

Diocesan Boys' School Primary Division



Annual School Plan 2010-2011

Vision and Values

We believe we should

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

Vision Statement

From these values the vision statement is built.

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

Mission

The mission of the school is: 'to provide a liberal education based on Christian principles.'

To realize this stated mission the school has set the following objectives:

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

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

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

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

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Student Support						
1.1 To evaluate the overall effectiveness of student support services	1.1.1 To analyze the results of separate student support programmes and measures adopted by the Primary Division	Third Term (April – June)	70% of feedback form collected	<ul style="list-style-type: none"> • Feedback from teachers • Feedback from students • Parents' feedback through discussion 	<ul style="list-style-type: none"> • AHT (Student) 	All teachers and social workers
2. Curriculum and Assessment						
2.1 To improve programme planning and programme evaluation	2.1.1 To formulate well-defined success criteria and methods of evaluation with sufficient deliberation when making future programme planning and programme evaluation	Dec 10 & July 11	<ul style="list-style-type: none"> • Teachers' input into the S.W.O.T will be done through level meetings conducted by the level co-ordinators. • Teachers may add further comments/suggestions within a 2 week consultation period. 	<ul style="list-style-type: none"> • S.W.O.T. Analysis 	<ul style="list-style-type: none"> • HoD's of Eng, Chi, Maths & GS 	<ul style="list-style-type: none"> • All teachers of Eng, Chi, Maths & GS Departments

	2.1.2 To set up a consistent and fair scoring system for teachers to follow	Sept 10- July 11	<ul style="list-style-type: none"> • A clear marking guideline and marking scheme will be developed • Subject meetings will be held before and after marking the assessment paper 	<ul style="list-style-type: none"> • Teachers' feedback 	<ul style="list-style-type: none"> • HoD's of Eng, Chi, Maths & GS 	<ul style="list-style-type: none"> • All teachers of Eng, Chi, Maths & GS Departments
	2.1.3 To develop new guidelines on self assessment and peer assessment	Sept 10- July 11	<ul style="list-style-type: none"> • Teachers will develop guidelines on self assessment & peer assessment during the Monthly Curriculum Meetings 	<ul style="list-style-type: none"> • Teachers' feedback through questionnaire 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • All teachers
2.2 To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration	2.2.1 To take into account the extra workload involved when allocating staff teaching load in future so that the level coordinators of English, Chinese, Mathematics and GS (G1–G6) will have the capacity to organize vertical (intra-subject) collaboration on a regular basis	Sept 10	<ul style="list-style-type: none"> • The level coordinators of English, Chinese, Mathematics and GS (G1–G6) are assigned by the HT. The extra workload taken up by the level co-ordinators would be taken into account when the HT allocates staff teaching load for 2010-2011. • Time for the weekly vertical (intra-subject) collaboration is designated to enable frequent discussion on curriculum issues across all grade levels 	<ul style="list-style-type: none"> • Feedback from level coordinators through questionnaire to investigate if the adjustment in their workload is acceptable and appropriate • Feedback from Subject Administrators through discussion in panel meetings and teachers' feedback through stakeholder survey to evaluate if vertical (intra-subject) collaboration can function as an effective platform to coordinate matters related to programme planning and intra-subject activities of individual subjects 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • All teachers

	<p>2.2.2 To further enhance horizontal (inter-subject) collaboration among HoDs and Panel Chairpersons of all departments for the long term development of Inquiry Based Learning and Project Learning</p>	<p>Sept 10- July 11</p>	<ul style="list-style-type: none"> • Establish monthly curriculum meetings that involve all teachers • Further develop cross-curricular activities amongst different departments 	<ul style="list-style-type: none"> • Teachers' feedback through stakeholder survey 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • All teachers
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Major Concern: Second Priority - Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Attitude and Behaviour						
1.1 To enhance students' interpersonal relationships and social skills	1.1.1 To sharpen teachers' awareness and make more concerted action to cultivate a higher level of personal and social responsibility among students	Sept 10 – July 11	<ul style="list-style-type: none"> • Arrange at least one talk / workshop on counselling skills for teachers 	<ul style="list-style-type: none"> • Teachers' feedback through questionnaire 	<ul style="list-style-type: none"> • D & G Master & Mistress 	<ul style="list-style-type: none"> • All teachers
	1.1.2 To balance students' competitive spirit by stressing the need for empathy and the exercise of personal restraint for the common good	Nov- Dec 2010	<ul style="list-style-type: none"> • Moral Education lesson on "Co-operation and Sharing of Knowledge" will be conducted • Each student will write a story on "Meaning of Mutual Help in Learning" after the Moral Education lesson. • Story-telling during Grade Level Assemblies by selected students 	<ul style="list-style-type: none"> • Students' participation • Feedback from students and teachers through questionnaire 	<ul style="list-style-type: none"> • Social Workers 	<ul style="list-style-type: none"> • Social workers • All class teachers

Major Concern: Third Priority – Management and Organization

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. School Management						
1.1 To ensure there is a better link between evaluation and planning of school programmes	1.1.1 To draw up school development priorities and future school programmes based on the analysis of school self-evaluation (SSE) and findings, and report of school review	Sept 10	<ul style="list-style-type: none"> • Drawing up a new 4-year “School Development Plan” indicating development priorities of the school based on the analysis of the Report of Comprehensive Review conducted in 2009. • School Administrators and HoD’s of English, Chinese, Mathematics and GS write up the “Annual School Plan” and “Department Development Plan” of each year based on the priorities stated in the 	<ul style="list-style-type: none"> • Teachers’ feedback through stakeholder survey to evaluate if teachers consider the “School Development Plan” is duly drawn up based on the analysis of the report of school review • Teachers’ feedback through stakeholder survey to evaluate if teachers consider the “Annual School Plan” is drawn up based on the priorities stated in the School Development Plan, and the analysis of findings of school self-evaluation (SSE) • Feedback from English, Chinese, Mathematics and GS subject teachers through stakeholder survey to evaluate if they consider the “Department Development Plan” is 	• HT	• All teachers

			School Development Plan, and the analysis of findings of school self-evaluation (SSE) and programme evaluation of individual departments	drawn up based on the priorities stated in the School Annual Plan, and programme evaluation of individual departments		
	1.1.2 To sharpen the awareness of administrators so that when they write future subject development plans and programme plans, all targets and success criteria formulated in the plans will be explicit, specific and have a sharper focus on student learning outcomes	May- June 11	<ul style="list-style-type: none"> Conduct a workshop for subject administrators on how to write effective subject development plans 	<ul style="list-style-type: none"> Subject administrators' feedback through questionnaire 	<ul style="list-style-type: none"> DHT 	<ul style="list-style-type: none"> All subject administrators

Legend:

- HT Headteacher
DHT Deputy Headteacher
AHT (Student) Assistant Headteacher (Student)
D&G Discipline & Guidance
HoD Head of Department

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2010/11

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. Zenith Workshop 5. Active Concept 6. The H.K. Mathematical Olympiad Association 7. Typhoon Club 8. Active Kids 9. Achievers Track Co. Limited 10. Haac Ltd. 11. LEAP Studio Limited 12. Arthome 藝術家-鄭志明 13. Science Workshop 14. Etiquette tutor – Mrs Baram 15. Handball tutor – Mr. Eddie Chan 	<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. Each 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 (Terms 2-3) 2. Edvenue Limited: <ul style="list-style-type: none"> ◆ International Corner ◆ Applied Personal Management (Terms 2-3) ◆ Be a SMART Leader (Terms 1-2) ◆ 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. Zenith Workshop: <ul style="list-style-type: none"> ◆ Money Management A (Terms 1-2) ◆ Money Management B (Terms 1-2) ◆ Little Lawyer (Term 3) 5. Active Concept: <ul style="list-style-type: none"> ◆ Be a Magician ◆ MONOPOLY (strategy & fun) (Terms 1 & 3) 6. The H.K. Mathematical Olympiad Association: <ul style="list-style-type: none"> ◆ Mathematical Games I ◆ 奧林匹克數學普及班 7. Typhoon Club: Typhoon Magazine 8. Active Kids: <ul style="list-style-type: none"> ◆ Science Adventures ◆ Stormy Chefs (Terms 1 & 3) 	<p>- Boys will be able to participate in electives which provide basic knowledge in the area of language and culture: Go culture, Japanese language, African culture, creative writing (Typhoon Magazine).</p> <p>- Boys will be able to participate in electives which provide basic knowledge in the area of science: Astronomy, mathematical & science activities.</p> <p>- Boys will be able to participate in electives which provide basic knowledge in personal management: Money management, personal management, 2C's, critical thinking and leadership training, etiquette, career introduction, 3D sculpture, magic, elementary cooking and board games.</p> <p>- Boys will be able to participate in electives which provide advanced knowledge in drawing (Drawing on the Right Side of the Brain ® Workshop), go culture and Japanese.</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 charge, all boys will have equal opportunities to participate in these programmes.</p>	<p>Term 1 Weekly session from 24 Sept – 3 Dec 2010 (8 sessions)</p> <p>Term 2 Weekly session from 10 Dec 2010 – 11 March 2011 (7 sessions)</p> <p>Term 3 Weekly session from 18 March – 27 May 2011 (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 \$2027 × 22 = \$44,594 ◆ Applied Personal Management \$2027 × 14 = \$28,378 ◆ Be a SMART Leader \$2027 × 15 = \$30,405 ◆ 2C's (Creativity & Communication) Program \$2027 × 22 = \$44,594 ◆ Critical Thinking Program \$2027 × 15 = \$30,405 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. Zenith Workshop: <ul style="list-style-type: none"> ◆ Money Management A \$1,198 × 15 = \$17,970 ◆ Money Management B \$1,198 × 15 = \$17,970 ◆ Little Lawyer \$1150 × 7 = \$8,050 5. Active Concept: <ul style="list-style-type: none"> ◆ Be a Magician \$850 × 22 = \$18,700 ◆ MONOPOLY (strategy & fun) \$800 × 15 = \$12,000 6. The H.K. Mathematical Olympiad Association: <ul style="list-style-type: none"> ◆ Mathematical Games I \$1100 × 22 = \$24,200 ◆ 奧林匹克數學普及班 \$1100 × 22 = \$24,200 7. Typhoon Club: 	<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>- Number of enrollment in each elective.</p> <p>- Teachers, parents and students' feedback given on questionnaires</p>	Susanna Chung

- ◆ Chess4Life (Term 2)
- 9. Achievers Track Co. Limited:
 - ◆ 天文實驗班
 - ◆ Toy Science
- 10. Haac Ltd.:
 - ◆ African Culture (Terms 1 & 3)
 - ◆ African Performing Art Workshop (Term 2)
 - ◆ Team Building Workshop (Term 3)
 - ◆ Hip Hop Fun World (Term 2)
 - ◆ Rock Climbing
- 11. LEAP Studio Limited:
 - ◆ Career in Future: Meet the Professionals (Terms 1-2)
- 12. Arthome 藝術家-鄭志明:
 - ◆ 3D Sculpture (Term 3)
 - ◆ Drawing on the Right Side of the Brain ® Workshop (Terms 1-2)
- 13. Science Workshop:
 - ◆ Science Workshop I
 - ◆ Science Workshop II
- 14. Etiquette (Term 1)
- 15. Handball

- ◆ Typhoon Magazine
\$2,875 × 22 = \$63,250
- 8. Active Kids:
 - ◆ Science Adventures
\$2,500 × 22 = \$55,000
 - ◆ Stormy Chefs
\$2,500 × 15 = \$37,500
 - ◆ Chess4Life
\$2,500 × 7 = \$17,500
- 9. Achievers Track Co. Limited:
 - ◆ 天文實驗班
\$1,300 × 22 = \$28,600
 - ◆ Toy Science
\$1,300 × 22 = \$28,600
- 10. Haac Ltd.
 - ◆ African Culture
\$2,000 × 15 = \$30,000
 - ◆ African Performing Art Workshop
\$2,000 × 7 = \$14,000
 - ◆ Team Building Workshop
\$2,000 × 7 = \$14,000
 - ◆ Hip Hop Fun World
\$2,000 × 7 = \$14,000
 - ◆ Rock Climbing
\$1,600 × 22 = \$35,200
- 11. LEAP Studio Limited:
 - ◆ Career in Future: Meet the Professionals
\$50,000 (@term) × 2 = \$100,000
- 12. Arthome 藝術家-鄭志明:
 - ◆ 3D Sculpture
\$1,100 × 7 = \$7,700
 - ◆ Drawing on the Right Side of the Brain ® Workshop
\$1,100 × 15 = \$16,500
- 13. Science Workshop:
 - ◆ Science Workshop I
\$3,450 × 22 = \$75,900
 - ◆ Science Workshop II
\$3,450 × 22 = \$75,900
- 14. Etiquette
\$1,200 × 8 = \$9,600
- 15. Handball
\$250 × 22 = \$5,500

Total=\$982,316

Grand total of the above: \$ 982,316.0

The Rt. Rev. L. Tsui,
Supervisor

Terence Chang
Headmaster

Date: _____

Diocesan Boys' School Primary Division
English Department Development Plan 2010 -2011

Head of Department: Mr. Brett White

Panel Chairpersons: Ms. Phyllis Joyce Chan – Junior

Ms. Monique Lok – Senior

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:

- To provide the boys with a quality second language programme.
- To build up their positive attitudes towards English learning.
- To allow them to use English confidently in all disciplines.
- To develop their problem solving, critical thinking skills, speaking and listening skills to discuss, reason and to express their feelings confidently.
- 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 included:

1. The staff present a wide variety of teaching styles and approaches.
2. Administration encourages a wide variety of teaching approaches.
3. Students have a strong desire to excel in English.
4. Parents are supportive of the English Programme.
5. The teachers are cooperative, flexible, up-to-date with technology and educational trends.
6. The school offers good resources.
7. Teachers have a sense of caring towards both students and each other.
8. The subject administrators provide understanding leadership.

The weaknesses of the department included:

1. Perusal and proofreading of documents produced by the department need to be taken more seriously.
2. Selection of students' work need to be the 'best of the best' as they are used for publication purposes.
3. Deadlines should be taken more seriously.
4. Level teachers should sit down in one session to revise and set assessment papers. Setters should also include references when setting papers.
5. Not everyone knows how to make flipcharts.
6. Teachers should be more forthcoming when giving feedback.
7. Not everyone knows how to teach literature effectively.
8. Teachers teaching other subjects cannot give all their energy to the Department.
9. Group work is not nurtured at early stages and then continued throughout the years.

Intended Outcomes/ Targets	Strategies / Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Curriculum						
1.1 To improve programme planning and programme evaluation	1.1.1 To formulate well-defined success criteria and methods of evaluation with sufficient deliberation when making future programme planning and programme evaluation	<ul style="list-style-type: none"> • Twice a year (end of first term and end of third term) 	<ul style="list-style-type: none"> • Teacher input into the S.W.O.T. is through level meetings conducted by level co-ordinators. • Teachers are free to add any further comments/suggestions within a 2 week consultation period. 	<ul style="list-style-type: none"> • S.W.O.T. analysis 	<ul style="list-style-type: none"> • HoD of Eng, Panel Chairpersons & Level Co-ordinators. 	<ul style="list-style-type: none"> • All English teachers
	1.1.2 To set up a consistent and fair scoring system for teachers to follow	<ul style="list-style-type: none"> • Analysis after each assessment 	<ul style="list-style-type: none"> • Teachers cross check a high, medium and low grade and agree on the scores awarded. • Rubrics are to be used for each summative assessment. • The rubrics will be agreed upon by level teachers prior to dissemination. There will be 8 summative compositions per year. • The HOD/ upper and lower panel chairs will cross check a high, medium and low assessment marked by each teacher to ensure consistency in marking of assessment papers. 	<ul style="list-style-type: none"> • The rubrics will be evaluated at the end of each term. • Oral feedback will be given to each teacher as whether the assessment papers were marked consistently 	<ul style="list-style-type: none"> • HoD of Eng, Panel Chairpersons and Level Co-ordinators 	<ul style="list-style-type: none"> • All English teachers

1.2 To further promote vertical (intra-subject) and horizontal (inter-subject) collaboration	1.2.1 To further enhance horizontal (inter-subject) collaboration among HODs and Panel Chairpersons of all departments for the long term development of Inquiry Based Learning and Project Planning	<ul style="list-style-type: none"> • Establish monthly sharing meetings that involve all staff 	<ul style="list-style-type: none"> • Further develop cross-curricular activities amongst different departments 	<ul style="list-style-type: none"> • Teachers' feedback through stakeholder survey 	<ul style="list-style-type: none"> • HoD, Panel Chairpersons & English Teachers. 	<ul style="list-style-type: none"> • All English teachers
2. Teaching						
2.1 To Cater for Students' Learning Diversities	2.1.2 To keep an accelerated class for G5 & G6	Sept 10- July 11	<ul style="list-style-type: none"> • 15 students from Grade 5 and Grade 6 are placed in the accelerated classes for English. This number will increase up to a maximum of 20 students by the second term. 	<ul style="list-style-type: none"> • Analysis of third term assessment results (10-11) 	<ul style="list-style-type: none"> • HoD and G5 & G6 Level Co-ordinators 	<ul style="list-style-type: none"> • G5 & G6 English teachers
3. Student Learning						
3.1 To Further Enhance Students' Learning Performance	3.1.1 To enable students to master and manipulate various generic skills with respect to Inquiry Based Learning.	Sept 10- July 11	<ul style="list-style-type: none"> • The Department will select appropriate generic skills for student development in the area of Inquiry Based Learning. • At least 80% of students agree that they can demonstrate the generic skills identified for their grade level. 	<ul style="list-style-type: none"> • Analysis of Departmental Programme Plan • Students' feedback through stakeholder survey 	<ul style="list-style-type: none"> • HoD and Level Co-ordinators 	<ul style="list-style-type: none"> • All English teachers

4. Performance Assessment						
4.1 Use Assessment Information as Feedback to Improve Effectiveness of Learning and Teaching	4.1.1 To further develop teachers' skills to identify students' strengths and weaknesses, and to give timely and useful feedback to help students improve	Nov 10- July 11	<ul style="list-style-type: none"> Over 80% teachers agree that they can make good use of assessment information to improve teaching & learning 	<ul style="list-style-type: none"> Teacher's feedback through stakeholder survey Report on interview with subject teachers 	<ul style="list-style-type: none"> HoD 	<ul style="list-style-type: none"> All English teachers
5. Support for Student Development						
5.1 To enhance students' interpersonal relationships and social skills	5.1.1 To sharpen teachers' awareness and make more concerted action to cultivate a higher level of personal and social responsibility among students.	Sept 10 – July 11	<ul style="list-style-type: none"> Cross curricular activities are established that enables a multi-disciplinary approach and there is cooperation through group work IBL activities are established that enables a multi-disciplinary approach and there is co-operation through group work Key moral issues are identified and explored in different text types presented within the curriculum 	<ul style="list-style-type: none"> Students' feedback through stakeholder survey 	<ul style="list-style-type: none"> HoD & G1 Level Co-ordinators 	<ul style="list-style-type: none"> All English teachers

Diocesan Boys' School Primary Division
English Programme Plan (2010-2011)

Plan	Aim	Activity	Description	Period	Co-ordinator	Budget
1.	1,3,4,6	Overseas English Study Tour	All G5 and G6 DBSPD students can enrol in an English Summer School study tour at the end of their 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 11- Aug 11	Mr. Neil Bailey	\$1000 (excluding the sponsorship from DBSPD)
2.	1,3,6	Fun Learning Days	Series of English related games and activities will be organized for all the boys.	14 & 15 Dec 10	Mr. Brett White Ms. Monique Lok Ms. P.J. Chan	\$2000
3.	1,3,4,6	External Competitions	<ol style="list-style-type: none"> 1. Speech Festival (poem/recital/choral speaking) 2. Writing competitions organized by different sectors. 3. Calligraphy competition 4. Others 	Sept 10 – Jun 11	Ms. P.J. Chan	\$1000
4.	1,3,4,6	Internal Competitions	<ol style="list-style-type: none"> 1. Inter-class Speaking Competition 2. Inter-class Penmanship Competition 3. Spelling Bee 4. Scrabble/Pictionary 	Nov 10 – Jun 11	Ms. Monique Lok <ol style="list-style-type: none"> 1. Ms. A. Lau + T. Ricco 2. Ms. J. Woo + Ms. C. Lam 3. Mr. P. Marriott + Ms. E. Ho 4. Ms. K. Leung + Mr. P. Moran 	\$2000

5.	1,3,6	Support Classes	Eight students from each level will have two remedial lessons weekly. The aim is to give as much support as possible to the weaker students.	Oct 10- Jun 11	Ms. Monique Lok	\$1000
6.	1,3,6	Accelerated Classes	15 students from Grades 5 and 15 students from Grade 6 will have pullout classes during regular class schedule. The aim is to extend skills the students already possess through extended work such as projects.	Sept 10- Jun 11	Mr. B. White Ms. C. Rakesh	\$3000

E. Panel Members

Mr. Brett White (Head of Department)
 Ms. Phyllis Chan (Panel Chairperson Grades 1-3)
 Ms. Monique Lok (Panel Chairperson Grades 4-6)
 Ms. Cabriel Lam (Grade 1 Co-ordinator)
 Ms. Beatrice Chiu (Grade 2 Co-ordinator)
 Ms. Irene Chan (Grade 3 Co-ordinator)
 Mr. Peter Moran (Grade 4 Co-ordinator)
 Ms. Carine Chau (Grade 5 Co-ordinator)
 Mr. Neil Bailey (Grade 6 Co-ordinator)
 Ms. Alice Lau
 Ms. Karen Leung
 Ms. Joanna Woo
 Mr. Paul Marriott
 Ms. Eve Ho
 Ms. Tracy Riccio
 Mrs. Chandni Rakesh
 Mr. Kingsly Ng

拔萃男書院附屬小學
中文科發展計劃（2010-2011）

A. 本科成員

科主席：譚月清

科主任：洪卓筠(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、韓志虹、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. 課室有完備的資訊科技器材可供使用。
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. 2010-2011 年度重點發展項目

關注事項一：學生支援及教與學				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 課程與評估				
1.2 改善課程計劃及自我檢閱機制	1.2.1 透過分級會議，教師對課程的「強弱機危」進行分析，並提出意見	全年	<ul style="list-style-type: none"> ● 大部分教師在分級會議中發表意見 	<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
	1.2.2 建立統一及公平的評分系統	全年	<ul style="list-style-type: none"> ● 批改評估卷前，各級教師有訂立清晰的評分準則 ● 評卷後，老師有進行檢討會議 	<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
1.3 促進橫向及縱向的課程協作	1.3.1 透過各科科主席及科主任的會議，發展跨學科課程及活動	全年	<ul style="list-style-type: none"> ● 各科合作設計及實施跨學科課程，加強各科之間的協調 	<ul style="list-style-type: none"> ● 本科會議及協作會議作檢討
	1.3.2 透過本科各級聯絡人進行會議，協調各級的進度	每月一次	<ul style="list-style-type: none"> ● 教師有進行協作會議，協調各級進度 	<ul style="list-style-type: none"> ● 教師的回饋

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	朱譚月清 洪卓筠	\$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	陳美穎 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	學習活動日	<ul style="list-style-type: none"> ● 十二月十四、十五日舉行跨學科學習活動。 ● 學生透過參與策劃及組織學習活動，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	朱譚月清 洪卓筠 何穎賢	\$3,000	跨學 科活 動
5	2, 3		✓	✓						✓	寫作比賽	<ul style="list-style-type: none"> ● 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，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。 	十一月	何潔瑩 曾馮婉華	\$1,850	跨學 科活 動
6	4, 7		✓	✓						✓	故事演講比賽	<ul style="list-style-type: none"> ● 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	韓志虹 曾佩儀	\$650	

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		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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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		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	<ul style="list-style-type: none"> 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)。 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。 	全學年	何潔生	\$10,000	從閱讀中學習
12	2, 3, 4		✓		✓				✓	✓	每月好書推介	<ul style="list-style-type: none"> 五、六年級同學於早會/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学主持。 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。 	全學年	甄靄雯 羅懿文	/	從閱讀中學習
13	1, 2, 3, 5, 6, 7,	✓	✓	✓	✓	✓				✓	古文/詩詞欣賞	<ul style="list-style-type: none"> 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。 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。 	全學年	全體教師	/	從閱讀中學習/德育及公教育/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 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 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 洪卓筠	\$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 洪卓筠	\$2,000	

Diocesan Boys' School Primary Division
Mathematics Development Plan (2010 – 2011)

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 and to integrate it with other subjects
4. Facilitate students' problem solving ability
5. Develop students' creativity
6. Stimulate students' interest in learning Mathematics, and help them build up a positive learning attitude and habit
7. Foster students' confidence in mastering 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 vocation

● **Weaknesses:**

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

C. Targets to be Achieved in 2010-2011 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. To improve programme planning and programme evaluation	1.1 To formulate well-defined success criteria and methods of evaluation with sufficient deliberation when making future programme planning and programme evaluation	Twice a year (end of 1 st term and end of 3 rd term)	<ul style="list-style-type: none"> • Teacher input into the S.W.O.T. is through level meetings conducted by level co-ordinators • Teachers are free to add any further comments/suggestions within a 2 week period consultation period 	<ul style="list-style-type: none"> • S.W.O.T. analysis • Teachers' feedback in panel meetings
	1.2 To set up a consistent and fair scoring system for teachers to follow	Sept 09 – July 10	<ul style="list-style-type: none"> • A clear marking guideline and marking scheme are established • Meetings before and after marking the assessment paper 	<ul style="list-style-type: none"> • Teachers' feedback
2. To further promote vertical (intra-subject) and horizontal (inter-subject) collaboration	2.1 To further enhance horizontal (inter-subject) collaboration among HODs and Panel Chairpersons of all departments for the long term development of Inquiry Based Learning and Project Planning	<ul style="list-style-type: none"> • Establish monthly sharing meetings that involve all staff 	<ul style="list-style-type: none"> • Further develop cross-curricular activities amongst different departments 	<ul style="list-style-type: none"> • Teachers' feedback through stakeholder survey

D. Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance Indicator	Period	Co-ordinators	Budget
1	1 – 8	Fun Learning Days (Maths)	<p>Mathematics activities are to be organized for all levels. The activities may include:</p> <ul style="list-style-type: none"> ● Inter-class competitions. ● Games stalls and other Maths activities are to 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 from parents, students and teachers is positive	14 th – 16 th December	*Grace Ko	<p>\$ 3000</p> <p>\$ 500</p>
2	1, 3, 4, 6	Mathematics Seminar	Invite guest speakers from the tertiary institutes to conduct the Mathematics seminar.	Over 60% feedback from parents, students and teachers is positive	March or July	*Anthony Lau	\$500
3	1, 2, 4, 6, 7, 8	External Competitions	<p>Enrol in competitions organized by different organizations.</p> <ul style="list-style-type: none"> (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary Mathematics Olympiad (iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.5 & 6 and G.3 & 4) (iv) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (v) EDB Hong Kong Primary Mathematics Creative Problem Solving (vi) The HK Primary School Mathematics Competition organized by Po Leung Kuk (vii) The 20th H K Professional Teachers' Union Primary Mathematics Competition (viii) The Multiple Intelligences Cup Mathematics Competition 	<ul style="list-style-type: none"> ● Satisfactory results attained by students ● Over 70% feedback from students and parents is positive 	Whole school year	* Andrew Kwok LF Ng	\$ 1500

4	1, 4, 5, 6, 7	Maths Challenge	Challenging mathematics questions are to be posted on notice board to challenge students' mind.	<ul style="list-style-type: none"> ● Satisfactory results attained by students ● Over 70% students' participation 	2 nd Oct – 30 th May	*Karina Luk	\$ 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 from 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 are to be given two remedial lessons weekly. The aim is to give individual support and guidance to students with special needs and learning difficulties.	<ul style="list-style-type: none"> ● Improved assessment results attained by students ● Over 70% feedback from students is positive 	Whole school year	*Susan Liu	---
7	1, 4, 5, 6, 7, 8	Supersize Me Programme	Eight students from each level are to be given two enhancement lessons weekly. The aim is to develop the mathematical potential of the high achieving and bright students.	<ul style="list-style-type: none"> ● Improved assessment results attained by students ● Over 70% feedback from students is positive 	Whole school year	*Jessica Chan	---
8	1 – 8	e-Learning	<ul style="list-style-type: none"> ● The school has subscribed to license of Planetii on-line programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home. ● Utilize the facilities provided by e-class, teachers develop their own learning materials for students to use. ● Learning and teaching activities facilitated by IWB. 	<ul style="list-style-type: none"> ● Over 70% feedback from students and parents is positive ● Over 50% students' participation ● Over 60% feedback from teachers and students is positive 	Whole school year	*Jack Lo LF Ng	\$ 12000
9	1, 4, 6, 7, 8	On-line assessment	On-line assessments are adopted to cater for individual differences and arouse students' learning interests.	<ul style="list-style-type: none"> ● Over 70% feedback from students, parents and teachers is positive 	Whole school year	*Jack Lo, Level coordinators	---
10	1 – 8	Mathematics Projects	Students work in groups and select the specific topic.	<ul style="list-style-type: none"> ● Satisfactory students' project work ● Over 70% feedback from students is positive 	Whole school year	*Jessica Chan, Level coordinators	---
11	2, 3, 6	Sharing of Professional Experience	Teachers conduct professional development sessions to share experience about teaching of the subject	<ul style="list-style-type: none"> ● Over 60% feedback from teachers is positive 	Whole school year	*Anthony Lau	---

E. Panel Members

Consultant	:	Mrs. Julia Kwong		
Head of Department	:	Mr. Anthony Lau [G6]		
Panel Chairpersons	:	Mrs. Grace Ko [G2]	Ms. Susan Liu [G1]	
Members	:	Ms. Jessica Chan	Mr. Brian Cheung	Mr. Jacky Chung
		Ms. Susanna Chung	Mr. Louis Hau	Ms. Pauline Ip
		Mr. Andrew Philip Kwok [G3]	Mrs. Alexandria Lau	Ms. Jennifer Lee
		Mr. Jack Lo [G5]	Ms. Karina Luk	Mr. Sidney Mok
		Mr. Lawrence Ng	Ms. Michelle Ng	Mr. Edward Wong [G4]
		Mr. Simon Lee (Teaching Assistant)		

N.B. [] Level Co-ordinator

Diocesan Boys' School Primary Division
Development Plan of General Studies Department (2010-2011)

A. Panel Members

Department Head: Ms. Jackie Lau

Panel Chairperson of GS I: Ms. Michelle Ng

Members:

Ms. Susanna Chung

Mr. James Mok

Ms. Alice Lau

Ms. Cabriel Lam

Ms. Eve Ho

Mr. Louis Hau

Ms. Jennifer Lee

Ms. Joanna Woo

Ms. Mandy Yan

Mr. Philip Wong

Ms. Pat Hon

Mr. Penny Po

Ms. Suen Wing Shan

B. Goals and Objectives

1. To develop the boys as confident, rational and responsible citizens.
2. To enable them to have a healthy personal development and to recognize their roles and responsibilities as members of the family and society and to show concern and care for their well-being.
3. To develop in them a sense of curiosity and interest in the world around them, natural or man-made.
4. To encourage them to have a questioning mind and to provide them with the tools and ability to conduct simple scientific investigation.
5. To develop their sense of care and concern for the environment and nature.
6. To nurture in them a sense of national identity and to acquire basic knowledge about the history and culture of our home country and the global community as well.
7. To enhance teachers' professional development.

C. 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 a tight teaching schedule and insufficient number of lessons allocated for the teaching of General Studies, not all activities can be implemented.

D. Targets to be Achieved in 2010 – 2011

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. To improve programme planning and evaluation	To formulate well defined success criteria and methods of evaluation when making programme planning.	Twice a year (1 st and 3 rd term)	<ul style="list-style-type: none"> ◆ Each teacher takes part in SWOT analysis for program evaluations. ◆ Teacher's evaluations during collaborations. 	<ul style="list-style-type: none"> ◆ S.W.O.T. analysis
2. To promote vertical & horizontal collaborations	<ol style="list-style-type: none"> 1. To carry out vertical collaboration after departmental collaboration. 2. To promote horizontal collaboration in Monthly Curriculum Meetings (MCMs). 	Whole year	<ul style="list-style-type: none"> ◆ Each teacher can offer suggestions on curriculum issues. ◆ Smooth transition of teaching contents among levels within the same department. ◆ Enhance teachers' understanding of the teaching contents of other departments. 	<ul style="list-style-type: none"> ◆ Collaboration minutes ◆ Teachers' feedback and discussion

**Diocesan Boys' School Primary Division
Programme Plan of General Studies Department 2010-2011**

Aims and Objectives:

Aims	Objectives
<p><u>GS I</u> 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.</p> <p>To stimulate students' curiosity and to get them to ask questions of the world around them.</p> <p>To prepare students adequately to take on the challenges of the subject of science in the secondary stage of their learning.</p>	<p>1.1. Students will acquire a body of knowledge that will help them understand the various aspects of the world that they live in.</p> <p>1.2. Students will know about and be able to appreciate the scientific and technological achievements of the human race.</p> <p>1.3. Students will know about and be able to reflect on the positive and negative impact of our scientific and technological achievements on the environment, other living things and ourselves.</p> <p>1.4. Students will have the skills and abilities to conduct simple scientific investigations and problem solve independently.</p>
<p><u>GS II</u> To arouse students' awareness of their growth and development, as well to help them to develop a healthy lifestyle.</p> <p>To help students become more aware of community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness.</p> <p>To develop students' awareness of their national identity and acquire some basic understanding of their home country through inquiry learning.</p>	<p>2.1. Students are expected to acquire some basic understanding of the physical, psychological and social aspects of health.</p> <p>2.2. Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety.</p> <p>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.</p> <p>2.4. Students should be able to develop a concern for the development of China and for current Chinese affairs.</p>

Plans and Activities Table

Plan	Objectives	Activities	Description	Evaluation mechanism	Period	Co-ordinators	Budget
1.	2.3 2.4	Activities of National Identity	1. Observation of National Day /HKSAR Establishment Day: display boards/ flag raising ceremony will be done to let students know more about their National identity.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of the activity. 	30 Sept 10/ Jun 11	<ul style="list-style-type: none"> ● Ms. Jackie Lau, Ms. Mandy Yan & Mr. Philip Wong 	\$1000
2.	1.1 1.2 1.3 1.4	Fun Learning Days	1. 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. 	Dec 10	<ul style="list-style-type: none"> ● Ms. Michelle Ng, Ms. Eve Ho & Ms. Jennifer Lee 	\$2000
3.	1.3	Environmental Education Program	Working closely with Environment Protection committee, to promote the importance of environmental protection in school. Programs included: 1. Environmental Ambassadors 2. Organic Farm/ Roof-top Gardens	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of different activities. 	Whole Year	<ul style="list-style-type: none"> ● Mr. James Mok, Mr. Louis Hau & Ms. Cabriel Lam 	\$1000

4.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	Other learning experiences	1. G.S. Field Trips As part of the life-wide learning portion of the GS curriculum, students will visit relevant places of interest for extension of the core curriculum.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of the activity. ● Students complete the pre/post-trip activities tasks. 	March 11	<ul style="list-style-type: none"> ● Level Co-ordinators 	\$2000
			2. 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 – Self-image G.6 – Surfing internet	<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. 	May 11	<ul style="list-style-type: none"> ● HoD & Chairperson 	\$20000
			3. Invite out-sourced organizations to provide workshops/ talks/ exhibitions/ seminars in line with the core curriculum so as to supplement students' knowledge during post exam period.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of the activity. 	Jul 11	<ul style="list-style-type: none"> ● Ms. Susanna Chung, Ms. Alice Lau & Ms. Joanna Woo 	\$1500

5.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	G.S. Room improvement & resources building	<ol style="list-style-type: none"> 1. To equip the G.S. room and make it into an active learning centre that will help engage the students in their learning of G.S. 2. To source for materials in various media that can be used as tools for the teaching of GS and as 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 and teachers 	Whole Year	<ul style="list-style-type: none"> • Mr. Penny Po, Ms. Pat Hon & Level Co-ordinators 	\$8000
6.		Staff Development	<ol style="list-style-type: none"> 1. Workshops and seminars on creating and teaching a hands-on GS activity in lesson. 2. Teachers have to attend seminars/ workshops held by outside organizations such as EDB or publishers. They will share what they learnt during collaboration. 	<ul style="list-style-type: none"> • Positive feedback from teachers • Photo taking as a record of the activity 	Whole Year	<ul style="list-style-type: none"> • GS HoD & Panel Chairperson 	\$3000
7.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	GS School Team	<p>Some students will be selected for different external competitions. Some competitions will be held in partnership with other departments.</p>	<ul style="list-style-type: none"> • Positive feedback from students, parents & teachers. • Photo taking as a record of the activity. 	Whole Year	<ul style="list-style-type: none"> • GS Teachers 	\$1500

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	<ul style="list-style-type: none"> ● Level Co-ordinators 	\$3000
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Diocesan Boy's School Primary Division
French Annual Programme Plan 2010-11

Head of Department: Bernadette Bunch

Strengths:

1. The school fully supports the development of the French department. With an adequate yearly budget, the department has acquired various and modern resources for quality teaching. The school 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 comfortable and stress free 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.
6. The school offers a six-year progression in French based on four levels. The intake of students vary from year to year. The School has successfully established a flexible curriculum that integrates students in levels respective to their abilities instead of their age.
7. The French department of the Primary Division has ensured the through train mode is implemented for students going to G7 after completing G6. Various materials are shared by both Divisions.

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. Few learning institutions offer French for primary students in the local community. This causes two major drawbacks for our students and our school:
 - Suitable materials 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.

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 the 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 to France.• To prepare students for the IBL week
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 refine 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

	<p>learning in areas of their needs or interests.</p> <ul style="list-style-type: none"> • 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 recognize students achievements at their individual level through the preparation for DELF exams. • To allow students to work independently on learning areas of their needs and interests, using CD roms and other individualized materials.
9. To provide additional support for G1 students	<ul style="list-style-type: none"> • To establish French as the MOI gradually and offer help to students in understanding different rubrics and instructions. • To stimulate G1 students' confidence and enthusiasm in learning a new language. • To lessen apprehension and anxiety when facing a new environment by offering a predictable class environment and achievable goals.

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 • French May • 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, February May	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 has acquired structured reading materials. • Upper grades are given reading homework. 	One period twice a month and weekly homework	10,000
5	5,6	Cultural Trip	<ul style="list-style-type: none"> • A cultural trip involving the French subject jointly organized between departments is planned. 	To be confirmed	90,000
6	1,2,4,8	DELFL Exam	<ul style="list-style-type: none"> • Student from G3 to G6 will take the DELFL exam of their respective levels. 	May	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 learning websites that students can use from home on a regular basis. • Students apply, adapt and further develop their IT skills to language learning in at least 1 weekly period taught through the use of IT. 	All year round	12,000
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 the 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. 	Terms 1 & 2	0

拔萃男書院附屬小學
普通話科(PMI)
2010-2011

(一) 工作計劃

(甲) 計劃小組成員

科主席：何潔生

組員：徐鈺峰、王琦雅、顧青、何穎賢、陳美穎、王煦淳、劉婷婷、殷華峰、盧敏冬、劉巍、李婧

(乙) 本校現況

強項

1. 本校為一所直資學校，設備完善，並能投以較豐富的資源，推動教學發展。
2. 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。
3. 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。
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。
6. 本校家長的社經地位較高，能提供較充裕的資源協助兒子學習普通話。

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. 家長普遍較重視兒子學習主科的表現，對本科的學習支援相對較少。
4. 由於有部分學生為非華語學童，因此學生的學習差異較大。
5. 普通話教中文的課程還沒成熟，與中學的課程尚欠連接，課程發展仍在探索和適應的階段。

契機

1. 今年開始全面推行普通話教中文的課程，不但使課程架構更完整，還能集中資源，推動本科教學。
2. 本科所採用的教材為中文教科書的延伸學習材料，連繫兩科的教學內容，鞏固學習。
3. 部分教授本科的老師乃中文主流課程的老師，其中一位更是中文科科主任，能有助加強兩科的溝通及協調兩科的課程。
4. 一至六年級推行保底班，能照顧學習差異，協助普通話程度欠理想的學生學習。
5. 為非華語學童而設的基礎漢語班，課程內容較富彈性，能因應學生的能力作課程調適。
6. 中學部逐步推展普通話教中文的課程，將有助中小學部的課程銜接。
7. 學習普通話在現今社會愈見重要，而普通話教中文更是近年教改的趨勢，因此，家長普遍對本科比以往更重視。

危機

1. 教改工作頻繁，令教師工作量增加，承受更大的壓力。
2. 本校的中國語文以廣東話為教學語言，與本科以普通話教授不同，兩科在教學用語上較難配合，而且這種整合模式在本地較少見，欠缺了可參考的學校例子。
3. 部分老師仍沒接受過有關普通話教中文課程的培訓，在教學上較欠把握。

(丙) 普通話科總目標

本科採用普通話教授中國語文。在配合中文科以現代漢語教學為本的課程下，本科以提升共同語的聽說讀寫能力為課程的發展取向，藉此協同互進，相互補足。本科的總目標詳列如下：

1. 透過以普通話教授中國語文，提高學生的語文能力。
2. 培養學生的普通話語言能力：以培養學生聽、說普通話的能力為主，增強讀寫能力及增進與本科有關的語言文化知識為輔。
3. 增進與本科有關的語言知識，以及對中國文化的認識。
4. 透過多元化的學習活動及學習經歷，提高學生對本科的學習興趣，並培養良好的學習態度和習慣。
5. 培養學生的應用能力及自學能力。
6. 照顧學生個別差異，提高學生的語言及語文能力。

(丁) 本科活動

本科活動根據本科總目標及本年度課程發展的關注事項而計畫，計畫詳見如下：

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	總目標 4, 5	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、 陳美穎 負責	\$500
2	總目標 4, 5, 6	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	\$4,000
3	總目標 1, 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	\$5,000
4	總目標 2, 3, 4, 5, 6	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檢討會議。	第二學期	顧青、 王琦雅負責統籌	\$2,000
5	總目標 3, 4, 6	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檢討會議。	第三學期	何潔生、 王琦雅 負責統籌	\$15000
6	總目標 6	保底班	為有需要的同學設有保底班，以照顧個別差異。	小一至小 六學生	評估表現	全學年	任教老師	/
7	本年目標 1b	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	何潔生 老師存檔	\$7,000

8	本年目標 1a, 1b, 2	協作會議	檢討評估機制：共同訂定一致的評估指引及準則，並檢視評估內容及題目類型，以切合不同的學習重點，使符合公平的要求。 透過每週協作會議交流教學經驗，藉此提升教學素質及學生的學習興趣。 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	/
9	本年目標 2	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，特別是普通話教中文的書籍，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
10	/	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	/

**Diocesan Boys' School Primary Division
Music Programme Plan 2010 – 2011**

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 enthusiastic 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 to the School's music activities
6. We have a great team of tutors to support the instrumental class training.
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 strong support from the Music Department of the Secondary Division.

Weaknesses:

1. There is not enough practice time for conductors to train the orchestras and other music groups.
2. There are not enough venues for training different music 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 develop a culture and a love for learning Chinese music in our school.
8. To enrich students' music learning experiences through accomplishing the key tasks of Moral and Civic Education.

Plan and Activities Table:

Plan	Aim	Activity	Description	Period	Co-ordinator	Budget
1	1,4,5,6,7	Dizi music and Erhu music training classes	Invite potential G4 & G5 students to attend special training in two Chinese instruments.	From October 2010 to July 2011	May Po(Erhu) Alexandria Lau (Dizi)	\$30,000
2.	2,4,5,6,7	Music Appreciation	- Music recommended & performed by music teachers and students, including Chinese and Western Music. - Co-operation with the Hong Kong Philharmonic Orchestra.	Whole Year	All Music Teachers	NIL
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 Choirs, School Orchestras and Woodwind & Brass Ensemble.	September 2010 to March 2011	All Music Teachers	\$10,000
4.	2,4,5,	Music Performance	Music performance presented by professional organizations, other schools and our students.	Whole Year	HoD	\$6,000
5.	4,5	Cerebration party (after the 63 rd H.K. Schools Music Festival)	Invite all members of the Senior School Orchestra, String Orchestra, Chinese Orchestra and Choirs for a gathering to celebrate their achievements attained in the Music Festival.	April 2011	All Music Teachers	\$10,000
6.	4,8	Music Captain	4-6 Potential students of G.6 will be selected to assist the Music Department.	Whole Year	HoD	NIL
7.	1,4, 8	Community service	Provide opportunities for students to participate in community services.	Whole Year	HoD	\$1000
8.	2,4,5	Special Project for Senior Orchestra Members --- Music Tour	- Overseas Concert - Organize some visits for the students to enrich their musicianship.	Late April 2011 (4 days tour)	All Music Teachers, Conductors & Helpers	\$60,000

**Diocesan Boys' School Primary Division
Physical Education Programme Plan 2010-2011**

Panel Chairperson : Mr. Sidney Mok
PE Teachers : Mr. H.F. Lam & Mr. Jacky Chung
PE Teaching Assistant : Mr. Kwok Chu Hei

Strengths:

1. Students like to take part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE department works closely with the DBS Secondary Division PE and Sports departments.
4. PE teachers are professionally trained and enthusiastic in their teaching.
5. Parents in general have good faith in the well being of individuals and support their children to participate in physical activities.
6. The sports achievements of school teams in the inter-school competitions have positive impact on other students, particularly in their aspirations 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 PE activities.

Aims and Objectives:

1. Jointly organize function with the Secondary Division to achieve the through-train mode of learning.
2. To improve the physical fitness of pupils.
3. To encourage students' interest and desirable attitudes towards physical activities and develop an active lifestyle.
4. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship.
5. To develop students' ability to have good observation, analysis, judgment and creativity in the process of participating in physical activities.
6. To promote desirable moral behaviours, cooperation in communal life, ability to make decision, and the appreciation of aesthetic movements.
7. To develop their sense of belonging, team spirit and inspiration for achievement through a series of training and competitions.

Activities Plan Table:

	Aims	Activity	Description	Period	Co-ordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be provided to all students. The joint divisional finals will be held in the Kowloon Park Swimming Pool.	Heats (G1-G6): 8 & 9 September 2010; Finals (G2 finalists, all G3-G6 students): 22 September 2010	Panel Chairperson	\$4,000
2.	3, 4, 6	Pre-Golf Day	A fund raising golf putting event which is open to all guests on the day of School Fete.	7 November 2010	Panel Chairperson	
3.	1, 3, 4 & 7	Sports Day	Different track and field competitions will be provided to all students. The joint divisional finals will be held at the Wan Chai Sports Ground.	Heats (G1-G6): 9 December 2010 Finals (G2 finalists, all G3-G6 students): 10 January 2011	Panel Chairperson	\$3,000
4.	1, 3, 4, 5, 6, 7	Golf Day	A joint divisional event to promote parent-child partnership.	14 January 2011	Panel Chairperson	
5.	2, 3, 4, 6, 7	Pre-10Km FunD Run	A fund raising event to provide a parent-child sporting activity.	17 January 2011	Panel Chairperson	
6.	1, 2, 4, 6, 7	10Km FunD Run	A fund raising event which is open to all DBS teachers, parents, old boys and secondary students on the day of the Standard Chartered Hong Kong Marathon.	20 February 2011	Panel Chairperson	

7.	4, 5, 6, 7	Alternative Sports	Students will have a chance to participate in various sports activities, such as rope skipping, wushu, dragons & lions dance.	January to February 2011	All PE teachers	\$60,000
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**Diocesan Boys' School Primary Division
Visual Arts Programme Plan 2010-2011**

Panel Chairperson: Eva Chui

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

Strengths:

1. The majority of students see art as a 'fun' subject so they enjoy having art lessons.
2. The school has 2 special rooms for visual arts lessons where a diverse range of art materials and equipment can be set up for students to use and explore.

Weaknesses:

1. Pupils' commitment and motivation in Visual Arts is often restrained due to their commitment in other subjects/disciplines. 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 the exploration of various media.
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 contribution of art in their daily life.
4. To help students connect art with other disciplines	To help them make connection among art, nature, science, history and culture.
5. To build communication skills	To build their confidence in expressing ideas and experiences in making art.
6. To cultivate good attitudes	To help promote positive attitudes towards art.

Plan	Aim	Activity	Description	Period	Co-ordinator	Budget
1	1,3,4	Cross – Curricular Integrated Learning	-Topics chosen for Visual Arts lessons will be related to other disciplines. -Involvement in monthly cross-curricular meetings to improve horizontal collaboration between the Visual Arts Department & other Departments.	Art classes & Inquiry Based Learning Week	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu • Ms. Chan 	-From budget category 1 (\$147,250)
2	1-6	Artist 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. Artwork may become permanent display on the school campus.</p> <p>2. Other Institutions & Organizations – co-ordinate 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.</p>	After-school Hours & Post Assessment Period	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu • Ms. Chan 	<p>-From budget category 7. Seminars, workshops, activities (\$50,000)</p> <p>-From budget category 9. Curriculum Development (\$40,000)</p>

3	1,2,6	Collaborative Art Projects	<p>The boys will experience the process of creating collaborative art projects:</p> <ol style="list-style-type: none"> 1. Create art works for school functions and special occasions; 2. Artworks and decorations on lift lobbies' display boards; 3. Create displays for Open House; 4. Work on group projects during Fun Learning Days 5. Collaborate with other schools for interactive learning 	Art Classes & Project Learning	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu 	-From budget categories 1 & 7 (\$147,500)
4	1,3,4	Various Art Media and Art Materials	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.	Art Classes, ECA Art Classes & Workshops	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu • Ms. Chan 	-From budget category 1- Teaching Materials (\$147,500)

5	1,5,6	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 Corner & Display Boards – Different types of art works will be displayed in the Student Activity Centre, 5th floor Art Room and boards around school regularly to stimulate students’ interest in art making.</p> <p>2. Organize External Exhibition – to promote student’s sense of pride and achievement in their art creations.</p>	All-year round, Open House (mid-January)	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu • Ms. Chan 	<p>-From budget category 1 - Teaching Materials (\$147,500)</p> <p>-From budget category 17a - Prizes, gifts & awards (\$8,800)</p>
6	2-6	Art Appreciation	<p>1. Establish Class Library - to encourage reading as a tool to promote art appreciation. Art textbooks will also be purchased this year.</p>	On-going	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu 	From budget category 13 - \$18,000

			<p>2. Art Vocabulary –In Scheme of Work to clearly identify concept & relevant VA vocabulary being taught for each project. Teacher may also display art vocabulary in the Art Room to enhance students' ability in describing art.</p> <p>3. Art Appreciation Worksheet – to develop critical thinking.</p> <p>4. Sketchbook –to cultivate imagination, observation skills and self-study skills.</p>			
7	2-5	Art Competition	Both internal & external competitions will be organized to provide opportunity for talented and enthusiastic art students to challenge their creativity and skills in the context of school environment, the Hong Kong community and nation wide.	All-year round	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu 	<p>-From budget categories 14 (5,000) & 17 a (\$8,800)</p> <p>-Production cost of printing comes from budget category 20 (\$20,000)</p>
8	1-4	Cultural Adventures	1. Organize 'Life-Wide Learning' outdoor drawing field trips. For example, visit to the Zoological	Different year groups go on visits at	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu 	-From budget category 13- (\$6,000) and (\$50,000)

			<p>and Botanical Gardens to observe the wildlife and learn about different species of animals and plants.</p> <p>2. Art visits to local galleries and museums (Hong Kong Museum of Art, Hong Kong Heritage Museum, Hong Kong Arts Centre, etc.)</p> <p>3. Attend educational projects/workshops/lectures offered by museums or art organizations.</p>	different times of the year		
9	1	Extra-curricular Art Classes	A diverse range of ECA art classes will be offered by part-time art tutors to cater to the needs of students who wish to develop their artistic potential through the exploration of various media.	After School	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu 	-All costs should be supported by the tuition fees collected from students who enroll in the art classes.

拔萃男書院附屬小學
2010-2011 年度宗教科工作計劃

(一) 計劃小組

科主任：吳鳳婷

組員：駱敏儀、盧國詠、梁凱祈、洪卓筠、郭嘉恩

(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. 教會支持及協助學校舉辦早會及崇拜。
3. 能透過早會的時間，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. 學生於有蓋操場進行早會，列隊時之空間較小，崇拜環境不太理想。
3. 課外活動較多，安排宗教科活動時，可供選擇的日期和時間欠彈性。

(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. 透過各項活動，加強學校的宗教氣氛。
6. 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 學生	觀察學生反應及收集教師意見	十二月	郭嘉恩	\$1000

2	3	新生調適活動	宗教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	收集家長及教師意見	九月	駱敏儀	/
3	1, 3, 6	跨學科活動	為深化學生對課題內容的認識，各級教師可透過跨學科會議，與其他科目合作計劃配合相關內容的活動。	全體學生	學生作品及老師的檢討會議	全年	全體老師	/
4	1, 2, 3, 4, 6	學生小組	由學校社工於課後以小組形式進行，本科老師會被邀請參與帶領宗教活動，內容包括唱詩、祈禱、讀經、遊戲、服侍等。	小四至小六學生	觀察學生反應及收集家長意見	全年	全體老師	\$1000
5	5	教師小組	於每月最後的星期五舉辦教師小組，由本科老師輪流負責，並邀請其他教師參與，內容主要為分享及彼此守望。	全體老師	收集教師意見	全年	全體老師	\$2000
6	2, 5	班際金句背誦比賽	小三學生背誦課本內的金句，小四學生背誦詩歌集內的金句，得分最高的班別將獲贈禮物。	小三及小四學生	檢討會議	十一月	梁凱祈 郭嘉恩	\$500
7	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 五月 七月	駱敏儀 吳鳳婷	\$13500
8	2, 6	開放日	與德育科共同展示有關的學生活動照片及作品，並邀請學生向嘉賓進行講解，讓他們更了解本校宗教/德育科的學習情況。	全體學生	訪問個別嘉賓對開放日的意見	二月	全體老師	\$1000
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	吳鳳婷	\$500

10	1, 5	專題 展板	擬訂不同主題(或按節期)，張貼相關的內容於展板上，以加強學校的宗教氣氛，增加學生對本科的興趣。	全體 學生	收集學生 及教師意 見	一年 三次	盧國詠 洪卓筠 駱敏儀	\$500
11	1, 2, 3, 4	福音日營	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	三月	盧國詠 吳鳳婷	\$3000
12	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，每月第二及第四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	\$3000
13	5	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	\$5000

**Diocesan Boys' School Primary Division
Library Studies Programme Plan 2010-2011**

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 wide variety of books and their interest in reading is 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 the class 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.	<ul style="list-style-type: none">• 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

<p>3. To instil good moral and civic attitudes in students</p>	<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. 	<p>Reading to Learn & Moral and Civic Education</p>
<p>4. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning.</p>	<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. 	<p>Reading to Learn</p>
<p>5. To help all DBS students cultivate a sense of belonging to the school</p>	<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. 	<p>Reading to Learn</p>

Plan and Activities Table:

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Co-ordinator	Budget
1	1, 4, 5	Reading Environment and Resources	<p>1. Management of School Library</p> <p>a. Provide check in/check out services</p> <p>b. Issue overdue notices</p> <p>c. Keep the library tidy and comfortable</p> <p>d. Offer advice on library resources</p> <p>e. Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stock-take</p> <p>f. Decorate the library</p> <p>g. Update information in Library WebOPAC</p> <p>h. Organize and manage the student librarians</p> <p>i. Organize the library parent volunteers</p> <p>2. Budget Management</p> <p>3. Collection Development</p> <p>a. English, Chinese and French books</p> <p>b. Magazines</p> <p>c. Online encyclopaedia</p>	<ul style="list-style-type: none"> • Reading environment of the library • Feedback from the teachers, students and parents • Size of collection 	Whole Year	Ms. Cherry Tai (Teacher-librarian) and Ms. Lee Kwai Ying (Assistant librarian)	2010-2011 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 learn simple library skills. G.3-G.5 students will learn the usage of library WebOPAC, the way to use both printed and online encyclopaedia and the classification methods of the library materials (Dewey Decimal Classification and LWC). 	<ul style="list-style-type: none"> Students' participation and performance in the library lesson Students' feedback 	Whole Year	Ms. Cherry Tai	
3	1, 4	Cross-Curricular Collaboration	<ol style="list-style-type: none"> Various cross-curricular activities are held with other Departments throughout the year. Departmental advice is consulted regarding the specific needs of each subject in order to support teaching and learning. Consult the English and Chinese Departments in books selection to enrich the quality of reading materials of the School Library. Select, order and process the classroom libraries' books for the English and Chinese Departments. 	<ul style="list-style-type: none"> Teachers' feedback 	Whole year	Ms. Cherry Tai and other subject teachers	2010-2011 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 Poster Design/ Creative Book 	<ul style="list-style-type: none"> Students' participation Students' feedback 	Whole year	Ms. Cherry Tai	Around \$20,000

			<p>Report Writing (External)</p> <p>5. Fun Learning Days</p> <p>6. 4.23 World Book Day Celebration</p> <p>7. Story Mum</p> <p>8. Storytelling Workshop</p> <p>9. Newspapers Subscription</p> <p>10. Bulk Application for Hong Kong Public Library Cards</p> <p>11. Support Inquiry Based Learning</p> <p>12. Reading Contract</p>				
5	1, 2, 3, 5	Student Librarians Training	<p>Recruiting, providing training to and organizing the student librarians.</p> <p>1. Assist in the daily operation of the library</p> <p>2. Keep the library clean and tidy</p> <p>3. Make sure the students behave themselves in the library</p> <p>4. Help fellow students in using the library</p>	<ul style="list-style-type: none"> • Student librarians' performance • Review of student librarians' performance 	Whole year	Ms. Cherry Tai	Around \$2,000
6	1	Library Promotion	<p>1. The information in the Library WebOPAC is updated regularly to provide the latest reading and school library information for the students.</p> <p>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.</p>	<ul style="list-style-type: none"> • Students' feedback • Number of books borrowed by students 	Whole year	Ms. Cherry Tai	Around \$8,000

Diocesan Boys' School Primary Division
Computer Studies Programme Plan (2010 – 2011)

Panel Chairperson: Ms. Jessica Chan

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

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 conduct 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 trend.
7. Teachers are professionally trained and dedicated to their vocation.

Weaknesses:

1. It is difficult to develop students' IT skills in Computer Studies lessons with only approximately half an hour class per week.
2. Educational software 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 build up confidence and a positive learning attitude and 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 awareness of ethical issues when using the computers or information technology.
9. To give students more exposure to outside competitions.

Major concerns 2010-2011

1. Incorporate IBL skills in the curriculum
2. Typing skills of the lower primary
3. Ethical use of the School Intranet and Internet of the upper primary
4. Incorporate the learning of digital music in the curriculum
5. Encourage interest in reading of IT related materials

Programme Plans 2010-2011

1. Cross curricular themes with different subjects
2. Build up students' sense of responsibility when using computer and information technology

Plans and Activities Table:

Plan	Aims	Activity	Description	Method of Evaluation	Period	Co-ordinator	Budget
1	7, 8	IT Director/ IT Captain	Students will be selected as IT Directors or Captains to assist IT Officers in maintaining order and discipline in the Computer Room during the 2 recesses.	The order of the Computer Room during recesses The participation rate of the IT Directors & Captains.	Sept 2010 – July 2011	Brian Cheung* & Jessica Chan	Certificates & Book voucher
2	1-8	Internal Competition	Poster design Computer graphics	Students' participation	Sept 2010 – Dec 2010	Paul Marriott*	Certificates & \$1000 for prizes
3	1-9	External Competition	I-Cube training/ Competition	Results attained by students. Students' participation	Nov 2010 – May 2011	Edward Wong*	Application fee for competition
4	1-8	Fun Learning Days	Students will enjoy learning computer graphics, animation and interactive quizzes.	Students' participation	Dec 2010	Jessica Chan*, Pauline Ip, Edward Wong, Paul Marriott, & Brian Cheung	Stationery and Printing
5	8	Seminar with School Social Workers	a) Protect oneself online b) Ethical use of computers and information technology	Students' participation Students' behaviour when using the Internet and Intranet	Jan 2011	Jessica Chan*	Workshop fee for external organization

6	2	Collaboration with the Music Department	Students will learn digital music on computers	Students' diverse learning skills.	Feb 2011	Pauline Ip*	--
7	2	Collaboration with the Putonghua Department	Chinese Typing with the Hanyu Pinyin	Students' competencies in Hanyu Pinyin	Dec 2010	Pauline Ip*	--
8	2	Collaboration with the Visual Arts Department	Outdoor drawing using tablet PCs through the use of the wireless network	Students achieve meaningful learning through the activities.	Jan 2011	Pauline Ip*	--
9	1, 2	Collaboration with the English and Chinese Departments (on Typing skills)	English (G1: correct finger position)	Students' competencies in typing	Jan 2011	Edward Wong*	--
			Chinese G2: 手寫版	Students' competencies in typing	Dec 2010	Brian Cheung	
			Chinese G3: 九方	Students' competencies in typing	Mar 2011	Jessica Chan	
			Chinese G6: 倉頡	Students' competencies in typing	May 2011	Pauline Ip	

Diocesan Boys' School Primary Division
Programme Plan of Moral Education 2010-2011

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 development of students.
2. There is a team of guidance teachers who serve as Guidance Year Co-coordinators and offer additional support in the development of Moral Education curriculum.
3. Students are vocal and are willing to share their ideas and thoughts with teachers. Teachers can readily provide suitable guidance to uplift students' moral values.
4. Students have analytical minds. They are capable of discovering knowledge and developing moral values through discussions and experiential activities.
5. Parents are concerned about the development of their sons and are eager to be involved in their sons' education.

Weaknesses:

1. Students tend to be strong-minded. They may not accept the opinions of their classmates readily. A greater amount of time is required when group discussion is held.
2. Most students come from good socio-economic background. They cannot easily grasp the needs of other people, especially those in poverty.

3. Students concern much about their own achievements and their competitive spirit is strong. They are not very pro-active in sharing knowledge and study skills with their classmates.
4. Many students are self-centered and yet to have adequate social skills to develop harmonious relationships with their peers and to do group-work efficiently.
5. Some parents are too caring and over-protective, and are in need of effective parenting skills.

Aims and Objectives

1. Regarding character education, to focus on characters that help strengthen students' interpersonal relationships, for instance, respect for others, attentiveness, cautiousness etc.
2. To put an emphasis on social skills training in the curriculum.
3. To organize more activities to promote pro-social behaviours among students.
4. To design a series of activities that help balance students' competitive spirit.
5. To strengthen the collection of formal written feedback from teachers on lesson planning.
6. To strengthen the collaboration with the D&G working committee in organizing whole school programme to enhance students' moral and social development.
7. To conduct workshops on effective parenting skills for parents.

Plans and Activities table:

Plan	Aims	Activity	Description	Performance indicator	Period	Co-ordinators	Budget
1	3	G.1 Adaptation Workshop	Equip G.1 students with positive behaviours that help them develop happy school life and harmonious peer relationships, and prepare them to seek help from school social workers whenever they face challenges	<ul style="list-style-type: none"> Teachers' observation & feedback from participants Over 70% of G.1 students can tell how to seek help from school social workers 	Sept.,10	Sammy Ho & Ivy Wong	---
2	3	Mooncake Donation Programme	Provide an opportunity for students to show concern for the needy people and learn to share their resources with others	<ul style="list-style-type: none"> Over 100 students donate mooncakes 	Sept.,10	Sammy Ho & Ivy Wong	\$100
3	1,2,4,5	Moral Education Lessons	Enhance students' character, personal, academic, and social development	<ul style="list-style-type: none"> Teacher's observation Parents' written feedback Differences between the scores of pre/ post tests of APASO 	Whole year	Sammy Ho & Ivy Wong	\$500
4	6	Whole School Programme	Help students learn to be respectful and responsible	<ul style="list-style-type: none"> Teacher's observation & feedback from participants 	Whole year	Sammy Ho & Ivy Wong	\$500
5	7	Parents' Workshops	Help parents to strengthen parenting skills, and provide a platform for parents to share positive parenting strategies	<ul style="list-style-type: none"> Over 200 parents enrol in the activities Over 70% of the participants consider the activities beneficial 	Oct.,10 – June, 11	Sammy Ho & Ivy Wong	\$2000
6	3	G.3 & G.6 Service Day	Provide an opportunity for students to serve the community and learn to care for the needy people	<ul style="list-style-type: none"> Each G.3 class participates in 1 service visit and each G.6 class participates in 1 service activity Over 70% of students indicate in the feedback form that they have learnt to care for others from the service visit/activity 	Nov.,10 – April, 11	Sammy Ho & Ivy Wong	\$10000

7	2	Fun Learning Days	Organize experiential activities to enhance students' social skills	<ul style="list-style-type: none"> Teachers' observation & feedback from participants 	Dec.,10	Sammy Ho & Ivy Wong	\$1000
8	3	Food Donation Programme	Provide an opportunity for students to show concern for the needy people and learn to share their resources with others	<ul style="list-style-type: none"> Over 100 students donate food items 	Dec.,10	Sammy Ho & Ivy Wong	\$200
9	3	Reed 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	<ul style="list-style-type: none"> Over 100 students participate in the programme 	Jan.– March, 11	Sammy Ho & Ivy Wong	---
10	1,2	Internet Safety Talk	Enhance students' awareness of the potential risks of internet activities, and reinforce proper internet manners	<ul style="list-style-type: none"> Teachers' observation & feedback from participants 	Feb.,11	Sammy Ho	---
11	2	Exhibition on Illicit drugs	Help students understand the adverse effects of illicit drugs, and equip them with refusal techniques	<ul style="list-style-type: none"> Teachers' observation & feedback from participants 	May, 11	Sammy Ho & Ivy Wong	\$250
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 to get familiar with the school life in the SD.	<ul style="list-style-type: none"> Teachers' observation Over 70% of G6 students consider they have sufficient understanding of the school life in the SD & confidence in coping with the changes. 	July, 11	Sammy Ho & Ivy Wong	\$150

Diocesan Boys' School Primary Division
Electives Programme Plan 2010 - 2011

Department Head: Ms. Susanna Chung

Members:

Mr. Brett White	Mrs. Bernadette Bunch	Ms. Tracy E. Ricco	Ms. Jennifer Lee
Mr. Lam Ho Fung	Ms. Tracy Yu	Ms. May Po	Ms. Phyllis J. Chan
Ms. Susan Liu	Ms. Pat Hon	Mr. Edward Wong	Ms. Karen Leung
Ms. Mandy Yan	Ms. Nelly Ho	Mrs. Connie Tsang	Mr. Jack Lo
Ms. Jenny Lo	Ms. Doreen Hung	Ms. Beatrice Chiu	Ms. Grace Gu
Ms. Daisy Wang	Mr. Philip Wong	Mr. Ken Tsui	Ms. Cherry Tai
Mr. Sammy Ho	Ms. Ivy Wong	Ms. Mabel Lu	Mr. Rebecca Li
Ms. Diana Yan	Ms. Lao Ting Ting	Mr. Kingsly Ng	Ms. Cathy Lai
Mr. Simon Lee	Ms. Beary Suen	Mr. Kwok Chu Hei	

B. Strengths and weaknesses

Strengths

1. The School highly supports electives and the support is of great importance to the development of the courses.
2. The School puts a strong emphasis on providing different types of learning experience for students.
3. The Department is given lots of flexibility in developing the elective curriculum and sufficient resources are available.
4. Students can modify their curriculum according to individual interests.
5. Outside organizations are sourced to provide electives tutors. Students are given the exposure to learn different types of knowledge.

Weaknesses

1. The School is not yet equipped with enough rooms to cater both electives and SupersizeMe Programmes.
2. Classroom management is a challenge for teachers and tutors since students come from different classes.
3. Better communication and collaboration between the out-sourced tutors and teachers is needed.
4. It is difficult to fulfil the needs of all parents and students when allocating students' electives.

C. Opportunities and Threats

Opportunities

1. Introduction of new electives as there are new teachers joining the school every year.
2. Teachers with different specialities can choose what to teach according to their interests and competence.

Threats

1. The budget of electives is increasing due to the increase in course fees charged by out-sourced organisations each year.
2. It is a challenge to ensure standardization of quality among all elective courses (including 33 out-sourced electives and 20 school-based electives)

D. Aims

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 take three different courses in the 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 styles.
2. To nurture in them a sense of responsibility of their roles as members of the courses chosen.
3. To help them develop curiosity and interest in those learning areas that are not included in the core curriculum.
4. To develop their multiple intelligences.
5. To provide them with chances to communicate with schoolmates and tutors from out-sourced organizations.
6. To highlight the environmental considerations in the 21st century.
7. To promote appreciation of students' work among peers and celebrate their achievements in electives.

Based on the Annual School Plan (2010-2011), the objectives of this year are:

1. To improve students' generic skills by focusing on the development of the following: communication skills, collaboration skills, problem solving skills and fine motor skills (G. 1-2). (4,5,6,7)
2. To cater students' learning diversities by providing a wide range of electives as the informal curriculum. (1,2,3)

E. Implementation Plan

Plan	Aim	Item
1 To balance across the curriculum in electives.	3 and 4	1-55
2 To emphasize life-wide learning (students' learning in real life 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 that best suit their learning styles.	1 and 2	
4 To let students learn through interaction between schoolmates and out-sourced organizations tutors.	5	
5 To provide opportunities for students to exhibit their work.	7	
6 To develop students' 9 generic skills through electives. Focus on communication skills, collaboration skills, problem solving skills (6 electives – board games) and fine motor skills (4 electives in G. 1-2)	3 and 4	

F. Activities Table

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator			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 for each elective.	To evaluate the courses at the end of each term December / March/ May	Susanna Chung	Diana Yan		\$15,000.0	
2	Go Culture Course: Intermediate					Susanna Chung	Rebecca Li		\$14,000.0
3	International Corner:Be a Smart Kid with an International Horizon				Simon Lee	Lao Ting Ting	Diana Yan		\$44,594.0
4	Elementary Japanese				Kingsly Ng	Beary Suen			\$15,750.0
5	Intermediate Japanese						Kingsly Ng		\$7,350.0
6	Money Management A				Diana Yan	Mabel Lu			\$17,970.0
7	用 PTH 學指印畫						Daisy Wong		
8	Be a Magician				Beary Suen	Nelly Ho	Connie Tsang		\$18,700.0
9	Mathematical Games I				Mabel Lu	Daisy Wang	Simon Lee		\$24,200.0
10	Fun with French -Beginners					Bernadette Bunch	Bernadette Bunch		
11	FUN with LEGO					Pat Hon	Pat Hon		
12	Typhoon Magazine				Beatrice Chiu	Karen Leung	Phyllis J. Chan		\$63,250.0
13	Science Adventures				Bernadette Bunch	Tracy E.Ricco	Mabel Lu		\$55,000.0
14	天文實驗班				Susanna Chung	Ken Tsui	Edward Wong		\$28,600.0
15	Toy Science				Rebecca Li	Rebecca Li	Edward Wong		\$28,600.0
16	Percussion Fun Fun Fun				May Po		May Po		
17	棋藝世界				Mandy Yan		Mandy Yan		
18	比比和朋友 (15 lessons) #				Ivy Wong	Ivy Wong			
19	Applied Personal Management					Jenny Lo	Lao Ting Ting		\$28,378.0
20	Be a SMART Leader				Sammy Ho	Edward Wong			\$30,405.0
21	2C's (Creativity & Communication) Program				Jennifer Lee	Cherry Tai	Beatrice Chiu		\$44,594.0
22	Critical Thinking Program				Cherry Tai		Brett White		\$30,405.0

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)
23	奧林匹克數學普及班	See Programme Plan of each elective	1. Children's feedback 2. Teacher's Feedback 3. Parents' feedback 4. Achievement of targets and aims set for each elective.	To evaluate the courses at the end of each term December / March / May	Edward Wong	Grace Gu	Susan Liu	\$24,200.0
24	African Culture				Philip Wong		Tracy E.Ricco	\$30,000.0
25	African Performing Art Workshop					Kingsly Ng		\$14,000.0
26	Money Management B				Ken Tsui	Philip Wong		\$17,970.0
27	Little Lawyer (小小律師)						Ivy Wong	\$8,050.0
28	Career in future: Meet the Professionals				Doreen Hung	Sammy Ho		\$100,000.0
29	Be a GREAT Speaker						Sammy Ho	
30	Stormy Chefs				Cathy Lai		Jenny Lo	\$37,500.0
31	The Chess Academy					Brett White		\$17,500.0
32	Art of Paper (紙的藝術)				Grace Gu		Grace Gu	
33	Let's Explore the World						Cherry Tai	
34	Etiquette				Daisy Wang			\$9,600.0
35	The Inquirers					Jennifer Lee	Jennifer Lee	
36	Astronomy				Jack Lo	Jack Lo		
37	Museum Studies- 吾土吾情						Philip Wong	
38	Board Games			Susan Liu	Susan Liu			
39	說話技巧與訓練					Doreen Hung		
40	3D Sculpture					Tracy Yu	\$7,700.0	
41	Drawing on the Right Side of the Brain Workshop (15 lessons) #			Lao Ting Ting	Cathy Lai		\$16,500.0	
42	MONOPOLY (strategy & fun)			Kwok Chu Hei		Cathy Lai	\$12,000.0	
43	International Phonetic Alphabet				Beatrice Chiu			
44	Science Workshop I			Pat Hon	Doreen Hung	Beary Suen	\$75,900.0	
45	Science Workshop II			Jenny Lo	Mandy Yan	Jack Lo	\$75,900.0	
46	Photography			Connie Tsang	Connie Tsang			
47	校園報小記者			Karen/ Nelly		Karen/ Nelly		
48	中國花鳥畫					Ken Tsui		

49	Ceramic Food				Tracy/Jocelyn	Tracy/Jocelyn		
50	Team Building Workshop						Kwok Chu Hei	\$14,000.0
51	Hip Hop Heat Wave					Phyllis J. Chan		\$14,000.0
52	Drama (Frog & Toad)				Brett/Phyllis/ Tracy			
53	Table-Tennis					Lam Ho Fung		
54	Rock Climbing				Lam Ho Fung	Kwok Chu Hei	Lam Ho Fung	\$35,200.0
55	Handball				Lam Ho Fung	Simon Lee	Susanna Chung	\$5,500.0