輕個別教師的工作壓力,效果理想。

8. 福音營

(一)	活動目標:	透過舉辦福音日營,幫助學生肯定生命的價值與意義,並向慕道學生傳揚福音。
(二)	活動對象:	小六學生
(三)	推動時間:	四月七日
(四)	活動內容:	透過活動和講員分享信息,希望學生相信並接受耶穌基督為個人救主。
(五)	活動檢討:	是次日營共有四十二位同學參與。浸會園的活動及訊息部分內容一般,但勝在場地廣闊,設施較為完備。日後可以考慮在這場地自辦營會。

9. 飢饉活動

(一)	活動目標:	透過飢饉活動,讓學生體驗貧富不均的社會現象,從而作出反思,學習關心貧窮人。
(二)	活動對象:	小六學生
(三)	推動時間:	2016年11月4日
(四)	活動內容:	在活動舉辦前,家長教師會(社區服務小組)有14位義工家長預先為場地進行佈置,把大量自備回收廢物堆砌成垃圾山,營

		造惡劣的環境，讓學生投入活動。學生透過參與 <u>宣明會</u> 員工帶領的分組比賽，從而了解第三世界國家所面對的糧食問題；隨後學生亦按世界貧富比例進食午餐，當中只有 20%學生能享用薄餅、汽水，其餘 80%學生只能以兩片白麪包充飢。同時，在學生進食時播放第三世界孩童的個案影片，好讓學生對世界貧富不均現象有多重的體會。
(五)	活動檢討：	在活動舉辦後，每位同學都需要撰寫一篇反思文章。從文章內容可見，學生對世界貧富不均的現象，除了在頭腦上多了認識外，他們還能道出個人的體驗，並能反思如何以行動作出回應。教師、家長及學生對是次活動都有非常正面的評價。

10. 佈道話劇

(一)	活動目標：	透過話劇表演，生動地把福音訊息向學生傳遞。
(二)	活動對象：	全校學生
(三)	推動時間：	六月
(四)	活動內容：	由於未能找到合適的話劇表演，最終改為魔術佈道。是次活動由福音魔術師陳永泰先生主持，以魔術表演帶出福音訊息。
(五)	活動檢討：	學生表現雀躍，但較適合 1-4 年級同學。

11. 節期活動

(一)	活動目標：	透過贈送節期物品，讓學生具體地明白不同節期的意義，並藉以增加校內的宗教氣氛。
(二)	活動對象：	全校學生
(三)	推動時間：	全年(按節期)
(四)	活動內容：	本科在聖誕節假期前夕，為學生預備禮物包作抽獎之用，每班

		五份，內含糖果及具聖誕訊息的文具禮品。在復活節前夕，亦給每名學生派發書簽。另外，每名畢業生皆獲贈《我的天糧4》兒童靈修書一本。
(五)	活動檢討:	學生對聖誕節的抽獎表現較雀躍，但對收到復活節書簽的反應表現卻一般。部份畢業生在收到靈修書籍後每天靈修，但願神的說話能成為學生的祝福。

12. 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。

13. 早會

(一)	活動目標:	讓師生透過早會的內容，給聖經的教導洗滌心靈，開展一天的教與學。
(二)	活動對象:	全校師生
(三)	推動時間:	逢星期一、三、五早上
	活動內容:	逢星期一、五，由校長親自主領，六年級學生領袖負責帶領誦讀主禱文；逢星期三則由聖公會牧師、宗教科老師或基督徒老師配合校本活動及特訂主題輪流主領。而五、六年級班別亦會

		輪流帶領一次早會。本年度，每位負責主領早會的老師均獲致送《靈修小廚》一本。
(五)	活動檢討:	學生已習慣在清晨聆聽神的話語及以詩歌讚美神，早會有助他們以平靜安穩的心態開展新一天。

14. 聆聽箱

(一)	活動目標:	透過設置聆聽箱，從而關心學生的信仰及成長需要。
(二)	活動對象:	全校學生
(三)	推動時間:	全年
	活動內容:	設置聆聽箱，以收集同學對課題、信仰及成長等的疑問。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。教師會藉此輔導有需要的學生，關心他們的信仰狀況及成長需要。如有需要更會轉介學校社工作進一步跟進。
(五)	活動檢討:	由於今年只在學期初在早會向學生宣傳聆聽箱，所以聆聽箱所收到的字條較少，而偶會收到學生投訴。建議來年除安排老師宣傳之外，更可在上課時鼓勵同學善用聆聽箱把相關的信仰問題及代禱事項投放在聆聽箱內。

15. 聖公會活動

(一)	活動目標:	協助聖公會相關活動之事務傳達，讓老師及同學得釋教會活動的詳情，增加對聖公會的歸屬感。
(二)	活動對象:	全校
(三)	推動時間:	全年
(四)	活動內容:	● 10月14日聖公會小學屬校教師進修會，除外籍老師外，

		<p>所有教職員均出席。</p> <ul style="list-style-type: none"> ● 1月7日香港聖公會教省教育日晚禱崇拜，由羅錦麗校長帶領吳鳳婷副校長及六年級風紀隊長黃澤龍同學代表出席。 ● 吳鳳婷副校長於3月3日代表出席聖公會教育委員會舉辦的尼哥德慕團契暨「聖地資源教材套發佈會」。 ● 代售聖公會福利協會慈善獎券，共籌得港幣108,000元正，並獲頒發小學組「最具愛心獎」。
(五)	活動檢討:	來年仍會積極參與及協助推動聖公會相關活動。

16. 教師祈禱會

(一)	活動目標:	讓教師透過祈禱，學習感恩和交託；同時藉着分享，建立教師之間彼此關心、守望的平台。
(二)	活動對象:	全體教師
(三)	推動時間:	全年
(四)	活動內容:	逢星期四早上8:15-8:35舉行，內容集中在分享及祈禱，同事之間為着學校、社會及個人禱告；而每逢考試的第一天，同事們則於相同時間共享早餐，彼此分享。聚會歡迎所有教師參與。
(五)	活動檢討:	雖然教師的日常工作十分忙碌，但祈禱會的舉辦能有效地凝聚基督徒教師互相守望的力量，增進彼此的感情，當中亦有非本科教師出席，故此建議明年續辦。

17. 教師退修營

(一)	活動目標:	按照聖經教導:「得力在乎平靜安穩」。透過舉辦退修會,讓老師能在神面前安靜、默想、禱告,以致重新得力。
(二)	活動對象:	宗教科及基督徒老師
(三)	推動時間:	12月20-21日
(四)	活動內容:	教師退修營共9人參加,地點為大嶼山衛理園,邀請了屬靈導師柯秉蕙姑娘領會,主題為《真的我遇見真的祢》。
(五)	活動檢討:	是次退修讓同事能於忙碌的工作中抽空親近主,藉著個人安靜禱告及彼此分享,在主裡彼此建立、互相鼓勵。 同事均表示這次退修對他們的屬靈生命有幫助。

18. 添置圖書及教具

(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:	全年
(四)	活動內容:	購買有關的聖經書籍、教學軟件及光碟,讓老師借用。
(五)	活動檢討:	已於7月4日點算所有教材,並在「學校資產」內作出修正。

Evaluation of Library Studies Department Programme Plan 2016-2017

Programme Summation & Evaluation:

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

Plan 1: Reading Environment and Resources	
Objective(s)	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole School 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 stocktaking (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 27,000 items. The library collection had nearly reached the maximum capacity of the library. As part of the collection was getting out-dated, worn out items would be taken out for write-off. 2. Students enjoyed the library facilities and a comfortable environment offered by the library.

Plan 2: Library Education	
Objective	To enhance students' information literacy skills and reading incentives
Target	All Students
Period	Whole School 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 and G.2 students had story time, extended reading activities and learnt simple library skills. 3. G.3 and G.4 students learned the usage of electronic books, 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. This year, electronic books were introduced to G.3 students. iPads were also used in order to let students have the hands-on experience of using the electronic books. 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 an opportunity for students to read on their own.

Plan 3: Cross-Curricular Collaboration	
Objective(s)	<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 School 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 and learning. 3. The English and Chinese Departments were consulted when books were selected to enrich the quality of reading materials of the School Library. 4. The Librarian helped select, order and process the classroom libraries' books for the English and Chinese Departments.
Evaluation	<p>Collaboration with various departments this year:</p> <ol style="list-style-type: none"> 1. CDAA Cross-Curricular Activities The Library took part in the planning and organization of the whole school cross-curricular activities: Inquiry Based Learning Weeks. 2. Collaboration with English and Chinese Departments: Library Reading Programme

	<ul style="list-style-type: none"> ➤ G.1 to G.3 Chinese reading record books had minor changes after consulting the Chinese teachers' opinions. ➤ G.4 to G.6 English and Chinese reading record books were combined and simplified in order to avoid duplication of the reading exercises set by the English and Chinese Departments. <p>3. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> ➤ Grade Level: G.1 – G.6 ➤ 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, Chinese, English, G.S. I, Computer, Music & VA ➤ G1 All About Me: Library, English, Chinese, Maths, G.S., Music, P.E., V.A. and R.E. ➤ G2 Chinese New Year: Library, Chinese, Maths, G.S., PTH, Music and Computer Studies
--	---

Plan 4: Reading Activities	
Objective(s)	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. Library Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts 4. My Favourite Book Sharing Sessions 5. 4.23 World Book Day Celebration 6. Storytelling Sessions 7. Newspaper Subscription 8. Library Cards for All Children Scheme 9. Summer Reading Programme
Evaluation	<ol style="list-style-type: none"> 1. DBSPD Reading Programme <ul style="list-style-type: none"> ➤ Total number of reading record books collected: 2,590 ➤ End-of-year Prizes: Top three students of each grade were awarded the First, Second and Third Prizes respectively. In addition, 147 big prizes, 210 medium prizes and 248 small prizes were given out. 2. Book Fair Six companies were invited to set up booths in our annual book fair. They provided English, Chinese, religious and science reading materials and educational computer software for students, parents and teachers to purchase. 3. Books Borrowing Ranking Charts These borrowing ranking charts gave students the incentives to

	<p>borrow more books in order to get a higher ranking for themselves and their own classes.</p> <p>4. My Favourite Book Sharing Session G.3 students took turns to present one of their favourite books during library lessons. The aim was to enhance the reading culture among our boys. Students were very interested in the books that their classmates presented.</p> <p>5. 4.23 World Book Day Celebration Students designed the World Book Day posters during the Extended Learning Weeks, and teachers also explained the origin of World Book Day to the students. Students received souvenirs if they borrowed books during the week of the World Book Day.</p> <p>6. Storytelling Sessions There were about 200 volunteers who joined the storytelling team this year. The storytelling team conducted story telling sessions for G.1 and G.2 students. The team co-ordinators were helpful in organizing the volunteers.</p> <p>7. Newspaper Subscription Normal school days: <ul style="list-style-type: none"> ➤ 219 students subscribed to Goodies, 137 students subscribed to Junior Standard, 63 students subscribed to the South China Morning Post, 48 students subscribed to 明報 and 46 students subscribed to 星島日報 this school year. Summer newspapers subscription: <ul style="list-style-type: none"> ➤ There were 34 students who subscribed to the South China Morning Post, 8 students subscribed to 明報 and 44 students subscribed to 星島日報 this school year. </p> <p>8. Library Cards for All Children Scheme 28 G.1 students applied for the HKPL Library Cards through the School.</p> <p>9. Summer Reading Programme About 400 summer reading record books were distributed before the Summer Holidays. 38 students got the souvenirs by returning the forms showing that they had finished the whole reading record book during the Summer Holidays.</p>
--	---

Plan 5: Student Librarians Training	
Objective(s)	<ol style="list-style-type: none"> 1. To nurture selected student librarians to have the responsibility and a sense of belonging to the School 2. To provide students with library skills training
Target	Selected Student Librarians

Period	Whole School Year
Description	<p>Student librarians were recruited, and training was provided so that they could:</p> <ul style="list-style-type: none"> ➤ assist in the daily operation of the Library ➤ keep the Library clean and tidy ➤ make sure the students behave themselves in the Library ➤ help fellow students in using the Library ➤ show students how to use the Library ➤ direct the way for fellow students to locate books on the shelves
Evaluation	<ul style="list-style-type: none"> ➤ Overall speaking, the student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training. The Library issued certificates to recognize their contribution to the School. ➤ Joint PD and SD Librarians Activities: PD student librarians visited the SD Library.

Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole School Year
Description	Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.
Evaluation	The promotion could draw students' attention to new library books which are of good quality. These books are usually reading materials that students have not noticed in the School Library before. Once introduced in the promotion, these items would be frequently enquired by the students.

Evaluation of Computer Studies Department Programme Plan 2016-2017

Programme Summation:

In the school year 2016/17, students had a lot of opportunities to learn Computer Studies meaningfully and build up a positive learning attitude and habit towards the use of computers and Information Technology. Students were exposed to more STEM learning experiences and basic knowledge of computer programming. Students also participated in many internal and external competitions and other activities.

Programme Evaluation:

1. IT Directors/ IT Captains

Objective(s):

- 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 2016 – July 2017

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 2016.
- Most students participated actively and were very responsible for their duties.

2. External Competitions

Objective(s):

- 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

• To give students more exposure to outside competitions

Target: G5 to G6 students

Period: April 2017

Description: **Underwater Robot Competition** (1-9 April 2017)

Evaluation: Results of the competition:

- Group Competition: Best Joint School Inclusion Award
- Individual Competition: Silver

5 students participated in the Underwater Robot Competition organized by the HKUST in April 2017. Students achieved excellent results in the competition.

3. Internal Competitions

Objective(s):

- 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: October 2016 to January 2017

Description: ➤ All students from G.1 to G.6 participated in the Internet Safety Graphics Design Competition.

- G.1-2 students produced some graphics designs by using MS Paint.
- G.3 students used Adobe Fireworks.
- G.4 to G.6 students used PhotoImpact.

Students were given time during C.S. lessons to complete their designs. Students were taught the necessary skills to complete the graphics design. Good works of students were displayed on the day of the School Open House.

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

4. Fun Learning Days

Objective(s):

- 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 G2 students

Period: June 2017

Description: Two sessions of 1.5-hour lessons were organized for G.1 and G.2 students during the Fun Learning Weeks. The first lesson was an Augmented Reality activity using 3-D modeling on iPads. The second lesson was making 3-D eye-glasses and then watching a 3-D movie with students' DIY 3-D eyeglasses.

Evaluation: Students enjoyed the activities very much. It is suggested the Department will continue promoting this event in the coming school year.

5. **Seminar (Internet Safety and Internet Addiction Prevention)**

Objective(s): 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: May, June and July 2017

Description: Three seminars were held in collaboration with the Moral Education Department (the first one for G.3-5, another for G.1-2, and the last one for G.6).

The first two seminars were held in May and June. The Office of the Government Chief Information Officer (OGCIO) was invited to host the talks. The OGCIO partnered with the Radio Hong Kong and the International Information Systems Security Certification Consortium, Inc. to deliver the talk for G.1-2 and for G.3-5 respectively. Students learnt about the security concerns when using the Internet and the relevant security tips to protect themselves from potential cyber threats.

The last seminar was held in July during the Extended Learning Wweeks. A counselor from the Internet Addiction Prevention and Treatment Service of TWGHs was invited to deliver the talk. The talk focused on addiction to the Internet and mood problem.

Evaluation: Students found the information up-to-date and useful in their daily life. It is suggested the Department will continue promoting this activity in the coming school year.

6. Collaboration with Putonghua Department

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

Target: G2 students

Period: January to February 2017

Description: Students used Hanyu pinyin (漢語拼音) to type Chinese poems.

Evaluation: Most students became more competent in their typing skills and learnt more about Hanyu pinyin (漢語拼音). It is suggested the Department will continue teaching these skills in the coming school year.

7. Collaboration with Mathematics Department

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

Target: G.4 and G.6 students

Period: Jan 2017

Description: G.6 students learnt to use Geometer Sketchpad to draw curve stitching patterns.

G.4 students learnt to create bar charts using Excel.

Evaluation: For G.6, most students designed their own curve stitching patterns using Geometer Sketchpad.

For G.4, most students designed their own bar charts using Excel.

8. Collaboration with English and the Chinese Departments (on typing skills)

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

Target: G1, G2, G4 and G6 students

Period: September 2016 to June 2017

Description: G.1 and G.2 students practised keyboard skills of typing English letters. G.4 and G.6 learnt Chinese input methods (速成，倉頡).

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

Evaluation of Moral Education Department Programme Plan 2016-2017

Programme Summation & Evaluation:

This year's programme continued to focus on promoting students' understanding of the underprivileged people and arousing their awareness of social responsibility. Several talks and class activities were organised. A user-defined survey which was composed of the sub-scales "Care for Others", "Code of Conduct" and "Well-behaved" from the Assessment Program for Affective and Social Outcomes (APASO) was used to evaluate the effectiveness of the activities. Compared with the data collected at the beginning of the school year, there was an improvement in students' caring attitudes towards the end of the school year. The mean score for "Care for Others" increased from 3.36 to 3.42. In addition, students were more considerate (from 3.22 to 3.32) and had a greater awareness of the importance of helping their neighbours (from 3.27 to 3.29).

Programme Evaluation:

1. G.1 Adaptation Workshop

Objective(s): To organize experiential activities to promote pro-social behaviour amongst students

Target: G.1 Students

Period: 1 September 2016

Description: G.1 class teachers hosted the workshop which was aimed at introducing the school facilities, school personnel (including prefects) to G.1 students. In the workshop, proper social manner and school rules were also explained. The School Social Worker (SSW) was introduced and students were encouraged to seek help when they encounter difficulties.

Evaluation: The workshop helped G.1 students adapt to the new school environment. Students learnt about the school facilities and rules. They also learnt proper social manner that helped building new friendships. On the other hand, students could get to know the SSW at the workshop. It facilitated students to seek help when they were in need. Together with the opening of the Play Room during recess time, students were more eager to approach the SSW who could form trusting relationships with them.

2. Developmental Talks and Workshops

Objective(s):

- To organize talks and workshops to further develop students' understanding of the underprivileged people and to arouse the awareness of their social responsibility
- To organize experiential activities to promote pro-social behaviour amongst students

Target: All Students

Period: September 2016 – June 2017

Description: Several talks and class activities were organised, including the following activities:

- A talk for G.3-6 students on life education

- An introductory talk for G.3-5 students about social enterprise
- Three class activities for G.1-2 students about (1) self-responsibility, (2) disability and social inclusion, and (3) the problem of cheating and the importance of honesty
- A class activity for G.6 students about secondary school life

Evaluation: Many of these activities helped cultivate compassion and promote social responsibility amongst students. The speaker of the life education talk shared how he had overcome the challenges after losing his mobility. The sharing not only promoted resilience but also respect and compassion amongst students. The talk aroused students' concerns about the disabled people. Similarly, the class activity about disability and social inclusion helped students understand the difficulties that people with physical disability might face in their daily lives. They were encouraged to offer help and show concern for the needy people.

The talk about social enterprise helped students learn about the basic concepts of social enterprise and how the underprivileged people could be benefited through the operation of social enterprises. Students were encouraged to support the social enterprises as a way to help the needy people who were assisted by the social enterprises. In addition, students were encouraged to think about setting up their own social enterprises when they grow up.

The remaining activities were aimed at promoting pro-social behaviour. The class activity about self-responsibility encouraged students to be responsible whilst the activity about cheating and honesty promoted integrity. The activity for G.6 students helped students get prepared for their secondary school life and be aware of the importance of time-management and self-management.

3. Parents' Workshops

Objective(s): To conduct workshops to promote effective parenting skills amongst parents

Target: All Parents of Our Students

Period: February – June 2017

Description: 4 parents' workshops were held, two for parents of G.1-3 students and another two for parents of G.4-6 students. Each workshop consisted of 3 sessions. The two workshops for parents of G.1-3 students were both about Play Therapy. The first workshop for parents of G.4-6 students was about cyber activity amongst children whilst the second workshop focused on understanding children's personality traits through MMTIC.

Evaluation: 25 parents participated in each workshop, except the workshop on MMTIC which 24 parents attended. The feedback about the first workshop on Play Therapy was very positive. All parents considered the workshop useful and they had learnt some basic concepts of play therapy. It was re-run again in May 2017 so that another 25 parents could also be benefited from it. The feedback was again very positive.

The feedback about the workshop on cyber activity was also positive. Over 90% of parents understood more about the reasons for children to

become indulgent in online activities and the parenting skills in helping children develop healthy online habits. The workshop was re-run again in June 2017 by the PTA.

The workshop on personality traits was aimed at helping parents understand their children's personality characteristics, learn effective communication skills in improving parent-child relationship and craft appropriate discipline strategies according to their children's personality. From the written feedback collected, all participants indicated that the workshop met their expectations. 87% of them considered the information provided by the workshop could fully or mostly achieve the stated objectives of the workshop.

4. Food Donation Programmes

Objective(s): To organize experiential activities to promote pro-social behaviour amongst students

Target: All Students

Period: December 2016

Description: This activity was aimed to provide an opportunity for students to show concerns for the needy people, and help them learn to share what they have with others.

Evaluation: The PTA Community Service Working Group organized a gift donation programme in early December. The programme was held right before the scheduled period of this activity and served a similar purpose. Therefore, this activity was cancelled.

5. Read to Feed Programme

Objective(s):

- To organize talks and workshops to further develop students' understanding of the underprivileged people and to arouse the awareness of their social responsibility
- To organize experiential activities to promote pro-social behaviour amongst students

Target: All Students

Period: 16 January – 17 February 2017

Description: This is the 10th year for the School to participate in the Read to Feed programme organised by Heifer International – Hong Kong. This year, the programme was aimed to raise funds to assist impoverished families in Wadu Township of Baoshan City in Yunnan Province to improve their livelihood.

Evaluation: A promotion video provided by the Heifer-HK was shown to students to encourage them to participate in the programme before launching the event. In addition, a bookstand provided by the Heifer-HK was placed in the school library during the programme period. 363 students showed interest in the programme and 248 of them completed the scheme. A total of amount of \$150,420 was raised as donation to the organization.

To promote positive values and compassion for others amongst students, two picture book workshops were jointly organized with the

Heifer-HK. One of the workshops was for G.1 and the other one was for G.2. 30 students participated in each of the workshops. The guest speaker made use of picture books to share stories with students. Students learnt about moral values, such as helping others and treasuring life, from the stories.

6. Talk on Healthy Use of Computer

Objective(s): To organize experiential activities to promote pro-social behaviour amongst students

Target: All Students

Period: 19 May 2017 (G.3-5 Students)
21 June 2017 (G.1-2 Students)
12 July 2017 (G.6 Students)

Description: The talks were jointly organised with the C.S. Department. The two talks for G.1-2 students and G.3-5 students were both aimed at enhancing students' awareness of internet safety and the importance of protecting their personal information on the internet. The Office of the Government Chief Information Officer (OGCIO) was invited to host the talks. The OGCIO partnered with the Radio Hong Kong and the International Information Systems Security Certification Consortium, Inc. to deliver the talks for G.1-2 and for G.3-5 respectively. The talk for G.6 students was hosted by a counsellor from the Internet Addiction Prevention and Treatment Service of TWGHS. It talked about online addiction and mood problem.

Evaluation: G.1-5 students learnt about the security concerns when using the internet and the relevant security tips to protect themselves from potential cyber threats. Students were reminded to stay vigilant against any deceptive acts on the internet and not to disclose their personal information to un-trusted contacts. Students also learnt to protect their accounts and devices using proper password and security settings. G.6 students were more aware of the potential risks of online addiction and were reminded to avoid developing addictive behaviour when they enjoyed cyber activities.

Evaluation of Electives Department Programme Plan 2016-2017

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 70 courses on offer in 2016-2017. 47 courses were delivered by out-sourced organizations. Evaluation was done at the end of the course. The feedback from students, teachers and parents was positive and encouraging.

Plan	Evaluation
<p>1 To maintain a balance of courses of different learning areas to be provided in the electives curriculum</p>	<p>There were 70 courses on offer in 2016-2017. They could be classified into four main areas: Art & Sport (19.05%), Language & Culture (15.87%) Science (19.05%) and Personal Development (46.03%).</p> <ul style="list-style-type: none"> ● 14 new electives were introduced this year: Go Culture (Advanced), Brain Teaser, Junior Anchor, Call Me Sherlock, German Beginners, 3S-Skills for a Sharp Student, Personal Growth, Let's Code, Dominoes, 從書法學中華文化, Environmental Ambassadors, Leather DIY, English Performing Arts and Rugby were new programmes. ● 5 courses provided basic art and design knowledge, such as Drawing, 3D Sculpture, 中國畫 and Dye Craft. ● Sports courses provided different learning areas, such as Rock Climbing, Handball, Rope Skipping, Dodge Ball and Rugby. ● 12 courses (17.1%) provided basic language and cultural knowledge, such as Japanese, French, African Culture, German and 從書法學中華文化. ● 13 courses (18.6%) adopting the scientific approach were specially designed. World Class Arena, Architecture for Children, Little Electronic Engineer, Paper Circuit, Science Workshops, Toy Science, 天文實驗班, Science Adventure Builder, Advanced Astronomy Exploration and 3D Printing, etc. provided students with a rare and precious chance to get to know more about astronomy and science. ● 34 courses (48.6%) such as Team Building Workshop, Stormy Chefs, Career in Future, Money Management, Junior CEO, Memory Booster Program, Be a Smart Leader, 通識達人, Think to Speak and Etiquette could enhance students' personal development.
<p>2 To emphasize life-wide learning (students learn in real context and authentic setting).</p>	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> ● Students who participated in the Etiquette Elective practised table manners in Outback Steakhouse.

	<p>The experiential learning experiences enable students to acquire knowledge that is not covered in regular classroom learning</p>	<ul style="list-style-type: none"> ● Students of the Rock Climbing Elective practised their skills in Spotlight Recreation Club (博藝會) to challenge themselves. ● Students of School Journalists (校園報小記者) Elective understood more about the process of newspaper production in the Sing Tao News Corporation visit. ● Students who participated in the Junior Anchor (新聞主播) Elective visited Phoenix Satellite Television Company Limited. ● Students of Science Workshop and Toy Science launched their rockets and played the giant bubble in the field. ● Students of Advanced Astronomy Exploration enjoyed star-gazing in the Planetarium. ● Some electives help develop students' knowledge and skills to meet the requirement of curriculum (Memory Booster Program, 通識達人 and Career in Future) and some focus on environment protection (Think to Speak 環保小先鋒 and Environmental Ambassadors). ● Students of the Money Management Elective practised their skills in the tuck shop. ● Tutors/Teachers of the Science related electives (Science Workshop, Science Adventures, Little Electronic Engineer, Paper Circuit, 天文實驗班, Science Adventure Builder and Advanced Astronomy Exploration) prepared different experiments to develop students' science processing knowledge, interest and skills. ● Tutors of the African Culture Elective came from Africa. The language teachers (Japanese & French) are native speakers of those languages.
<p>3</p>	<p>To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations</p>	<ul style="list-style-type: none"> ● 47 courses were delivered by out-sourced organizations. Students were given lots of exposure and opportunities to interact with tutors from the out-sourced organizations. ● Students were shuffled and regrouped according to the electives they attended. They were given a chance to communicate with schoolmates of other levels and classes, and this experience could enhance their interpersonal skills.
<p>4</p>	<p>To let students choose the electives that best suit their learning styles</p>	<p>The electives for each student were allocated with the help of an Elective Selection Programme. Teachers would then modify the list manually to ensure a better allocation before producing the final version.</p> <p>Students' electives were allocated with reference to their <u>priority</u>. Each student was assigned one elective out of his <u>first three choices</u> according to his preference for <u>one main</u></p>

		area in the school year.																																								
5	To help students develop the 9 generic skills through attending the electives courses	<ul style="list-style-type: none"> ● Students' Multiple Intelligences were developed through participating in the assigned electives. ● 7 electives (board games) focus on developing students' communication skills, collaboration skills and problem solving skills: Go Culture Courses: Beginners, Intermediate and Advanced, Board Games, The Chess Academy, MONOPOLY (strategy & fun) and Dominoes. ● 6 electives focusing on developing students' fine motor skills (Art of Paper, FUN with LEGO, Juggling Matrix, Be a Magician, Stories & Craft and Leather DIY) were introduced. 																																								
6	To develop students' independent learning and self-management skills	<p>We support students to become effective independent learners and develop their skills which can be categorized into the following:</p> <ol style="list-style-type: none"> 1. Social Skills: To work, learn and recreate collaboratively with others. 2. Thinking Skills: To create meaning, gain understanding, make judgments, make good decisions, self-analyse and reflect. 3. Information Skills: To be empowered and to recognize, reflect and apply information where necessary. 4. Self-management Skills: To manage themselves as an individual or in group situations, and focus on the task in hand and work through distractions. 5. Self-learning Skills: To initiate, plan, carry out, evaluate and adjust learning activities autonomously. 																																								
7	To provide students with STEM-related learning opportunities beyond classroom	<p>Students' STEM learning experiences were broadened through the provision of various electives to cater for their interests and abilities, and to unleash their potential in STEM-related areas.</p> <table border="1"> <thead> <tr> <th>Electives</th> <th>Science</th> <th>Technology</th> <th>Engineering</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Mathematical Games</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Science Adventures</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>天文實驗班</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Toy Science</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>初級紙製電路 (Paper Circuit)</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Science Adventure Builder</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Advanced Astronomy Exploration</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Electives	Science	Technology	Engineering	Maths	Mathematical Games				✓	Science Adventures	✓				天文實驗班	✓				Toy Science	✓				初級紙製電路 (Paper Circuit)		✓	✓		Science Adventure Builder		✓	✓		Advanced Astronomy Exploration	✓			
Electives	Science	Technology	Engineering	Maths																																						
Mathematical Games				✓																																						
Science Adventures	✓																																									
天文實驗班	✓																																									
Toy Science	✓																																									
初級紙製電路 (Paper Circuit)		✓	✓																																							
Science Adventure Builder		✓	✓																																							
Advanced Astronomy Exploration	✓																																									

		奧林匹克數學普及班				✓
		Science Workshop I	✓			
		Science Workshop II	✓	✓		
		World Class Arena				✓
		Architecture for Children		✓	✓	
		Let's Code		✓		
		3D Printing	✓	✓	✓	✓

**Financial Position of Diocesan Boys' School
2015/16 School Year**

[Consolidated - Primary Division and Secondary Division (exclude Boarding School)] - Audited

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	55%	N.A.
School Fees	N.A.	42%
Donations, if any	N.A.	1%
Other Income, if any	0%	2%
Total	55%	45%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	71%	
Operational Expenses (including those for Learning and Teaching)	11%	
Fee Remission / Scholarship ¹	8%	
Repairs and Maintenance	2%	
Depreciation	8%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.54 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Students' Achievements (From September 2016 to August 2017)

A. Sports

- 1. Inter-Primary Schools Swimming Competition (Kowloon East Area)**
 - Boys' A Grade – 1st Runner-up
 - Boys' B Grade – Champion
 - Boys' C Grade – 2nd Runner-up
- 2. Inter-Primary Schools Athletics Competition (Kowloon East Area)**
 - Boys' A Grade – 1st Runner-up
 - Boys' B Grade – Champion
 - Boys' C Grade – Champion
- 3. All Hong Kong Inter-Area Primary Schools Athletics Competition**
 - Boys' B Grade High Jump – Champion
 - Boys' B Grade Long Jump – 1st Runner-up
 - Boys' C Grade 100 meters – 1st Runner-up
- 4. Inter-Primary Table-Tennis Competition (Kowloon East Area)**
 - Boys' A Grade – Champion
 - Boys' B Grade – 1st Runner-up
- 5. All Hong Kong Jing Ying Table-Tennis Tournament**
 - Boys' Single – 1st Runner-up
 - Boys' Double – Champion
- 6. Inter-Primary Schools Games Competition (Kowloon East Area)**
 - Boys' Junior Grade – Champion
 - Boys' Senior Grade – 2nd Runner-Up
- 7. Inter-Primary Schools Football Competition (Kowloon East Area)**
 - Champion
- 8. Inter-Primary Schools Basketball Competition (Kowloon East Area)**
 - 1st Runner-up
- 9. Inter-Primary Schools Volleyball Competition (Kowloon East Area)**
 - Merit Award
- 10. Inter-Primary Schools Badminton Competition (Kowloon East Area)**
 - 2nd Runner-up
- 11. All Hong Kong Inter-Area Primary Schools Table-Tennis Competition**
 - Champion
- 12. Hang Seng All Hong Kong Schools Table-Tennis Competition**
 - Boys' Overall Champion
 - 2nd Runner-up in Boys' Single
 - 2nd Runner-up in Boys' Double

- 13. Inter-Primary Schools Rope Skipping Competition (Kowloon and Hong Kong Island District)**
 - Boy's B Grade – Champion
 - Boys' C Grade – 1st Runner-up
- 14. All Hong Kong Inter-Schools Rope Skipping Competition**
 - Boys' C Grade – 2nd Runner-up
- 15. All Hong Kong Inter-Primary Schools Tennis Competition**
 - Boys' B Grade – Merit Award
- 16. All Hong Kong Inter-Primary Schools Fencing Competition**
 - Boys' B Grade (Foil) – Merit Award
 - Boys' C Grade (Foil) – Merit Award
- 17. All Hong Kong Inter-Area Primary Schools Swimming Competition**
 - Overall Boys' B Grade – 1st Runner-up
 - Boys' B Grade 50m Backstroke – Champion
 - Boys' B Grade 100m Freestyle – Champion
 - Boys' B Grade 4x50m Freestyle Relay – Champion
 - Boys' A Grade 50m Breaststroke – 2nd Runner-up
 - Boys' A Grade 4x50m Medley Relay – 1st Runner-up
 - Boys' C Grade 50m Freestyle – Merit Award
 - Boys' C Grade 50m Breaststroke – Merit Award

B. Music

- 1. Hong Kong Youth Music Interflows**
 - Chinese Orchestra – Gold Award
 - Senior Orchestra – Gold Award
 - String Orchestra – Gold Award
- 2. 69th HK Schools Music Festival**
 - Treble Choir – Champion
 - Saxophone Ensemble – Champion
 - Senior School Orchestra – 1st Runner-up
 - String Orchestra – 1st Runner-up
 - Chinese Orchestra – 2nd Runner-up
 - Hymn Singing Choir – 2nd Runner-up
 - Brass Ensemble – 2nd Runner-up
 - Flute Ensemble – 2nd Runner-up

C. Speech

- 67th Hong Kong Schools Speech Festival**
 - Primary 4-6 English Choral Speaking – Champion
 - Primary 3-4 Chinese Choral Speaking – 1st Runner-up
 - Primary 1-2 Putonghua Choral Speaking – 1st Runner-up

D. English

Jockey Club Equal Opportunities Drama Project – Schools Drama Competitions 16/17

- Group Effort Award

E. Chinese

1. Hong Kong School Drama Festival 2016/17

- Award for Outstanding Stage Effect
- Award for Outstanding Cooperation
- Award for Commendable Overall Performance
- Award for Outstanding Performer (2 Students)

F. Mathematics

1. 3rd Hong Kong Mathematics Challenge

- P4: 1st Position (Team); 2nd Position (Finals)
- P6: 3rd Position (Team)

2. Hua Xia Cup 2017

- Team Overall: 2nd Position

3. 20th Sheng Kung Hui Primary Mathematics Olympiad

- Team Overall: 4th Position

4. 24th Hong Kong Primary Mathematics Olympiad

- G1-G2: 1st Position
- G3-G4: 1st Position
- G5-G6: 4th Position

5. 12th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools

- Gold Award

6. Hong Kong Open 2017

- Team Overall: 3rd Position

7. Multiple Intelligence Cup 2017

- Team: 1st Position

8. 28th Primary Mathematics Competition

- Team Overall: 1st Position (Kowloon East Area)
- Team Overall: 3rd Position (Finals)

9. India International Mathematics Competition

- Team Contest: 1st Runner-up
- Individual Contest: 1 Silver Award; 2 Merits

G. General Studies

- 1. 2nd International Math and Science Creativity Competitions in South Korea**
 - Special Award
- 2. Hong Kong Technology and Renewable Energy Events 2016**
 - 2nd Runner-up in Wind Turbine Design Competition
 - Best Design Award in Designing Wind Turbine
- 3. The 20th Primary Science Project Exhibition**
 - Award of Outstanding
 - Merit Award
- 4. The 11th Hong Kong Cup Diplomatic Knowledge Contest**
 - Active Participation Award in Primary Schools
- 5. Budding Scientists 2016-2017**
 - **Hong Kong Technology and Renewable Energy Events 2016**
 - ◇ 2nd Runner-up in the Wind Turbine Design Competition
 - ◇ Best Design Award in designing the Wind Turbine
 - **Budding Scientists**
 - ◇ Honorable Mention
- 6. UN International Day of Peace 2016: “Together for Peace”**
 - The Global Goal Award – First Runner-up
 - The Most Active Participation School Award – Champion
- 7. MassMutual Jr. Astronauts 2017**
 - 4S Leung Ngo Hei

H. French

- 1. 8th French Speech Competition**
 - **Solo Poetry**
 - ◇ G5: Taran Neel Langani 5D – Champion:
Hsin Hung Cheng 5D – 2nd runner-up:
 - ◇ G6: Doo William Alexander 6D– 1st runner up
 - **Prose Reading**
 - ◇ G5: Hsin Hung Cheng 5D – 1st runner up
- 2. DELF Prim A2 Examination June 2017**
 - **Honours**
 - ◇ G5D Hsin Hung Cheng
 - ◇ G6D Leung Otto Yuji
 - **Merit**
 - ◇ G6D Chan Cheuk Hei Arthur
 - ◇ G6D Doo William Alexander
 - ◇ G6D Wu James Chun Kotaro

I. Computer Studies

HKUST Underwater Robot Competitions 2017

- Best Joint School Inclusion Award