

Diocesan Boys' School Primary Division



Annual School Plan 2011-2012

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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Annual School Plan 2011-2012

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 formulate a whole-school monitoring mechanism so that the Primary and Secondary Divisions can collaborate to do timely adjustment of programmes and follow-up actions for enhancing the overall effectiveness of student support services	Sept 2011- July 2012	<ul style="list-style-type: none"> • Organize at least 2 meetings with Secondary School Guidance Teacher-in-charge and Social Workers. • Work with the Secondary Division to organize at least 2 joint-divisions activities and workshops during the school year. 	<ul style="list-style-type: none"> • Students' and teachers' feedback • Organize a sharing session to enable teachers to reflect and discuss new ideas for improvement after attending the activities. 	<ul style="list-style-type: none"> • AHT (Student) 	<ul style="list-style-type: none"> • School Social Workers • All teachers
2. Curriculum and Assessment						
2.1 To improve programme planning and programme evaluation	2.1.1 To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests	Sept 2011- July 2012	<ul style="list-style-type: none"> • Each subject department can adopt at least 2 new assessment modes during the school year. 	<ul style="list-style-type: none"> • Students' and teachers' feedback 	<ul style="list-style-type: none"> • HoD's of English, Chinese, Maths & G.S. 	<ul style="list-style-type: none"> • All subject teachers

	2.1.2 To develop assessment rubrics to improve continuous assessment in skill-based areas and for the affective domain	Sept 2011- July 2012	<ul style="list-style-type: none"> Each subject department can develop at least 2 new assessment rubrics for improving students' learning attitude and quality of projects. 	<ul style="list-style-type: none"> Teachers' feedback 	<ul style="list-style-type: none"> HoD's of English, Chinese, Maths & G.S. 	<ul style="list-style-type: none"> All subject teachers
2.2 To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration	2.2.1 To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness	Sept 2011- July 2012	<ul style="list-style-type: none"> At least 2 teachers from each subject department are nominated to attend relevant workshops or seminars related to data analysis. All subject teachers are given access to the following data: <ul style="list-style-type: none"> Assessments evaluation ICAS report 	<ul style="list-style-type: none"> Subject departments organize sharing sessions to enable professional learning and dissemination of new ideas after teachers attending relevant seminars. Teachers' feedback 	<ul style="list-style-type: none"> HoD's of English, Chinese, Maths & G.S. 	<ul style="list-style-type: none"> All subject teachers
	2.2.2 To develop subject teachers' skills related to reflection processes	Sept 2011- July 2012	<ul style="list-style-type: none"> HoD of each subject department will conduct at least 3 evaluation sessions during collaboration during the school year. 	<ul style="list-style-type: none"> Peer observation Teachers' feedback 	<ul style="list-style-type: none"> HoD's of English, Chinese, Maths & G.S. 	<ul style="list-style-type: none"> All subject teachers

	<p>2.2.3 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness</p>	<p>Sept 2011- July 2012</p>	<ul style="list-style-type: none"> • The scheme of work and curriculum planning of each subject department will be modified and improved according to teachers' review and analysis of assessment data of the previous year. • Teachers are given access to the following data: <ul style="list-style-type: none"> - Assessments evaluation - ICAS report 	<ul style="list-style-type: none"> • Teachers' feedback • Changes are indicated on the schemes of work 	<ul style="list-style-type: none"> • HoD's of English, Chinese, Maths & G.S. 	<ul style="list-style-type: none"> • All subject teachers
<p>3. Student Learning and Teaching</p>						

<p>3.1 To adopt classroom strategies to better match students' abilities</p>	<p>3.1.1 To further develop teachers' strategies in the use of graded questions and differentiated tasks to prompt students to think and to encourage them to learn through enquiry</p>	<p>Sept 2011- July 2012</p>	<ul style="list-style-type: none"> • HoD's will conduct a sharing session during one subject collaboration about teachers' strategies in the use of graded questions and differentiated tasks. • All subject teachers can make effective use of the IBL skills during the school year so that during the IBLW students can effectively learn through inquiry. 	<ul style="list-style-type: none"> • Students' & teachers' feedback through questionnaire 	<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 balance students' competitive spirit by stressing the needs for empathy and the exercise of personal restraint for the common good	Sept 2011- June 2012	<ul style="list-style-type: none"> SSW's will organize a developmental programme, "Let Me Shine" for G.4-6 students during the school year. SSW's will work with class teachers to conduct a Moral Education lesson on "collaboration in learning" during the school year. 	<ul style="list-style-type: none"> Number of students who participate in "Let Me Shine" and their feedback through questionnaire Feedback from class teachers and parents through questionnaire 	<ul style="list-style-type: none"> ST (School Social Worker) 	<ul style="list-style-type: none"> School Social Workers All class teachers
1.2 To develop students' positive learning attitude	1.2.1 To enable students to have greater respect for others and become more co-operative so that they will learn to be more patient and considerate, have better concentration and become more willing to listen to others' ideas and opinions	Sept 2011- July 2012	<ul style="list-style-type: none"> At least 3 activities on the theme of "Harmony" will be organised for each grade during the school year. 	<ul style="list-style-type: none"> APASO survey will be conducted both at the beginning and at the end of school year 	<ul style="list-style-type: none"> ST (School Social Worker) 	<ul style="list-style-type: none"> All 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 sharpen the awareness of administrators so that when they write future subject development plans, all targets and success criteria formulated in the plans will be explicit, specific and have a sharper focus on student learning outcomes	May-July 2012	<ul style="list-style-type: none"> A workshop on how administrators can write effective future subject development plans will be conducted in the third term. 	<ul style="list-style-type: none"> Subject administrator's feedback through questionnaire 	<ul style="list-style-type: none"> DHT 	<ul style="list-style-type: none"> Speaker
2. Professional Leadership						
2.1 To develop middle managers with a focus to further consolidate their leadership skills	2.1.1 To equip middle managers with leadership skills so that they will take a more active role in leading future school changes	Sept 2011- July 2012	<ul style="list-style-type: none"> Each middle manager (DHT, AHT's and Senior Teachers) will attend at least two courses/ workshops/ seminars related to leadership skills training. Each middle manager should achieve at least 20 CPD hours (out of the yearly average of 50 CPD hours) 	<ul style="list-style-type: none"> Middle managers' feedback through reflection and evaluation given in their individual "Staff Development Plan" 	<ul style="list-style-type: none"> HT 	<ul style="list-style-type: none"> All middle managers



			through attending courses related to leadership skills training.			
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PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2011-2012

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. Summer Fire Limited 5. Active Concept 6. The Mathematical Corporation (HK) 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. Mary Cheung & Associates (International) Limited 15. HKU SPACE 16. Etiquette 	<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 1 & 3) ◆ Be a SMART Leader (Terms 1 & 3) ◆ 2C's (Creativity & Communication) Program (Terms 1 & 2) ◆ Memory Booster Program (Terms 2 & 3) ◆ 通識達人 (Terms 2 & 3) 3. Pasona Education Co. Limited: <ul style="list-style-type: none"> ◆ Elementary Japanese (Terms 1-2) ◆ Intermediate Japanese (Term 3) 4. Summer Fire Limited: <ul style="list-style-type: none"> ◆ Money Management ◆ FQ VA (財商視覺藝術) (Term 2) 5. Active Concept: <ul style="list-style-type: none"> ◆ Be a Magician ◆ Juggling Matrix (Term 3) ◆ MONOPOLY (strategy & fun) 6. The The Mathematical Corporation (HK): 	<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, paper circuit, electronic engineer and 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, leadership training, memory booster program, social 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 Hip Hop dance, handball and rock climbing.</p>	<p>Term 1 Weekly sessions from 23 Sept – 2 Dec 2011 (8 sessions)</p> <p>Term 2 Weekly sessions from 9 Dec 2011 – 2 March 2012 (7 sessions)</p> <p>Term 3 Weekly sessions from 9 March – 25 May 2012 (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 \$2,180 × 22 = \$47,960 ◆ Applied Personal Management \$2,180 × 15 = \$32,700 ◆ Be a SMART Leader \$2,180 × 15 = \$32,700 ◆ 2C's (Creativity & Communication) Program \$2,180 × 15 = \$32,700 ◆ Memory Booster Program \$2,180 × 14 = \$30,520 ◆ 通識達人 \$2,180 × 14 = \$30,520 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. Summer Fire Limited: <ul style="list-style-type: none"> ◆ Money Management \$1,200 × 22 = \$26,400 ◆ FQ VA (財商視覺藝術) \$1,300 × 7 = \$9,100 5. Active Concept: <ul style="list-style-type: none"> ◆ Be a Magician \$850 × 22 = \$18,700 ◆ Juggling Matrix \$850 × 7 = \$5,950 ◆ MONOPOLY (strategy & fun) 	<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 through questionnaires</p>	Susanna Chung



	<p>tutor – Mrs Baram Handball tutor – Mr. Eddie Chan</p>	<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 ◆ The Chess Academy (Terms 2 & 3) ◆ Stormy Chefs (Terms 1 & 3) 9. Achievers Track Co. Limited: <ul style="list-style-type: none"> ◆ 天文實驗班 ◆ Toy Science (Terms 1 & 2) ◆ Little Electronic Engineer (Term 3) ◆ 初級紙製電路 (Paper circuit) (Terms 1 & 3) 10. Haac Ltd.: <ul style="list-style-type: none"> ◆ African Culture (Terms 1 & 3) ◆ African Performing Art Workshop (Term 2) ◆ Hip Hop Fun World (Term 1) ◆ Team Building Workshop (Term 3) ◆ Rock Climbing 11. LEAP Studio Limited: <ul style="list-style-type: none"> ◆ Career in Future: Meet the Professionals (Terms 1-2) 12. Arthome 藝術家-鄭志明: <ul style="list-style-type: none"> ◆ Drawing on the Right Side of the Brain ® Workshop (Terms 1-2) ◆ 3D Sculpture (Term 3) 13. Science Workshop: <ul style="list-style-type: none"> ◆ Science Workshop I ◆ Science Workshop II 14. Mary Cheung & Associates (International) Limited: <ul style="list-style-type: none"> ◆ Social Etiquette (Term 1) 15. HKU SPACE: <ul style="list-style-type: none"> ◆ Digital Storytelling in Premiere Pro (Terms 1 & 2) 16. Etiquette (Term 2) 17. Handball 	<p>- Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.</p>		<p>\$800 × 22 = \$17,600</p> <p>6. The Mathematical Corporation (HK):</p> <ul style="list-style-type: none"> ◆ Mathematical Games I \$1,100 × 22 = \$24,200 ◆ 奧林匹克數學普及班 \$1,100 × 22 = \$24,200 <p>7. Typhoon Club: Typhoon Magazine \$3,300 × 22 = \$72,600</p> <p>8. Active Kids:</p> <ul style="list-style-type: none"> ◆ Science Adventures \$2,500 × 22 = \$55,000 ◆ The Chess Academy \$2,500 × 14 = \$35,000 ◆ Stormy Chefs \$2,500 × 15 = \$37,500 <p>9. Achievers Track Co. Limited:</p> <ul style="list-style-type: none"> ◆ 天文實驗班 \$1,600 × 22 = \$35,200 ◆ Toy Science \$1,600 × 15 = \$24,000 ◆ Little Electronic Engineer \$2,000 × 7 = \$14,000 ◆ 初級紙製電路 (Paper circuit) \$2,000 × 15 = \$30,000 <p>10. Haac Ltd.</p> <ul style="list-style-type: none"> ◆ African Culture \$2,000 × 15 = \$30,000 ◆ African Performing Art Workshop \$2,000 × 7 = \$14,000 ◆ Hip Hop Fun World \$2,000 × 8 = \$16,000 ◆ Team Building Workshop \$2,000 × 7 = \$14,000 ◆ Rock Climbing \$1,600 × 22 = \$35,200 <p>11. LEAP Studio Limited:</p> <ul style="list-style-type: none"> ◆ Career in Future: Meet the Professionals \$45,000 (@term) × 2 = \$90,000 <p>12. Arthome 藝術家-鄭志明:</p> <ul style="list-style-type: none"> ◆ Drawing on the Right Side of the Brain ® Workshop \$1,100 × 15 = \$16,500 ◆ 3D Sculpture \$1,100 × 7 = \$7,700 <p>13. Science Workshop:</p> <ul style="list-style-type: none"> ◆ Science Workshop I 			
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					<p>\$3,450 × 22 = \$75,900</p> <p>◆ Science Workshop II</p> <p>\$3,450 × 22 = \$75,900</p> <p>14. Mary Cheung & Associates (International) Limited:</p> <p>◆ Social Etiquette</p> <p>\$2,500 × 8 = \$20,000</p> <p>15. HKU SPACE:</p> <p>◆ Digital Storytelling in Premiere Pro</p> <p>\$1,000 × 15 = \$15,000</p> <p>16. Etiquette</p> <p>\$1,200 × 7 = \$8,400</p> <p>17. Handball</p> <p>\$300 × 22 = \$6,600</p> <hr/> <p>Total = \$1,113,850</p>		
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Grand total of the above: \$ 1,113,850.0

English Development Plan & Programme Plan (2011-2012)

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.

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. Curriculum and Assessment						
1.1 To improve programme planning and programme evaluation	1.1.1 To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests	<ul style="list-style-type: none"> • Through-out the year 	<ul style="list-style-type: none"> • Teachers gather evidence to identify learners' strengths and weaknesses and to give quality feedback to learner for improving their learning 	<ul style="list-style-type: none"> • Oral Presentations: Assessing communication skills, speaking skills and critical thinking skills • Conferencing: Identify students' learning needs, monitor and discuss learning progress and give feedback • Learning Tasks and Activities: Including show-and-tell, games, presentations, drama performances • Shared Writing and Process Writing: Including planning, drafting, and writing process (Feedback is given during all stages) • Self Assessment: Teachers enable 	<ul style="list-style-type: none"> • All Teachers 	

				students to develop the necessary skills to assess and monitor their own progress, so that they develop ownership for their learning		
	1.1.2 To develop assessment rubrics to improve continuous assessment in skill-based areas for affective domain	Throughout the year	<ul style="list-style-type: none"> Teachers adapt and monitor students' development through developing a variety of rubrics 	<ul style="list-style-type: none"> Students' performances are assessed using various tools. Examples of rubrics can be based on: learning attitude, class participation, changing activities, listening, oral expression, teamwork, and writing, etc. 	<ul style="list-style-type: none"> HoD, Panel Chairs, Level Coordinators & Teachers 	<ul style="list-style-type: none"> Online Rubric Maker Tools
1.2 To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration	1.2.1 To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness	Throughout the year	<ul style="list-style-type: none"> Data is reviewed and analyzed to modify the teaching approach and curriculum development 	<ul style="list-style-type: none"> Teachers are given access to the following data: <ul style="list-style-type: none"> a) SSE Report b) Assessment breakdown by question c) ICAS report d) TSA report 	<ul style="list-style-type: none"> HoD, Panel Chairs, Level Coordinators & Teachers 	

	<p>1.2.2 To develop subject teachers' skill related to reflection processes</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> • Critical reflection refers to an activity or process in which an experience is recalled, considered and evaluated • Success will be gauged on to what extent teachers become involved in the critical reflective process • Data is reviewed and analysed to modify the scheme of work and curriculum planning 	<ul style="list-style-type: none"> • Peer observation: Each teacher would both observe and be observed by using one or more of the following: <ul style="list-style-type: none"> a) Journal entries b) Weekly reflections c) Collaborative diary keeping d) Recording of lessons (audio or video recording) e) Reflective questioning to focus on the ethical demand they feel for their learners. (i.e. Am I willing to change my habitual way of doing things to respond to the child?) • Teachers can use the following to assist in programme planning and evaluation: <ul style="list-style-type: none"> a) ICAS reports b) TSA report c) Lexile reports d) Student learning profile reports e) Assessments 	<ul style="list-style-type: none"> • HoD, Panel Chairs, Level Co-ordinators & Teachers • HoD, Panel Chairs, Level Co-ordinators, Teachers 	
	<p>1.2.3 To make full use of assessment data to inform curriculum planning and reflection on teaching strategies and effectiveness</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> • Changes are indicated on the schemes of work. Follow-ups are done with the students based on report findings 	<ul style="list-style-type: none"> • Teachers can use the following to assist in programme planning and evaluation: <ul style="list-style-type: none"> a) ICAS reports b) TSA report c) Lexile reports d) Student learning profile reports e) Assessments 	<ul style="list-style-type: none"> • HoD, Panel Chairs, Level Co-ordinators, Teachers 	

Programme Plan and Activities Table

Plan	Aim	Activity	Description	Period	Co-ordinator	Budget
1.	1,3,4,6	Overseas English Study Tour	All G5 and G6 DBSPD students can enroll in an English Summer School study tour at the end of the school year in DBSPD. Students will spend around 2 weeks overseas and will be escorted to and from school daily by the host school.	July-Aug 12	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.	Dec 15-16	Mr. Brett White Ms. Monique Lok Ms. P.J. Chan	\$2000
3.	1,3,4,6	External Competition	<ol style="list-style-type: none"> 1. Speech Festival (poem/recital/choral speaking) 2. Writing competitions organized by different sectors. 3. Calligraphy competition 4. Others 	Sept 11 – Jun 12	Ms. P.J. Chan	\$1000
4.	1,3,4,6	Internal Competition	<ol style="list-style-type: none"> 1. Inter-class Speaking Competition 2. Inter-class Penmanship Competition 3. Spelling Bee 4. Scrabble/Pictionary (suggest activities only) 5. Battle of the Books <p>Competitions will take place in May for Grades 2, 3 and 4. For Grades 5 and 6 competitions will take place in February.</p> <p>Teachers-in-charge are: G2 Ms. B. Chiu, Ms. J. Woo G3 Ms. C. Chau, Ms. A. Lau</p>	Nov 11 – Jun 12	Ms. Monique Lok <ol style="list-style-type: none"> 1. Ms. A. Lau + T. Ricco 2. Ms. J. Woo + Ms. C. Lam 3. Ms. A. Lau + Ms. E. Ho 4. Ms. K. Leung + Mr. P. Moran 	\$2000

			G4 Ms. T. Riccio, Ms. K. Leung G5 & 6 Mr. B White, Mr. N. Bailey			
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 11- Jun 12	Ms. Monique Lok	\$1000
6.	1,3,6	Accelerated Classes	16 students from Grade 5 and 16 students from Grade 6 will have pullout classes during regular class schedule. The aim is to extend skills the students already possess through projects.	Sept 11- Jun 12	Mr. B. White Ms. C. Rakesh	\$3000

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. Joanna Woo	(Grade 1 Coordinator)
Ms. Beatrice Chiu	(Grade 2 Coordinator)
Ms. Carine Chau	(Grade 3 Coordinator)
Ms. Tracy Riccio	(Grade 4 Coordinator)
Ms. Alice Lau	(Grade 5 Coordinator)
Ms. Karen Leung	(Grade 6 Coordinator)
Mrs. Chandni Rakesh	
Mr. Neil Bailey	
Mr. Peter Moran	
Ms. Irene Chan	
Ms. Emily Gibson	
Mr. Steven Carr	
Ms. Cabriel Lam	
Ms. Eve Ho	
Mr. Kingsly Ng	

中文科發展計劃及週年活動計劃 (2011-2012)

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、徐鈺峰

教學助理：司徒廣琪

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，造成語文基礎不穩固，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. 2011-2012 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
課程與評估				
1. 改善課程規劃及評價	1.1 採取多元化的評估模式，避免過分依賴紙筆測試	全年	<ul style="list-style-type: none"> 進行說話評估(看圖說故事、個人短講、小組討論等) 進行專題研習 	<ul style="list-style-type: none"> 老師於本科會議及協作會議中檢討 教師的回饋
	1.2 以評估量表進行進展性評估，改善學生的學習技能及品德情意之發展	全年	<ul style="list-style-type: none"> 運用評估量表進行同儕評、自評、家長評 以評估量表進行說話評估 作文科最少運用兩次評估量表 	<ul style="list-style-type: none"> 分析學生在技能及品德情意方面之改善
2. 促進各級縱向及橫向的課程協作	2.1 發展教師運用數據及教學策略改善教學效能之能力	全年	<ul style="list-style-type: none"> 運用校內評估數據／全港性系統評估數據改善教學策略 	<ul style="list-style-type: none"> 教師的回饋
	2.2 提升教師在教學上的反思能力	全年	<ul style="list-style-type: none"> 各級每週進行協作會議 同儕觀課後進行討論 	<ul style="list-style-type: none"> 本科會議及協作會議作檢討 教師的回饋 同儕觀課
	2.3 充分利用評估數據以改善課程規劃，並反思教學的策略和效能	全年	<ul style="list-style-type: none"> 運用校內評估數據／全港性系統評估數據改善課程，並進行課程調適 	<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。 	九至十二月	朱譚月清 洪卓筠	\$200	
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"> ● 十二月十五、十六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。 	十二月	朱譚月清 洪卓筠 何穎賢 徐鈺峰	\$3,000	跨學活動
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	羅懿文 曾馮婉華	\$1,850	跨學活動
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	
7	4, 7,		✓	✓					✓		演講比賽	<ul style="list-style-type: none"> ● 四、五年級會舉行演講比賽。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	甄靄雯 何潔瑩	\$650	

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	批評性 思考	運用資 訊科技	運算	解決 問題	自我 管理	研習 技能						
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	司徒廣琪	/	從閱讀中學習
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

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						
12	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。 三年級學習《弟子規》；四年級學習《三字經》；五至六年級學習古詩文。 	全學年	全體 教師	/	從閱讀 中學習/ 德育及 公教育
13	2, 3,			✓	✓						雲水集	<ul style="list-style-type: none"> 老師於學生平日的作文、創意寫作等功課中挑選優秀的作品，結集成文集。 此活動不但能鼓勵學生用心寫作，還能培養學生閱讀的興趣，欣賞及學習別人的佳作。 	全學年	全體 教師	/	從閱讀 中學習
14	/										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	
15	3, 5	✓	✓	✓							戲劇組	<ul style="list-style-type: none"> 透過撰寫劇本及演練，提高學生對戲劇的認識和興趣。 藉參加校際戲劇節比賽，同學能提升自信心和表達能力。 	全學年	羅家華 朱譚月清 何穎賢	\$5,000	
16	/										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	

Mathematics Development Plan & Programme Plan (2011 – 2012)

A. Goals & Objectives

1. Explore and discover Mathematics in daily life situations
2. Learn to communicate and cooperate to work in teams
3. Learn Mathematics meaningfully and to integrate Mathematics 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. Individual differences among students are huge
3. Students always make mistakes because of carelessness
4. Insufficient interactions among students in the process of learning Mathematics
5. Students are not competent in problem solving

C. Targets to be Achieved in 2011-2012 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 adopt a wider variety of assessment modes to avoid the over-reliance on paper-and-pencil tests	Throughout the year	<ul style="list-style-type: none"> ● Adopt the following assessment modes in the school year: <ul style="list-style-type: none"> (i) Presentation <i>(To assess students' speaking skills, communication skills, computer competence and critical thinking skills)</i> (ii) Learning Tasks and Problem Solving Activities <i>(To assess students' communication skills, collaborating skills and critical thinking skills)</i> (iii) Self-Assessment <i>(Teachers enable students to develop necessary skills to assess and monitor their own progress, so that they develop ownership for their learning)</i> ● Teachers gather evidence to identify learners' strengths and weaknesses and to give them quality feedback for improving their learning. 	<ul style="list-style-type: none"> ● Teachers' feedback ● Students' feedback
	1.2 To develop assessment rubrics to improve continuous assessment in skill-based areas and for the affective domain	Throughout the year	<ul style="list-style-type: none"> ● Teachers adapt and monitor students' development through developing a variety of rubrics. <ul style="list-style-type: none"> (i) Students' performances are assessed using various tools. (ii) Rubrics can be developed based on students' learning attitude, class participation, listening, oral expression, and teamwork, etc. 	<ul style="list-style-type: none"> ● Teachers' feedback

<p>2. To further promote vertical (intra-subject) & horizontal (inter-subject) collaboration</p>	<p>2.1 To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> ● Data is reviewed and analysed to modify the teaching approach and curriculum development. <p><i>Teachers are given access to the following data:</i></p> <ol style="list-style-type: none"> a) Assessment breakdown by question b) ICAS report c) TSA report d) SSE Report <ul style="list-style-type: none"> ● Teachers are nominated to attend relevant workshops or seminars related to the data analysis. 	<ul style="list-style-type: none"> ● Teachers' feedback
	<p>2.2 To develop subject teachers' skills related to reflection processes</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> ● Critical reflection refers to an activity or process in which an experience is recalled, considered and evaluated. ● Success will be gauged on to what extent teachers become involved in the critical reflective process. 	<ul style="list-style-type: none"> ● Peer observation ● Use one or more of the following: <ol style="list-style-type: none"> a) Journal entries b) Weekly reflections c) Recording of lessons
	<p>2.3 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> ● Data is reviewed and analysed to modify the scheme of work and curriculum planning. <p><i>Teachers are given access to the following data:</i></p> <ol style="list-style-type: none"> a) Assessment breakdown by question b) ICAS report c) TSA report d) SSE Report <ul style="list-style-type: none"> ● Changes are indicated on the schemes of work. ● Follow-ups are done with students based on report findings. 	<ul style="list-style-type: none"> ● Teachers' feedback

D. Programme Plan and Activities Table

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
1	1 – 8	Fun Learning Days (Maths)	Mathematics activities are to be organized for all levels.	Over 70% of feedback from parents, students and teachers is positive	15 th – 16 th December	*Grace Ko Jessica Chan	\$ 3000
2	1, 3, 4, 6	Mathematics Seminar	Invite guest speakers from the tertiary institutes to conduct the Mathematics seminars.	Over 60% of feedback from parents, students and teachers is positive	December	*Anthony Lau	\$500
3	1, 2, 4, 6, 7, 8	External competitions	Enroll in competitions organized by different organizations. (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary Mathematics Olympiad (iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.2 to G.6) (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 H K Professional Teachers' Union Primary Mathematics Competition (viii) The Multiple Intelligences Cup Mathematics Competition	1. Satisfactory results attained by students 2. Over 70% of feedback from students and parents is positive	Whole school year	* Andrew Kwok Lawrence Ng	\$ 2000
4	1, 4, 5, 6, 7	Maths Challenge	Challenging mathematics questions are to be posted on notice board to challenge students' mind.	1. Satisfactory results attained by students 2. Participation of over 70% of students	3 rd Oct – 31 st 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 from G3 to G6	Over 60% of feedback from parents, students and teachers is positive	Whole school year	* Banting Poon	---
6	4, 6, 7, 8	Lift-Off Programme	Five to eight students from each level will be offered to attend two remedial lessons weekly. The aim is to give individual support and guidance to students with special needs and learning difficulties.	1. Improved assessment results attained by students. 2. Over 70% of feedback from students is positive	Whole school year	*Karina Luk	---
7	1, 4, 5, 6, 7, 8	Supersize Me Programme	Eight students from each level will be offered to attend two enhancement lessons weekly. The aim is to develop the mathematical potential of the high achieving and bright students.	1. Improved assessment results attained by students. 2. Over 70% of feedback from students is positive	Whole school year	* Grace Ko	---

8	1 – 8	IT in Education	<ul style="list-style-type: none"> The school has subscribed to the license of Planetii on-line programme. It serves as an e-learning platform to foster students' continual and independent learning at home. By utilize the facilities provided by e-class, teachers develop their own learning materials for students to use. Learning and teaching activities facilitated by IWB. 	<ol style="list-style-type: none"> Over 60% of feedback from students and parents is positive Participation of over 50% of students Over 60% of feedback from teachers and students is positive 	Whole school year	*Pauline Ip Jack Lo Brian Cheung	\$ 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.	<ol style="list-style-type: none"> Over 70% of 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 specific topic.	<ol style="list-style-type: none"> Satisfactory project works of students Over 70% of feedback from students is positive 	Whole school year	* Jessica Chan, Level coordinators	---
11	4, 6, 7, 8	External Assessment	<ul style="list-style-type: none"> ICAS in mathematics will be compulsory for at least one level of students To establish a standard referencing for students in a long-run 	<ol style="list-style-type: none"> Over 60% of feedback from students is positive Over 60% of teachers involved find the report useful for future planning 	May to June	*Edward Wong	\$10000
11	2, 3, 6	Sharing of Professional Experience	Teachers conduct professional development sessions to share experiences about teaching and learning of the subject	Over 60% of feedback from teachers is positive	Whole school year	*Anthony Lau	---

E. Panel Members

Consultant	:	Mrs. Julia Kwong		
Head of Department	:	Mr. Anthony Lau		
Panel Chairpersons	:	Mrs. Grace Ko [G1]	Mr. Jack Lo	
Members	:	Ms. Jessica Chan [G5]	Mr. Brian Cheung	Ms. Ada Chu
		Ms. Susanna Chung	Mr. Louis Hau	Ms. Pauline Ip
		Mr. Andrew Philip Kwok [G3]	Mrs. Alexandria Lau	Ms. Karina Luk [G6]
		Mr. Lawrence Ng [G2]	Ms. Michelle Ng	Mr. Banting Poon
		Mr. Edward Wong [G4]	Ms. Pency Wong	Ms. Sally Yuen
		Mr. Simon Lee (Teacher-Teaching Assistant)		

N.B. [] Level Coordinator

General Studies Development Plan & Programme Plan (2011-2012)

A. Panel Members

Department Head: Ms. Jackie Lau

Panel Chairperson of GS I: Ms. Michelle Ng

Members:

Ms. Susanna Chung

Ms. Alice Lau

Ms. Cabriel Lam

Ms. Eve Ho

Mr. Banting Poon

Mr. Philip Wong

Ms. Jenny Lo

Ms. Beary Suen

Ms. Joanna Woo

Mr. Louis Hau

Ms. Sally Yuen

Mr. Lam Ho Fung

Ms. Pency Wong

Ms. Mandy Yan

Mr. Penny Po

B. Goals and Objectives

1. To develop our 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 in them a 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 in the spacious school campus.
3. Students can do hands-on activities in the GS Room.
4. There are enough teaching resources for the teaching of General Studies.
5. Students are confident, outgoing, keen and enthusiastic learners.

Weakness:

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

D. Targets to be Achieved in 2011 – 2012

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. To improve programme planning and evaluation	1.1 To adopt a wider variety of assessment modes to avoid the over-reliance on paper-and pencil tests	Throughout the year	<ul style="list-style-type: none">• Different assessment modes will be adopted during the school year:<ul style="list-style-type: none">➢ Oral presentation through mini-projects➢ Life-skills training for junior grades➢ Problem solving skills through science activities	<ul style="list-style-type: none">• Students' and teachers' feedback
	1.2 To develop assessment rubrics to improve continuous assessment in skill-based areas and for the affective domain	Throughout the year	<ul style="list-style-type: none">• Assessment rubrics for improving students' learning attitude, projects and life-skills training will be adopted	<ul style="list-style-type: none">• Teachers' feedback

2. To promote vertical & horizontal collaborations	2.1 To equip subject teachers with new skills about how to use data, and help them identify strategies to improve their teaching effectiveness	Throughout the year	<ul style="list-style-type: none"> • Teachers are nominated to attend relevant workshops or seminars related to data analysis • Teachers are given access to the following data: <ul style="list-style-type: none"> ➢ Assessment evaluation ➢ ICAS report 	<ul style="list-style-type: none"> • Teachers' feedback • Sharing session by teachers who attend relevant seminars.
	2.2 To develop subject teacher' skills related to reflection processes	Throughout the year	<ul style="list-style-type: none"> • Evaluation sessions are held during collaboration 	<ul style="list-style-type: none"> • Peer observation • Teachers' feedback
	2.3 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness	Throughout the year	<ul style="list-style-type: none"> • Data is reviewed and analysed to modify the schemes of work and curriculum planning. • Teachers are given access to the following data: <ul style="list-style-type: none"> ➢ Assessment evaluation ➢ ICAS report • Changes are indicated on the schemes of work 	<ul style="list-style-type: none"> • Teachers' feedback

E. Programme Plan and Activities Table

Plan	Objectives	Activities	Description	Evaluation mechanism	Period	Co-ordinators	Budget
1.	1, 2, 6	Activities of National Identity	Observation of National Day / HKSAR Establishment Day: Display boards/ flag raising ceremony will be organized to enable students to 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 activities 	30 Sept 11 / Jun 12	Ms. Mandy Yan & Mr. Philip Wong	\$1000
2.	3, 4, 5	Fun Learning Days	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 activities 	Dec 11	Ms. Michelle Ng, Ms. Eve Ho & Ms. Jenny Lo	\$2000
3.	2, 5	Environmental Education Program	Work in collaboration with the Environment Protection Committee for promoting the importance of environmental protection in school. Programmes included: <ul style="list-style-type: none"> • Environmental Ambassadors • 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	Ms. Jackie Lau, Ms. Sally Yuen, & Ms. Pency Wong	\$1000

4.	1 – 6	Other Learning Experiences	<p>1. G.S. Field Trips: As part of the life-wide learning programme of the GS curriculum, students will visit relevant places of interest as an extension of the core curriculum.</p>	<ul style="list-style-type: none"> • Positive feedback from students, parents and teachers • Photo taking as a record of the activities • Students complete the pre-/post-trip activity tasks 	Sept 11 - May 12	Level Co-ordinators	\$2000
			<p>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</p>	<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 activities 	Apr 12	HoD/Panel Chairperson	\$20000
			<p>3. Invite out-sourced organizations to provide workshops/ talks/ exhibitions/ seminars in line with the core curriculum so as to supplement students' knowledge during the post assessment period.</p>	<ul style="list-style-type: none"> • Positive feedback from students, parents and teachers • Photo taking as a record of the activities 	Jul 12	Ms. Susanna Chung, Ms. Alice Lau & Ms. Joanna Woo	\$1500

5.	7	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 helps engage 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	Mr. Penny Po, Mr. Lam Ho Fung & Level Co-ordinators	\$8000
6.	7	Staff Development	<ol style="list-style-type: none"> 1. To organize workshops and seminars for teachers on how to create and teach hands-on GS activities during lessons. 2. Teachers will attend seminars/ workshops held by outside organizations, such as the EDB or publishers. They will share what they learn during collaboration. 	<ul style="list-style-type: none"> • Positive feedback from teachers • Photo taking as a record of the activities 	Whole Year	HoD/Panel Chairperson	\$3000

7.	1 – 4	GS School Team	<ol style="list-style-type: none"> 1. Some students will be selected as school representatives for different external competitions. 2. Competitions will be held in collaboration with other departments. 	<ul style="list-style-type: none"> • Positive feedback from students, parents & teachers • Photo taking as a record of the activities 	Whole Year	Ms. Cabriel Lam, Mr. Louis Hau, Mr. Banting Poon & GS Department Panel Members	\$1500
8.	1 – 6	Cross-curricular Activities	Various teaching activities will be conducted in collaboration with other departments for different grade levels.	<ul style="list-style-type: none"> • Positive feedback from students, parents & teachers • Photo taking as a record of the activities 	Whole Year	Level Co-ordinators	\$3000

French Programme Plan 2011-2012

Panel Chairperson: Alexandra Morley

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 has allocated a permanent classroom for the French classes. The French Department provides a highly stimulating learning environment.
2. Students in the French Stream follow a six-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 of the department 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 varies from year to year. The school has successfully established a flexible curriculum that integrates students from different 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 a smooth transition from G6 to G7. 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. Only a few learning institutions offer French for primary students in the local community. This causes two major drawbacks for our students and our school:
 - Suitable material and resources are not easily accessible and very costly.
 - It is difficult to organize external activities in the local community which are needed to challenge our students and make their language learning more meaningful.

Aims and Objectives:

Aims	Objectives
1. To develop students' oral skills	<ul style="list-style-type: none"> • To provide opportunities for students to take part in daily conversation • To establish French as a MOI during French subject class
2. To develop students' writing skills	<ul style="list-style-type: none"> • To strengthen students' 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 to co-operate when working in teams • To reinforce students confidence when delivering presentations
4. To reinforce the school reading scheme	<ul style="list-style-type: none"> • To establish a structured reading programme for all levels
5. To enhance students respect and interest in different cultures	<ul style="list-style-type: none"> • To expose students to the French culture inside and outside the class • To organize a cultural trip in France • 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 define such learning experiences
7. To implement the use of IT in language learning	<ul style="list-style-type: none"> • To make use of innovative and powerful learning resources that appeal to students and motivate them to learn • To help students realize their potential for self learning and lifelong learning in areas of their needs or interests • To ensure students are equipped with the indispensable IT skills of the new generation of learners
8. To cater for students' learning diversity	<ul style="list-style-type: none"> • To recognize students' achievements at their individual level through the preparation of 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 after Easter Holidays	\$100,000
6	1,2,4,8	DELF Exam	<ul style="list-style-type: none"> • Student from G3 to G6 will take the DELF exam of their respective levels. 	May	0

7	1,2,5,6,7,8	IT Periods	<ul style="list-style-type: none"> • The French Department will receive, as part of a school donation, 10 i-pads which will be totally dedicated to learning language via applications. • 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. 	Term 2	\$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. 	Term 1 & 2	0
				Total:	\$134,500

普通話科週年活動計劃 (2011-2012)

(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、刑瀟楠、殷華峰、盧敏冬、劉巍、陳思

(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，亦計劃逐步延伸普通話的課程。
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的溝通風氣。
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，對本科的學習支持相對較少。
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. 一至六年級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. 一至六年級均設保底班，能照顧學習差異，協助學習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連接。
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) 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	劉巍、 刑瀟楠、 何穎賢負責	\$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 本年目標 2	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	\$2,000
4	總目標 2, 3, 4, 5, 6 本年目標 2	普通話大使及普通話週	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	\$3,000
5	總目標 3, 4, 6 本年目標 2	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。	普通話大使及部分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	\$15,000
6	總目標 2, 3, 4, 5, 6 本年目標 2	班際比賽	由各級老師因應各級的課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓緊學生愛比拚的心理，提高學生對本科的學習興趣。比賽可包括背誦聲韻母、唸兒歌、繞口令、粵普對譯等，題目及形式可多樣化。	小一至小六學生	觀察學生在比賽中的表現及收集教師意見。	全學 年	各級聯絡人負責統籌，同級任教老師協作	\$2,000
7	本年目標 1b	參加友校文流活動及專題研討會	鼓勵教師參加友校文流活動、教學講座、研討會作自我增值，以提高教學水平。	全體教師	教師參加的次數及反應。	全學 年	何潔生老師負責統籌及存檔	\$7,000
8	本年目標 1a, 1b	協作會議	透過每學期在協作會議中檢討評估內容及學生表現，從	全體教師	教師回饋	全學 年	(1)全體教師參與，由	/

			而改進教學計畫及課程。 為了與中文科的課程配合， 本科將加強與中文科協作， 進一步拓展說話教學。 與中學部進行協作交流會 議。				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 (供教師及 學生借用)	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	盧敏冬、 殷華峰、 陳思負責及 存點	\$5,000
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	何潔生負責 存點	/

Music Programme Plan 2011 – 2012

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 for the School's music activities
6. We have a great team of tutors to develop programmes.
7. Most students enjoy singing
8. 95% of our students know how to play at least one kind of instrument.
9. We are privileged to get 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 at the same time.

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 set for promoting Moral and Civic Education

Plan and Activities Table:

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1,4,5,6	Dizi music and Erhu music training classes	Invite potential G4 & G5 students to attend special training for specializing in these two Chinese instruments.	From October 2011 to July 2012	May Po	\$30,000
2.	2,4,5,6,7	Music Appreciation	<ul style="list-style-type: none"> ➤ Music recommended & performed by music teachers and students, including Chinese and Western Music. ➤ Cooperation with the Hong Kong Philharmonic Orchestra 	Whole Year	All Music Teachers	NIL
3.	3-5	Take part in Hong Kong Schools Music Festival and other competitions	Teachers and tutors will select potential students (G2-G6) to participate in the Choirs, School Orchestras and Woodwind & Brass Ensemble	September 2011 to March 2012	All Music Teachers	\$10,000
4.	2,4,5,	Music Performance	Music performance presented by professional organizations, other schools and our students	Whole Year	Emily Yip	\$10,000
5.	4,5	Cerebration Party (after the 64 th H.K. Schools Music Festival)	Invite all the 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 2012	All Music Teachers	\$10,000
6.	4,8	Music Captains	4-6 potential students of G.6 will be selected as Music Captains to assist the Music Department	Whole Year	Emily Yip	NIL
7.	2,4,5	Special Project Music Tour / Recording	<ul style="list-style-type: none"> ➤ The possibility for organizing overseas concerts 	Late April 2012 (4 days tour)	All Music Teachers, Conductors &	\$ 100,000

			<p>is being explored</p> <ul style="list-style-type: none"> ➤ Visits for students to enrich their musicianship will be organized ➤ A new CD on Hymn Music will be published during the school year 	/Whole Year	SD Students	
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Physical Education Programme Plan 2011-2012

Panel Chairperson: Mr. Sidney Mok
PE Teachers: Mr. H.F. Lam & Ms. Ada Chu
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 the Secondary Division PE and Sports departments.
4. PE teachers are professionally trained and are enthusiastic in their teaching.
5. Parents in general have good faith in the wellness of individuals and support their children to participate in physical activities.
6. The sports achievements of school teams in the inter-schools 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. To organize joint 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 in students a sense of belonging, team spirit and aspiration for achievement through participation in a series of training and competitions

Activities Plan Table:

	Aims	Activity	Description	Period	Coordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be held for all students. The joint divisional finals will be held in the Kowloon Park Swimming Pool.	Heats (G1-G6): 6 & 7 September 2011; Finals (G2 finalists, all G3-G6 students): 14 September 2011	Panel Chairperson	\$4,000
2.	3, 4, 6	Pre-Golf Day	A fund raising golf putting event which is open to all guests will be organized during the School Fete.	13 November 2011	Panel Chairperson	
3.	1, 3, 4 & 7	Sports Day	Different track and field competitions will be held for all students. The joint divisional finals will be held at the Wan Chai Sports Ground.	Heats (G1-G6): 6 December 2011 Finals (G2 finalists, all G3-G6 students): 27 February 2012	Mr. H.F. Lam (Heats) Panel Chairperson (Finals)	\$3,000
4.	1, 3, 4, 5, 6, 7	Golf Day	A joint divisional event to promote parent-child partnership	6 January 2012	Panel Chairperson	
5.	2, 3, 4, 6, 7	Pre-10Km FunD Run	A fund raising sporting event for parents and children to participate.	8 January 2012	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, secondary students and G6 students will be held on the day of the Standard Chartered Hong Kong Marathon	5 February 2012	Panel Chairperson	
7.	4, 5, 6, 7	Alternative Sports	Students will have the opportunities to participate in various sporting activities, such as rope skipping, wushu, and dragon & lion dance.	November 2011 to January 2012	All PE teachers	\$80,000

Visual Arts Programme Plan 2011-2012

Panel Chairperson: Eva Chui
Members: Tracy Yu, Phyllis Chan,
Art Room Technicians: Lam Hoi Ki & Ng Wan 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. Pupil's commitment and motivation in Visual Arts is often insufficient due to their prior engagement 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 contributions 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 develop communication skills	To build their confidence in expressing ideas and experiences in art making
6. To cultivate good attitudes	To help promote positive attitude towards art

Plan	Aim	Activity	Description	Period	Co-ordinator	Budget
1	1,3,4	Cross – Curricular Integrated Learning	<p>-Topics chosen for Visual Arts lessons will be related to other disciplines.</p> <p>-Involvement in monthly cross-curricular meetings to improve horizontal collaboration between the Visual Arts Department & other Departments.</p>	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 	<ul style="list-style-type: none"> • From budget category 7. Seminars, workshops, activities (\$50,000) • From budget category 9. Curriculum Development (\$40,000)

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> <ol style="list-style-type: none"> 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 	All-year round, Open House (mid-January)	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu • Ms. Chan 	<ul style="list-style-type: none"> • From budget category 1 - Teaching Materials (\$147,500) • From budget category 17a - Prizes, gifts & awards (\$8,800) <p>School subsidy scheme for Visual Art Exhibition \$300,000</p>

			<p>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>			
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> <p>2. Art Research Project –To deepen students' understanding for selected art topics taught.</p> <p>3. Art Appreciation Worksheet – to help assess students' understanding & language development of visual culture.</p> <p>4. Sketchbook – to cultivate imagination, observation skills and self-study skills.</p>	On-going	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu 	From budget category 13 - \$18,000
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>Teachers are encouraged to identify appropriate external competitions for the grade levels they teach.</p>	<ul style="list-style-type: none"> • From budget category 14 (5,000) & 17a (\$8,800) • Production cost of printing comes from budget category 20 (\$20,000)

8	1-4	Cultural Adventures	<ol style="list-style-type: none"> 1. Organize 'Life-Wide Learning' outdoor drawing field trips. For example, visit to the Zoological and Botanical Gardens to observe the wildlife and learn about different species of animals and plants. 2. Art visits to local galleries and museums (Hong Kong Museum of Art, Hong Kong Heritage Museum, Hong Kong Arts Centre, etc.) 3. Attend educational projects/workshops/lectures offered by museums or art organizations. 	Different year groups go on visits at different times of the year	<ul style="list-style-type: none"> • Ms. Chui • Ms. Yu <p>Teacher will be responsible for arranging outings for the grade levels they teach.</p>	From budget category 13 (\$6,000) and (\$50,000)
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 	<ul style="list-style-type: none"> • Special art classes will be funded by the school subsidy scheme. Only 50% of course fees will be collected from students enrolled in the after-school art classes • Budget for special art workshops funded by the school subsidy scheme is \$78,000 this school year.

宗教科週年活動計劃 (2011-2012)

(一) 計劃小組

科主任：吳鳳婷

組員：梁凱祈、駱敏儀、陸偉珊、洪卓筠、郭嘉恩、盧國詠

(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，隊列時之空間較小，崇拜環境不太理想。
3. 課外活動較多，安排宗教科活動時，選擇日期和時間時欠彈性。

(三) 總目標：

1. 認識福音，發揚基督精神。
2. 從聖經教導中學習聽道而行道，並實踐於日常生活中。
3. 學生能對老師和同學發揮彼此相愛的精神。
4. 培養學生良好品德，愛主愛人。
5. 透過各項活動，加強學校的宗教氣氛。
6. 透過活動，培養學生的協作、溝通、創造、解決問題等多項共通能力。

(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, 2	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	1.2	新生調適活動	宗教德育科於開學期間為新生舉行調適活動，並於課堂中介紹班名的由來，讓新生認識學校，盡快投入校園生活。	小一學生	收集家長及教師意見	九月	駱敏儀 梁凱祈	/
3	1, 5, 6	歌唱比賽	安排在分級早會時間進行班際歌唱比賽，透過詩歌的頌唱，提升學生對本科的興趣及藉此加強宗教氣氛。	小一、小二學生	觀察學生反應及收集教師意見	第二學期	駱敏儀 梁凱祈 陸偉珊	\$1000
4	2, 5, 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	/
5	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、服事等。	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
6	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
7	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	洪卓筠 郭嘉恩	\$500
8	1, 2, 4, 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	吳鳳婷	\$13500
9	2, 5, 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/德育科的學校情況。	全體學生	訪問個別嘉賓對開放日的意見	二月	全體老師	\$1000
10	1, 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	小一至小六	學生表現及老師	三月	吳鳳婷	\$500

			文的意思，學習表達經文中的思想和感情。	學生	的檢討會議			
11	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	陸偉珊 洪卓筠 盧國詠	\$500
12	1, 2, 3, 6	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。	小五至 小六 學生	問卷及 老師的 檢討會議	三月	盧國詠 吳鳳婷	\$3000
13	1, 2, 3, 4, 5	早會	每天均有早會時間，逢星期三由宗教科及基督徒老師輪流主領，每月有兩個星期三請由牧師主領，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
14	2, 3, 5	聆聽箱	在五、六年級的課室內設置聆聽箱，以收集同學對課題及信仰的疑問。教師可安排在課上回答同學問題，個別面談或請學校的牧師以書面形式回應。	小五至 小六 學生	收集學生 及教師意見	全年	盧國詠 吳鳳婷	\$2000
15	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

Library Studies Programme Plan 2011-2012

Panel Chairperson: Ms. Cherry Tai

Assistant Librarian: Ms. Lee Kwai Ying

Strengths:

1. A relatively large number of students enjoy reading.
2. Budget allows a smooth collection development, so that students are exposed to a wider variety of books and their 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	<ul style="list-style-type: none">• 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 build 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 for 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	Coordinator	Budget
1	1, 4, 5	Reading Environment and Resources	<ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> a. Provide check in/check out services b. Issue overdue notices c. Keep the library tidy and comfortable d. Offer advice on library resources e. Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stock-take f. Decorate the library g. Update information in Library WebOPAC h. Organize and manage the student librarians i. Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> a. English, Chinese and French books b. Magazines c. Online encyclopaedia 	<ol style="list-style-type: none"> 1. Reading environment of the library 2. Feedback from teachers, students and parents 3. Size of collection 	Whole Year	Ms. Cherry Tai (Teacher-librarian) and Ms. Lee Kwai Ying (Assistant librarian)	2011-2012 library budget for purchasing reading materials
2	1, 2, 3, 5	Library Education	<ol style="list-style-type: none"> 1. G.1-G.4 students will be introduced to various reading materials, including picture books, fiction 	<ol style="list-style-type: none"> 1. Students' participation and 	Whole Year	Ms. Cherry Tai	

			<p>books, non-fiction books, reference books and electronic resources.</p> <ol style="list-style-type: none"> 2. G.1-G.2 will have story time, extended reading activities and learn simple library skills. 3. 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 library materials (Dewey Decimal Classification). 	<p>performance in the library lesson</p> <ol style="list-style-type: none"> 2. Students' feedback 			
3	1, 4	Cross-curriculum Collaboration	<ol style="list-style-type: none"> 1. Various cross-curriculum activities are held with other departments throughout the year. 2. Departmental scheme of works were referred to regarding the special needs of each subject in order to support teaching and learning. 3. Consult the English and Chinese Departments in books selection to enrich the quality reading materials of the School Library. 4. Select, order and process the classroom libraries' books for the English and Chinese Departments. 	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2011-2012 library budget
4	1, 3, 5	Reading Activities	<ol style="list-style-type: none"> 1. DBSPD Reading Programme 2. Book Fair 3. Good Book Promotions 4. Books Borrowing Ranking Charts (by individual and class) 5. Bookmark Design Competition (External) 6. My Favourite Book Sharing 	<ol style="list-style-type: none"> 1. Students' participation 2. Students' feedback 	Whole year	Ms. Cherry Tai	Around \$20,000

			<p>Session</p> <p>7. 4.23 World Book Day Celebration</p> <p>8. Reading Banner (External)</p> <p>9. Story Mum Team</p> <p>10. Book Donation</p> <p>11. Newspaper Subscription</p> <p>12. Bulk Application of Hong Kong Public Library Cards</p> <p>13. 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>	<p>1. Student librarians' performance</p> <p>2. Review of student librarians' performance</p>	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>	<p>1. Students' feedback</p> <p>2. Number of books borrowed by students</p>	Whole year	Ms. Cherry Tai	Around \$8,000

Computer Studies Programme Plan (2011 – 2012)

Panel Chairperson: Ms. Jessica Chan

Teachers: Ms. Pauline Ip, Mr. Edward Wong, Mr. Brian Cheung, Mr. Steven Carr

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 in students a 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 2011-2012

1. Encourage the use of digital learning tools, especially iPads, in learning and teaching
2. Incorporate IBL skills in the curriculum
3. Incorporate typing skills in the curriculum of the lower primary
4. Ethical use of the School Intranet and Internet among students of the upper primary
5. Incorporate the learning of digital music in the curriculum
6. Nurture students' interest in reading IT related materials

Programme Plans 2011-2012

1. Design cross-curricular themes in collaboration with different subjects
2. Build up in students a sense of responsibility when using computer and information technology

Plans and Activities Table:

Plan	Aims	Activity	Description	Method of Evaluation	Period	Coordinator	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.	1. Students' order at the Computer Room during recesses 2. Participation rate of the IT Directors & Captains	Sept 2011 – July 2012	Brian Cheung* Jessica Chan	Certificates & Book voucher
2	1-9	External Competition	I-Cube Training/ Competition	1. Results attained by students 2. Students' participation	Nov 2011 – May 2012	Edward Wong*	\$500
3	1-8	Internal Competition	1. Poster Design 2. Computer Graphics	Students' participation	Apr 2012 – May 2012	Steven Carr*	Certificates & \$1500 for prizes
4	1-8	Fun Learning Days	Students will enjoy learning computer graphics, animation and interactive quizzes	Students' participation	Dec 2011	Jessica Chan* Pauline Ip Edward Wong Brian Cheung Steven Carr	\$1500
5	8	Seminar with School Social Workers	1. Protect oneself online 2. Ethical use of computers and Information Technology	1. Students' participation 2. Students' behaviour when using the Internet and Intranet	Jan 2012	Jessica Chan*	\$1200
6	3-7	Experiential Learning Trip	An overseas trip to experience the advancement in information technology	Students' participation	To be confirmed	Jessica Chan*	Budget from overseas trip funding
7	2	Collaboration with the Music Department	Digital music on computers	Students' diverse learning skills	Feb 2012	Pauline Ip*	--
8	2	Collaboration with the Putonghua Department	Chinese Typing with the Hanyu Pinyin	Students' competencies in Hanyu Pinyin	Dec 2011	Pauline Ip*	--
9	2	Collaboration with the Mathematics Department	Research of data, tabulation of data and presentation of data in bar charts	Students achieve meaningful learning through participation in the activities	Feb 2012	Steven Carr*	--

10	1, 2	Collaboration with the English and Chinese Departments (on Typing Skills)	English (G1: correct finger position)	Students' competencies in typing	Jan 2012	Edward Wong*	--
			Chinese G3: 九方	Students' competencies in typing	Mar 2012	Brian Cheung	
			Chinese G4: 速成	Students' competencies in typing	Apr 2012	Jessica Chan	
			Chinese G6: 倉頡	Students' competencies in typing	May 2012	Pauline Ip	

Moral Education Programme Plan (2011-2012)

Head of Department: Mr. Sammy Ho

Member: Ms. Ivy Wong

Strengths:

1. Teachers are devoted to the teaching profession, and they care very much about the whole person development of students.
2. There is a team of student support teachers who serve as Moral Education Co-coordinators and offer additional support in the development of Moral Education curriculum and positive reinforcement activities.
3. Students are vocal and are willing to express their ideas and thoughts. Teachers can readily grasp the values held by students and accordingly, 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 with 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 classmates readily. A greater amount of time is required when group discussion is held.
2. Most students come from good socio-economic backgrounds. They cannot easily grasp the needs of other people, especially those in poverty.
3. Many students are self-centred and care about their own achievements. They do not have adequate social skills to develop harmonious peer

relationships and are not very pro-active in working with their classmates when they learn together.

4. 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, harmony, honesty, compassion, humility, sensitivity, etc.
2. To design activities that help balance students' competitive spirits
3. To organize activities to promote pro-social behaviours among students
4. To organize activities to promote cooperation among students so that they can work together in harmony

Plans and Activities Table

Plan	Aims	Activity	Description	Performance indicator	Period	Co-ordinator	Budget
1	3	G.1 Adaptation Workshop	Equip G.1 students with positive behaviours that help them develop happy school life and harmonious peer relationship, 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.,11	Sammy Ho & Ivy Wong	---
2	1,2,4	Moral Education Lessons	Enhance students' character, personal, academic, and social development	<ul style="list-style-type: none"> Teacher's observation Students' written feedback Parents' written feedback Pre-/ post-tests of APASO 	Whole year	Sammy Ho & Ivy Wong	\$500
3	1,4	Whole School Programme	Help students learn to relate with their peers harmoniously	<ul style="list-style-type: none"> Teacher's observation Students' written reflections 	Whole year	Sammy Ho & Ivy Wong	\$500
4	4	Developmental talks and workshops	Promote a harmonious school atmosphere	<ul style="list-style-type: none"> Teacher's observation 	Sept.,11 – April,12	Sammy Ho & Ivy Wong	\$1300
5	1	Parents' Workshops	Help parents strengthen parenting skills, and provide a platform for parents to share positive parenting strategies	<ul style="list-style-type: none"> Over 70% of the participants consider the activities beneficial 	Oct.,11 – June, 12	Sammy Ho & Ivy Wong	\$2000
6	2,4	Fun Learning Days	Organize experiential activities to enhance students' social and teamwork skills	<ul style="list-style-type: none"> Teachers' observation & feedback from participants 	Dec.,11	Sammy Ho & Ivy Wong	\$1000
7	3	Stationery Donation Programme	Provide an opportunity for students to show concern to the needy people and learn to share their resources with others	<ul style="list-style-type: none"> Over 100 students donate stationery items 	Dec.,11	Sammy Ho & Ivy Wong	\$200
8	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 benefit from participating in the service visit/activity 	Jan.,12 – March, 12	Sammy Ho & Ivy Wong	\$6000
9	3	Reed to Feed Programme	Help students understand the need of poor people in the Mainland China, and provide an opportunity for students to take concrete actions to help others	<ul style="list-style-type: none"> Over 100 students participate in the programme 	Jan.– March, 12	Sammy Ho & Ivy Wong	---
10	1	Internet Safety Talk	Enhance students' awareness of the potential risks of internet activities, and reinforce the ethics about proper use of the internet	<ul style="list-style-type: none"> Teachers' observation & feedback from participants 	Feb.,12	Sammy Ho	---
11	2	Pre-G7 preparation workshop	Invite senior boys and G.7 boys from the SD to organize a sharing workshop for G6 students to prepare them for the changes and help them 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, 12	Sammy Ho & Ivy Wong	\$150

Electives Programme Plan 2011 - 2012

Department Head: Ms. Susanna Chung

Department Panel: Mrs. Alexandria Lau

Members:

Mr. Sammy Ho	Ms. Irene Chan	Ms. Tracy E. Riccio	Ms. Emily Gibson
Mrs. Alexandra Morley	Ms. Eve Ho	Ms. Grace Gu	Ms. Daisy Wang
Mr. Philip Wong	Ms. Tracy Yu	Mr. Lam Ho Fung	Ms. Pat Hon
Mrs. Connie Tsang	Ms. Nelly Ho	Ms. Pency Wong	Ms. Alice Lau
Ms. Karen Leung	Ms. Jenny Lo	Ms. Sally Yuen	Mr. Ken Tsui
Ms. Ada Chu	Ms. Shirley Kwok	Ms. Mandy Yan	Mr. Banting Poon
Mr. Brian Cheung	Ms. Karina Luk	Ms. Cherry Tai	Ms. Ivy Wong
Ms. Diana Yan	Ms. Mabel Lu	Mr. Kingsly Ng	Mr. Simon Lee
Mr. Jacky Sze-To	Ms. Beary Suen	Mr. Kwok Chu Hei	

A. Strengths and Weaknesses

Strengths

1. The provision of electives is one of the characteristics of our School Curriculum where students can enrich their learning according to individual interests.
2. The School highly supports the development of electives (resources and manpower) which is of great importance to the development of the courses.
3. The Department puts a strong emphasis on providing a variety of learning experiences in different areas.
4. The Department is given lots of flexibility in developing the elective curriculum and sufficient resources are available.
5. Feedback from students, teachers and parents can help maintain the standard of the programmes.
6. Outside organizations are sourced to provide elective tutors. Students are given the exposure to learn different types of knowledge.

Weaknesses

1. It is difficult to strike a balance when allocating electives to students as some of the courses are very popular but the places available are limited.
2. The School has difficulty in allocating sufficient classrooms for lessons of the electives and SupersizeMe Programme at the same time.
3. The lesson time is insufficient.
4. Classroom management is a challenge for teachers and tutors since students come from different classes.
5. It is difficult to fulfil the needs of all parents and students needs when allocating students' electives.

B. Opportunities and Threats

Opportunities

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

Threats

1. The expenses on electives are soaring due to the increase in course fees charged by the out-sourced organizations each year.
2. The starting point of each boy participating in a particular elective can be very different especially for those who join the programme(s) organized by the out-sourced organizations.
3. It is a challenge to ensure standardization of quality among all elective courses (including 39 out-sourced electives and 17 school-based electives)

C. 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 each academic year.

The general aims of the Electives curriculum are as follows:

1. To enable students to select courses according to their interests and learning style
2. To nurture in them a sense of responsibility for their roles as members of the courses that they choose
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 the opportunity to communicate with schoolmates and tutors from out-sourced organizations
6. To highlight the environmental considerations in the 21st century
7. To promote the appreciation of others' work among their peers and celebrate their achievements in the learning process

Based on the Annual School Plan (2011-2012), the objectives of this year are:

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

D. Implementation Plan

Plan		Aim	Item
1	To balance across the curriculum in electives	3 and 4	1-56
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 an opportunity for students to exhibit their work	7	
6	To improve students' generic skills by focusing on their development of the following areas: communication skills, collaboration skills, problem solving skills (6 electives – board games) and fine motor skills (3 electives for G. 1-2 and 2 electives for G. 2-4)	3 and 4	

E. Activities Table

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)	
1	Go Culture Course: Beginners	See Programme Plan of each elective.	1. Children's feedback 2. Teacher's feedback 3. Parents' feedback 4. Achievement of targets and aims set for each elective	To evaluate the courses at the end of each term December / March/ May	Pency	Jacky		\$15,000.0	
2	Go Culture Course: Intermediate					Ken	Nelly		\$14,000.0
3	International Corner: Be a Smart Kid with an International Horizon				Alexandra Morley	Mandy	Jacky		\$47,960.0
4	Elementary Japanese				Kingsly	Beary			\$15,750.0
5	Intermediate Japanese						Kingsly		\$7,350.0
6	Money Management				Beary	Irenee	Daisy		\$26,400.0
7	Be a Magician				Irenee	Alice	Jenny		\$18,700.0
8	Juggling Matrix						Shirley		\$5,950.0
9	Mathematical Games I				Jacky	Diana	Pency		\$24,200.0
10	Fun with French - Beginners (14 lessons) #					Alexandra Morley	Alexandra Morley		
11	FUN with LEGO				Pat Hon	Shirley	Pat		
12	Typhoon Magazine				Alice	Emily Gibson	Tracy R.		\$72,600.0
13	Science Adventures				Tracy R.	Pency	Connie		\$55,000.0
14	天文實驗班				Diana	Daisy	Eve		\$35,200.0
15	Toy Science				Mabel	Eve			\$24,000.0
16	Little Electronic Engineer						Brian		\$14,000.0
17	初級紙製電路 (Paper Circuit)				Shirley		Beary		\$30,000.0
18	FQ VA (財商視覺藝術)					Philip			\$9,100.0
19	Spanish				Emily Gibson		Emily Gibson		
20	比比和朋友 (15 lessons) #				Ivy	Ivy			
21	棋藝世界				Mandy		Mandy		
22	Applied Personal Management				Banting		Diana		\$32,700.0

		Content	Evaluation Mechanism	Evaluation Period	Coordinator				
23	Be a SMART Leader	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	Sammy		Ivy	\$32,700.0	
24	2C's (Creativity & Communication) Program				Sammy	Tracy R.		\$32,700.0	
25	Memory Booster Program					Sammy	Cherry	\$30,520.0	
26	通識達人					Banting	Sammy	\$30,520.0	
27	奧林匹克數學普及班					Daisy	Karina	Ada	\$24,200.0
28	African Culture					Simon		Alexandria	\$30,000.0
29	African Performing Art Workshop						Simon		\$14,000.0
30	Career in Future: Meet the Professionals					Jenny	Pat		\$90,000.0
31	The Chess Academy						Susanna	Simon	\$35,000.0
32	Stormy Chefs					Eve Ho		Karina	\$37,500.0
33	Social Etiquette					Alexandria			\$20,000.0
34	Art of Paper (紙的藝術)							Grace Gu	
35	校園報小記者					Karen / Nelly	Karen / Nelly		
36	Etiquette						Alexandria		\$8,400.0
37	The Inquirers							Sally	
38	Astronomy					Brian	Brian		
39	財商管理							Philip	
40	Board Games					Karina	Jenny		
41	Let's Explore the World						Cherry	Alice	
42	Drawing on the Right Side of the Brain Workshop (15 lessons) #					Ken	Mabel		\$16,500.0
43	3D Sculpture							Mabel	\$7,700.0
44	MONOPOLY (strategy & fun)		Cherry	Kwok Chu Hei	Irenee	\$17,600.0			
45	Science Workshop I		Sally	Grace Gu	Karen	\$75,900.0			

		Content	Evaluation Mechanism	Evaluation Period	Coordinator			Budget (\$)	
46	Science Workshop II	See Programme Plan of each Elective	1. Children's feedback 2. Teacher's Feedback 3. Parents' feedback 4. Achievement of targets and aims set for each elective	To evaluate the courses at the end of each term December / March/ May	Philip	Sally	Banting	\$75,900.0	
47	Photography (Advanced)				Connie				
48	Photography (Beginners)					Connie			
49	中國花鳥畫							Ken	
50	Digital Storytelling in Premiere Pro				Tracy Yu	Tracy Yu			\$15,000.0
51	Ceramic Food							Tracy Yu	
52	Hip Hop Heat Wave				Ada				\$16,000.0
53	Team Building Workshop							Susanna	\$14,000.0
54	Table-Tennis				Lam Ho Fung	Ada	Lam Ho Fung		
55	Rock Climbing				Kwok Chu Hei	Lam Ho Fung	Kwok Chu Hei		\$35,200.0
56	Handball	Susanna	Kingsly	Susanna		\$6,600.0			