

Diocesan Boys' School

Primary Division



Annual School Plan 2009-2010

Visions and Values

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

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

Be an important part of the local community.

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

Vision statement

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

Mission

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

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

Programme Plans 2009 – 2010

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Major Concern: First Priority – Management & Organization

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Planning & Administration						
1.1 Establish Clear Policy-Making Procedures	1.1.1 To enhance collaboration between the SD & PD, so as to establish a stronger link, to build a stronger bond and develop a unified vision	Sept 09 – July 10	<ul style="list-style-type: none"> • Development of a new version of school mission, vision and vision statement based on the ideas proposed by the PD teachers • Arrangement with the Dean of Studies of the SD for teacher exchange so as to strengthen the link between the SD and PD • Over 80% of teachers agree that a stronger link is established and a stronger bond is developed between the SD and PD 	<ul style="list-style-type: none"> • Teachers’ feedback through stakeholder survey 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • NA

2. Professional Leadership						
2.1 To Enhance the Effectiveness of the School Management, Senior Teachers and Subject Administrations	2.1.1 To lead staff to express their opinions on setting targets, policies, programme plans, priority and budgeting etc. and offer them feedback and assistance in order to motivate them and to achieve targets and promote their professional development	Sept 09 – July 10	<ul style="list-style-type: none"> • Arrangement of mid-year meetings for staff to meet with the HT, DHT or AHTs to express their opinions • HT, DHT and AHTs offer feedback to teachers regarding what changes can be made based on their suggestions • Over 80% of teachers agree that the School considers and values teachers' suggestions and the mechanism helps promote teachers' professional development 	<ul style="list-style-type: none"> • Mid-year meetings with HT, DHT and AHTs • Teachers' suggestions through questionnaire • Teachers' feedback through stakeholder survey 	HT	<ul style="list-style-type: none"> • NA

3. Self-evaluation						
3.1 To Review the Effectiveness of the Self-evaluation Mechanism and its Implementation	3.1.2. To refine the self-evaluation mechanism covering the school, subject panels/committees and individuals	Sept 09 - July 10	<ul style="list-style-type: none"> • HoD and Chairperson of the subject/ committees collect feedback/ evaluation from staff • Individual self-evaluation can be reflected on Self Appraisal Form and Staff Development Plan of all staff • Over 80% of staff members express satisfaction about the self-evaluation mechanism 	<ul style="list-style-type: none"> • Self Appraisal Form • Staff Development Plan • Subject meetings and collaboration • Committee meetings • Teachers' feedback through questionnaire 	• AHT (Staff)	• NA
	3.1.2. To work with all departments to establish an effective feedback system and to review the effectiveness of the programme plans, and work out the staff training programme	Sept 09 - July 10	<ul style="list-style-type: none"> • Each core department needs to establish a subject-based professional training programme in 2009-2010 • HoDs review the effectiveness of the programme plans regularly 	<ul style="list-style-type: none"> • Subject-based professional training programme • Teachers' feedback through questionnaire 	• AHT (Staff)	• NA

			<ul style="list-style-type: none">• Over 80% of staff members express satisfaction about the programme plans and staff training programme			
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Major Concern: Second Priority - Teaching & Learning

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Curriculum						
1.1 Co-ordination & Collaboration in School Curriculum	1.1.1 To further improve the school-based curriculum to cater students' needs, provide them with necessary learning experience and cultivate their generic skills	Sept 09 - July 10	<ul style="list-style-type: none"> • Establishment of cross-curricular activities both within subjects & with other subjects • Workshop on how teachers can cater to students' needs will be conducted at the end of the first term • Establishment of Inquiry Based Learning at the end of the school year to provide students with learning experience and cultivation of generic skills • Over 80% of teachers & students agree that the school-based curriculum caters to students' needs, providing them with necessary learning 	<ul style="list-style-type: none"> • Teacher's feedback through stakeholder survey • Students' feedback through stakeholder survey • Students' & teachers' feedback through questionnaire 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • NA

			experience and cultivating their generic skills			
2. Teaching						
2.1 To Cater for Students' Learning Diversities	2.1.2 To introduce an accelerated class for G5 & G6 English & Chinese	Sept 09 - July 10	<ul style="list-style-type: none"> 30 students from Grade 5 and 30 students from Grade 6 are placed in the accelerated classes for both English & Chinese 	<ul style="list-style-type: none"> Analysis of the third term assessment results (09-10) 	<ul style="list-style-type: none"> HoDs of English & Chinese 	<ul style="list-style-type: none"> NA
2.2 Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching	2.2.3 To establish clear guidelines to ascertain all teachers are patient, approachable, friendly, caring and ready to encourage students, be fair and able to give respect to students' viewpoints	Sept 09 – July 10	<ul style="list-style-type: none"> Guidelines are established to sharpen teachers' professional attitude to students Over 80% of students consider teachers are patient, approachable, friendly, caring and ready to encourage them, be fair and able to give respect to their viewpoints 	<ul style="list-style-type: none"> Students' feedback through stakeholder survey 	<ul style="list-style-type: none"> HT 	<ul style="list-style-type: none"> NA

3. Student Learning						
3.1 To Further Enhance Students' Learning Performance	3.1.1 To enable students to master and manipulate various generic skills, and demonstrate good and independent learning abilities	Sept 09 - July 10	<ul style="list-style-type: none"> • 100% of School Departments will select appropriate generic skills for student development • At least 80% of students agree that they can demonstrate good & independent learning abilities 	<ul style="list-style-type: none"> • Analysis of Departmental Programme Plans • Students' feedback through stakeholder survey 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • NA
4. Performance Assessment						
4.1 To Reform the Grading Policy & System	4.1.1 To assess if the grading policy & system can reduce the negative effect of rivalry amongst students	May 10	<ul style="list-style-type: none"> • Over 80% of students consider the negative effect of rivalry is reduced 	<ul style="list-style-type: none"> • Students' feedback through stakeholder survey 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • NA
4.2 Use Assessment Information as Feedback to Improve Effectiveness of Learning and Teaching	4.2 .1 To further develop teachers' skills to identify students' strengths and weaknesses, and to give timely and useful feedback to help students improve	Nov 09 - July 10	<ul style="list-style-type: none"> • CDAA Committee will provide concrete guidelines for teachers to make further use of assessment information • Over 80% of teachers agree that they can make good use of the assessment 	<ul style="list-style-type: none"> • Teacher's feedback through stakeholder survey • Report on interview with subject administrators 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • NA

			information to improve teaching & learning <ul style="list-style-type: none">• Interview with all subject administrators			
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Major Concern: Third Priority – Student Support & School Ethos

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Support for Student Development						
1.1 To Provide Additional Support for G1 Students	1.1.1 To administer a survey for G1 parents to explore the transitional needs of students	Sept 09 – July 10	<ul style="list-style-type: none"> • 60% of parents actively respond to the survey • Analysis of parental response in the survey 	<ul style="list-style-type: none"> • Parents' feedback through stakeholder survey • Feedback from teachers after observation 	• AHT (Student)	<ul style="list-style-type: none"> • \$1,000 • Class Teachers • Social Workers
	1.1.2 To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning	Sept 09 – July 10	<ul style="list-style-type: none"> • Cross curricular activities are organized that enable a multi-disciplinary approach • Intra-disciplinary approach to enhance specific subject skills 	• Students' feedback through stakeholder survey	<ul style="list-style-type: none"> • HoD of English • HoD of Chinese • HoD of Maths • HoD of G.S. 	• NA
	1.1.3 To create more opportunities for students' oral contribution to their work and communication with peers in co-operative group work, and to express their view and opinions with class teachers	Sept 09 – July 10	<ul style="list-style-type: none"> • Incorporate co-operative learning strategies into group work as well as through presentations or mini-projects 	<ul style="list-style-type: none"> • Teachers' feedback collected in departmental collaborative meetings • Lesson observations 	<ul style="list-style-type: none"> • HoD of English • HoD of Chinese • HoD of Maths • HoD of G.S. 	• NA

	1.1.4 To review the G1 Chinese curriculum and help students to learn Chinese with more confidence	Beginning of Sept	<ul style="list-style-type: none"> • Students can understand teachers' instructions • Students will be able to complete the tasks or assignments 	<ul style="list-style-type: none"> • Observation of students' performance during Chinese lessons • Parents' feedback through discussion sessions 	• HoD of Chinese	• NA
	1.1.5 To set up guidelines on assessment for offering help to students in understanding the rubrics and instructions	Sept 09 - July 10	<ul style="list-style-type: none"> • CDAA Committee will set up guidelines on helping students understand the assessment rubrics & instructions • G1 core subject teachers will disseminate the guidelines to G1 students • Over 80% of parents agree that their child can understand the assessment rubrics & instructions 	<ul style="list-style-type: none"> • Interview with G1 subject teachers • G1 subject teachers will analyse the assessment data • Parents' feedback through stakeholder survey 	• DHT	• NA
2. Links with Parents and External Organisations						
2.1 To Promote Effective Home-School Co-operation	2.1.1 To organise more parental workshops and seminars for parents to share	Sept 09 - July 10	<ul style="list-style-type: none"> • Over 60% of parents agree that the workshops and seminars are 	<ul style="list-style-type: none"> • Analysis of parental participation in the workshops & seminars 	• AHT (Student)	<ul style="list-style-type: none"> • \$4,000 • PTA

	their points of view and experiences in parenting, and to promote parent involvement in their child's learning		useful to them <ul style="list-style-type: none"> • Parents actively participate & share their opinions during the workshops & activities 	<ul style="list-style-type: none"> • Feedback from parents through discussion • Feedback from speakers through interviews 		
2.1.2	To enrich the existing parental education programme by providing more sharing opportunities among parents	Sept 09 - July 10	<ul style="list-style-type: none"> • Organise more sharing sessions for parents 	<ul style="list-style-type: none"> • Feedback from parents through focus interview 	<ul style="list-style-type: none"> • AHT (Student) 	<ul style="list-style-type: none"> • \$2,000 • Social Workers
2.1.3	To hold more parents' nights, particularly for parents of G2 and G6 students, so as to explain to parents the arrangement of homework and assignment, and to clarify the School's expectation on students' performance	Sept 09 - July 10	<ul style="list-style-type: none"> • Hold one parents' night for G2 and G6 parents 	<ul style="list-style-type: none"> • Analysis on the number of parent participants on parents' night • Feedback from parents through questionnaire • Observation of change in student performances by class teachers • Parents' feedback through stakeholder survey 	<ul style="list-style-type: none"> • AHT (Student) 	<ul style="list-style-type: none"> • \$2,000 • DHT • Class Teachers & Subject Teachers

	2.1.4 To enhance and promote a closer parent-school co-operation and liaison to discuss students' problems and seek possible solutions	Sept 09 - July 10	<ul style="list-style-type: none"> To organise sharing sessions for parents 	<ul style="list-style-type: none"> Feedback from parents through the PTA Feedback from teachers through focus interview 	<ul style="list-style-type: none"> AHT (Student) 	<ul style="list-style-type: none"> All Teachers
2.2 To Develop More Links with Community & External Organisations	2.2.1 To establish links with the community and other schools so that teachers can play an active role in community services for the development of wider experiences	Sept 09 - July 10	<ul style="list-style-type: none"> Each senior administrator will establish at least one link with either the community or with other schools for the benefit of teachers Over 80% of teachers agree that there are established links with the community & other schools 	<ul style="list-style-type: none"> Teachers' feedback through stakeholder survey 	<ul style="list-style-type: none"> DHT AHT (Staff) AHT (Student) 	<ul style="list-style-type: none"> NA

Legend:

HT Headteacher
DHT Deputy Headteacher
AHT (Staff) Assistant Headteacher (Staff)
AHT (Student) Assistant Headteacher (Student)
HoD Head of Department

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 09/10

Name of school: Diocesan Boys' School Primary Division

Means by which teachers will be consulted: Staff Meeting

No. of operating classes: 30

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person -in-charge
Elective courses	<p>To employ the following organizations and part time tutors to develop and conduct electives for our students:</p> <p>Term 1 – Term 3</p> <ol style="list-style-type: none"> 1. Hong Kong Children's GO Academy 2. Edvenue Limited 3. Pasona Education Co. Limited 4. Basic Force Education Centre 5. The H.K. Mathematical Olympiad Association 6. French For Foreigners Limited 7. Typhoon Club 8. Active Kids 9. Achievers Track 	<p>To provide various choices of electives for students to broaden their knowledge and horizon. There are 22 sessions of around 1 hour each in terms 1-3. The session lasts from 1:50 p.m. to 2:50 p.m.</p> <p>Courses offered: Term 1 – Term 3</p> <ol style="list-style-type: none"> 1. Hong Kong Children's GO Academy: <ul style="list-style-type: none"> ◆ 圍棋初班 (Terms 1-2) ◆ 圍棋中班 (Term 2-3) 2. Edvenue Limited: <ul style="list-style-type: none"> ◆ International Corner ◆ Applied Personal Management (Terms 2-3) ◆ Be a SMART Leader (Terms 1 & 3) ◆ 2C's (Creativity & Communication) Program ◆ Critical Thinking Program (Terms 1 & 3) 3. Pasona Education Co. Limited: <ul style="list-style-type: none"> ◆ Elementary Japanese (Terms 1-2) ◆ Intermediate Japanese (Term 3) 4. Basic Force Education Centre: <ul style="list-style-type: none"> ◆ Money Management A 	<p>- Boys will be able to participate in electives providing basic knowledge in go culture, Japanese language, French, African culture, creative writing (Typhoon Magazine), money management, personal management, 2C's, critical thinking and leadership training, etiquette, toy science, science experiments, foot drill training.</p> <p>- Boys will be able to participate in electives providing advanced knowledge in drawing (Drawing on the Right Side of the Brain ® Workshop), go culture, Japanese and French.</p> <p>- Boys who are interested in sports will be able to learn handball and rock climbing.</p> <p>- Since all electives are provided for students free of</p>	<p>Term 1 Weekly session from 25 Sept - 20 Nov 09 (8 sessions)</p> <p>Term 2 Weekly session from 4 Dec 09 - 12 March 10 (7 sessions)</p> <p>Term 3 Weekly session from 19 March – 28 May 10 (7 sessions)</p>	<ol style="list-style-type: none"> 1. Hong Kong Children's GO Academy: <ul style="list-style-type: none"> ◆ 圍棋初班 \$1,000 × 15 =\$15,000 ◆ 圍棋中班 \$1,000 × 14 =\$14,000 2. Edvenue Limited: <ul style="list-style-type: none"> ◆ International Corner \$1,931.3 × 22 =\$42,488.6 ◆ Applied Personal Management \$1,931.3 × 14 =\$27,038.2 ◆ Be a SMART Leader \$1,931.3 × 15 =\$28,969.5 ◆ 2C's (Creativity & Communication) Program \$1,931.3 × 22 =\$42,488.6 ◆ Critical Thinking Program \$1,931.3 × 15 =\$28,969.5 3. Pasona Education Co. Limited: <ul style="list-style-type: none"> ◆ Elementary Japanese \$1,050 × 15 =\$15,750 ◆ Intermediate Japanese \$1,050 × 7 =\$7,350 4. Basic Force Education Centre: <ul style="list-style-type: none"> ◆ Money Management A 	<p>- Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.</p> <p>- Students' improvement in the knowledge of chess and sports activities.</p> <p>- Students' capability in applying etiquette, personal management and money management in daily life.</p>	<p>- Students' participation and interest in the electives.</p> <p>- Number of enrollment</p> <p>- Teachers, parents and students' feedback given on questionnaires</p>	Susanna Chung

	<p>Co. Limited</p> <p>10. Haac Ltd.</p> <p>11. Arthome 藝術家-鄭志明</p> <p>12. Science Workshop</p> <p>13. Etiquette tutor – Mrs Baram</p> <p>14. Handball tutor – Mr. Eddie Chan</p>	<p>(Terms 1-2)</p> <ul style="list-style-type: none"> ◆ Money Management B <p>(Terms 1-2)</p> <ul style="list-style-type: none"> ◆ Little Architect (Term 3) ◆ Little Lawyer (Term 3) <p>5. The H.K. Mathematical Olympiad Association:</p> <ul style="list-style-type: none"> ◆ Mathematical Games I ◆ Mathematical Games II <p>6. French For Foreigners Limited:</p> <ul style="list-style-type: none"> ◆ Fun with French A ◆ Fun with French B <p>7. Typhoon Club: Typhoon Magazine</p> <p>8. Active Kids:</p> <ul style="list-style-type: none"> ◆ Science Adventures ◆ Stormy Chefs (Terms 1 & 3) ◆ Chess4Life (Term 2) <p>9. Achievers Track Co. Limited:</p> <ul style="list-style-type: none"> ◆ 天文實驗班 ◆ Toy Science <p>10. Haac Ltd.:</p> <ul style="list-style-type: none"> ◆ African Culture (Terms 1 & 3) ◆ African Performing Art Workshop (Term 2) ◆ Team Building Workshop (Term 3) ◆ Foot Drill Training (Term 2) ◆ Rock Climbing <p>11. Arthome 藝術家-鄭志明: Drawing on the Right Side of the Brain @ Workshop</p> <p>12. Science Workshop:</p> <ul style="list-style-type: none"> ◆ Science Workshop I ◆ Science Workshop II <p>13. Etiquette (Term 2)</p> <p>14. Handball</p>	<p>charge, all boys will have equal opportunities to participate in these programmes.</p>		<p>\$1,018 × 15 = \$15,270</p> <ul style="list-style-type: none"> ◆ Money Management B <p>\$1,018 × 15 = \$15,270</p> <ul style="list-style-type: none"> ◆ Little Architect <p>\$1,050 × 7 = \$7,350</p> <ul style="list-style-type: none"> ◆ Little Lawyer <p>\$992 × 7 = \$6,944</p> <p>5. The H.K. Mathematical Olympiad Association:</p> <ul style="list-style-type: none"> ◆ Mathematical Games I <p>\$1000 × 22 = \$22,000</p> <ul style="list-style-type: none"> ◆ Mathematical Games II <p>\$1000 × 22 = \$22,000</p> <p>6. French For Foreigners Limited</p> <ul style="list-style-type: none"> ◆ Fun with French A <p>\$620 × 22 = \$13,640</p> <ul style="list-style-type: none"> ◆ Fun with French B <p>\$620 × 22 = \$13,640</p> <p>7. Typhoon Club: Typhoon Magazine</p> <p>\$2,875 × 22 = \$63,250</p> <p>8. Active Kids:</p> <ul style="list-style-type: none"> ◆ Science Adventures <p>\$2,500 × 22 = \$55,000</p> <ul style="list-style-type: none"> ◆ Stormy Chefs <p>\$2,500 × 15 = \$37,500</p> <ul style="list-style-type: none"> ◆ Chess4Life <p>\$2,500 × 7 = \$17,500</p> <p>9. Achievers Track Co. Limited:</p> <ul style="list-style-type: none"> ◆ 天文實驗班 <p>\$1,300 × 22 = \$28,600</p> <ul style="list-style-type: none"> ◆ Toy Science <p>\$1,300 × 22 = \$28,600</p> <p>10. Haac Ltd.</p> <ul style="list-style-type: none"> ◆ African Culture <p>\$2,000 × 15 = \$30,000</p> <ul style="list-style-type: none"> ◆ African Performing Art Workshop <p>\$2,000 × 7 = \$14,000</p>			
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					<p>◆ Team Building Workshop \$2,000 × 7 = \$14,000</p> <p>◆ Foot Drill Training \$2,000 × 7 = \$14,000</p> <p>◆ Rock Climbing \$1,600 × 22 = \$35,200</p> <p>11. Arthome 藝術家-鄭志明: Drawing on the Right Side of the Brain ® Workshop \$1,100 × 22 = \$24,200</p> <p>12. Science Workshop: ◆ Science Workshop I \$3,450 × 22 = \$75,900 ◆ Science Workshop II \$3,450 × 22 = \$75,900</p> <p>13. Etiquette \$1,200 × 7 = \$8,400</p> <p>14. Handball \$250 × 22 = \$5,500</p> <p>Total = \$865,718.4</p>			
Music Curriculum Enhancement	To employ the following part-time conductors and assistants for the Junior and Senior Orchestras, String Orchestra, Woodwind Ensemble, Clarinet Ensemble, Saxophone Ensemble, Chinese Orchestra, Dizi and Erhu Intensive Training : 1. Junior and Senior School Orchestra	To conduct & train students in the weekly rehearsals: 1. Mr. Lee Siu Lam will conduct once a week from: <input type="checkbox"/> 9:00 a.m. to 11:00 a.m. (Saturday 2 hrs. - Senior School Orchestra) <input type="checkbox"/> 11:00 a.m. to 12:30 p.m. (Saturday 1.5 hrs. - Junior School Orchestra) No. of hours per year = 126 hrs (3.5 hrs x 36 weeks) 2. Mr. Goh Ching will conduct twice a week from: <input type="checkbox"/> 3:15 p.m. to 4:45 p.m. (Tuesday 1.5 hrs. - String Orchestra) <input type="checkbox"/> 10:45 a.m. to 12:15 p.m. (Saturday	- There are 8 weekly rehearsals for the Junior and Senior Orchestras, String Orchestra Woodwind Ensemble, Clarinet Ensemble, Saxophone Ensemble and Chinese Orchestra, Dizi and Erhu Intensive Training and over 240 orchestral members participating. Part-time conductors must be employed to conduct the orchestras so as to reduce the workload of the full time music teachers - The part-time conductors and tutors identified are professional musicians with the	- Weekly training & rehearsals are scheduled from mid-September 09 to late-August 10. The conductors will conduct in the following functions: -HK Schools Music Festival March 10 - Hong Kong School Orchestra Interflow - Open Day - Winners' Prize	1. \$700 x 126 = \$88,200 per year 2. \$700 x 108 = \$75,600 per year 3. \$700 x 54 = \$37,800 per year 4. \$550 x 36 = \$19,800 per year 5. \$550 x 36 = \$19,800 per year 6. \$500 x 54 = \$27,000 per year	- Improvement in students' standard in performances and rehearsals demonstrated as a result of the effective training provided by the conductors. - Students' music potential and interest being developed by the conductors. - Students' active participation and high performing standard in the HK Schools Music	- Music teachers' and students' feedback and assessment on the performance of the conductors. - The response and feedback from the school authority, parents, students and old boys in the school concerts and other music activities.	Mrs. Emily Yip

	<p>Conductor – Mr. Lee Siu Lam, Homer (3.5 hrs/week)</p> <p>2. String Orchestra & Junior School Orchestra Conductor – Mr. Goh Ching (3 hrs/week)</p> <p>3. Woodwind Ensemble Conductor – Mr. Yiu Song Lam (1.5 hrs/week)</p> <p>4. Clarinet Ensemble Conductor – Mr. Cheung Lap (1 hr/week)</p> <p>5. Saxophone Ensemble Conductor – Mr. Timothy Sun (1 hr/week)</p> <p>6. Chinese Orchestra Conductor – Mr. Chu Siu Wai (1.5 hrs/week)</p> <p>7. Dizi Intensive Training Tutor – Mr. Chu Siu Wai (1 hr/week)</p> <p>8. Erhu Intensive Tutor – Mr. Tsang Chi Wai (1.25 hrs/week)</p> <p>9. Assistant – To be identified (3 hrs/week)</p>	<p>1.5 hrs. - Junior School Orchestra) No. of hours per year = 108 hrs (3 hrs x 36 weeks)</p> <p>3. Mr. Yiu Song Lam will conduct once a week from: <input type="checkbox"/> 3:15 p.m. to 4:45 p.m. (Wednesday 1.5 hrs.) No. of hours per year = 54 hrs (1.5 hrs x 36 weeks)</p> <p>4. Mr. Cheung Lap will conduct once a week from: <input type="checkbox"/> 8:00 a.m. to 9:00 a.m. (Wednesday 1 hr.) No. of hours per year = 36 hrs (1 hr x 36 weeks)</p> <p>5. Mr. Timothy Sun will conduct once a week from: <input type="checkbox"/> 3:15 p.m. to 4:15 p.m. (Friday 1 hr) No. of hours per year = 36 hrs (1 hr x 36 weeks)</p> <p>6. Mr. Chu Siu Wai will conduct once a week from: <input type="checkbox"/> 3:15 p.m. to 4:45 p.m. (Wednesday 1.5 hrs. - Chinese Orchestra) No. of hours per year = 54 hrs (1.5 hrs x 36 weeks)</p> <p>7. Mr. Chu Siu Wai will give training once a week from: <input type="checkbox"/> 3:15 p.m. to 4:15 p.m. (Friday 1 hr) No. of hours per year = 30 hrs (1 hr x 30 weeks)</p> <p>8. Mr. Tsang Chi Wai will give training once a week from: <input type="checkbox"/> 3:15 p.m. to 4:30 p.m. (Tuesday 1.25 hr) No. of hours per year = 37.5 hrs (1.25 hr x 30 weeks)</p> <p>9. An assistant will support the conductors in organizing rehearsals once a week from : <input type="checkbox"/> 3:15 p.m. to 4:45 p.m. (Tuesday 1.5 hr. - Chinese Orchestra)</p>	<p>expertise and experience in conducting orchestras. We require these professionals to train our students and prepare them for music competitions and concerts</p>	<p>Concert in April 10,</p> <p>- Homecoming Concert</p> <p>- Public Performances</p>	<p>7. \$450x30 = \$13,500 per year</p> <p>8. \$450x37.5 = \$16,875 per year</p> <p>9. \$550 x 45 = \$24,750 per year</p> <hr/> <p>Total= \$323,325</p>	<p>Festival and School Concerts.</p>	<p>- The results of the external music competitions e.g. HK Schools Music Festival, Hong Kong School Orchestra Interflow</p>
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		<input type="checkbox"/> 10:30a.m.-11:30a.m. (Saturday 1.5 hr. - Senior School Orchestra) No. of hours per year = 45 hrs (3 hr x 1 assistant x 15 weeks) Conduct and train students in the following internal and external music activities: - HK Schools Music Festival - HK Youth Music Interflow - School Concerts - Open Day - Joint School Performances - Public Performances						
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Grand total of the above: \$ 1,189,043.4

Diocesan Boys' School Primary Division
English Department Development Plan 2009-2010

Head of Department: Mr. Brett White

Panel Chairpersons: Ms. Phyllis Joyce Chan - Junior Level

Ms. Monique Lok - Senior Level

English Language Education is fundamental to the school curriculum as it links all other learning areas directly or indirectly (cross-curricular). From the moment boys enter the school, the language programme continues all day. The English programme is not confined to the English lessons or to the school itself. Classroom learning and independent learning are integrated, so are formal and informal curricula.

The overall aims of the English Language Education curriculum are:

1. To provide the boys with a quality second language programme.
2. To build up their positive attitudes towards English learning.
3. To allow them to use English confidently in all disciplines.
4. To develop their problem solving, critical thinking skills, speaking and listening skills to discuss, reason and to express their feelings confidently.
5. To broaden their experience through language learning activities that are related to one or more of the other learning areas.

The important strengths of the department include:

- i) Department collaboration (sharing of ideas, teaching practices)
- ii) Strong teamwork: colleagues are helpful, hardworking and supportive
- iii) Competent and professional teachers
- iv) Flexibility in developing our curriculum and the scheme of work
- v) Availability of resources.

The weaknesses of the department include:

- i) Catering individual differences
- ii) Ensuring standardization of marking
- iii) Reliance on older strategies
- iv) Too focused on graded assessments

Intended Outcomes/ Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Self-evaluation				
1.1 To review the effectiveness of self-evaluation mechanism and its implementation	1.1.2 To refine the self-evaluation mechanism covering the English subject panel and individual English teachers	Sept 09 - July 10	<ul style="list-style-type: none"> ➤ HOD and Chairperson of the Department collect feedback/evaluation from staff. ➤ Individual self-evaluation can be reflected on self appraisal form and staff development plan of all staff. ➤ Over 80% of staff members express satisfaction about the self-evaluation mechanism of the Department. 	<ul style="list-style-type: none"> ➤ Self Appraisal Form ➤ Staff Development Plan ➤ Subject meetings and collaboration ➤ Teachers' feedback through questionnaire
	1.1.2 To work with all departments to establish an effective feedback system and to review the effectiveness of the programme plans, and work out the staff training programme	Sept 09 - July 10	<ul style="list-style-type: none"> ➤ The Department needs to establish a subject-based professional training programme in 2009-2010. ➤ The HoD reviews the effectiveness of the programme plan regularly. ➤ Over 80% of staff members express satisfaction about the programme plan and staff training programmes organized by the Department. 	<ul style="list-style-type: none"> ➤ Subject-based professional training programme ➤ Teachers' feedback through questionnaire

2. Curriculum				
2.1 Co-ordination and collaboration in school curriculum	2.1.1 To further improve the school-based curriculum to cater to students' needs, provide them with necessary learning experience and cultivate their generic skills	Sept 09 - July 10	<ul style="list-style-type: none"> ➤ Establishment of cross-curricular activities both within the subject & with other subjects. ➤ Workshop on how teachers can cater to students' needs in approach to reading will be conducted at the beginning of the first term. ➤ Establishment of Inquiry Based Learning activities throughout the school year to provide students with learning experience and cultivation of generic skills. ➤ Over 80% of teachers & students agree that the English curriculum caters to students' needs, providing them with necessary learning experience and cultivating their generic skills. 	<ul style="list-style-type: none"> ➤ Teacher's feedback through stakeholder survey ➤ Students' feedback through stakeholder survey ➤ Students' & teachers' feedback through questionnaire
3. Teaching				
3.1 To Cater for Students' Learning Diversities	3.1.1 To introduce an accelerated class for G5 & 6 English	Sept 09 - July 10	<ul style="list-style-type: none"> ➤ 30 students from grade 5 and 30 students from grade 6 are placed in the accelerated classes for English. 	<ul style="list-style-type: none"> ➤ Analysis of the third term assessment results (09-10)
4. Student Learning				
4.1 To Further Enhance Students' Learning Performance	4.1.1 To enable students to master and manipulate various generic skills, and demonstrate good and independent learning abilities	Sept 09 - July 10	<ul style="list-style-type: none"> ➤ The Department will select appropriate generic skills for student development. ➤ At least 80% of students agree that they can demonstrate good & independent learning abilities. 	<ul style="list-style-type: none"> ➤ Analysis of Departmental Programme Plan ➤ Students' feedback through stakeholder survey

5. Performance Assessment				
5.1 Use Assessment Information as Feedback to Improve Effectiveness of Learning and Teaching	5.1.1 To further develop teachers' skills to identify students' strengths and weaknesses, and to give timely and useful feedback to help students improve	Nov 09 - July 10	<ul style="list-style-type: none"> ➤ Over 80% of teachers agree that they can make good use of assessment information to improve teaching & learning. 	<ul style="list-style-type: none"> ➤ Teachers' feedback through stakeholder survey ➤ Report on interview with English teachers
6. Support for Student Development				
6.1 To Provide Additional Support for G1 Students	6.1.1 To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning	Sept 09 - July 10	<ul style="list-style-type: none"> ➤ Cross curricular activities are established that enable a multi-disciplinary approach. ➤ Intra-disciplinary approach to enhance specific subject skills. 	<ul style="list-style-type: none"> ➤ Students' feedback through stakeholder surveys
	6.1.2 To create more opportunities for students' oral contribution to their work and communication with peers in co-operative group work, and to express their view and opinions with the English teachers	Sept 09 - July 10	<ul style="list-style-type: none"> ➤ Incorporate co-operative learning strategies into group work as well as through presentations or mini-Projects. 	<ul style="list-style-type: none"> ➤ Teacher feedback through departmental collaborative meetings ➤ Lesson observations

Plan and Activities Table

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1.	1,2,3,4,5	Overseas English Study Tour	All G5 and G6 DBSPD students can enrol in an English Summer School study tour at the end of the school year in DBSPD. Students will spend around 2 weeks overseas and will be escorted to and from school daily by the host school.	July 10 - Aug 10	Mr. Neil Bailey	\$1,000 (excluding the sponsorship from DBSPD)
2.	2,3,4,5	Fun Learning Days	Series of English related games and activities will be organized for all the boys.	Dec 09	Mr. Brett White Ms. Monique Lok Ms. P.J. Chan	\$2,000
3.	3,5	External Competition	<ol style="list-style-type: none"> 1. Speech Festival (poem/recital/choral speaking) 2. Writing competitions organized by different sectors 3. Calligraphy competition and others 	Sept 09 - Jun 10	Ms. P.J. Chan	\$1,000
4.	3,5	Internal Competition	<ol style="list-style-type: none"> 1. Inter-class Speaking Competition 2. Inter-class Penmanship Competition 3. Spelling Bee 	Nov 09 - Jun 10	Ms. Monique Lok	\$2,000
5.	1,2,4	Support Classes	Eight students from each level will have two remedial lessons weekly. The aim is to give as much support as possible to these weaker students.	Sept 09 - Jun 10	Ms. Monique Lok	\$1,000

Panel Members

Mr. Brett White	Head of Department, NET, G6 Coordinator
Ms. Phyllis J. Chan	Panel Chairperson - Junior Level, G1 Coordinator
Ms. Monique Lok	Panel Chairperson - Senior Level, G5 Coordinator
Ms. Cabriel Lam	G2 Coordinator
Ms. Irene Chan	NET, G3 Coordinator
Mr. Peter Moran	NET, G4 Coordinator
Mrs. Chandni Rakesh	Deputy Headteacher, NET
Mr. Neil Bailey	NET
Mr. Peter Moran	NET
Mr. Paul Marriott	NET
Ms. Beatrice Chiu	Teacher
Ms. Eve Ho	Teacher
Ms. Joanna Woo	Teacher
Ms. Karen Leung	Teacher
Ms. Carine Chau	Teacher
Ms. Alice Lau	Teacher
Ms. Christine Wong	Teaching Assistant

拔萃男書院附屬小學
中文科發展計劃 (2009-2010)

A. 本科成員

科主席：羅家華

科主任：譚月清(小一至小三)、何穎賢(小四至小六)

老師：布潔心、吳鳳婷、何潔生、何潔瑩、洪卓筠、陳美穎、郭嘉恩、曾佩儀、馮婉華、甄靄雯、羅懿文

教學助理：賴雙鳳

B. 總目標

1. 通過語文學習，均衡發展讀寫聽說的能力。
2. 培養學習的興趣，並建立良好的學習態度和習慣。
3. 訓練協作、溝通、創造、批判性思考、運用資訊科技、運算、解決問題、自我管理及研習技能等九種共通能力，幫助學生學會學習。
4. 訓練自學能力，使學生能從實際經驗中掌握學習技巧及要訣。
5. 加強情意教育，培養品德，使學生對社群有責任感，建立正確的價值觀。
6. 體認中華文化，培養對國家、民族的感情。
7. 透過文學及文化的學習，培養審美能力和審美情趣，藉此陶冶性情。

C. 本校現況

● 強項

1. 老師工作認真、有責任感，並具有認可語文教學資歷。
2. 大部份學生的資質佳，有濃厚的學習興趣。
3. 課室有完備的資訊器材可供使用。
4. 校園寬廣，樹木青蔥，學習環境佳。

● 弱項

1. 本校是一所英文小學，學生能接觸中文的層面較窄。
2. 部份學生來自以英語為母語的家庭，造成基礎不穩固，學習能力較弱。
3. 部份學生上課時不能集中注意力，且粗心大意。

D. 2009-2010 年度重點發展項目

關注事項一：管理與組織				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 學校自我評估				
1.1 檢閱自我評估機制的效能及實施	1.1.1 改善科組及個人自評機制	全年	<ul style="list-style-type: none"> 科主席/科主任收集教師回饋/評估表 教師自評表及教師個人發展計劃 多於 80%的本科老師對自評機制感滿意 	<ul style="list-style-type: none"> 教師自評表 教師個人發展計劃 本科會議及協作會議作檢討 教師的回饋
	1.1.2 建立有效的制度，檢討本科週年活動計劃及訂立教師培訓計劃	全年	<ul style="list-style-type: none"> 多於 80%中文科老師參與本科安排之活動及工作坊 科主席定期檢視週年活動計劃 多於 80%的教師對週年活動及專業培訓計劃表示滿意 	<ul style="list-style-type: none"> 本科教師發展計劃 教師的回饋 教師進修記錄表
關注事項二：教與學				
2. 教學				
2.1 照顧學生個別差異	2.1.1 五年級及六年級各開辦一班拔尖班	全年	<ul style="list-style-type: none"> 五年級及六年級每級各編配三十名學生參加拔尖班 	<ul style="list-style-type: none"> 分析學生評估成績
關注事項三：學生支援及校風				
3. 支援學生發展				
3.1 為一年級新生提供額外支援	3.1.1 檢視一年級中文科課程，並幫助學生提升學習中文的信心	二零零九年九月初	<ul style="list-style-type: none"> 學生能明白教師的指示 學生能完成堂課及家課 	<ul style="list-style-type: none"> 學生的回饋 觀課 檢討會

E. 週年活動計劃及財政預算

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
1	1, 2, 3, 6, 7	✓	✓	✓					✓		校際朗誦節	<ul style="list-style-type: none"> -老師會邀請對朗誦有興趣的同學參加獨誦，部份三、四年級同學還會被挑選為集誦隊隊員。除了本科老師給予學生訓練外，中學部更會安排老師到來協助。 -從朗誦訓練中，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及得到情緒智商的訓練。 	九至十一月	譚月清	\$150	
2	2, 3, 4, 6, 7								✓		硬筆書法比賽	<ul style="list-style-type: none"> -學校會參加由教協舉辦的「硬筆書法比賽」，由老師選出初級、中級、高級三組的冠、亞、季軍。優勝者除可獲得證書外，其作品亦會寄往教協，代表學校參賽。 -透過參加書法比賽，能讓學生體認中華文化，培養審美能力和審美情趣，亦能幫助學生建立自信心。 	十月	布潔心	\$50	
3	1, 2, 3, 4	✓	✓	✓	✓	✓		✓	✓	✓	實地考察寫作計劃	<ul style="list-style-type: none"> -安排五、六年級同學出外實地考察，依據工作紙上的指引，分組進行搜集資料，然後完成相關的研習報告。 -學生走出課室，透過這全方位活動，進行專題研習；學生學會蒐集及處理資料、解決問題、批判性思考及與人相處之道。 	一月	甄靄雯 吳鳳婷	\$10,000	專題研習

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	批評性 思考	運用資 訊科技	運算	解決 問題	自我 管理	研習 技能						
4	2, 3, 4, 5, 6, 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	遊戲日	-本科將於十二月舉行遊戲日。 -學生透過參與策劃及組織遊戲日，不但能加強對中國文化的認識和認同，亦能培訓九種共通能力，令學生得到全面發展。	一月	譚月清 何穎賢	\$3,000	跨學 科活 動
5	2, 3		✓	✓					✓		寫作比賽	-一、二年級會舉行造句比賽。 -三至六年級會舉行全語文寫作比賽，學生以老師定下的主題（與訓輔組配合），自擬題目及創作。 -每級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 -此活動能鼓勵學生發揮創意，推廣寫作風氣。 -優勝作品會刊登於學校文集《雲水集》內。	二月	陳美穎 馮婉華	\$1,850	跨學 科活 動
6	4, 7		✓	✓					✓		故事演講比賽	-一、二年級會舉行故事演講比賽。老師在各班進行遴選，每班選出一位代表參賽。每級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 -透過這活動，加強學生的說話訓練，增加自信心。	四月	羅懿文 曾佩儀	\$650	

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
7	1, 2, 3, 4,					✓			✓	✓	校本網上學習	-老師為四至六年級學生設計多元化的練習，上載於學校內聯網內，讓同學於復活節假期時自學。 -透過網上練習，同學不但獲得語文知識，亦可培養自學精神及得到運用資訊科技的訓練。	復活節假期	四至六年級教師	/	資訊科技互動學習
8	1, 2, 3, 4				✓	✓			✓	✓	每日一篇	-校方會申請參與「每日一篇」網上閱讀計劃，為每位學生登記成為會員，鼓勵他們每天上網閱讀一篇短文，並完成有關題目。 -透過網上練習，同學得到語文知識、運用資訊科技及自學精神的訓練。	全學年	郭嘉恩	\$10,000	資訊科技互動學習
9	2, 3	✓	✓							✓	工作坊及講座	-為一至六年級安排不同的講座或工作坊，以提高同學的閱讀能力及興趣。	全學年	羅家華	\$10,000	從閱讀中學習
10	2, 3, 4			✓	✓					✓	課室圖書	-各班課室內都放有課室圖書，讓學生定期借閱，並要完成圖書館編製的閱讀紀錄冊，學生每月最少閱讀兩本中文圖書。學期終結時，每級閱讀圖書數量最多的幾位同學會得到獎勵。 -這活動培養學生持續廣泛閱讀的興趣及習慣，閱讀紀錄冊的內容能激發學生思考問題及創作。	全學年	賴雙鳳	/	從閱讀中學習

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
11	2, 3, 4			✓	✓					✓	必讀書	<p>-各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。</p> <p>-這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。</p>	全學年	何潔生	\$10,000	從閱讀中學習
12	2, 3, 4		✓		✓				✓	✓	每月好書推介	<p>-五、六年級同學於班內定期進行好書推介。表現出色者於早會/午膳時間，用廣播系統向同學作推介。約每月舉行一次，每次邀請不同班別的同學主持。</p> <p>-這活動不但有助推動閱讀風氣，亦能訓練同學的說話能力及提升自信心。</p>	全學年	何潔瑩 洪卓筠	/	從閱讀中學習
13	1, 2, 3, 5, 6, 7,	✓	✓	✓	✓	✓				✓	古文/詩詞欣賞	<p>-同學於課堂內學習古文或詩歌。透過文學的學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。</p> <p>-本科跟電腦科合作，六年級同學學習中文輸入法，把自己喜愛的古文或詩歌用電腦文書處理。</p>	全學年	全體教師	/	從閱讀中學習/德育及公民教育/資訊科技互動學習/跨學科活動

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	批評 性 思考	運用 資訊 科技	運算	解決 問題	自我 管理	研習 技能						
14	2, 3, 4	✓	✓		✓				✓	✓	讀書會	<ul style="list-style-type: none"> - 成立讀書會，以拔尖班同學為主要成員。活動主要分為兩部分：一. 中學部同學會到來跟成員分享讀書心得及方法；二. 於校內舉行閱讀分享會，對象是四年級學生，以小組討論的形式進行，同學閱讀後，交流讀後感想及閱讀心得。 - 此活動能培養學生閱讀的興趣，多思考，多提出問題，與人分享閱讀的樂趣。 	第二、 三學期	何穎賢	/	從閱 讀中 學習
15	2, 3,			✓	✓						雲水集	<ul style="list-style-type: none"> - 老師於學生平日的作文、創意寫作等功課中挑選優秀的作品，結集成文集。 - 此活動不但能鼓勵學生用心寫作，還能培養學生閱讀的興趣，欣賞及學習別人的佳作。 	全學年	全體 教師	/	從閱 讀中 學習
16	/										教師發展活動	<ul style="list-style-type: none"> - 給教師安排教師培訓活動，以拓闊老師對本科及教學新趨勢的認識。 	全學年	何穎賢 朱譚月清	\$5,000	
17	/										購買工具書、 參考書、教具 及輔助教材	<ul style="list-style-type: none"> - 購買字典、詞典、語法參考書、教學軟件及光碟等，供老師借用。 	全學年	何穎賢 朱譚月清	\$2,000	

**Diocesan Boys' School Primary Division
Mathematics Development Plan (2009 – 2010)**

A. Goals & Objectives

1. Explore and discover Mathematics in daily life situations
2. Learn to communicate and cooperate in team work
3. Learn Mathematics meaningfully in integration with other subjects
4. Facilitate students' problem solving ability
5. Develop students' creativity
6. Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
7. Foster students' confidence in learning Mathematics
8. Instil in students the habit of continual, independent learning

B. Issues to be Addressed

● **Strengths:**

1. Students have mastered competency in Mathematics
2. Students are motivated to learn Mathematics
3. Teachers are professionally trained and dedicated to their teaching career

● **Weaknesses:**

1. Constraints of time and teaching periods
2. The great individual learning diversities among students
3. Students always make mistakes because of carelessness
4. Not enough interactions among students in Mathematics lessons
5. Students are not competent enough in the area of problem solving

C. Targets to be Achieved in 2009-2010 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. To Review the Effectiveness of the Self-evaluation Mechanism and its Implementation	1.1 To refine the self-evaluation mechanism covering the Mathematics subject panel and individual Mathematics teachers	Sept 09 – July 10	<ul style="list-style-type: none"> ● Over 80% of Mathematics teachers express satisfaction about the self-evaluation mechanism. 	<ul style="list-style-type: none"> ● Feedback from teachers in weekly collaboration meetings ● Teachers' feedback through questionnaires
2. To Further Enhance Students' Learning Performance	2.1 To enable students to master and manipulate various generic skills, and demonstrate good and independent learning abilities	Sept 09 – July 10	<ul style="list-style-type: none"> ● Each level has to design 2 CLP unit plans adopting the exploring approach & mathematising learning and teaching. ● At least 1 additional unit on problem solving strategies will be introduced to each level of G3 to G6. When term projects are assigned, teachers should ensure students can apply mathematics concepts and problem solving strategies. ● Over 80% of students agree that they can demonstrate good & independent learning abilities. 	<ul style="list-style-type: none"> ● Internal audit of the unit plans ● Feedback from students

<p>3. To Provide Additional Support for G1 Students</p>	<p>3.1 To design a range of strategies to engage students in more diversified and extended tasks to deepen their learning</p>	<p>Sept 09 – July 10</p>	<ul style="list-style-type: none"> ● At least 2 cross-curricular activities will be organized this school year that enable a multi-disciplinary approach. ● At least 1 cross-class activity is done for this school year. 	<ul style="list-style-type: none"> ● Feedback from teachers in weekly collaboration meetings ● Students’ feedback through stakeholders’ survey
	<p>3.2 To create more opportunities for students’ oral contribution to their work and communication with peers in cooperative group work, and to express their view and opinions with subject teachers</p>		<ul style="list-style-type: none"> ● Incorporate cooperative learning strategies into group work as well as through presentations of mini-projects. ● Adopt “Mathematising Learning and Teaching”. 	<ul style="list-style-type: none"> ● Feedback from teachers in weekly collaboration meetings ● Lesson Observations

D. Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
1	1 – 8	Fun Learning Days (Maths)	<ul style="list-style-type: none"> ◆ Mathematics seminars and activities will be organized for all levels. Inter-class competitions will be held for 2 days. ◆ Games stalls and other Maths activities will be organized for all levels. ◆ Internal Competitions: <ul style="list-style-type: none"> (i) Inter-class Mathematics Competitions for all levels (ii) Rummikub Competition for senior grades 	Over 70% feedback given by parents, students and teachers is positive.	December 09	*Grace Ko	\$3,000 \$500
2	1, 3, 4, 6	Mathematics Seminar	Invite guest speakers from the tertiary institutes to conduct Mathematics seminars.	Over 60% feedback given by parents, students and teachers is positive.	March or July 10	*Anthony Lau	\$500
3	1, 2, 4, 6, 7, 8	External Competitions	Enrol in competitions organized by different organizations: <ul style="list-style-type: none"> (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary 	<ol style="list-style-type: none"> 1. Satisfactory results attained by students 2. Over 70% feedback 	Whole school year	* Andrew Kwok	\$1,000

			<p>Mathematics Olympiad</p> <p>(iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.5 & 6 and G.3 & 4)</p> <p>(iv) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6)</p> <p>(v) EDB Hong Kong Primary Mathematics Creative Problem Solving</p> <p>(vi) The HK Primary School Mathematics Competition organized by Po Leung Kuk</p> <p>(vii) The 20th HK Professional Teachers' Union Primary Mathematics Competition</p> <p>(viii) The Multiple Intelligences Cup Mathematics Competition</p>	<p>given by students and parents is positive.</p>			
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4	1, 4, 5, 6, 7	Maths Challenge	Challenging mathematics questions will be posted on the notice board to challenge students' mind	<ol style="list-style-type: none"> 1. Satisfactory results attained by students. 2. Over 70% students' participation. 	Oct 09 - May 10	*Jennifer Wong	\$ 300
5	1, 4, 5, 6, 7, 8	Problem Solving Strategies Training	At least 1 additional unit on problem solving strategies will be introduced to each level of G3 to G6	Over 60% feedback given by parents, students and teachers is positive.	Whole school year	*Susan Liu	
6	4, 6, 7, 8	Lift-Off Programme	Five to eight students from each level will attend two remedial lessons weekly. The aim is to give individual support and guidance to students with learning difficulties	<ol style="list-style-type: none"> 1. Improved assessment results attained by students. 2. Over 70% feedback given by students is positive. 	Whole school year	*Susan Liu	---
7	1, 4, 5, 6, 7, 8	Supersize Me Programme	Eight students from each level will attend two enhancement lessons weekly. The aim is to further develop the potential of the high achieving and bright students who have a talent for mathematics.	<ol style="list-style-type: none"> 1. Improved assessment results attained by students. 2. Over 70% feedback given by students is positive. 	Whole school year	*Jessica Chan	---
8	1 – 8	On-line e-learning	<ul style="list-style-type: none"> • The school has subscribed to the license of Planetii on-line 	1. Over 70% feedback given by students and	Whole school year	*Jack Lo Lawrence Ng	\$ 12,000

			<p>programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home.</p> <ul style="list-style-type: none"> To utilize the facilities provided by e-class, teachers develop their own learning materials for students to use. 	<p>parents is positive.</p> <ol style="list-style-type: none"> Over 50% students' participation. 			
9	1, 4, 6, 7, 8	On-line assessment	On-line assessments are adopted to cater for individual differences and arouse students' learning interests.	<ol style="list-style-type: none"> Over 70% feedback given by students, parents and teachers is positive. 	Whole school year	*Jack Lo, Level coordinators	---
10	1 – 8	Mathematics Projects	Students work in groups and select a specific topic for their work.	<ol style="list-style-type: none"> Satisfactory students' project work. Over 70% feedback given by students is positive. 	Whole school year	*Jessica Chan, Level co-ordinators	---
11	2, 3, 6	Sharing of Professional Experience	Professional development sessions are conducted for Mathematics teachers.	Over 60% feedback given by teachers is positive	Whole school year	*Anthony Lau	

12	6	Webpage Management	Manage and update Department website periodically so that stakeholders are kept informed of the development of the Department.	Over 70% feedback given by students, parents and teachers is positive.	Whole school year	*Edward Wong	---
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E. Panel Members

Consultant	:	Mrs. Julie Kwong		
Head of Department	:	Mr. Anthony Lau [G4]		
Panel Chairpersons	:	Mrs. Grace Ko [G3]	Ms. Susan Liu [G5]	
Members	:	Ms. Jessica Chan [G1]	Ms. Susanna Chung [G6]	Mr. Louis Hau
		Ms. Pauline Ip	Mr. Andrew Philip Kwok	Mrs. Alexandria Lau
		Ms. Jackie Lau	Mr. Jack Lo [G2]	Mr. Sidney Mok
		Mr. Lawrence Ng	Ms. Michelle Ng	Mr. Jacky Chung
		Mr. Edward Wong	Ms. Jennifer Wong	Ms. Winnie Wong
		Ms. Violet Yiu (Teaching Assistant)		
		N.B. [] Level Co-ordinator		

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

A. Goals and Objectives

Aims	Objectives
<p><u>GS I</u></p> <ul style="list-style-type: none"> ● To let students acquire a body of knowledge, to help them to understand the world and to pick up the basic skills of scientific inquiry and investigation. ● To stimulate students' curiosity and to get them to ask questions of the world around them. ● To prepare students adequately to take on the challenges of the subject of science in the secondary stage of their learning. 	<ol style="list-style-type: none"> 1.1. Students will acquire a body of knowledge that will help them understand the various aspects of the world that they live in. 1.2. Students will know about and be able to appreciate the scientific and technological achievements of the human race. 1.3. Students will know about and be able to reflect on the positive and negative impacts of our scientific and technological achievements on the environment, other living things and ourselves. 1.4. Students will have the skills and abilities to conduct simple scientific investigations and problem solve independently.
<p><u>GS II</u></p> <ul style="list-style-type: none"> ● To arouse students' awareness of their growth and development, as well as helping them to develop a healthy lifestyle. ● To help students become more aware of community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness. ● To develop students' awareness of their national identity and acquire some basic understanding of their home country through inquiry learning. 	<ol style="list-style-type: none"> 2.1. Students are expected to acquire some basic understanding of the physical, psychological and social aspects of health. 2.2. Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety. 2.3. Students should be able to adapt to the changing needs of society. They should be willing to participate in community affairs and be involved as active and responsible citizens. 2.4. Students should be able to develop a concern for the development of China and for current Chinese affairs.

B. Issues to be Addressed

Strengths:

1. Different types of learning experiences are provided for students.
2. Students enjoy learning on the spacious school campus.
3. Students can do hands-on activities in the GS Room.
4. There are enough teaching resources for the teaching of General Studies.
5. Students are confident, outgoing, keen and enthusiastic learners.

Weakness:

Due to the tight teaching schedule and insufficient lesson time allocated, not all activities can be implemented.

B. Targets to be Achieved in 2009-2010 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Co-ordination & Collaboration in School Curriculum	1.1 To further improve the school-based curriculum to cater students' needs, provide them with necessary learning experience and cultivate their generic skills	Sept 09 - July 10	<ul style="list-style-type: none"> • Establish cross-curricular activities between GS and other subjects. • Workshop on how teachers can cater to students' needs will be conducted. • Over 80% of teachers & students agree that the school-based curriculum caters to students' needs, providing them with necessary learning experience and cultivating their generic skills. 	<ul style="list-style-type: none"> • Feedback from teachers in weekly subject collaboration meetings • Students' participation / feedback during lessons
2. To Design a Range of Strategies to Engage Students in More Diversified and Extended Tasks to Deepen their Learning	2.1 To adopt a multi-disciplinary approach to help students to enhance their skills in learning GS	Sept 09 - July 10	<ul style="list-style-type: none"> • At least 1 cross-curricular activity is organized by either GS I or GS II each year that enable a multi-disciplinary approach. 	<ul style="list-style-type: none"> • Students' feedback through stakeholders survey
3. To Enable Students to Strike a Balance between Academic Studies and Extra-curricular Activities	3.1 To form G.S. School Teams to represent the School in external academic-related competitions	Sept 09 - July 10	<ul style="list-style-type: none"> • Based on the nature of different external competitions, different G.S. School Teams will be established. • The G.S. School Teams will join at 	<ul style="list-style-type: none"> • Feedback from teachers in weekly subject collaboration meetings • Students' feedback through discussion and observation

			least 2 external academic-related competitions.	
4. To Create More Chances for Students' Oral Contribution to their Work and Communication with Peers in Co-operative Group Work	4.1 To organize more pair / group work during lessons so as to promote discussion amongst classmates	Sept 09 - July 10	<ul style="list-style-type: none"> • 70% of teachers make frequent use of cooperative learning strategies during lessons. 	<ul style="list-style-type: none"> • Feedback from teachers in weekly subject collaboration meetings • Lesson observation
5. To Further Enhance the Interpersonal Relationship amongst Teaching Staff and Students	5.1 To provide informal staff development programmes to enhance the relationships and communication amongst teachers.	Sept 09 - July 10	<ul style="list-style-type: none"> • At least one informal staff development programme will be held. 	<ul style="list-style-type: none"> • Staff Development Committee report • CPD Record

C. Plans and Activities Table

Plan	Objectives	Activities	Description	Evaluation mechanism	Period	Coordinators	Budget
1.	2.3 2.4	Activities of National Identity	Observation of National Day ● Display boards/ drama performance/ games will be provided to let students know more about the National Day.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of the activity. 	Sept 09	Ms. Jackie Lau Ms. Mandy Yan	\$1,000
2.	1.3	Environmental Education Programme	<p>1. Environmental Ambassadors To promote the importance of environmental protection in school</p> <p>2. Eco-garden/Roof-top Gardens To introduce different species of plants and butterflies to students</p>	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of different activities. 	Whole Year	Ms. Michelle Ng Ms. Winnie Wong Mr. Louis Hau	\$1,000
3.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	Other Learning Experiences	1. Invite out-sourced organizations to provide workshops/talks/exhibitions/seminars in line with the core curriculum so as to supplement students' knowledge	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of the activity. 	Whole Year	Ms. Susanna Chung Ms. Cabriel Lam Ms. Alice Lau	\$1,500
			<p>2. G.S. Field Trips As part of the life-wide learning portion of the GS curriculum, students will visit relevant places of</p>	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. 	March 10	Level Co-ordinators	\$2,000

			interest as an extension of the core curriculum.	<ul style="list-style-type: none"> ● Photo taking as a record of the activity. ● Students complete the pre/post-trip activities task. 			
			3. Life Education Activity Programme (L.E.A.P) G.1 – Air to Live G.2 – Food for Life G.3 – Body Journey G.4 – Brain Bunch G.5 – Internal Affairs G.6 – No Way	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Students complete the follow-up tasks. ● Photo taking as a record of the activity. 	April 10	GS Panel Head/ Chairpersons	\$20,000
4.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	G.S. Room Improvement & Resources Building	1. To equip the G.S. room and turn it into an active learning centre that will help engage students in their G.S. learning. 2. To source for materials in various media that can be used as tools for the teaching of GS and as a supplement to the textbooks and workbooks. 3. To enrich the curriculum by researching, creating and planning lessons with content that is not found in the textbooks and workbooks.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. 	Whole Year	Mr. Philip Wong Ms. Joanna Woo	\$7,000
					Whole Year	Level Co-ordinators	\$1,000

5.	1.1 1.2 1.3 1.4	Fun Learning Days	<ol style="list-style-type: none"> 1. Students' works of science inventions will be displayed in those days. 2. Invite out-sourced organizations to provide workshops related to science investigation for students. 	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of the activity. 	Nov 09	Mr. James Mok Ms. Carine Chau	\$2,000
6.		Staff Development	<ol style="list-style-type: none"> 1. Workshops and seminars on creating and teaching a hands-on GS activity lesson. 2. Teachers will attend seminars/ workshops held by outside organizations such as the EDB or publishers. They will share what they have learnt during the collaboration. 	<ul style="list-style-type: none"> ● Positive feedback from teachers. ● Photo taking as a record of the activity. 	Whole Year	GS Department Head/ Panel Chairperson	\$3,000
7.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	GS School Teams	<ol style="list-style-type: none"> 1. Some students will be selected for different external competitions. 2. Some competitions will be organized in partnership with other departments. 	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers. ● Photo taking as a record of the activity. 	Whole Year	GS Department Head/ Panel Chairperson	\$1,500
8.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	Cross-curricular Activities	Different levels will conduct various teaching activities with other departments.	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers. ● Photo taking as a record of the activity. 	Whole Year	Level Co-ordinators	\$3,000

D. Panel Members

General Studies I		General Studies II		GS II (French Stream)	
Ms. Michelle Ng	GS I Panel Chairperson G6 GS I Coordinator	Ms. Jackie Lau	Head of Department G6 GS II Coordinator	Mr. James Mok	G5, G6 Coordinator
Mr. James Mok	G5 GS I Coordinator	Ms. Jackie Lau	G5 GS II Coordinator	Mr. Louis Hau	G2,G4 Coordinator
Mr. Louis Hau	G4 GS I Coordinator	Ms. Alice Lau	G4 GS II Coordinator	Ms. Winnie Wong	G1 Coordinator
Ms. Michelle Ng	G2 GS I Coordinator	Ms. Pat Hon	G2 GS II Coordinator		
Ms. Winnie Wong	G1 GS I Coordinator	Ms. Mandy Yan	G1 GS II Coordinator		
Ms. Alice Lau Ms. Carine Chau Ms. Joanna Woo Ms. Eve Ho Mr. Penny Po Mr. Lam H F Mr. Lawrence Ng	Members	Ms. Susanna Chung	Member		

Diocesan Boy's School Primary Division
French Annual Programme Plan 2009-2010

Head of Department: Mrs. Bernadette Bunch

Aims and Objectives:

Aims	Objectives
1. To develop students' oral skills	<ul style="list-style-type: none"> • To provide opportunities for students to take part in daily conversation. • To establish French as a MOI during French subject class.
2. To develop students' writing skills	<ul style="list-style-type: none"> • To strengthen pupils grammatical and spelling skills. • To develop students' creative writing.
3. To develop students' presentation and leadership skills	<ul style="list-style-type: none"> • To provide opportunities for children to take part in public and class presentations and co-operate when working in teams. • To reinforce students' confidence when delivering presentations.
4. To reinforce the school reading scheme	<ul style="list-style-type: none"> • To establish a structured reading programme for all levels.
5. To enhance students' respect and interest in different cultures	<ul style="list-style-type: none"> • To expose students to the French culture inside and outside the class. • To organize a cultural trip in France.
6. To promote cross-curricular activities involving the French subject so as to support the school-based curriculum	<ul style="list-style-type: none"> • To provide learning experiences catering to students' needs and involve their skills in subject areas other than French. • To collaborate with other departments so as to define such learning experiences.
7. To implement the use of IT in language learning	<ul style="list-style-type: none"> • To make use of innovative and powerful learning resources that appeal to students and motivate them to learn. • To help students realize their potential for self learning and lifelong learning in areas of their needs or interests. • To ensure students are equipped with the indispensable IT skills of the new generation of learners.
8. To cater for students' learning diversity	<ul style="list-style-type: none"> • To provide a curriculum especially designed for secondary students who have followed the French curriculum of the Primary Division and have become higher achievers in French. • To recognize students' achievements at their individual level.

	<ul style="list-style-type: none"> • To allow students to work independently on learning areas of their needs and interests.
9. To provide additional support for G1 student	<ul style="list-style-type: none"> • To establish French as the MOI gradually and offer help to students in understanding different rubrics and instructions. • To stimulate G1 students' confidence and enthusiasm in learning a new language.

Strengths:

1. The school fully supports the development of the French Department. With an adequate yearly budget, the department has acquired various modern resources for quality teaching. The school has allocated a permanent classroom for the French classes. The French Department provides a highly stimulating learning environment.
2. Students in the French Stream follow a 6 year progression within the same group, with the same teacher. Students, teachers and parents become familiar with one another. They are able to assess respective expectations and work toward a common goal with efficiency.
3. The school regularly reviews the Programme Plan so as to promote systematic adjustments and improvements.
4. The small class size allows the teacher to cater for individual needs and offers a highly comfortable environment for students to learn.
5. The school has established strong connections with other schools and associations teaching French and is recognized in the local community for its quality language teaching.

Weaknesses:

1. The French subject is taught to a minority of students. It is crucial for the school to attract and retain French students.
2. The school offers a six-year progression in French based on four levels. The intake of students may vary from year to year and this challenges the long term planning of the department. The school must remain flexible when preparing the six-year progression.
3. The school has used resources across the years to develop the French department. However, the yearly intake of French students is low. The school can consider using its French Department assets to provide French education to more students.
4. Few learning institutions offer French for primary students in the local community. This causes 2 major drawbacks for our students and our school.
 - Suitable material and resources are not easily accessible and very costly.
 - It is difficult to organize external activities in the local community which are needed to challenge our students and make their language learning more meaningful.

Plan and Activities Table

Plan	Aim	Activity	Description	Period	Budget
1	1,3,6	Thematic conversation	<ul style="list-style-type: none"> • Students must take part in oral presentations and conversations through the activities suggested in their respective course books. • They must develop speaking fluency and spontaneity through their participation in oral class activities. • The cross-curricular activities require students to carry out interviews in French in the local community. 	Whole year, class period.	\$3,500
2	1,3,5,6,7	Presentations & Performances <ul style="list-style-type: none"> • Fun Learning Days • Christmas Concerts • FIS Fete • Cross-Curricular Project 	<ul style="list-style-type: none"> • Students organize and present activities to the rest of the school or other audience. • They share their experience of the French culture and traditions with other students. • Students share their cross-curricular learning experiences in the morning assembly. 	December 09, January & June 10	\$7,000
3	2,6	Compositions, Projects and journals	<ul style="list-style-type: none"> • Students write compositions twice a month. • Students take part in projects involving pen pals correspondence and reports writing. • They keep a French journal. 	Whole year	\$2,000
4	4	Reading programme	<ul style="list-style-type: none"> • Students from all grades follow a reading programme. • The French Department samples structured reading materials. • Upper grades are given reading homework. 	One period twice a month and weekly homework	\$10,000
5	5,6	French Cultural Trip	<ul style="list-style-type: none"> • A trip to France jointly organized between departments is planned. 	To be confirmed	\$100,000
6	1,2,4,8	DELFL Exam	<ul style="list-style-type: none"> • Student from G4 to G8 will take the DELFL exam of their respective levels. 	May 10	0
7	1,2,5,6,7,8	IT periods	<ul style="list-style-type: none"> • The French classroom is equipped with an IWB and the French Department acquires and designs materials suited for teaching on IWB. • The French Department subscribes to online 	All year round	\$12,000

			<p>learning websites that students can use from home on a regular basis.</p> <ul style="list-style-type: none"> • Students apply, adapt and further develop their IT skills to language learning in at least 1 weekly period taught through the use of IT. 		
8	9	Sharing and support sessions with G1	<ul style="list-style-type: none"> • G1 students are given regular instructions in English during French classes to ensure they understand and adapt to the classroom routine comfortably. • Upper grades participate in sharing sessions with G1 students. They demonstrate how they adapted to French as MOI in the classroom and stimulate G1 students' confidence in speaking. • G1 students are given opportunities to express their views on their French learning experience with their teacher. 	Term 1 & Term 2	0

普通話科周年活動計劃 2009-2010

(一) 計劃小組成員

科主席：吳鳳婷

組員：徐鈺峰、王綺雅、顧青、何穎賢、何潔生、洪卓筠、陳美穎、王煦淳、劉婷婷、殷華峰、盧敏冬、劉巍、王梅至

(二) 本校現況

強項

1. 為配合香港政府的語文政策，香港課程發展處自 1998 年起，已積極發展小學及中學普通話課程。本科去年及本年度均能成功申請香港教育局語文教學支援組提供的「校本支援服務」。
2. 本校每班人數只有 30 人，師生比例為 1 比 30，教師能有較大的空間設計課堂活動，學生亦能有較多參與課堂活動的機會。
3. 校方十分支持普通話科的發展，除了投入人力資源以協助非華語學童學習外，亦計劃逐步延伸普教中的課程。
4. 本校聘有八位以普通話為母語的教師及教學助理，有助推動本地教師以普通話溝通的風氣。
5. 本校所有教師均為大學畢業生，而具有專業教師訓練資格及多年教學經驗，工作勤奮，態度認真。

弱項

1. 本校是一所英文小學，學生的中文接觸面較狹窄，更缺乏普通話的語言環境。
2. 部分學生因程度較差而在上課時缺乏學習動機。
3. 家長普遍較重視學生於學習主科的表現，對本科的學習未見太大的支持。

(三) 本年度計畫目標

1. 為提高學生的學習效能，本科將加強普通話、普教中、基礎漢語及圖書課的協作。
2. 透過跨學科的學習活動，為學生提供多元化的學習經歷。
3. 照顧學生個別學習差異，提高學習興趣。
4. 提高學生對本科之自學能力及應用能力。
5. 提升教師對本科及教授普通話的專業知識。

(四) 本科活動

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1	2,4	專題展板	擬訂不同主題，如粵普對照、聲調變化、兒化、輕聲等，按時張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。	全體學生	收集學生及教師對展板的意見。	一年三次	何穎賢、洪卓筠、陳美穎	\$500
2	2,3,4	校際朗誦節及其他校外比賽	由教師揀選各級內有潛質的學生，加以訓練其普通話之發音及朗誦技巧，繼而參與校際朗誦節比賽及其他不同類型的比賽，為學生提供一個與友校互相觀摩、切磋的機會。	有潛質的學生	檢討學生在訓練過程中的表現及其比賽結果。	全年	徐鈺峰負責統籌/全體教師負責訓練學生	\$2,000
3	2,3,4	學習活動日	透過與其他學科合作設計各類型的活動，讓學生跳出課堂學習的框架，提高學生對普通話學習的興趣。	全體學生	觀察學生表現及收集教師意見。	12月中旬	何潔生負責統籌/全體教師參與籌辦	\$5,000
4	2,4	普通話大使	挑選具良好普通話溝通能力的學生加以訓練成為「普通話大使」，藉以於小息時在校內推廣不同的活動。	全體學生	學生填寫問卷及活動後舉行檢討會議。	第二學期	顧青、王綺雅負責統籌	\$2,000
5	2,4	境外交流活動	普通話大使計劃之延伸，從計劃中挑選表現優秀的學生參與。挑選合適的境外交流地點，以營造學習語境，提高學生對本科的自學能力及應用能力。	普通話大使及部份4-6年級學生	學生及家長反應及活動後舉行檢討會議。	第三學期	吳鳳婷負責統籌	\$15,000

6	3	補底班	為有需要的同學設有補底班，以照顧個別差異。	小一至小三學生	評估表現	全學年	任教老師	/
7	5	購買工具書、參考書及輔助教具教材 (供教師借用)	主要由教師購買有關普通話科參考書籍和教材，以協助課程剪材及教學。	全體教師	教師借閱的次數及反應。	全學年	王煦淳負責存點	\$2,000
8	1,5	收集本科專題資料	特設文件夾及專櫃一個，專門收集本科知識及本科課程最近發展的資料，歡迎各曾出席或參與有關專題講座、會議的教師提供參考資料。	全體教師	教師借閱的次數及反應。	全學年	王煦淳負責存點	/
9	5	參加專題研討會	鼓勵教師參加教學講座、研討會作自我增值，以提高教學水平。	全體教師	教師參加的次數及反應。	全學年	吳鳳婷負責存檔	\$7,000
10	1,5	協作會議	(1) 每週進行各級協作會議，以增加教師之間的專業交流。 (2) 與中文科及中學部進行協作交流會議。	全體教師	教師回饋	全學年	(1)全體教師參與，由教學助理輪流作記錄; (2)相關教師出席並記錄	/

**Diocesan Boys' School Primary Division
Music Annual Programme Plan 2009 – 2010**

Consultant or Chairperson: Mrs. Emily Yip

Head of Department: Mrs. Emily Yip

Members: Ms. May Po, Mrs. Alexandria Lau

Teaching Assistant: Mr. Penny Po

Strengths:

1. The School highly supports the development of the Music Department.
2. Teachers are all committed towards music teaching.
3. Students are very enthusiastic in joining our music activities.
4. The School provides lots of opportunities for students to perform.
5. Parents are very supportive and encourage students to participate the School's music activities.
6. A team of professional tutors help develop the instrumental training programmes.
7. Most students enjoy singing.
8. 95% of our students know how to play at least one kind of instrument.
9. We are privileged to have got strong support from the Music Department of the Secondary Division.

Weaknesses:

1. There is not enough practice time for conductors and tutors of the music training groups.
2. There are not enough venues provided for rehearsals of the music training groups.

Aims and Objectives:

1. To develop creativity, the ability to appreciate music and to effectively communicate through music.
2. To nurture aesthetic sensitivity and cultural understandings.
3. To develop music skills, construct knowledge in music and cultivate positive values and attitudes.
4. To gain enjoyment and satisfaction through participating in music activities.
5. To pursue a life-long interest and appreciation of music.
6. To encourage all of our students to learn at least one kind of instrument.
7. To promote a culture of a love for Chinese music in our school.
8. To enrich students' music learning experience through participating in community services, a key task of Moral and Civic Education.

Plan and Activities Table:

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1,4,5,6	Dizi Music and Erhu Music Training Classes	Invite G4 & G5 students with potential to take part in a special training programme to polish their skills in playing Dizi and Erhu.	From October 2009 to July 2010	Emily Yip May Po Alexandria Lau	\$30,000
2.	2,4,5,6,7	Music Appreciation	<ul style="list-style-type: none">- Music recommended & performed by music teachers and students, including Chinese and Western Music.- Cooperation with the Hong Kong	Whole Year	All Music Teachers	NIL

			Philharmonic Orchestra.			
3.	3-5	Take part in Hong Kong School Music Festival and Other Competitions	Teachers and tutors will select potential students (G2-G6) to participate in the Treble Choir, School Orchestra and Woodwind/Brass Ensemble.	September 2009 To March 2010	All Music Teachers & Penny Po	\$10,000
4.	2,4,5,	Music Performance	Music performance presented by professional organizations, other schools and our students.	Whole Year	Emily Yip	\$4,000
5.	4,5	Cerebration Party (after the 62 nd H.K. Schools Music Festival)	Invite all members of the Senior School Orchestra, String Orchestra, Chinese Orchestra and Treble Choir to a gathering for celebration after the Music Festival.	April 2010	All Music Teachers & Penny Po	\$8,000
6.	4,8	Music Captain	4-6 G6 students will be selected to be Music Captains to assist the Music Department.	Whole Year	Emily Yip	NIL
7.	1,4,8	Community Service	Provide opportunities for students to participate in community service.	Whole Year	Emily Yip	\$1,000

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

Panel Chairperson : Mr. Sidney Mok
PE Teachers : Mr. Lam Ho Fung, Mr. Jacky Chung
PE Teaching Assistant : Mr. Kwok Chu Hei

Strengths:

1. Students enjoy taking part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE Department is closely affiliated with the PE and Sports Departments of the Secondary Division.
4. PE teachers are professionally trained and are enthusiastic in teaching.
5. Parents in general have good faith in the well-being of their children and encourage them to participate in sports activities.
6. The achievement accomplished by our school teams in the Inter-schools Competitions has positive impact on other students who also aspire to do well in physical activities.
7. Students are provided with opportunities to join various physical activities.

Weaknesses:

1. Students are generally weak in physical fitness and co-ordination.
2. School training venues are inadequate to accommodate further development of sports activities.

Aims and Objectives:

1. To organize joint function with the Secondary Division to achieve the through-train mode of learning.
2. To improve the cardiovascular, endurance, neuro-muscular system and physical fitness of pupils.
3. To foster students' interest and positive attitudes towards physical activities and to encourage them to take part in playing sports, physical training and recreational activities actively and regularly.
4. To cultivate students' correct values and social attitudes such as fair play and good sportsmanship.
5. To develop students' observation, analytical skills, judgment and creativity in the process of participating in activities.
6. To promote desirable moral behaviours, cooperation in communal life, ability to make decision, and the appreciation of aesthetic movements.
7. To develop in students a sense of belonging, team spirit and a sense of achievement through participation in a series of training programmes and competitions.

Activities Plan Table:

	Aims	Activity	Description	Period	Co-ordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be held for students of all levels. The divisional finals jointly organized with the SD will be held in Kowloon Park Swimming Pool.	Heats (G1-G6): 8 & 9 September 2009; Finals (G2 finalists, all G3-G6 students): 16 September 2009	Mr. Sidney Mok	\$4,000
2.	3, 4, 5	Pre-Golf Day	A fund raising golf putting event will be organized and open to all guests during the School Fete.	To be confirmed	Mr. Sidney Mok	/
3.	1, 3, 4, 7	Sports Day	Different track and field competitions will be held for students of all levels. The joint divisional finals will be held at Wan Chai Sports Ground.	Heats (G1-G6): 14 January 2010 Finals (G2 finalists, all G3-G6 students): 1 February 2010	Mr. Sidney Mok	\$3,000
4.	1, 3, 4, 5, 6, 7	Golf Days	It is a joint divisional event organized for students and parents to practise golfing skills. It is also an event for promoting parent-child partnership.	15 January 2010	Mr. Sidney Mok	/
5.	2, 3, 4, 6, 7	Pre-10Km FunD Run	It is a fund raising event and sporting activity for promoting parent-child partnership.	10 January 2010	Mr. Sidney Mok	/
6.	1, 2, 4, 6, 7	10Km FunD Run	It is a fund raising event for DBS teachers, parents, old boys and secondary students to participate in the Standard Chartered Hong Kong Marathon.	28 February 2010	Mr. Sidney Mok	/
7.	4, 5, 6, 7	Creative Learning Programmes	Students will be guided to create their own programmes with the equipment, space and training provided.	December 2009 to February 2010	All PE teachers	\$60,000

Diocesan Boys' School Primary Division
Visual Arts Annual Programme Plan 2009-2010

Panel Chairperson: Eva Chui

Members: Eva Chui, Tracy Yu, Phyllis Chan & Lam Hoi Ki

Strengths:

1. The majority of students see art as a 'fun' subject and they enjoy having art lessons.
2. The School has 2 special rooms for Visual Art lessons where diverse range of art materials and equipment can be setup for students to use and explore.

Weaknesses:

1. Pupil's commitments and motivation in Visual Arts and other subjects/disciplines are often in conflict. This can hinder the development of their full artistic potential.
2. It is difficult to develop students' artistic ability in Visual Arts with only approximately one hour class per week.

Aims and objectives:

Aims	Objectives
1. To develop students creative potential	To develop the boys' artistic potential through various media explorations.
2. To stimulate and challenge students	To stimulate creative problem solving skills and challenge their perception.
3. To help students become aware of art in life	To promote their cultural awareness and help them recognize the contributions of art in our daily life.
4. To help students connect art with other disciplines	To help them make connection between art, nature, science, history and culture.
5. To build communication skills	To build their confidence in expressing ideas and experiences in art.
6. To build good attitudes	To help promote positive attitude towards art.

Plan & Activities Table

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1,3,4	Cross – Curricular Integrated Learning	<ul style="list-style-type: none"> - Topics chosen for Visual Art lessons will be related to other disciplines such as science, history & culture. - Involvement in Inquiry Based Learning & collaboration with other departments. 	Art classes, Inquiry Based Learning Week	Ms. Chui Ms. Yu Ms. Chan	From various budgets (Art Department and other Departments/ Committees)
2	1-6	Art In School Partnerships	<p>1. Artist In School programme – invite local artist(s) to share their experiences in art making, and create art pieces with the boys (Final artwork may become a permanent display in the school campus).</p> <p>2. Hong Kong Youth Arts (HKYAF) – participate in their Artist in Residence programme where they will send their team of artists to the school to hold art workshops. Those art workshops feature different</p>	After-school hours, Post- exam period	Ms. Chui Ms. Yu	<p>-From budget of 7. Seminars, workshops, activities (\$50,000)</p> <p>-From budget of 10. Curriculum Development (\$40,000)</p>

			<p>themes and topics each year, the artworks will be collected for public exhibition in Hong Kong.</p> <p>3. Other Institutions & Organizations – coordinate with a range of institutions and organization to come up with art appreciation and art making workshops for students. Topics that are not likely to be covered during normal lesson time will be introduced to the boys.</p>			
3	1,2,6	Collaborative Art Projects	<p>The boys will experience the process of creation in collaborative art projects:</p> <ol style="list-style-type: none"> 1. Create art works for school functions and special occasions such as Christmas and Chinese New Year; 2. Artworks and decoration for lift lobbies' display boards; 3. Create displays for Open House; 4. Work on group projects during Inquiry Based Learning Week; 	Art classes, Enquiry Based Learning Week	Ms. Chui Ms. Yu	From budget of 1. Teaching Materials (\$142,500)

			5. Collaboration with the Computer Studies Department and develop students' drawing skills using information technology (using PC tablets).			
4	1,3,4	Various Art Media and Art Materials	<p>Throughout the year, students will progressively be introduced to a variety of media and art materials: from the more traditional art forms such as drawing, painting, ceramics and printmaking to contemporary art forms such as graphic design and digital art.</p> <p>Collaboration with the Computer Studies Department will offer opportunities for the students to train their information technology skills (e.g. research on the Internet, prepare powerpoint presentations and create dynamic animation works).</p>	Art classes, ECA art classes	Ms. Cui Ms. Yu Ms. Chan	From budget of 1. Teaching Materials (\$142,500)

5	1,6, 5	Student Art Exhibition	<p>Small-scale student art exhibitions will be organized occasionally to give further incentive to students to create more artworks of exceptional quality in the years to come.</p> <p>1. Art Display Boards – Art projects (drawing, painting, collage) across the grades will be mounted on display boards and displayed in the covered playground occasionally to promote art appreciation among the boys.</p> <p>2. Art Corner – Different types of art works (drawing & painting, 3-dimensional works, ceramics) will be displayed in the Student Activity Centre & 5th floor art room regularly to stimulate students’ interest in art making.</p>	All-year round, Open House (mid-January 2010)	Ms. Chui Ms. Yu Ms. Chan	<p>-From budget of 1. Teaching Materials (\$142,500)</p> <p>-From budget of 17a. Prizes, gifts & awards (\$8,800)</p>
6	5,6	Online Art Gallery	1. Online viewing of students’ drawings and art works for exchanging creative ideas. Aims to promote plural readings of art	On-going	Ms. Chui Ms. Yu	/

			works and openness for evaluation and critique. 2. Online photo album of snapshots taken from art field trips and art workshops, etc.			
7	2-5	Art Competition	<p><i>Internal competition :</i></p> <ol style="list-style-type: none"> 1. Lantern design competition 2. Crazy hat design competition 3. School Fete design competition (for souvenirs) 4. School Magazine Section Cover design competition (TBC) 5. On campus outdoor drawing competition <p><i>External competition :</i></p> <ol style="list-style-type: none"> 1. Flower Show Drawing Competition 2. Inter-School Stamp Exhibits Design Competition 3. Art competitions in collaboration with other departments e.g. General Studies 	All-year round	Ms. Chui Ms. Yu	<p>-From budget of 7a. Prizes, gifts & awards (\$8,800)</p> <p>-Production cost of printing comes from budget of 26. Printing & Stationery (\$10,000) and sales from the product/souvenir</p>

8	1-4	Cultural Adventures	<ol style="list-style-type: none"> 1. Organize 'Life-wide Learning' outdoor drawing field trips. For example, visit to the Zoological and Botanical Gardens to observe the wildlife and learn about different species of animals and plants. 2. Art Visits to local galleries and museums (Hong Kong Museum of Art, Hong Kong Heritage Museum, Hong Kong Arts Centre, etc.) 3. Attend any sort of educational projects/workshops/lectures offered by museums or art organizations. 	Visits for different year groups will be organized at different time of the year	Ms. Chui Ms. Yu	<p>-Costs will include booking fees, transportation cost, admission fees to Museums</p> <p>-From budget of 14. Transportation (\$6,000) and 8. Seminars, workshops, activities (\$50,000)</p>
9	1	Extra-curricular Art Classes	A diverse range of ECA art classes will be offered by part-time art tutors to cater for the needs of students who wish to develop their artistic potential through various media explorations.	After school from 3:15 pm	Ms. Chui Ms. Yu	All costs would be supported by the tuition fees collected from students who enroll in the art classes

拔萃男書院附屬小學
2009-2010 年度宗教科工作計劃

(一) 計劃小組

科主任：郭嘉恩

組員：駱敏儀、盧國詠、梁凱祈、洪卓筠、吳鳳婷、王頌媛

(二) 本校現況

強項

1. 基督徒老師願意支持及推動宗教活動。
2. 教會支持並參與學校的早會及崇拜。
3. 除了星期二外，每天有早會的時間，讓學生認識基督教信仰。
4. 老師鼓勵學生背誦禱文及金句，並應用於生活中。

弱項

1. 每星期只有一節宗教課，教師與學生見面的時間相對其他科目為少，因此未能深入課題教授學生。
2. 學生於陰雨操場進行早會，隊列時之空間較小，崇拜環境不太理想。
3. 校內及校外活動較多，安排宗教科活動時，選擇日期和時間時欠彈性。

(三) 總目標：

1. 認識福音，發揚基督精神。
2. 從聖經教導中學習聽道而行道，並實踐於日常生活中。
3. 學生能對老師和同學發揮彼此相愛的精神。
4. 培養學生良好品德，愛主愛人。
5. 與教會合作，加強學校的宗教氣氛。
6. 認識校園張貼之聖經金句及海報，鼓勵學生仿效耶穌的好行為。
7. 透過專題研習活動，培養學生的協作、溝通、創造、批判性思考、運用資訊科技、運算、解決問題、自我管理和研習技能等多項共通能力。

(四)方案活動：

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1	1	福音話劇 (佈道會)	邀請「點蟲蟲熱線」到校以福音話劇形式與學生分享信仰，希望他們相信並接受耶穌基督為個人救主。	小四至 小六 學生	問卷及檢討 會議	九月	梁凱祈	\$1,000
2	3	新生調適 活動	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。	小一 學生	訪問個別學 生	九月	駱敏儀	/
3	1, 3, 7	專題研習	透過小組形式，着學生按題目搜集資料、討論分享，加深對基督教的認識，完成專題研習報告。	全體 學生	學生作品及 老師的檢討 會議	九至 十月	全體老師	\$1,000
4	1, 2, 3, 4, 7	學生團契	第一、三學期的選修課 (Elective) 進行，內容有唱詩、祈禱、讀經、遊戲、服事等。	小四至 小六 學生	問卷及訪問 個別學生	九至 十二月 及四月 至七月	郭嘉恩 洪卓筠	\$1,000
5	6	班際金句 背誦比賽	小一至小三學生背誦課本內的金句，小四至小六學生背誦詩歌集內的金句，得分最高的班別將獲贈禮物。	全體 學生	檢討會議	十一月	盧國詠	\$500
6	2, 5	崇拜	為了配合節期，本校與教會舉行聖誕節、復活節、升天節及結業禮感恩崇拜，更安排學生到教會參加崇拜。	全體 學生	活動後會議	十二月 、三月 、七月	駱敏儀 吳鳳婷	\$13,500

7	4, 7	海報設計比賽	與視覺藝術科作跨學科活動，藉海報設計傳遞正確的價值觀。	小三至小四學生	學生作品及老師的檢討會議	一至二月	王頌媛	\$500
8	2, 7	開放日	在特別室張貼舉行宗教活動時的照片及學生作品，並邀請學生向嘉賓進行講解，讓他們更了解本校推行宗教活動的情況。	全體學生	訪問個別嘉賓對開放日的意見	一月	全體老師	\$1500
9	1, 2, 4	聖經朗誦節	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。	小四至小六學生	學生表現及老師的檢討會議	三月	梁凱祈	\$500
10	1, 2, 3, 4	福音日營會	計劃為小四至小六學生舉行福音日營，透過戶外活動和講員分享信息，希望他們相信並接受耶穌基督為個人救主。	小四至小六學生	問卷及老師的檢討會議	六月	郭嘉恩 洪卓筠	\$3, 000
11	1, 5	早會	每天均有早會時間，逢星期四由宗教科及基督徒老師輪流主領，每月第二個星期四請由牧師主領，其他時間由校長主領。	全體學生	活動後會議	全年	基督徒老師	\$3, 000
12	/	添置教具	購買宗教科參考書、教學軟件及光碟等，供老師借用。	全體老師	老師借閱的次數	全年	全體老師	\$8, 000

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

Panel Chairperson: Ms. Cherry Tai

Assistant Librarian: Ms. Lee Kwai Ying

Strengths:

1. A relatively large number of students enjoy reading.
2. Budget allows a smooth collection development, so that students are exposed to a wider variety of books and their interests in reading are stimulated.
3. The library provides a comfortable environment for the students to read.
4. Students are exposed to English and Putonghua during library lessons by dividing students into two groups. Students concentrate more and enjoy small group library lessons.

Weaknesses:

1. Some students only read a particular series of books and do not try to read other good books available in the library.
2. There are a small number of students who do not read much.

Aims and Objectives:

Aims	Objectives	Focus
1. To guide students to read to learn and learn from reading.	To develop students' habit of reading and promote the reading culture in school through various promotions, reading activities and reading programmes. To guide students to get knowledge and information from reading.	Reading to Learn

2. To enhance students' self-learning and life-long learning abilities.	To equip students with the appropriate information literacy skills that will enable them to learn effectively.	Reading to Learn Project Learning Information and Technology for Interactive Learning
3. To build good moral and civic attitudes in students	<ul style="list-style-type: none"> ● To guide students to appreciate works created by various authors and illustrators. ● To help students develop a respectful attitude towards others' works, including the concept of copyright and plagiarism. ● To help students develop a sense of responsibility so that they would take care of the library materials and facilities. 	Reading to Learn Moral and Civic Education
4. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning.	<ul style="list-style-type: none"> ● Continue to develop a rich information and multi-media collection with various formats. ● To provide a good learning and reading environment to students and staff. 	Reading to Learn
5. To help all DBS students cultivate a sense of belonging to the school	<ul style="list-style-type: none"> ● To ensure consistency between the library curricula and library systems of the Secondary and Primary Divisions. ● To keep good communication with the teacher-librarian of the Secondary Division. 	Reading to Learn

Plan and Activities Table:

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1	1, 4, 5	Reading Environment and Resources	<ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> a. Provide check in/check out services b. Issue overdue notices c. Keep the library tidy and comfortable d. Offer advice on library resources e. Prepare student identity cards, order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library order and stock-take f. Decorate the library g. Update information in Library WebOPAC h. Organize and manage the student librarians i. Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> a. English, Chinese and French books b. Magazines c. Online encyclopaedia 	<ol style="list-style-type: none"> 1. Reading environment of the library 2. Feedback of the teachers, students and parents 3. Size of collection 	Whole Year	Ms. Cherry Tai (Teacher-librarian) and Ms. Lee Kwai Ying (Assistant librarian)	2009-2010 library budget for purchasing reading materials

2	1, 2, 3, 5	Library Education	<ol style="list-style-type: none"> G.1-G.4 students will be introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. G.1-G.2 will have story time, extended reading activities and simple library skills. G.3-G.6 students will learn the usage of library WebOPAC, the way to use both printed and online encyclopaedia and the classification methods of library materials (Dewey Decimal Classification). 	<ol style="list-style-type: none"> Students' participation and performance in the library lesson Students' feedback 	Whole Year	Ms. Cherry Tai	
3	1, 4	Cross-curriculum collaboration	<ol style="list-style-type: none"> Cross-curriculum activities are held with the English, Chinese, General Studies and Moral Education Departments. Departmental advice is consulted regarding the special needs of each subject in order to support teaching and learning. Consult the English and Chinese Departments in books selection to enrich the quality reading materials of the School Library. Select, order and process the classroom libraries' books for the English and Chinese Departments. 	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2009-2010 library budget
4	1, 3, 5	Reading Activities	<ol style="list-style-type: none"> DBSPD Reading Programme Book Fair Books Borrowing Ranking Charts (by individual and class) Creative Story Writing/ Book 	<ol style="list-style-type: none"> Students' participation Students' feedback 	Whole year	Ms. Cherry Tai	Around \$20,000

			Poster Design/ Creative Book Report Writing (External) 4. My Favourite Book Sharing Session 5. 4.23 World Book Day Celebration 6. Story Mum Team 7. Books Donation 8. Newspaper Subscription 9. Bulk Application of Hong Kong Public Library Cards 10. Reading Contract				
5	1, 2, 3, 5	Student Librarians Training	Recruiting, providing training to and organizing the student librarians. 1. Assist in the daily operation of the library 2. Keep the library clean and tidy 3. Make sure the students behave themselves in the library 4. Help fellow students in using the library	1. Student librarians' performance 2. Review of student librarians' performance	Whole year	Ms. Cherry Tai	Around \$2,000
6	1	Library Promotion	1. The information in the Library WebOPAC is updated regularly to provide the latest reading and school library information for the students. 2. Monthly displays on different topics are set up. Ad hoc display on special themes, for example, the original fictions of the latest films of children will be displayed. New books are displayed with eye-catching decoration.	1. Students' feedback 2. Number of books borrowed by students	Whole year	Ms. Cherry Tai	Around \$8,000

Diocesan Boys' School Primary Division
Computer Studies Programme Plan (2009 – 2010)

Panel Chairperson: Ms. Jessica Chan

Teachers: Ms. Pauline Ip, Mr. Edward Wong, Mr. Paul Marriott

Strengths:

1. The School provides excellent facilities for students and each student has a computer to use during lessons.
2. Other subject teachers, e.g. Maths, English and Art teachers, frequently hold their lessons in the Computer Room.
3. A Teaching Assistant is assigned to each Grade one class during Computer Studies lessons for providing extra assistance to students.
4. Students are very interested in Computer Studies and are highly motivated during lessons.
5. The majority of our students have computer access at home. They are very confident in using computers.
6. The curriculum is school-based; therefore it is flexible and kept up-to-date to the latest trends.
7. Teachers are professionally trained and dedicated to their teaching career.

Weaknesses:

1. It is difficult to develop students' IT skills in Computer Studies lessons with only approximately half an hour class per week.
2. The existing educational software used in our school may not be sufficient for students to explore the most updated trend in computer and information technology.

Aims and Objectives:

1. To equip students with knowledge and daily life skills of computer operations.
2. To enable students to learn Computer Studies meaningfully and to integrate it with other subjects.
3. To foster students' independent thinking, creativity and problem solving skills.
4. To develop students' self-learning, research and life-long skills.
5. To stimulate students' interest in learning computer technology.
6. To help students build up confidence, a positive learning attitude and a good habit towards the use of computer and information technology.
7. To develop students' leadership and cooperation qualities.
8. To develop students' sense of responsibility and ethical awareness when using computers or information technology.
9. To give students more exposure to outside competitions.

Major Concerns 2009-2010

1. To enable lower primary students to acquire typing skills.
2. To teach upper primary students ethical use of the School Intranet and Internet.
3. To incorporate wireless learning in the curriculum.
4. To incorporate the learning of digital music in the curriculum.
5. To foster students' interest in reading IT related materials.

Programme Plan 2009-2010

1. To identify cross-curricular themes with different subjects.
2. To build up students' sense of responsibility when using computers and information technology

Plans and Activities Table:

Plan	Aims	Activity	Description	Method of Evaluation	Period	Coordinator	Budget
1	7, 8	IT Captains/ IT Assistants	Students will be selected as IT Captains or Assistants to assist IT Officers in maintaining order and discipline in the Computer Room during the 2 recesses	1. The order of the Computer Room during recesses 2. The participation rate of the IT Captains & Assistants	Sept 2009 – July 2010	Jessica Chan	Certificates & book vouchers
2	1-8	Internal Competitions	a) Christmas e-card b) Typing	Students' participation	Nov 2009 - May 2010	Paul Marriott	Certificates
3	1-9	External Competitions	I-Cube training/ Competition	1. Results attained by students 2. Students' participation	Nov 2009 - May 2010	Edward Wong	Application fee for competition
4	1-8	Fun Learning Days	Students will enjoy learning computer graphics, animation and video making	Students' participation	Dec 2009	Jessica Chan Pauline Ip Edward Wong Paul Marriott	(To be determined)
5	8	Seminar with School Social Workers	a) Protect oneself online b) Ethical use of Computers and Information Technology	1. Students' participation 2. Students' behaviour when using the Internet and Intranet	Dec 2009	Sammy Ho Pauline Ip	Workshop fee for external organization
6	2	Collaboration with the Music Department	To compose digital music on computers	Students' diverse learning skills	Jan 2010	Pauline Ip	--
7	2	Collaboration with the Putonghua Department	Chinese Typing with the Hanyu Pinyin	Students' competencies in Hanyu Pinyin	Dec 2009	Pauline Ip	--

8	2, 5	Collaboration with the English Department	Make a crystal radio	Each student makes his own set of radio	Feb 2010	Pauline Ip	Purchase cost for radio components
9	2	Collaboration with the Visual Arts Department	Outdoor drawing using tabletPCs through the use of the wireless network	Students find the learning activities meaningful	April 2010	Pauline Ip	--
			Animation drawing	Students make connection with the drawing	March 2010	Jessica Chan	--
10	1, 2	Collaboration with the English and Chinese Departments (on Typing Skills)	English (G1: correct finger position)	Students' competencies in typing	Jan 2010	Edward Wong	--
			Chinese G2: 手寫版	Students' competencies in typing	Dec 2009	Edward Wong	
			Chinese G3: 九方 (成語)	Students' competencies in typing	Mar 2010	Jessica Chan	
			Chinese G6: 速成 (唐詩)	Students' competencies in typing	Nov 2009	Pauline Ip	



**Diocesan Boys' School Primary Division
Programme Plan of Moral Education 2009-2010**

Chairperson: Mr. Sammy Ho

Secretary: Ms. Ivy Wong

Strengths:

1. Teachers are devoted to the teaching profession, and they care very much about the whole person development of students.
2. The liberal culture of the School and harmonious relationship between teachers and students encourages students to share their thoughts with teachers. Teachers can readily provide suitable guidance to uplift students' moral values.
3. Students are vocal and have analytical minds. They are capable of discovering knowledge and developing moral values through discussions and participation in experiential activities.
4. Parents are concerned about the development of their sons and are eager to participate in parent education programmes.

Weaknesses:

1. Students tend to be strong-minded. They may not take the opinions of classmates readily. A greater amount of time is required when group discussion is held.
2. Students tend to have good socio-economic backgrounds. They cannot easily grasp the needs of other people, especially those living in poverty.
3. Many students are self-centred and yet have adequate social skills to develop harmonious relationships with their peers.
4. Some parents are too caring and over-protective, and are in need of effective parenting skills.

Aims and Objectives

1. To further enhance the collaboration with other subjects and refine the curriculum with an emphasis on a cross-curricular approach.
2. To strengthen the continuous collaboration with the Secondary Division to assist students to have a smooth transition to Grade 7 and facilitate their adaptation to their secondary school life.
3. To strengthen Character Education and Social Skill Training to reinforce students' correct attitudes, and uplift their moral and social development.
4. To organize various activities and programmes, such as community service visits, Global Citizen Alliance, Read to Feed Scheme, Little Teacher Training and the like to enhance students' generic skills in Communication, Problem Solving, Self Management and Study Skills.
5. To organize workshops for G.1 students at the beginning of the academic year to facilitate their adaptation to new school life.
6. To conduct workshops and sharing sessions on effective parenting skills for parents.

Plans and Activities Table

Plan	Aims	Activity	Description	Performance indicator	Period	Coordinators	Budget
1	5	G.1 Adaptation Workshop	Equip G.1 students with positive behaviours that help them create a happy school life, and prepare them to seek help from the School Social Workers whenever they face challenges	<ol style="list-style-type: none"> 1. Teachers' observation & feedback from participants 2. Over 70% of G.1 students can tell how to seek help from the School Social Workers 	Sept.,09	Sammy Ho	\$150
2	1,3	Moral Education Lessons	Enhance students' character, personal, academic, and social development	<ol style="list-style-type: none"> 1. Teacher's observation 2. Parents' written feedbacks 3. Differences between results of the pre/ post tests of APASO 	Whole Year	Sammy Ho & Ivy Wong	\$3,000
3	3	Character Award Programme	Award students who demonstrate the characters taught in Moral Education lessons	At least 1 student from each class receives the award each term	Whole Year	Sammy Ho & Ivy Wong	\$300
4	4	G.3 Service Day	Provide an opportunity for students to serve the community and learn to care for the needy people	<ol style="list-style-type: none"> 1. Each G.3 class participates in one service visit 2. Over 70% of students indicate in the feedback form that they have learnt new knowledge and skills from the service visit 	Dec.,09 – June, 10	Sammy Ho & Ivy Wong	\$6,000
5	4	Internet Safety Talk	Enhance students' awareness of the potential risks of internet activities, and reinforce the necessity of safety measures	Teachers' observation & feedback from participants	Dec.,09 – April, 10	Sammy Ho	\$500
6	4	Fun Learning Days	Organize experiential activities to enhance students' self-management and social skills	Teachers' observation & feedback from participants	Dec.,09	Sammy Ho & Ivy Wong	\$700

7	4	Read to Feed Programme	Help students understand the need of poor people in China, and provide an opportunity for students to take concrete actions to help others	Over 200 students participate in the programme	Dec.,09 – March, 10	Sammy Ho & Ivy Wong	---
8	3,4	Exhibition on World Poverty	Highlight the adverse living condition of people in poor countries, and encourage students to do reflection on how fortune they are	Teachers' observation & feedback from participants	Feb.,10- March, 10	Sammy Ho & Ivy Wong	\$250
9	6	Parents' Workshops and Sharing Sessions	Help parents to strengthen parenting skills, and provide a platform for parents to share positive parenting strategies	1. Over 100 parents enrol in the activities 2. Over 70% of the participants consider the activities beneficial to them	Jan.,10 – June, 10	Sammy Ho & Ivy Wong	\$2,000
10	4	Exhibition on Illicit Drugs	Help students understand the adverse effects of illicit drugs, and equip them with refusal techniques	Teachers' observation & feedback from participants	June, 10	Sammy Ho & Ivy Wong	\$250
11	4	Used Toys Donation	Collect used toys from students, have student helpers clean them and then donate the toys to suitable community organizations	1. Over 100 toys are collected 2. Over 15 students volunteer to be helpers	June, 10	Sammy Ho & Ivy Wong	---
12	2	G7 Adaptation Programme	Invite senior boys and G.7 boys from the SD to organize a sharing workshop for G6 students to prepare them for the school life in the SD	1. Teachers' observation & feedback from participants 2. Over 70% of G6 students consider they have sufficient understanding of the school life in the SD & confidence in coping with the changes	July, 10	Sammy Ho & Ivy Wong	\$150

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

Department Head: **Ms. Susanna Chung**

Members:

Ms. Irene Chan	Ms. Eva Chui	Ms. Tracy Yu	Mr. Ken Tsui
Ms. May Po	Ms. Susan Liu	Mrs. Connie Tsang	Ms. Karen Leung
Mr. Ng Lok Fu	Ms. Alice Lau	Ms. Shirley Kwok	Ms. Winnie Wong
Ms. Doreen Hung	Ms. Sheeta Ho	Ms. Mandy Yan	Mr. Jack Lo
Ms. Cherry Tai	Mr. Sammy Ho	Ms. Ivy Wong	Ms. Daisy Wang
Ms. Pat Hon	Ms. Grace Gu	Mr. Philip Wong	Ms. Lao Ting Ting
Ms. Diana Yan	Ms. Mabel Lu	Ms. Livia Liu	Ms. Cherry Wong
Ms. Christine Wong	Ms. Cathy Lai	Ms. Violet Yiu	Ms. Suen Wing Shan
Mr. Penny Po	Mr. Kwok Chun Hei		

E. Strengths and Weaknesses

Strengths

1. The School puts strong emphasis on providing different types of learning experiences for students.
2. The School highly supports the Electives Department and it is of great importance to the development of courses.
3. Teachers are given flexibility in developing the curriculum and programme plan.
4. Abundant resources are available for operating various elective programmes.
5. Students can choose their electives according to their individual interests.
6. Outside organizations are invited to support the School in organizing elective programmes. Students are given good exposure to learn different types of knowledge.

Weaknesses

1. It is difficult to require standardization among all elective courses (including out-sourced electives)
2. It is difficult to start the planning early since some electives are delivered by new teachers.
3. The School does not have enough classrooms to carry out small class teaching during lesson time for Electives and SupersizeMe Programme.
4. The number of students allocated for each elective varies according to the nature of the course and the agreement with the out-sourced organization.
5. Classroom management is a challenge for teachers and tutors since students from different classes join the same programme.
6. Better communication and collaboration between out-sourced tutors and the PD teachers is needed.
7. It is difficult to satisfy the needs of all parents and students when arranging students' electives.

F. Opportunities and Threats

Opportunities

1. New electives can be introduced when new teachers are appointed each year.
2. Our teachers are professional and they can choose to teach electives according to their interests and competence.

Threats

1. The budget for electives is increasing as the costs incurred in operating the courses increase every year.
2. Ho Koon Nature Education cum Astronomical Centre, one of the out-sourced organizations, will not continue its service for DBSPD next year.

G. Aims and Objectives

An elective is a subject which a student can choose to study as part of his course. 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. Electives are intended to supplement, not to replace any part of, the core curriculum. Students can take up to three different courses in an academic year.

The general aims of the Electives curriculum are as follows:

1. To enable students to select courses according to their interests and learning style.
2. To nurture in students a sense of responsibility so that they understand their role when taking the courses they choose.
3. To arouse students' curiosity and interest in acquiring new knowledge and skills that would not covered in the core school curriculum.
4. To develop students' multiple intelligences.
5. To provide students with opportunities to communicate and work with schoolmates and tutors from out-sourced organizations.
6. To promote environmental protection and related considerations for the well-being of mankind in the 21st century.
7. To encourage students to appreciate the work accomplished by peers who attend the same elective.

Based on the Annual School Plan (2009-2010), the objectives for 2009-2010 are:

1. To improve students' learning attitude by focusing on developing the following generic skills of students: collaboration skills, creativity, problem solving skills and study skills. (4,5,6,7)
2. To catering for students' learning diversities by providing a diversified range of electives. (1,2,3)

H. Plans and Activities Table

Plan		Aim	Item
1	To maintain a balance across the curriculum in electives.	3 and 4	1-52
2	To emphasize life-wide learning (students' learning in real contexts and authentic settings). Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone.	3 and 6	
3	To let students choose the electives which best suit their learning styles.	1 and 2	
4	To allow students to learn through interaction among schoolmates and tutors from out-sourced organizations.	5	
5	To provide opportunities for students to display their works in exhibition.	7	
6	To develop students' 9 generic skills through participation in electives.	3 and 4	

I. Activities Table

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)	
1	Go Culture Course: Beginners	See Programme Plan of each Elective.	1. Children's feedback 2. Teacher's feedback 3. Parents' feedback 4. Achievement of targets and aims set in each elective.	To evaluate the courses at the end of each term December / March/ May	Lao Ting Ting	Susanna Chung		\$15,000	
2	Go Culture Course: Intermediate					Sheeta Ho	Cherry Wong		\$14,000
3	International Corner: Be a Smart Kid with an International Horizon				Suen Wing Shan	Mabel Lu	Cathy Lai		\$42,488
4	Elementary Japanese				Alice Lau	Livia Liu			\$15,750
5	Intermediate Japanese						Alice Lau		\$7,350
6	Money Management A				Cherry Wong	Lao Ting Ting			\$15,270
7	Little Architect (小小建築師)						Sheeta Ho		\$7,350
8	Bible Stories					Karen Leung			--
9	用 PTH 學指印畫					Daisy Wang		Daisy Wang	--
10	Mathematical Games I				Violet Yiu	Cherry Wong	Suen Wing Shan		\$22,000
11	Fun with French A (Beginners)				Diana Yan	Cathy Lai	Mabel Lu		\$13,640
12	模型初探					Pat Hon	Pat Hon		--
13	Typhoon Magazine				Irene Chan	Christine Wong	Karen Leung		\$63,250
14	Science Adventures				Karen Leung	May Po	Violet Yiu		\$55,000
15	天文實驗班				Livia Liu	Violet Yiu	Jack Lo		\$28,600
16	Toy Science				Christine Wong	Daisy Wang	Susanna Chung		\$28,600
17	Percussion Fun Fun Fun				May Po		May Po		--
18	電影欣賞(卡通片)				Mandy Yan	Mandy Yan			--

19	Applied Personal Management					Irene Chan	Livia Liu	\$27,038
20	Be a SMART Leader				Ivy Wong		Ivy Wong	\$28,969
21	2'C Program				Winnie Wong	Grace Gu	Diana Yan	\$42,488
22	Critical Thinking Program	See Programme Plan of each Elective.	1. Children's feedback 2. Teachers' feedback 3. Parents' feedback 4. Achievement of targets and aims set in each elective.	To evaluate the courses at the end of each term December/ March/May	Sheeta Ho		Sammy Ho	\$28,969
23	Mathematical Games II				Susanna Chung	Suen Wing Shan	Susanna Chung	\$22,000
24	African Culture				Ken Tsui		Philip Wong	\$30,000
25	African Performing Art Workshop					Penny Po		\$14,000
26	Money Management B				Cathy Lai	Doreen Hung		\$15,270
27	Little Lawyer (小小律師)						Irene Chan	\$6,944
28	Fun with French B (Intermediate)				Mabel Lu	Diana Yan	Lao Ting Ting	\$13,640
29	Stormy Chefs				Connie Tsang		Cherry Tai	\$37,500
30	Chess4Life					Ivy Wong		\$17,500
31	Art of Paper (紙的藝術)				Grace Gu		Grace Gu	--
32	Let's Explore Japan					Alice Lau		--
33	Food Scientists					Winnie Wong	Winnie Wong	--
34	港人港情				Philip Wong			--
35	Astronomy				Jack Lo	Jack Lo		--
36	Board Games				Susan Liu	Susan Liu		--
37	校園報小記者						Ng Lok Fu	--
38	中國花鳥畫					Ken Tsui		--
39	Western Painting				Eva Chui		Eva Chui	--
40	Drawing on the Right Side of the Brain Workshop (22 lessons)				Tracy Yu	Eva Chui	Christine Wong	\$24,200
41	Science Workshop I				Pat Hon	Ng Lok Fu	Susan Liu	\$75,900

42	Science Workshop II	See Programme Plan of each elective.	1. Children's feedback 2. Teacher's feedback 3. Parents' feedback 4. Achievement of targets and aims set in each elective.	To evaluate the courses at the end of each term December/ March/May	Ng Lok Fu	Shirley Kwok	Mandy Yan	\$75,900	
43	Lives of Great people				Cherry Tai			--	
44	Photography					Connie Tsang	Connie Tsang	--	
45	Etiquette					Cherry Tai		\$8,400	
46	Fellowship					Shirley/Doreen	Shirley/Doreen	--	
47	Little Teacher Training					Sammy Ho		--	
48	Ceramic Food						Tracy Yu	Tracy Yu	--
49	Team Building Workshop							Penny Po	\$14,000
50	Foot Drill Training (步操訓練)						Sammy Ho		\$14,000
51	Rock Climbing						Kwok Chun Hei	Philip Wong	Kwok Chun Hei
52	Handball			Penny Po	Kwok Chun Hei	Ken Tsui	\$5,500		