

# **Diocesan Boys' School Primary Division**



## **Annual School Plan 2012-2013**

## **Vision and Values**

We believe we should

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

## **Vision Statement**

From these values the vision statement is built.

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

## **Mission**

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

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

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



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

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

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

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1. Student Support</b>						
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 12 - July 13	<ul style="list-style-type: none"> <li>Organize at least 2 meetings with guidance teachers and social workers of the Secondary Division</li> <li>Organize at least 2 joint-division workshops for students and parents in the coming school year</li> </ul>	<ul style="list-style-type: none"> <li>Number of meetings and workshops to be organized this school year</li> <li>Feedback from teachers and social workers</li> <li>Feedback from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>AHT (Student)</li> </ul>	<ul style="list-style-type: none"> <li>School Social Workers</li> <li>All teachers</li> </ul>
<b>2. Partnership</b>						
2.1 To organize pedagogical exchanges with other schools and institutions	2.1.1 To develop the school to become a learning organization where teachers adopt a professional attitude and engage in interflow activities and programmes with a view to enhancing the effectiveness of learning and teaching	Sept 12 - July 13	<ul style="list-style-type: none"> <li>Over 50% of members of the Exploratory Practices Team can give presentations in at least 2 conferences (international or local) in the coming school year</li> <li>Over 90% of teaching staff participate in interflow in form of parallel sessions of professional sharing given by the Exploratory Practices Team</li> </ul>	<ul style="list-style-type: none"> <li>Number of international conferences that members of the Exploratory Practices Team participate this school year</li> <li>Number of presentations to be given by the Exploratory Practices Team in international conferences</li> <li>Number of teaching staff who attend the professional sharing</li> </ul>	<ul style="list-style-type: none"> <li>AHT (Staff)</li> </ul>	<ul style="list-style-type: none"> <li>Members of the Exploratory Practices Team</li> <li>All teachers</li> </ul>

			<ul style="list-style-type: none"> <li>Over 50% of teaching staff adopt ideas lent from the professional sharing by the Exploratory Practices Team, and apply the new practices in their own classroom teaching.</li> </ul>	<p>given by the Exploratory Practices Team</p> <ul style="list-style-type: none"> <li>Feedback from teachers about new ideas that they learn that can enhance the effectiveness of learning and teaching</li> </ul>		
<b>3. Student Learning and Teaching</b>						
3.1 To adopt classroom strategies to better match students' abilities	3.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced	Sept 12 - July 13	<ul style="list-style-type: none"> <li>Different experiential learning activities, such as field trip and group activities, are organized by each department to cater students with different learning styles</li> <li>More than 60% of the classes implemented such learning activities within the school year</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (post activity)</li> <li>Students' reflection on the learning activities, either orally or written</li> <li>Assessment of learning based on lesson plans outcomes</li> <li>Survey on number of classes implemented such activities</li> </ul>	<ul style="list-style-type: none"> <li>HoD's of English, Chinese, Maths &amp; GS</li> </ul>	<ul style="list-style-type: none"> <li>All subject teachers</li> </ul>

	<p>3.1.2 To adopt a systematic approach in developing project learning</p>	<p>Sept 12 - July 13</p>	<ul style="list-style-type: none"> <li>• Different IBL skills are selected from each grade to be explored and developed within the curriculum of each department</li> <li>• Teachers identify different skills needed for project learning and put them in scheme of work</li> <li>• Scheme of works have taken into account the IBL and cross-curricular learning activities</li> <li>• Different skills can be incorporated into project learning conducted by each department on a rotational basis from year to year or from grade to grade</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback (post activity)</li> <li>• Students' reflection on the learning activities, either orally or written</li> <li>• Assessment of learning based on project outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• HoD's of English, Chinese, Maths &amp; GS</li> </ul>	<ul style="list-style-type: none"> <li>• All subject teachers</li> </ul>
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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 improve the self-discipline and self-management skills of students	1.1.1 To reinforce students' awareness to be more self-disciplined during lessons so that they will be able to keep quiet and stay on task when participating in class activities	Sept 12 - July 13	<ul style="list-style-type: none"> <li>• At least 2 activities targeting how to improve students "Self-discipline" are organised as part of the whole-school programme</li> <li>• At least 1 class meeting can be held per term to promote collaboration among subject teachers of the same class for upholding classroom discipline</li> <li>• Over 90% of students consider the "Attention Signal" given by teachers an effective means to draw their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation on students' performance when participating in activities of the whole school programme</li> <li>• Minutes of class meetings and teachers' feedback</li> <li>• Teachers' observation on students' response to the "Attention Signal"</li> <li>• APASO surveys to be conducted at the beginning and at the end of school year</li> </ul>	<ul style="list-style-type: none"> <li>• ST's (D &amp; G)</li> </ul>	<ul style="list-style-type: none"> <li>• School Social Workers</li> <li>• All teachers</li> </ul>

<p>1.2 To enhance students' independent learning skills</p>	<p>1.2.1 To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation</p>	<p>Sept 12 - July 13</p>	<ul style="list-style-type: none"> <li>• Teachers assign tasks to enable students to do preparation work or pre-lesson activities before delving into units, and they are asked to do this at least six times within the year</li> <li>• G4 to G6 students are required to jot down notes during the English, Chinese, Maths &amp; GS lessons</li> <li>• Through various delivery methods in the classroom, students are required to practice note taking</li> <li>• Students are exposed to note taking at least 10 different times throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation and feedback</li> <li>• Students are asked to reflect in post unit discussions</li> <li>• Students' note books are regularly collected and checked to see if students are remaining on task</li> <li>• Photocopies of different students' works are collected for reference</li> </ul>	<ul style="list-style-type: none"> <li>• HoD's of English, Chinese, Maths &amp; GS</li> </ul>	<ul style="list-style-type: none"> <li>• All subject teachers</li> </ul>
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**Major Concern: Third Priority – Management and Organization**

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1. Professional Leadership</b>						
1.1 To develop middle managers with a focus to further consolidate their leadership skills	1.1.1 To enable middle managers to conscientiously coordinate the implementation of priority tasks and monitor the progress of implementation of school work	Sept 12 - July 13	<ul style="list-style-type: none"> <li>At least 10 middle managers (DHT, AHT's and Senior Teachers) can present a report on how they implement and monitor the progress when they execute one priority task that he/she selects out of all responsibilities having been assigned to them this year</li> </ul>	<ul style="list-style-type: none"> <li>Middle managers' reflection through their reports to be given in the 2<sup>nd</sup> and 3<sup>rd</sup> Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>All middle managers</li> </ul>

	1.1.2 To require middle managers to evaluate their effectiveness by conducting focused review of the implementation of work plans and analysis of school work outcomes	Sept 12 - July 13	<ul style="list-style-type: none"> <li>• Four focus groups will be formed by middle managers (DHT, AHT's and Senior Teachers) and they will work on one of the main domains to be evaluated during the Comprehensive Review</li> <li>• Each focus group can conduct a focused review on the effectiveness of how they implement their work plans and analyze the school work outcomes related to their respective domain</li> </ul>	<ul style="list-style-type: none"> <li>• Middle managers' feedback through reflection and evaluation given in the focused review report of each focus group</li> </ul>	<ul style="list-style-type: none"> <li>• HT</li> </ul>	<ul style="list-style-type: none"> <li>• All middle managers</li> </ul>
1.2 To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders	1.2.1 To equip subject administrators with sufficient knowledge and skills so that they will take a more active role in coordinating the implementation of priority tasks and monitor the progress of implementation of subject plans	April 12 - July 12	<ul style="list-style-type: none"> <li>• 100% of subject administrators attend a workshop related to monitoring and implementation of subject plans</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• DHT</li> </ul>	<ul style="list-style-type: none"> <li>• All subject administrators</li> </ul>

	<p>1.2.2 To require subject administrators to evaluate their work effectiveness by conducting focused review of the implementation of work plans and analysis of student learning outcomes</p>	<p>July 2012</p>	<ul style="list-style-type: none"> <li>• 100% of subject administrators attend an end of year evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of formative and summative assessment data</li> <li>• Focus interview with subject administrators</li> </ul>	<ul style="list-style-type: none"> <li>• DHT</li> </ul>	<ul style="list-style-type: none"> <li>• All subject administrators</li> </ul>
	<p>1.2.3 To strengthen the role of subject administrators as agents for cross department coherence so as to bring about enhanced learning outcomes</p>	<p>July 2012</p>	<ul style="list-style-type: none"> <li>• Evaluation of cross-curricular activities done throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of all cross-curricular planners</li> <li>• Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• DHT</li> </ul>	<ul style="list-style-type: none"> <li>• All subject administrators</li> </ul>

## PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2012-2013

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"> <li>1. Hong Kong Children's GO Academy</li> <li>2. Edvenue Limited</li> <li>3. Pasona Education Co. Limited</li> <li>4. Summer Fire Limited</li> <li>5. Active Concept</li> <li>6. The Mathematical Corporation (HK)</li> <li>7. Typhoon Club</li> <li>8. Active Kids</li> <li>9. Achievers Track Co. Limited</li> <li>10. Haac Ltd.</li> <li>11. The Open Classroom Limited</li> <li>12. Arthome 藝術家-鄭志明</li> <li>13. Science Workshop</li> <li>14. HKU SPACE</li> </ol>	<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"> <li>1. Hong Kong Children's GO Academy: <ul style="list-style-type: none"> <li>◆ 圍棋初班 (Terms 1-2)</li> <li>◆ 圍棋中班 (Terms 2-3)</li> </ul> </li> <li>2. Edvenue Limited: <ul style="list-style-type: none"> <li>◆ International Corner</li> <li>◆ Applied Personal Management (Terms 1 &amp; 3)</li> <li>◆ Be a SMART Leader (Terms 1 &amp; 3)</li> <li>◆ 2C's (Creativity &amp; Communication) Program (Terms 1 &amp; 2)</li> <li>◆ Memory Booster Program (Terms 2 &amp; 3)</li> <li>◆ 通識達人 (Terms 1-3)</li> </ul> </li> <li>3. Pasona Education Co. Limited: <ul style="list-style-type: none"> <li>◆ Elementary Japanese (Terms 1-2)</li> <li>◆ Intermediate Japanese (Term 3)</li> </ul> </li> <li>4. Summer Fire Limited: <ul style="list-style-type: none"> <li>◆ Money Management</li> <li>◆ FQ VA (財商視覺藝術) (Term 2)</li> </ul> </li> <li>5. Active Concept: <ul style="list-style-type: none"> <li>◆ Be a Magician</li> </ul> </li> </ol>	<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 engineering 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, etiquette, career introduction, 3D sculpture, magic, elementary cooking, board games and team building.</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>Term 1 Weekly sessions from 21 Sept – 23 Nov 2012 (8 sessions)</p> <p>Term 2 Weekly sessions from 7 Dec 2012 – 1 March 2013 (7 sessions)</p> <p>Term 3 Weekly sessions from 8 March – 24 May 2013 (7 sessions)</p>	<ol style="list-style-type: none"> <li>1. Hong Kong Children's GO Academy: <ul style="list-style-type: none"> <li>◆ 圍棋初班 \$1,000 × 15 = \$15,000</li> <li>◆ 圍棋中班 \$1,000 × 14 = \$14,000</li> </ul> </li> <li>2. Edvenue Limited: <ul style="list-style-type: none"> <li>◆ International Corner \$2,350 × 22 = \$51,700</li> <li>◆ Applied Personal Management \$2,350 × 15 = \$35,250</li> <li>◆ Be a SMART Leader \$2,350 × 15 = \$35,250</li> <li>◆ 2C's (Creativity &amp; Communication) Program \$2,350 × 15 = \$35,250</li> <li>◆ Memory Booster Program \$2,350 × 14 = \$32,900</li> <li>◆ 通識達人 \$2,350 × 22 = \$51,700</li> </ul> </li> <li>3. Pasona Education Co. Limited: <ul style="list-style-type: none"> <li>◆ Elementary Japanese \$1,050 × 15 = \$15,750</li> <li>◆ Intermediate Japanese \$1,050 × 7 = \$7,350</li> </ul> </li> <li>4. Summer Fire Limited: <ul style="list-style-type: none"> <li>◆ Money Management \$1,200 × 22 = \$26,400</li> <li>◆ FQ VA (財商視覺藝術) \$1,300 × 7 = \$9,100</li> </ul> </li> <li>5. Active Concept: <ul style="list-style-type: none"> <li>◆ Be a Magician \$900 × 22 = \$19,800</li> </ul> </li> </ol>	<p>- Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical &amp; 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 collected through questionnaires</p>	Susanna Chung

	<p>15. Etiquette tutor – Mrs Baram</p> <p>16. Handball tutor – Mr. Eddie Chan</p>	<ul style="list-style-type: none"> <li>◆ Juggling Matrix (Term 3)</li> <li>◆ MONOPOLY (strategy &amp; fun)</li> <li>6. The Mathematical Corporation (HK): <ul style="list-style-type: none"> <li>◆ Mathematical Games I</li> <li>◆ 奧林匹克數學普及班</li> </ul> </li> <li>7. Typhoon Club: <ul style="list-style-type: none"> <li>◆ Typhoon Magazine</li> </ul> </li> <li>8. Active Kids: <ul style="list-style-type: none"> <li>◆ Science Adventures</li> <li>◆ The Chess Academy (Terms 2 &amp; 3)</li> <li>◆ Stormy Chefs (Terms 1 &amp; 3)</li> </ul> </li> <li>9. Achievers Track Co. Limited: <ul style="list-style-type: none"> <li>◆ 天文實驗班</li> <li>◆ Toy Science (Terms 2 &amp; 3)</li> <li>◆ Little Electronic Engineer (Term 1)</li> <li>◆ 初級紙製電路 (Paper circuit) (Terms 1 &amp; 3)</li> </ul> </li> <li>10. Haac Ltd.: <ul style="list-style-type: none"> <li>◆ African Culture (Terms 1 &amp; 3)</li> <li>◆ African Performing Art Workshop (Term 2)</li> <li>◆ Team Building Workshop (Terms 2 &amp; 3)</li> <li>◆ Rock Climbing</li> </ul> </li> <li>11. The Open Classroom Limited: <ul style="list-style-type: none"> <li>◆ Career in Future: Meet the Professionals (Terms 1-2)</li> </ul> </li> <li>12. Arthome 藝術家-鄭志明: <ul style="list-style-type: none"> <li>◆ Drawing on the Right Side of the Brain ® Workshop (Terms 1-2)</li> <li>◆ 3D Sculpture (Term 3)</li> </ul> </li> <li>13. Science Workshop: <ul style="list-style-type: none"> <li>◆ Science Workshop I</li> <li>◆ Science Workshop II</li> </ul> </li> <li>14. HKU SPACE: <ul style="list-style-type: none"> <li>◆ Digital Comic (Terms 2 &amp; 3)</li> </ul> </li> <li>15. Etiquette (Term 1)</li> <li>16. Handball</li> </ul>	<p>- Boys who are interested in sports will be able to learn handball and rock climbing.</p> <p>- Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.</p>		<ul style="list-style-type: none"> <li>◆ Juggling Matrix \$900 × 7 = \$6,300</li> <li>◆ MONOPOLY (strategy &amp; fun) \$900 × 22 = \$19,800</li> <li>6. The Mathematical Corporation (HK): <ul style="list-style-type: none"> <li>◆ Mathematical Games I \$1,100 × 22 = \$24,200</li> <li>◆ 奧林匹克數學普及班 \$1,100 × 22 = \$24,200</li> </ul> </li> <li>7. Typhoon Club: <ul style="list-style-type: none"> <li>◆ Typhoon Magazine \$3,300 × 22 = \$72,600</li> </ul> </li> <li>8. Active Kids: <ul style="list-style-type: none"> <li>◆ Science Adventures \$2,500 × 22 = \$55,000</li> <li>◆ The Chess Academy \$2,500 × 14 = \$35,000</li> <li>◆ Stormy Chefs \$2,500 × 15 = \$37,500</li> </ul> </li> <li>9. Achievers Track Co. Limited: <ul style="list-style-type: none"> <li>◆ 天文實驗班 \$1,760 × 22 = \$38,720</li> <li>◆ Toy Science \$1,760 × 14 = \$24,640</li> <li>◆ Little Electronic Engineer \$2,200 × 8 = \$17,600</li> <li>◆ 初級紙製電路 (Paper circuit) \$2,200 × 15 = \$33,000</li> </ul> </li> <li>10. Haac Ltd. <ul style="list-style-type: none"> <li>◆ African Culture \$2,000 × 15 = \$30,000</li> <li>◆ African Performing Art Workshop \$2,000 × 7 = \$14,000</li> <li>◆ Team Building Workshop \$2,000 × 14 = \$28,000</li> <li>◆ Rock Climbing \$1,600 × 22 = \$35,200</li> </ul> </li> <li>11. The Open Classroom Limited: <ul style="list-style-type: none"> <li>◆ Career in Future: Meet the Professionals \$45,000 (@term) × 2 = \$90,000</li> </ul> </li> <li>12. Arthome 藝術家-鄭志明: <ul style="list-style-type: none"> <li>◆ Drawing on the Right Side of the Brain ®</li> </ul> </li> </ul>			
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					<p>Workshop  <math>\\$1,125 \times 15 = \\$16,875</math>          ◆ 3D Sculpture  <math>\\$1,125 \times 7 = \\$7,875</math>          13. Science Workshop:          ◆ Science Workshop I  <math>\\$3,450 \times 22 = \\$75,900</math></p> <p>◆ Science Workshop II  <math>\\$3,450 \times 22 = \\$75,900</math>          14. HKU SPACE:          ◆ Digital Comic  <math>\\$1,000 \times 14 = \\$14,000</math>          15. Etiquette  <math>\\$1,200 \times 8 = \\$9,600</math>          16. Handball  <math>\\$300 \times 22 = \\$6,600</math></p> <hr/> <p><b>Total=\$1,141,960</b></p>			
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**Grand total of the above: \$ 1,141,960.0**

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The Rt. Rev. L. Tsui,  
 Supervisor

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Mr. Ronnie Cheng  
 Headmaster

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Date

## **English Department Development Plan (2012-2013)**

Head of Department: Mr. Brett White  
Panel Chairpersons: Ms. Phyllis Chan (G.1-3)  
Ms. Monique Lok (G.4-6)

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

### **A. The overall aims of the English Language Education are:**

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

### **B. The important strengths of the department included:**

1. Teachers present a wide variety of teaching styles and approaches.
2. The 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. Teachers are cooperative, flexible, up-to-date with technology and educational trends.
6. Good resources.
7. Teachers have a sense of caring towards both students and one another.
8. Understanding leadership.

**C. 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 needs 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 their full attention and energy to the Department.
9. Group work is not nurtured at early stages and then continued throughout the years.

## D. Action Plan (2012-2013)

### Major Concern: Student Support & Partnership; Learning and Teaching

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.1 To adopt classroom strategies to better match students' abilities	3.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced	Periodically throughout the year	<ul style="list-style-type: none"> <li>Activities, incorporating different learning styles, are conducted within the curriculum to explore and enhance experiential learning within each grade. Not limited to one activity per term.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (post activity)</li> <li>Students' reflection on the activity, either orally or written</li> <li>Assessment of learning based on lesson plan outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Level Coordinators</li> </ul>	/
	3.1.2 To adopt a systematic approach in developing project learning	Periodically throughout the year	<ul style="list-style-type: none"> <li>Different IBL skills are selected from each grade to be explored and developed within the curriculum. Not limited to one activity per term. Different skills can be incorporated on a rotational basis from year to year or from grade to grade.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (post activity)</li> <li>Students' reflection on the activity, either orally or written</li> <li>Assessment of learning based on project outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Level Coordinators</li> </ul>	/

## Major Concern: Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.2 To enhance students' independent learning skills	1.2.1 To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation	Regularly throughout the year	<ul style="list-style-type: none"> <li>● Students are given pre lesson activities before delving into units. (i.e. KWL). Students are asked to do this at least six times within the year.</li> <li>● Through various delivery methods in the classroom (i.e. listening based activities) students are required to practice note taking.</li> <li>● Students are exposed to note taking at least 10 different times throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are asked to reflect in post unit discussions.</li> <li>● Students' note books are regularly collected and checked to see if students are remaining on task.</li> <li>● Photocopies of different students' works are collected for reference.</li> </ul>	<ul style="list-style-type: none"> <li>● Level Coordinators</li> </ul>	/

### E. Plan and Activities Table (2012-2013)

<b>Plan</b>	<b>Aim</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>								
1.	1,3,4,6	Overseas English Study Tour	All G5 and G6 DBSPD students can enroll in an English Study Tour at the end of their school year in DBSPD. Students will spend around 2 weeks overseas and will be escorted to and from school daily by the host school.	Aug 2013	Mr. Neil Bailey	<ul style="list-style-type: none"> <li>● Budget from overseas trips funding</li> <li>● \$1000 (Other expenses)</li> </ul>								
2.	1,3,6	Fun Learning Days	Series of English related games and activities will be organized for all the boys.	17 & 18 Dec 2012	Mr. Brett White Ms. Monique Lok Ms. P.J. Chan	\$2000								
3.	1,3,4,6	External Competition	<ol style="list-style-type: none"> <li>1. Speech Festival (poem/recital/choral speaking)</li> <li>2. Writing competitions organized by different sectors</li> <li>3. Calligraphy competition</li> <li>4. Others</li> </ol>	Sept 12 – Jun 13	Ms. P.J. Chan	\$1000								
4.	1,3,4,6	Internal Competition	<ol style="list-style-type: none"> <li>1. Inter-class Speaking Competition</li> <li>2. Inter-class Penmanship Competition</li> <li>3. Spelling Bee</li> <li>4. Scrabble/Pictionary (suggested activities only)</li> <li>5. Battle of the Books</li> </ol> <p>Competitions will take place in May for Grades 2, 3 and 4. For Grades 5 and 6, the competition will take place in February.</p> <p>Teachers-in-charge are:</p> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 10px;">G2</td> <td>Ms. B. Chiu, Ms. J. Woo</td> </tr> <tr> <td>G3</td> <td>Ms. C. Chau, Ms. A. Lau</td> </tr> <tr> <td>G4</td> <td>Ms. T. Riccio, Ms. K. Leung</td> </tr> <tr> <td>G5&amp; 6</td> <td>Mr. B White, Mr. N. Bailey</td> </tr> </table>	G2	Ms. B. Chiu, Ms. J. Woo	G3	Ms. C. Chau, Ms. A. Lau	G4	Ms. T. Riccio, Ms. K. Leung	G5& 6	Mr. B White, Mr. N. Bailey	Nov 12 – Jun 13	Ms. Monique Lok <ol style="list-style-type: none"> <li>1. Ms. C. Lam + Ms. I. Chan</li> <li>2. Ms. E. Gibson + Mr. K. Ng</li> <li>3. Ms. T. Riccio + Mr. P. Moran</li> <li>4. Ms. K. Leung + Mr. S. Carr</li> </ol>	\$2000
G2	Ms. B. Chiu, Ms. J. Woo													
G3	Ms. C. Chau, Ms. A. Lau													
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 these weaker students.	Oct 12- Jun 13	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 12- Jun 13	Mr. B. White Ms. C. Rakesh	\$3000

#### **F. 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

Ms. Beatrice Chiu

Ms. Carine Chau (Grade 3 Coordinator)

Ms. Tracy Riccio (Grade 4 Coordinator)

Ms. Alice Lau

Ms. Karen Leung (Grade 5 Coordinator)

Ms. Cabriel Lam (Grade 1 Coordinator)

Mr. Kingsly Ng

Ms. Irene Chan

Ms. Emily Gibson (Grade 2 Coordinator)

Mr. Steven Carr

Mrs. Chandni Rakesh

Mr. Peter Moran

Mr. Neil Bailey (Grade 6 Coordinator)

Ms. Chloe Heung

## 中文科發展計劃 (2012-2013)

### 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、鄭頌慧

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. 2012-2013 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
3. 學生學習與教學				
3.1 因應學生能力運用適當的教學策略	3.1.1 通過體驗式學習有效提升學生的共通能力	全年	<ul style="list-style-type: none"> <li>● 為配合不同的學習模式，老師能設計體驗式學習活動或遊戲</li> <li>● 各級學生最少有一次體驗式學習</li> </ul>	<ul style="list-style-type: none"> <li>● 老師於本科會議及協作會議中檢討</li> <li>● 學生的回饋</li> </ul>
	3.1.2 採用有系統的方式指導學生進行專題研習	全年	<ul style="list-style-type: none"> <li>● 老師在各級的課程中滲入探究式學習的技能，有系統地指導學生進行專題研習</li> </ul>	<ul style="list-style-type: none"> <li>● 教師的回饋</li> <li>● 學生的回饋</li> <li>● 專題研習的評估</li> </ul>

關注事項二：學生表現				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 學習態度與行為				
1.2 提升學生自學能力	1.2.1 進一步提升學生自學能力及鼓勵學生抄寫筆記和預習	全年	<ul style="list-style-type: none"> <li>● 三至六年級學生運用筆記簿把課堂的學習重點記下</li> <li>● 教師能安排學生進行課前預習活動</li> </ul>	<ul style="list-style-type: none"> <li>● 老師收集及檢查筆記簿</li> <li>● 教師的觀察及回饋</li> </ul>

## 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"> <li>-老師會邀請對朗誦有興趣的同學參加獨誦比賽，部分三、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。</li> <li>-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。</li> </ul>	九至十一月	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"> <li>-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。</li> <li>-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。</li> </ul>	十月	布潔心	\$100	
3	1, 2, 3, 4	✓	✓	✓	✓	✓		✓	✓	✓	實地考察 寫作計劃	<ul style="list-style-type: none"> <li>-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。</li> <li>-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。</li> </ul>	一月	羅懿文 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"> <li>-本科將於十二月舉行學習活動日。</li> <li>-學生透過參與策劃及組織學習活動日，不但能加強對中國文化的認識和認同，亦能培訓九種共通能力，令學生得到全面發展。</li> </ul>	一月	朱譚月清 何穎賢 洪卓筠 陳美穎	\$3,000	跨學科活動
5	2, 3		✓	✓					✓		寫作比賽	<ul style="list-style-type: none"> <li>-一、二年級會舉行造句比賽。</li> <li>-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。</li> <li>-每級設優勝者一名，優異獎四至五名；得獎同學會獲得書券及證書，以作鼓勵。</li> <li>-此活動能鼓勵學生發揮創意，推廣寫作風氣。</li> <li>-優勝作品會刊登於學校文集《雲水集》內。</li> </ul>	二月	甄靄雯 曾馮婉華	\$1,850	跨學科活動
6	4, 7		✓	✓					✓		故事演講比賽	<ul style="list-style-type: none"> <li>-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。</li> <li>-透過這活動，加強學生的說話訓練，增加自信心。</li> </ul>	四月	韓志虹 曾佩儀	\$650	

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
7	4, 7		✓	✓					✓		演講比賽	-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	鄭頌慧 何潔瑩	\$650	
8	3, 7	✓	✓					✓	✓		境外交流活動	-通過交流活動擴闊學生視野，認識中華文化，提過學生對本科的學習興趣。	七月	朱譚月清	由境外交流團預算中支付	
9	1, 2, 3, 4				✓	✓			✓	✓	每日一篇	-校方會申請參與「每日一篇」網上閱讀計劃，為每位學生登記成為會員，鼓勵他們每天上網閱讀一篇短文，並完成有關題目。 -透過網上練習，同學得到語文知識、運用資訊科技及自學精神的訓練	全學年	郭嘉恩	\$10,000	資訊科技互動學習
10	2, 3	✓	✓							✓	工作坊及講座	-為一至六年級安排不同的講座或工作坊，以提高同學的閱讀能力及興趣。	全學年	羅家華	\$10,000	從閱讀中學習
11	2, 3, 4			✓	✓					✓	課室圖書	-各班課室內都放有課室圖書，讓學生定期借閱，並要完成圖書館編製的閱讀紀錄冊。學期終結時，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

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	2, 3, 4			✓	✓					✓	必讀書	<p>-各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。</p> <p>-這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。</p>	全學年	何潔生	\$10,000	從閱讀中學習
13	1, 2, 3, 5, 6, 7,	✓	✓	✓	✓	✓				✓	兒歌/古文/詩詞欣賞	<p>-同學於課堂內學習古文或詩歌。透過文學的學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。</p> <p>-一至二年級學習兒歌及古詩；三、四年級學習《三字經》；五至六年級學習古詩文。</p>	全學年	全體教師	/	從閱讀中學習/德育及公民教育
14	1, 2, 3, 4, 6, 7,		✓	✓	✓			✓			圖書教學	<p>-一年級老師試行圖書教學，利用繪本作教材，引導學生閱讀故事，從而提高學生對閱讀的興趣，訓練學生思考及口語表達能力。</p>	全學年	一年級老師	\$500	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						
15	2, 3,			✓	✓						雲水集	-老師於學生平日的作文、創意寫作等功課中挑選優秀的作品，結集成文集。 -此活動不但能鼓勵學生用心寫作，還能培養學生閱讀的興趣，欣賞及學習別人的佳作。	全學年	全體教師	/	從閱讀中學習
16	/										教師發展活動	-給教師安排教師培訓活動，以拓闊老師對本科及教學新趨勢的認識。	全學年	何穎賢 洪卓筠	\$5,000	
17	3, 5	✓	✓	✓							戲劇組	-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	
18	/										購買工具書、參考書、教具及輔助教材	-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 Department Development Plan (2012-2013)

## A. Goals & Objectives

1. To explore and discover Mathematics in daily life situations
2. To learn to communicate, cooperate and work in teams
3. To learn Mathematics meaningfully through integration with other subjects
4. To facilitate students' acquisition of problem solving ability
5. To develop students' creativity
6. To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
7. To foster students' confidence in learning and applying Mathematics
8. To instil in students the habit of continual and independent learning

## B. Issues to be Addressed

### ● Strengths:

1. Students are competent in Mathematics.
2. Students are motivated to learn Mathematics.
3. Teachers are professionally trained and dedicated to teaching.

### ● Weaknesses:

1. Constraints of time and number of teaching periods.
2. Huge individual differences among students.
3. Students are not careful enough and always make mistakes.
4. Insufficient interactions among students in Mathematics learning activities.
5. Students are not proficient in mastering problem solving questions.

## C. Action Plan (2012-2013)

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
<b>3. Student Learning and Teaching</b>				
3.1 To adopt classroom strategies to better match students' abilities	3.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced	Throughout the year	<ul style="list-style-type: none"> <li>Teachers design experiential learning activities or games which incorporating different learning styles</li> <li>The learning activities enable students to learn through concrete / reflective / active experimentation</li> <li>More than 60% of the classes have implemented such learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (post activity)</li> <li>Students' reflection on the activity, either orally or written</li> <li>Survey on number of classes implemented such activities</li> </ul>
	3.1.2 To adopt a systematic approach in developing project learning	Throughout the year	<ul style="list-style-type: none"> <li>Teachers select different IBL skills to be explored and developed in the curriculum.</li> <li>Teachers identify different skills needed for project learning and put them in scheme of work</li> <li>Scheme of works have take into account the IBL and cross-curricular learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback</li> <li>Assessment of learning based on project outcomes</li> </ul>

## Major Concern: Second Priority – Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
<b>1. Attitude and Behaviour</b>				
1.2 To enhance students' independent learning skills	1.2.1 To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation	Throughout the year	<ul style="list-style-type: none"> <li>● G4 to G6 students have a note book to jot down notes in mathematics lessons</li> <li>● Through various delivery methods in the class, students are required to practice note taking</li> <li>● Teachers assign tasks to students to enable them to do preparation work before conducting learning activities in class</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation and feedback</li> <li>● Students' note books are regularly collected and checked to see if students are remaining on task</li> </ul>

## D. Plan and Activities Table (2012-2013)

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% feedback from parents, students and teachers is positive	17 <sup>th</sup> – 18 <sup>th</sup> December	*Grace Ko	\$ 4,000
2	1, 3, 4, 6	Mathematics Seminar	Invite guest speakers from the tertiary institutes to conduct Mathematics seminars.	Over 60% feedback from parents, students and teachers is positive	December / July	*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) Hua Cup Mathematics Olympiad (G.2 to G.6) (v) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (vi) EDB Hong Kong Primary Mathematics Creative Problem Solving (vii) The HK Primary School Mathematics Competition organized by Po Leung Kuk (viii) The H K Professional Teachers' Union Primary Mathematics Competition (ix) Asia Pacific Mathematics Olympiad by Singapore Hua Chong Institution (x) The Multiple Intelligences Cup Mathematics Competition	1. Satisfactory results attained by students 2. Over 70% feedback from students and parents is positive	Whole school year	* Andrew Kwok Lawrence Ng	\$ 1,500
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. Over 70% students' participation rate	Whole school year	*Banting Poon	\$ 350
5	1, 4, 5, 6, 7, 8	Problem Solving Strategies Training	At least 1 additional unit on problem solving strategies will be introduced to each level of G3 to G6.	Over 60% feedback from parents, students and teachers is positive	Whole school year	*Jessica Chan	---
6	4, 6, 7, 8	Lift-Off Programme	Five to eight students from each level are to be given two remedial lessons weekly. The aim is to give individual support and guidance to students with special needs and learning difficulties.	1. Improved assessment results attained by students. 2. Over 70% 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 are to be given 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% feedback from students is positive	Whole school year	* Grace Ko	---

8	1 – 8	e-Learning	<ul style="list-style-type: none"> <li>The school has subscribed to license of Planetii on-line programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home.</li> <li>Utilize the facilities provided by e-class, teachers develop their own learning materials for students to use.</li> <li>Use IWB / iPad to facilitate learning and teaching activities.</li> </ul>	<ol style="list-style-type: none"> <li>Over 60% feedback from students and parents is positive</li> <li>Over 50% students' participation rate</li> <li>Over 60% feedback from teachers and students is positive</li> </ol>	Whole school year	*Jack Lo Pauline Ip	\$ 20,000
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"> <li>Over 70% feedback from students, parents and teachers is positive</li> </ol>	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"> <li>Satisfactory students' project work.</li> <li>Over 70% feedback from students is positive</li> </ol>	Whole school year	*Lawrence Ng, Level coordinators	---
11	4, 6, 7, 8	External assessment	<ul style="list-style-type: none"> <li>Make it compulsory for at least <b>two</b> levels of students to participate in ICAS in mathematics or other standardized assessments.</li> <li>In a long run, establish a standardized referencing assessment mechanism for students.</li> </ul>	<ol style="list-style-type: none"> <li>Over 60% feedback from students is positive</li> <li>Over 60% of teachers involved find the report useful for future planning</li> </ol>	December to June	*Edward Wong	
12	2, 4, 6, 7, 8	Performance Analysis	<ul style="list-style-type: none"> <li>Students as well as teachers involve in the performance analysis of quizzes for G5.</li> <li>Use the findings to evaluate the effectiveness of learning activities.</li> <li>Provide feedback to inform students about their learning performances.</li> </ul>	<ol style="list-style-type: none"> <li>Over 60% feedback from students is positive</li> <li>Over 60% of teachers involved find the report useful for future planning</li> </ol>	Whole school year	*Brian Cheung	
13	2, 3, 6	Sharing of Professional Experience	Teachers conduct professional development sessions related to the subject.	Over 60% feedback from teachers is positive	Whole school year	*Anthony Lau	---

### E. Panel Members

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

N.B. [ ] Level Coordinator

## **General Studies Department Development Plan (2012-2013)**

### **A. Panel Members**

Department Head: Ms. Jackie Lau

Panel Chairperson of GS I: Ms. Michelle Ng

#### Members:

Ms. Susanna Chung  
Ms. Alice Lau  
Mr. Banting Poon  
Ms. Cabriel Lam  
Ms. Eve Ho  
Mr. Lam Ho Fung  
Mr. Louis Hau  
Ms. Jenny Lo

Ms. Joanna Woo  
Ms. Mandy Yan  
Ms. Pency Wong  
Mr. Philip Wong  
Mr. Penny Po  
Ms. Sally Yuen  
Ms. Beary Suen

## **B. Goals and Objectives**

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

## **C. Issues to be Addressed**

### **Strengths:**

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

### **Weakness:**

Due to a tight teaching schedule and insufficient lesson time allocated for teaching General Studies, not all activities can be implemented.

## D. Action Plan (2012-2013)

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
3.1 To adopt classroom strategies to better match students' abilities	3.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced	Throughout the year	<ul style="list-style-type: none"> <li>• Different learning activities, such as experiments/field trips or group activities are planned to cater students with different learning styles.</li> <li>• All classes have implemented such learning strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback (post activity)</li> <li>• Students' reflection on the activity, either orally or written</li> </ul>
	3.1.2 To adopt a systematic approach in developing project learning	Throughout the year	<ul style="list-style-type: none"> <li>• Different IBL skills are selected to be explored and developed within the curriculum.</li> <li>• Different skills needed for project learning are identified and put in scheme of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' feedback given through self/peer evaluation</li> </ul>
1.2 To enhance students' independent learning skills	1.2.1 To further enhance students' independent learning skills and to encourage them to take notes and do pre-lesson preparation	Throughout the year	<ul style="list-style-type: none"> <li>• Students are required to practice note taking through various delivery methods in class.</li> <li>• Students are encouraged to come up with different questions on the teaching topics as a pre-lesson preparation activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation and feedback</li> </ul>

## E. Plan and Activities Table (2012-2013)

Plan	Objectives	Activities	Description	Evaluation Mechanism	Period	Co-ordinators	Budget
1.	1, 2, 6	Activities of National Identity	<ul style="list-style-type: none"> <li>● Observe ceremonies for the National Day/ HKSAR Establishment Day.</li> <li>● Organize activities, such as information display and flag raising to enable students to learn more about the concept of National identity.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Positive feedback from students, parents and teachers</li> <li>◆ Photo taking as a record of the activity</li> </ul>	28 Sept 12 & 28 Jun 13	Ms. Mandy Yan & Mr. Philip Wong	\$1,000
2.	3, 4, 5	Fun Learning Days	Invite out-sourced organizations to organize workshops related to science investigation for students.	<ul style="list-style-type: none"> <li>◆ Positive feedback from students, parents and teachers</li> <li>◆ Photo taking as a record of the activity</li> </ul>	17-18 Dec 12	Ms. Michelle Ng & Ms. Cabriel Lam	\$2,000
3.	2, 5	Environmental Education Programme	<p>Work closely with the Environment Protection Committee to promote the importance of environmental protection in school.</p> <p>Programs include:</p> <ul style="list-style-type: none"> <li>● Environmental Ambassadors</li> <li>● Organic Farm/roof-top garden</li> </ul>	<ul style="list-style-type: none"> <li>◆ Positive feedback from students, parents and teachers</li> <li>◆ Photo taking as a record of different activities</li> </ul>	Whole Year	Ms. Jackie Lau, Mr. Banting Poon & Ms. Pency Wong	\$1,000

4.	1 – 6	Other learning experiences	<p>1. G.S. Field Trips As part of the life-wide learning portion of the GS curriculum, students will visit relevant places of interest for extension to the core curriculum.</p>	<ul style="list-style-type: none"> <li>◆ Positive feedback from students, parents and teachers</li> <li>◆ Photo taking as a record of the activity</li> <li>◆ Students complete the pre/post-trip activities tasks</li> </ul>	Oct 12 - May 13	Level Co-ordinators	\$2,000
			<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"> <li>◆ Positive feedback from students, parents and teachers</li> <li>◆ Students complete the follow-up tasks</li> <li>◆ Photo taking as a record of the activity</li> </ul>	Apr 13	GS Panel Head/ Chairpersons	\$20,000
			<p>3. Invite out-sourced organizations to organize workshops/ talks/ exhibitions/ seminars to supplement students' knowledge acquired from the core curriculum during the post assessment period.</p>	<ul style="list-style-type: none"> <li>◆ Positive feedback from students, parents and teachers</li> <li>◆ Photo taking as a record of the activity</li> </ul>	Jul 13	Ms. Susanna Chung Ms. Alice Lau & Ms. Joanna Woo	\$1,500

5.	7	Improvement of G.S. Room & resources building	<ol style="list-style-type: none"> <li>1. Furnish the G.S. room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities.</li> <li>2. Purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks.</li> <li>3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks.</li> </ol>	<ul style="list-style-type: none"> <li>◆ Positive feedback from students and teachers</li> </ul>	Whole Year	Mr. Penny Po & Mr. Kingsly Ng	\$8,000
6.	7	Staff Development	<ol style="list-style-type: none"> <li>1. Organize workshops and seminars on designing and teaching GS lessons with hands-on activities.</li> <li>2. Teachers attend seminars/workshops held by outside organizations, such as EDB or publishers and share what they have learnt during subject collaboration.</li> </ol>	<ul style="list-style-type: none"> <li>◆ Positive feedback from teachers</li> <li>◆ Photo taking as a record of the activity</li> </ul>	Whole Year	GS Department Head/ Panel Chairperson	\$3,000
7.	1 – 4	GS School Team	<ol style="list-style-type: none"> <li>1. Some students will be selected to participate in different external competitions.</li> <li>2. Some of the competitions</li> </ol>	<ul style="list-style-type: none"> <li>◆ Positive feedback from students, parents &amp; teachers</li> <li>◆ Photo taking as a record of the</li> </ul>	Whole Year	Ms. Jenny Lo (法制先鋒) Ms. Pat Hon (香港杯外交知識競賽)	\$1,500

			will be jointly organized with other departments.	activity		Mr. Louis Hau (Hong Kong Budding Scientists Awards) Ms. Sally Yuen (常識百搭)	
8.	1 – 6	Cross-curricular activities	Different grade levels will organize various subject activities with other departments.	<ul style="list-style-type: none"> <li>◆ Positive feedback from students, parents &amp; teachers</li> <li>◆ Photo taking as a record of the activity</li> </ul>	Whole Year	Level Co-ordinators	\$3,000

## **French Department Development Plan (2012-2013)**

**Panel Chairperson:** Mrs. Alexandra Morley

**Part-Time French Teacher:** Mrs. Armelle Esther Sibony

### **Department's 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 such as the installation of an Interactive White Board, improvement of the classroom by the installation of cork boards on window in order to increase display areas. All these aspects combined allow the French Department to provide a highly stimulating learning environment for our boys in the French Stream.
2. Students in the French Stream follow a 6-year progression within the same group, with the same teacher. Students, teachers and parents become familiar with one another. They are able to assess respective expectations and work toward a common goal with efficiency.
3. The school regularly reviews the Programme Plan so as to promote systematic adjustments and improvements, especially in the area about following the guidelines from the European Council for Languages. The French Department is progressively changing textbooks materials from UK based companies to French publishers, such as CLE INTERNATIANOL, BAYARS and MILAN PRESSE.
4. The small class size allows teachers 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 in levels respective to their abilities instead of their age.

### **Department's Weaknesses:**

1. The French subject is taught to a minority of students. It is crucial for the school to attract and retain French students.
2. Few learning institutions offer French for primary students in the local community. This causes two major drawbacks for our students and our school:
  - Suitable materials and resources are not easily accessible and very costly.
  - It is difficult to organize external activities in the local community and these activities are needed to challenge our students and make their language learning more meaningful.

<b><u>Aims</u></b>	<b><u>Objectives</u></b>
1. To develop students' oral skills	<ul style="list-style-type: none"><li>• To provide opportunities for students to take part in daily conversation</li><li>• To establish French as the MOI during French lessons</li></ul>
2. To develop students' writing skills	<ul style="list-style-type: none"><li>• To strengthen students' grammatical and spelling skills</li><li>• To develop students' creative writing</li></ul>
3. To develop students' presentation and leadership skills	<ul style="list-style-type: none"><li>• To provide opportunities for children to take part in public and class presentations and co-operate when working in teams</li><li>• To reinforce students' confidence when delivering presentations</li></ul>
4. To reinforce the school reading scheme	<ul style="list-style-type: none"><li>• To establish a structured reading programme for all grade levels by implementing a French mini-library in the French Room</li></ul>
5. To enhance students' respect for the French culture and their interest in learning French	<ul style="list-style-type: none"><li>• To establish an impressive window of DBSPD French Stream during school events, such as the School Fete and School Open House</li></ul>

	<ul style="list-style-type: none"> <li>• To expose students to the French culture inside and outside the class</li> <li>• To organize a cultural trip to France</li> <li>• To prepare students for the IBL week</li> </ul>
6. To promote cross-curricular activities involving the French subject so as to support the school-based curriculum	<ul style="list-style-type: none"> <li>• To provide learning experiences catering to students' needs and involve their skills in subject areas other than French</li> <li>• To collaborate with other departments so as to define such learning experiences</li> </ul>
7. To implement the use of online activities through Edmodo and continue using IT tools developed in the past years	<ul style="list-style-type: none"> <li>• To make use of innovative and powerful learning resources that appeal to students and motivate them to learn</li> <li>• To help students realize their potential for self-learning and lifelong learning in areas of their needs or interests</li> <li>• To ensure students are equipped with the indispensable IT skills required of the new generation of learners</li> </ul>
8. To cater for students' learning diversity	<ul style="list-style-type: none"> <li>• To recognize students' achievements at their individual level through the preparation for the DELF PRIM Exams</li> <li>• To allow students to work independently on learning areas based on their needs and interests, using CD roms and other individualized materials</li> </ul>
9. To provide additional support for G1 students	<ul style="list-style-type: none"> <li>• To establish French as the MOI gradually and offer help to students in understanding different rubrics and instructions</li> <li>• To stimulate G1 students' confidence and enthusiasm in learning a new language</li> <li>• To lessen apprehension and anxiety when facing a new environment by offering a predictable class environment and achievable goals</li> </ul>

**Plan and Activities Table (2012-2013):**

Plan	Aim	Activity	Description	Period	Budget
1	1,3	Thematic conversation	<ul style="list-style-type: none"> <li>• Students must take part in oral presentations and conversations through the activities suggested in their respective course books.</li> <li>• They must develop speaking fluency and spontaneity through participation in oral class activities.</li> </ul>	Whole year, class period.	\$15,000
2	1,3,5,6,7	Presentations & Performances <ul style="list-style-type: none"> <li>• School Fete</li> <li>• Open House</li> <li>• French May</li> <li>• Cross-curricular Project</li> </ul>	<ul style="list-style-type: none"> <li>• Students organize and present activities to the rest of the school or other audience.</li> <li>• They share their experience learning the French culture and traditions with other students.</li> <li>• Students share their cross-curricular learning experiences in the morning assembly.</li> </ul>	November, December, January, May	\$10,000
3	2,6	Compositions, Projects and Journals	<ul style="list-style-type: none"> <li>• Students write compositions twice a month.</li> <li>• Students take part in projects involving reports writing.</li> <li>• They keep a French journal.</li> </ul>	Whole year	\$2,000
4	4	Reading programme	<ul style="list-style-type: none"> <li>• Students from all grade levels follow a reading programme.</li> </ul>	One period twice a month and weekly	\$15,000

			<ul style="list-style-type: none"> <li>• The French Department has acquired structured reading materials.</li> <li>• Upper grades are given reading homework.</li> </ul>	homework	
5	5,6	Cultural Trip	<ul style="list-style-type: none"> <li>• A cultural trip involving the French subject is planned.</li> </ul>	July	\$130,000 (Budget from overseas trips funding)
6	1,2,4,8	DELFL Prim Exam	<ul style="list-style-type: none"> <li>• Student from G3 to G6 will take the DELFL PRIM Exams of their respective levels.</li> </ul>	May	/
7	2,5,7,8	Edmodo School Social Network	<ul style="list-style-type: none"> <li>• Students will engage in practice on French Comprehension by watching either cartoon or short programmes. Quizzes would then have to be completed.</li> </ul>	All year for G4 and G5	\$12,000
				Total:	\$184,000

## 普通話科工作計劃 (2012-2013)

### (甲) 計劃小組成員

科主席：何潔生

組員：徐鈺峰、王琦雅、顧慧儀、何穎賢、陳美穎、王煦淳、李雅馨、殷華峰、劉巧靈、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. 本校聘有多名以普通話為母語的教師及教學助理，有助推動以普通話溝通的風氣。
5. 本校所有教師均為大學畢業生，而具有專業教師訓練資格及多年教學經驗，工作勤奮，態度認真。
6. 本校家長的社經地位較高，能提供較充裕的資源協助兒子學習普通話。

#### 弱項

1. 本校是一所英文小學，學生的中文接觸面較狹窄，更缺乏普通話的語言環境。
2. 部分學生因中文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，協助普通話程度欠理想的學生鞏固學習基礎。
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	何穎賢、 陳美穎、 王煦淳 負責	\$500
2	總目標 4, 5, 6 本年目標 2	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、 陳思負責 統籌/全體 教師負責 訓練學生	\$3,000
3	總目標 1, 2, 3, 4 本年目標 1a	學習活動日	透過與其他學科合作設計各類型的活動，讓學生跳出課堂學習的框架，提高學生對普通話學習的興趣。	全體學生	觀察學生表現及收集教師意見。	12月中旬	何潔生負 責統籌/全 體教師協 助進行	\$2,000
4	總目標 2, 3, 4, 5, 6 本年目標 1a, 1b, 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	王琦雅、 劉巍負責 統籌	\$4,000
5	總目標 3, 4, 6	境外交流團	普通話大使計劃之延伸，從計劃中挑選表現優秀的學生參	普通話大 使及部分	學生及家 長反應及	第三學期	何潔生、 顧慧儀、	\$120,000 (由境外)

	本年目標 1a, 1b, 2		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。	4-6年級 學生	活動後檢討會議。		劉巧靈 負責統籌	交流團 預算中 (支付)
6	總目標 2, 3, 4, 5, 6 本年目標 1a, 1b, 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	總目標 1, 2, 3, 4, 5, 6	參加友校交流活動及專題研討會	鼓勵教師參加友校交流活動、教學講座、研討會作自我增值，以提高教學水平。	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, 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	殷華峰、 李雅馨負 責統籌及 存點	\$5,000
9	/	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 Department Programme Plan (2012- 2013)**

**Head of Department: Mrs. Emily Yip**

**Members: Ms. May Po  
Mrs. Alexandria Lau  
Mr. Penny Po**

## **Strengths:**

1. The School highly supports the development of the Music Department.
2. Teachers are all committed and passionate about music teaching.
3. Students are very enthusiastic about joining music activities organized by our school.
4. The School provides lots of opportunities for students to perform.
5. Parents are very supportive towards the music activities organized by our school.
6. The School has appointed a team of professional tutors to help develop our music programmes.
7. Most students enjoy singing.
8. 95% of our students can play at least one kind of musical instrument.
9. Our Music Department is given strong support from the Music Department of the Secondary Division.

## **Weaknesses:**

1. Insufficient practice time is given to conductors to do rehearsals for music training groups.
2. Inadequate venues are available for conducting classes or rehearsals of music training groups.

## **Aims and Objectives:**

1. To develop students' creativity, the ability to appreciate music and to effectively communicate through music.
2. To nurture in students the aesthetic sensitivity and cultural understanding.
3. To develop students' technical skills in playing music, constructing music knowledge, and positive values and attitudes.
4. To enable students to gain enjoyment and satisfaction through participating in music activities.
5. To help students pursue a life-long interest and appreciation of music.
6. To encourage students to learn at least one kind of musical instrument.
7. To promote the appreciation and love of Chinese culture and music in school.

**Plan and Activities Table (2012-2013):**

<b>Plan</b>	<b>Aim</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Co-ordinator</b>	<b>Budget</b>
1.	1,4,5,6	Dizi music and Erhu music Training Classes	Invite potential G4 & G5 students to attend advanced training programme on Chinese instruments, Dizi and Erhu.	From October 2012 to July 2013	May Po	\$30,000
2.	2,4,5,6,7	Music Appreciation	- Music recommended & performed by music teachers & students, including Chinese and Western Music. - Work in collaboration 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 competitions for School Choirs, School Orchestras and Ensembles.	September 2012 to March 2013	All Music Teachers	\$10,000
4.	2,4,5,	Music Performance	Music performances presented by professional organizations, other schools and our students.	Whole Year	Emily Yip	\$10,000
5.	4,5	Celebration Party (After the 65th H.K. Schools Music Festival)	Invite all members of the Senior School Orchestra, String Orchestra, Chinese Orchestra and Choirs to a celebration party after the Music Festival.	April 2013	All Music Teachers	\$10,000
6.	4,8	Music Captains	6-8 potential G6 students will be selected to assist the Music Department.	Whole Year	Emily Yip	NIL

7.	2,4,5	<b>Special Music Activities</b> - Music Tour - Recording - Overseas Competition (Choir)	- Concert and competition to be held overseas. - Organize visits for students to further develop their musicianship. - Recording of Hymn Music	April 2013- July 2013	All music teachers & conductors	\$300,000 (Budget from overseas trips funding)
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# **Physical Education Department Programme Plan (2012-2013)**

**Head of Department** : Mr. Sidney Mok  
**PE Teachers** : Mr. H.F. Lam & Ms. Ada Chu  
**PE Teaching Assistant** : Mr. Kwok Chu Hei

## **Strengths:**

1. Students enjoy taking part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE Department of the Primary Division is closely linked with the PE and Sports Departments of the Secondary Division.
4. PE teachers are professionally trained and are committed in teaching.
5. Parents in general have good faith in the wellness of individuals and support their children to participate in physical activities.
6. The achievements of our school teams in the inter-school competitions have positive impact on other students, particularly in their aspirations to excel when participating in physical activities.
7. Students are provided with ample 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 allow further development of sports programmes.

## **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 students.
3. To nurture students' interest and desirable attitudes towards participation in physical activities and development of an active lifestyle.
4. To help students cultivate positive values and social attitudes, such as fair play and good sportsmanship.
5. To develop students' ability and generic skills, such as observation, analysis, judgment and creativity in the process of participating in physical activities.

6. To help students develop desirable moral behaviours, cooperation in communal life, the ability to make decision, and appreciation of aesthetic movements.
7. To help student develop a sense of belonging, team spirit and a sense of achievement through participating in a series of training and competitions.

**Plan and Activities Table (2012-2013):**

	<b>Aims</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be organized for students. The joint divisional finals will be held in the Kowloon Park Swimming Pool.	<b>Heats</b> (G1-G6): 4, 5 & 6 September 2012;  <b>Finals</b> (G2 & G3 finalists, all G4-G6 students): 13 September 2012	HoD	\$4,000
2.	3, 4, 6	Pre-Golf Day	An open fund-raising golf putting event will be organized for guests on the day of School Fete.	11 November 2012	HoD	
3.	1, 3, 4 & 7	Sports Day	Different track and field competitions will be organized for students. The joint divisional finals will be held at the Wan Chai Sports Ground.	<b>Heats</b> (G1-G6): 11 December 2012  <b>Finals</b> (G2 finalists, all G3-G6 students): 25 February 2013	Mr. H.F. Lam (Heats)  Mr. H.F. Lam (Finals)	\$3,000
4.	1, 3, 4, 5, 6, 7	Golf Day	It is a joint divisional fund-raising event for promoting golf and parent-child partnership.	1 February 2013	HoD	
5.	2, 3, 4, 6, 7	Pre-10Km FunD Run	It is a fund-raising sporting event to promote parent-child partnership.	20 January 2013	HoD	
6.	1, 2, 4, 6, 7	10Km FunD Run	It is a fund-raising event and part of the Standard Chartered Hong Kong Marathon. Participants include DBS teachers, parents, old boys and secondary students.	February 2013	HoD	
7.	4, 5, 6, 7	Alternative Sports	Students will participate in various sports activities, such as rope skipping, Wushu and dragons & lions dance.	November 2012 to January 2013	All PE teachers	\$80,000

## Visual Arts Annual Programme Plan (2012-2013)

**Panel Chairperson** : Ms. Eva Chui  
**VA Teachers** : Ms. Tracy Yu & Ms. Phyllis Chan  
**Art Room Technicians** : Ms. Lam Hoi Ki & Ms. 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 allocated 2 special rooms for Visual Art lessons where a diverse range of art materials and equipment can be set up for students to use and explore.

### **Weaknesses:**

1. Students' commitments and motivation in learning Visual Arts are often in conflict with 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:**

<b>Aim</b>	<b>Objective</b>
1. To develop students' creativity and Imagination	To enhance students' creativity and power of imagination through participating in art making and art appreciation activities.
2. To develop students' skills and processes	To enable students to use visual language, different visual arts forms, a variety of materials and techniques for visual arts making.
3. To develop students' critical responses	To help students acquire the ability to give critical and intelligent responses.
4. To help students understand arts in context	To help students make interconnection between art with other disciplines and enhance their cultural awareness.
5. To help students develop good attitudes	To help promote a positive attitude towards art among students.

	<b>Aim</b>	<b>Plan</b>	<b>Description</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1.	4	Cross-curricular Integrated Learning	Topics chosen for Visual Arts lessons will be related to other disciplines and the VA department will work in collaboration with other departments.	Art Classes	Ms. Chui: G.2, G.4 & G.6 Ms. Yu: G.1, G.3 & G.5	Curriculum Development: \$40,000 Teaching Materials: \$16,000 General Office: \$147,250
2.	1,2	Art in School Partnership Projects	Invite artists, other institutes and organizations to run art appreciation and art making workshop for students. The media and topics being taught are not likely to be covered in regular art lessons.	Art Classes & After-school Classes	Ms. Chui & Ms. Yu	Seminars and Workshops: \$50,000
3.	1,2,3,5	Project Learning/ Collaborative Learning	<ul style="list-style-type: none"> <li>● Students create group projects which help develop their generic skills*.</li> <li>● Large displays will be created and hung around the school.</li> </ul>	All-Year Round	Ms. Chui & Ms. Yu	Teaching Materials: \$16,000 General Office: \$147,250
4	1,3,4	Art Appreciation	Language of art, including artists, art concepts, movements and various styles of art and design will be introduced to students.	Art Classes	Ms. Chui: G.2, G.4 & G.6 Ms. Yu: G.1, G.3 & G.5	Curriculum Development: \$40,000 News, Magazines, Books: \$28,000
5	1-3	Sketchbook	<ul style="list-style-type: none"> <li>● Sketchbooks will be used to help develop students' creativity and imagination, skills and processes.</li> <li>● Students will use sketchbooks to do <u>self-reflection</u> which in turn will help develop their <u>critical thinking skills</u>.*</li> <li>● Teachers will use sketchbooks as a means to give feedback to students.</li> </ul>	Art Classes	Ms. Chui: G.2, G.4 & G.6 Ms. Yu: G.1, G.3 & G.5	Curriculum Development: \$40,000 Teaching Materials: \$16,000 General Office: \$147,250
6	3,5	Student Art Exhibition	<ul style="list-style-type: none"> <li>● Students' artworks will be displayed inside and outside of the school premises.</li> <li>● Students will learn to do <u>self-reflection</u> of their work and practice <u>critical thinking skills</u>* while looking at other's exhibits.</li> </ul>	All-Year Round	Ms. Chui & Ms. Yu	Fee Remission and Scholarships Scheme for Visual Art Exhibition: \$300,000
7	3,5	Art Competition	Students will be given ample opportunities to participate in competitions organized at school, both locally and internationally.	All-Year Round	Ms. Chui & Ms. Yu	Prizes, Gift & Awards: \$ 11,800 Printing: \$20,000 Stationery: \$30,000
8	1-5	Cultural Adventures	<ul style="list-style-type: none"> <li>● Students will be given ample opportunities to learn outside of the classroom. Their learning interest will be enhanced and the activities will also promote students' life-long learning.</li> <li>● Outings and trips will be organized for engaging students in <u>experiential learning</u> and developing students' generic skills.</li> </ul>	Different time of the year for different year groups	Ms. Chui & Ms. Yu	Transportation for local tours/outings: \$6,000  Fee Remission and Scholarships Scheme for Oversea Trips
9	1-3	Extra-Curricular Art Classes	Art classes conducted by part-time tutors will be organized to cater for the needs of students who wish to develop their artistic potential through various media explorations.	After School	Ms. Chui & Ms. Yu	Fee Remission and Scholarships Scheme for ECA  50% of course fees will be collected from parents

## 宗教科工作計劃(2012-2013)

### (一) 計劃小組：

科主任：梁凱祈

組員：吳鳳婷、駱敏儀、陸偉珊、洪卓筠、郭嘉恩、何潔瑩、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，可供選擇之日期和時間有限及欠彈性。

### (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 (Fun Learning Days)	郭嘉恩	\$1,000
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 何潔瑩	/
3	1, 5,	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 何潔瑩 陸偉珊	\$1,000
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,	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	\$1,000
6	5	教師祈禱會	為學生和學校的需要祈禱	全體老師	收集教師意見	全年	全體老師	/
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	四月	郭嘉恩 梁凱祈	\$500
8	1, 2, 4, 5	崇拜	為了配合節期，本校與教會舉行開學禮、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	九月 十二月 三月 五月 七月	梁凱祈 吳鳳婷	\$13,500
9	2, 5,	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/德育科的教學情況。	全體學生	訪問個別嘉賓對開放日的意見	二月	全體老師	\$1,000
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	學生表現及老師	三月	梁凱祈	\$500

			文的意思，學習表達經文中的思想和感情。	小六學生	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	洪卓筠 盧國詠 吳鳳婷	\$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 (復活節前後一上課日)	盧國詠 梁凱祈	\$3,000
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，每月第二個星期四請由牧師主領，其他時間由校長主領。	全體學生	活動後會議	全年	基督徒老師	\$3,000
14	2, 3,	聆聽箱	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	吳鳳婷	\$2,000
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	\$2,000
16	5	添置圖書	購買福音書籍供學生借閱。	全體學生	學生借閱的次數	全年	全體老師	\$5,000

## **Library Studies Department Programme Plan (2012-2013)**

**Panel Chairperson: Ms. Cherry Tai**

**Assistant Librarian: Ms. Lee Kwai Ying**

### **Strengths:**

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

### **Weaknesses:**

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

**Aims and Objectives:**

<b>Aims</b>	<b>Objectives</b>	<b>Focus</b>
1. To guide students to read to learn and learn from reading	To help students develop a habit of reading and promote the reading culture in school through various promotions, reading activities and reading programmes. To guide students to acquire knowledge and information from reading.	Reading to Learn
2. To enhance students' self-learning and life-long learning abilities	To equip students with the appropriate information literacy skills that will enable them to learn effectively.	Reading to Learn Project Learning Information and Technology for Interactive Learning
3. To help students cultivate good moral and civic attitudes	<ul style="list-style-type: none"> <li>● To guide students to appreciate works created by various authors and illustrators.</li> <li>● To help students develop a respectful attitude towards others' works, including the concept of copyright and plagiarism.</li> <li>● To help students develop a sense of responsibility so that they would take care of the library materials and facilities.</li> </ul>	Reading to Learn Moral and Civic Education
4. To develop our school library to be an information and media centre which provides diversified reading materials and resources for teaching and learning	<ul style="list-style-type: none"> <li>● To continue to develop a rich information and multi-media collection with various formats.</li> <li>● To provide a good learning and reading environment for students and staff.</li> </ul>	Reading to Learn

<p>5. To help all DBS students cultivate a sense of belonging to the school</p>	<ul style="list-style-type: none"><li>● To ensure consistency between the library curricula and library systems of the Secondary and Primary Divisions.</li><li>● To maintain effective communication between the teacher-librarians of the Secondary and Primary Divisions.</li></ul>	<p>Reading to Learn</p>
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**Plan and Activities Table (2012-2013):**

<b>Plan</b>	<b>Aims</b>	<b>Item</b>	<b>Content</b>	<b>Evaluation Mechanism</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1	1, 4, 5	Reading Environment and Resources	<ol style="list-style-type: none"> <li>1. Management of School Library               <ol style="list-style-type: none"> <li>a. Provide check in/check out services</li> <li>b. Issue overdue notices</li> <li>c. Keep the library tidy and comfortable</li> <li>d. Offer advice on library resources</li> <li>e. Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stock-take</li> <li>f. Decorate the library</li> <li>g. Update information in Library WebOPAC</li> <li>h. Organize and manage the student librarians</li> <li>i. Organize the library parent volunteers</li> </ol> </li> <li>2. Budget Management</li> <li>3. Collection Development               <ol style="list-style-type: none"> <li>a) English, Chinese and French books</li> <li>b) Magazines</li> <li>c) Online encyclopaedia</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Reading environment of the library</li> <li>2. Feedback from teachers, students and parents</li> <li>3. Size of collection</li> </ol>	Whole Year	Ms. Cherry Tai (Teacher-librarian) and Ms. Lee Kwai Ying (Assistant librarian)	2012-2013 library budget for purchasing reading materials

2	1, 2, 3, 5	Library Education	<ol style="list-style-type: none"> <li>1. G.1-G.4 students will be introduced to learn about various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources.</li> <li>2. G.1-G.2 will have story time, extended reading activities and learn simple library skills.</li> <li>3. G.3, G4 and 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 and Chinese Books Classification).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' participation and performance in library lessons</li> <li>2. Students' feedback</li> </ol>	Whole Year	Ms. Cherry Tai	
3	1, 4	Cross-curriculum Collaboration	<ol style="list-style-type: none"> <li>1. Various cross-curriculum activities will be held with other departments throughout the year.</li> <li>2. Teachers will refer to the departmental scheme of works regarding special requirements of each subject in order to support teaching and learning.</li> <li>3. Consult the English and Chinese Departments about books selection to enrich the quality of reading materials available in the School Library.</li> <li>4. Select, order and process the classroom libraries' books for the English and Chinese Departments.</li> </ol>	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2012-2013 library budget

4	1, 3, 5	Reading Activities	<ol style="list-style-type: none"> <li>1. DBSPD Reading Programme</li> <li>2. Book Fair</li> <li>3. Good Book Promotions</li> <li>4. Books Borrowing Ranking Charts (by individual and class)</li> <li>5. My Favourite Book Sharing Session</li> <li>6. 4.23 World Book Day Celebration</li> <li>7. Storytelling Team</li> <li>8. Newspaper Subscription</li> <li>9. Bulk Application of Hong Kong Public Library Cards</li> <li>10. External Reading Activities</li> <li>11. Book Donation</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' participation</li> <li>2. Students' feedback</li> </ol>	Whole year	Ms. Cherry Tai	2012-2013 library budget
5	1, 2, 3, 5	Student Librarians Training	<p>Student librarians will be recruited and training will be provided. They main duties are:</p> <ol style="list-style-type: none"> <li>1. To assist in the daily operation of the library</li> <li>2. To keep the library clean and tidy</li> <li>3. To make sure the students behave themselves in the library</li> <li>4. To help fellow students in using the library</li> </ol>	<ol style="list-style-type: none"> <li>1. Student librarians' performance</li> <li>2. Review the effectiveness of student librarians' training</li> </ol>	Whole year	Ms. Cherry Tai	2012-2013 library budget
6	1	Library Promotion	<ol style="list-style-type: none"> <li>1. The information in the Library WebOPAC is updated regularly to provide the latest reading and school library information for students. Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' feedback</li> <li>2. Number of books borrowed by students</li> </ol>	Whole year	Ms. Cherry Tai	2012-2013 library budget

# **Computer Studies Department Programme Plan (2012-2013)**

**Panel Chairperson:** Ms. Jessica Chan

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

## **Strengths:**

1. The school provides excellent facilities for students and each student has a computer to use during lessons.
2. Other subject teachers, e.g. Maths, English and Visual Arts 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. Majority of our students have computer access at home. They are very confident in using computers.
6. The curriculum is school-based; therefore it is flexible and kept up-to-date to the latest trends.
7. Teachers are professionally trained and dedicated to teaching.

## **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 related to computer operations.
2. To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects.
3. To foster students' independent thinking, creativity and problem solving skills.
4. To develop students' self-learning, research and life-long skills.
5. To stimulate students' interest in learning computer technology.
6. To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology.
7. To help students develop fine qualities and skills, such as leadership and cooperation.
8. To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology.
9. To give students more exposure to outside competitions.

**Major Concerns (2012-2013)**

1. To encourage the use of digital learning tools, especially iPads, in learning and teaching
2. To incorporate IBL skills in the curriculum
3. To set typing skills and typing speed requirement for students of the lower primary
4. To require ethical use of the School Intranet, Internet and Google Apps amongst students of the upper primary
5. To incorporate the learning of digital music in the curriculum
6. To promote students' interest in reading IT related materials

**Programme Plans (2012-2013)**

1. To plan lessons based on cross-curricular themes in collaboration with different subjects
2. To help students build up a sense of responsibility when using computer or information technology

**Plans and Activities Table (2012-2013):**

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. Orderliness of the Computer Room during recesses 2. Participation rate of the IT Directors & Captains	Sept 2012 – July 2013	Brian Cheung* Jessica Chan	Certificates & Book Vouchers
2	1-9	External Competition	I-Cube training/ Competition	1. Results attained by students 2. Students' participation	Nov 2012 – May 2013	Edward Wong*	\$500
3	1-8	Internal Competitions	a) CS Logo Design Competition b) Calendar Card Design Competition	Students' participation	Oct 2012 – Nov 2012	Edward Wong*	Certificates & \$1,500 for prizes
4	1-8	Fun Learning Days	Students will enjoy learning computer graphics, animation and interactive quizzes	Students' participation	Dec 2012	Jessica Chan* Pauline Ip Edward Wong Brian Cheung	\$1,500
5	8	Seminars conducted by School Social Worker	a) Protect oneself online b) Ethical use of computers and Information Technology	1. Students' participation 2. Change in students' attitude and judgment when using the Internet and Intranet	Jun 2013	Jessica Chan*	\$1,200
6	3-7	Experiential Learning Trip	An overseas trip will be organize to enable students to experience the advancement in information technology	Students' participation	To be confirmed	Jessica Chan*	Budget from overseas trips funding
7	2	Collaboration with Music Department	Digital music on computers	Students' diverse learning skills	Feb 2013	Pauline Ip*	--
8	2	Collaboration with Putonghua	Chinese Typing with the Hanyu Pinyin	Students' competencies in Hanyu Pinyin	Dec 2012	Edward Wong*	--

		Department					
9	2	Collaboration with English and G.S. Departments	Presentation skills	Students complete meaningful learning tasks through participation in activities	May 2013	Brian Cheung*	--
10	1, 2	Collaboration with English and Chinese Departments (on typing skills)	English (G1: correct finger position)	Students' competencies in typing	Jan 2013	Edward Wong*	--
			Chinese G3: 九方	Students' competencies in typing	Mar 2013	Jessica Chan	
			Chinese G4: 速成	Students' competencies in typing	Apr 2013	Brian Cheung	
			Chinese G6: 倉頡	Students' competencies in typing	May 2013	Pauline Ip	

## **Moral Education Department Programme Plan (2012-2013)**

**Chairperson: Mr. Sammy Ho**

**Secretary: Ms. Ivy Wong**

### **Strengths:**

1. Teachers are devoted to the teaching profession, and they care very much about the whole-person development of students.
2. The School is concerned about student support and is proactive in ensuring that teachers have enough time to provide guidance to students. In particular, each teacher is given the capacity and time to concentrate on duties related to student support.
3. Students are vocal and are willing to express their ideas and thoughts. Teachers can readily grasp the feelings and values held by students, and accordingly, provide them with suitable guidance to help them build up correct moral values.
4. Many of our students are smart and their minds are analytical. They are capable of discovering new knowledge and construct moral values through discussions and participating in experiential activities.
5. Parents are concerned about the development of their children and are eager to be involved in the school work of their boys.

### **Weaknesses:**

1. Students tend to be stubborn. They may not take the opinions of their classmates readily. A greater amount of time is required when group discussion is held.
2. Many of our students have good socio-economic backgrounds. It may not be easy for them to understand the needs of other people, especially those in poverty.
3. Many students are self-centred and are concerned much about their own achievements. They do not have adequate social skills to develop harmonious peer relationships with others and are not very proactive in learning or working together with their classmates.

4. Some parents show too much care and overprotect their children.  
They are in need of effective parenting skills.

**Aims and Objectives:**

1. To organize subject-based staff development workshops to enhance the effectiveness of learning and teaching
2. In the area of character education, to focus on characters that are related to one's self-discipline and self-management, for instance, orderliness, cautiousness, self-control, patience, and discretion
3. To carry out inspections of Student Journals by the end of each term so as to help evaluate the implementation of work plans and student learning outcomes
4. To organize activities to promote pro-social behaviours among students
5. To conduct workshops to promote effective parenting skills among parents

## Plans and Activities Table (2012-2013):

Plan	Aims	Activity	Description	Performance indicator	Period	Coordinators	Budget
1	2,4	G.1 Adaptation Workshop	(1) Help G.1 students to understand school rules and equip them with positive behaviours that will enable them to enjoy happy school life and develop harmonious peer relationships with others. (2) Prepare G.1 students to seek help from school social workers whenever they face challenges.	1. Teachers' observation & feedback from participants 2. Over 70% of G.1 students can tell how to seek help from school social workers	Sept, 12	Ivy Wong	---
2	2,4	Moral Education Lessons	Help students build up good character, and promote personal, academic, and social development	1. Teachers' observation 2. Students' written feedback 3. Parents' written feedback 4. Pre-/Post-tests of APASO	Whole year	Sammy Ho & Ivy Wong	\$500
3	4	Mooncake /Food Donation Programmes	Provide an opportunity for students to show concern for the needy people and help them learn to share what they have with others	Over 100 students participate in each donation programme	Sept, 12 – Dec., 12	Sammy Ho & Ivy Wong	\$300
4	1	Staff Development Workshops	Equip teachers with knowledge and skills to effectively deliver the teaching of Di Zi Gui	Teachers' feedback	Sept, 12 – April, 13	Sammy Ho	---
5	2	Developmental Talks and Workshops	Promote self-discipline and self-management skills among students	Teachers' observation	Sept, 12 – April, 13	Sammy Ho & Ivy Wong	\$1300
6	5	Parents' Workshops	Help parents strengthen parenting skills, and provide a platform for parents to share positive parenting strategies	Over 80% of the participants consider the activities beneficial	Oct., 12 – June, 13	Sammy Ho & Ivy Wong	\$2000
7	2	Fun Learning Days	Organize experiential activities to enhance students' self-management skills	Teachers' observation & feedback from participants	Dec., 12	Sammy Ho & Ivy Wong	\$1000
8	4	G.3 & G.6 Service Day	Provide an opportunity for students to serve the community and learn to care for the needy people	1. Each G.3 class participates in 1 service visit and each G.6 class participates in 1 flag sale 2. Over 70% of students indicate	Jan., 13 – March, 13	Sammy Ho & Ivy Wong	\$5200

				in the feedback form that they have learnt from the service visit/activity			
9	3	Reed to Feed Programme	Help students understand the need of poor people in China, and provide an opportunity for students to take concrete helping actions	Over 100 students participate in the programme	April, 12 - May, 13	Sammy Ho & Ivy Wong	---
10	2	Internet Safety Talk	Enhance students' awareness about the potential risks of frequent use of electronic devices	Teachers' observation & feedback from participants	July, 13	Sammy Ho	---
11	2	Pre-G7 Preparation Workshop	Invite senior boys and G.7 boys from the SD to organize a sharing workshop for G.6 students to prepare them for school life in the SD	<ol style="list-style-type: none"> <li>1. Teachers' observation</li> <li>2. Over 70% of G.6 students consider they have sufficient understanding of the school life in the SD, and have confidence in coping with the changes</li> </ol>	July, 13	Sammy Ho & Ivy Wong	\$150

# Electives Department Programme Plan (2012-2013)

**Department Head:** Ms. Susanna Chung

**Department Panel:** Mrs. Alexandria Lau

## A. Members:

Mr. Sammy Ho	Mr. Peter Moran	Ms. Irene Chan	Ms. Emily Gibson
Mr. Steven Carr	Ms. Phebe Cheng	Ms. Daisy Wang	Ms. Grace Ku
Mr. Philip Wong	Mr. Ken Tsui	Ms. Tracy Yu	Mr. Lam Ho Fung
Ms. Ada Chu	Ms. Cherry Tai	Ms. Ivy Wong	Ms. Karina Luk
Ms. Joanna Woo	Ms. Pat Hon	Ms. Pency Wong	Ms. Mandy Yan
Ms. Shirley Kwok	Ms. Sheeta Ho	Mr. Banting Poon	Mr. Simon Lee
Ms. Beary Suen	Ms. Diana Yan	Ms. Livia Liu	Ms. Shirleen Liu
Ms. Chloe Heung	Mr. Jacky Sze-To	Mr. Kwok Chu Hei	Mrs. Amelle Esther Sibony

## B. Strengths and Weaknesses:

### Strengths

1. The development of elective programmes is one of the characteristics of our School-based Curriculum where students' development can be enhanced according to individual interests and learning styles.
2. The School highly supports the elective programmes, both in terms of resources and manpower, which are of great importance to the long-term development of our department.
3. The department puts strong emphasis on providing a great variety of learning experiences for students.
4. The department is given great flexibility in developing our elective curriculum, and ample resources are readily available.
5. Out-sourced organizations and individual tutors are appointed to teach elective courses to enable our students to have exposure to diverse fields of knowledge.

### Weaknesses

1. Insufficient teaching time is allocated for delivering the elective curriculum, especially for G.1 and G.2, since much time is spent on lining up students and controlling their discipline.
2. Some elective programmes are very popular among students, but at the same time the School must ensure students' multiple intelligences can be fully developed when we design the curriculum. It is difficult to strike a balance considering the popularity of particular electives and the number of those electives that our school should provide for students.
3. There are not adequate classrooms to allow small class size teaching, and there are not enough classrooms available for teaching Electives and SupersizeMe Programme at the same time.
4. Classroom management is a challenge for teachers and tutors since students from many different classes are allocated to attend the same elective course.

5. It is difficult to fulfil all parents' and students' needs when the School allocates students' electives.

### **C. Opportunities and Threats**

#### **Opportunities**

1. The School can introduce new electives from time to time because new teachers are identified each year.
2. Our teachers are professionally trained and they can propose to teach an elective course according to their interests and competencies.

#### **Threats**

1. The expenditure on running the elective courses is increasing each year because there is an increase in course fees demanded by the outsourced organizations and individual tutors, making the operation of electives a heavy burden of the School.
2. The amount of previous knowledge possessed by each student on a particular learning area may vary drastically, making it very difficult for teachers and out-sourced organizations to design and deliver the elective programmes.
3. It is a challenge to require standardization in the design and delivery of elective programmes, both out-sourced and school-based electives, among teachers and outsourced organizations.

### **D. Aims:**

An elective is a subject which a student can choose to study as part of his course. Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. Electives are intended to supplement, not to replace any part of, the core curriculum. Students take three different courses in the academic year.

The general aims of the Electives curriculum are as follows:

1. To enable students to select courses according to their interests and learning style.
2. To help develop students a sense of responsibility so that they understand their role as members of the courses that they chose.
3. To help them develop curiosity and interest in learning areas not covered in the core curriculum.
4. To develop their multiple intelligences.
5. To provide an opportunity for students to communicate with their schoolmates and tutors from out-sourced organizations.
6. To highlight the environmental considerations in the 21<sup>st</sup> century.
7. To promote a positive culture where students learn to appreciate the work of their peers and celebrate the collective learning outcomes shared by members attending the same

elective.

Based on the Annual School Plan (2012-2013), the objective of this year is:

- To further engage students in experiential learning and have their generic skills effectively enhanced (4,5)

### E. Implementation Plan (2012-2013):

Plan		Aim	Item
<b>1</b>	To maintain a balance of courses of different learning areas to be provided in the electives curriculum.	3 and 4	1-51
<b>2</b>	To emphasize life-wide learning (students learn in real context and authentic setting). The experiential learning experiences will enable students to acquire knowledge that is not covered in regular classroom learning. <ul style="list-style-type: none"> <li>● Focus on Etiquette: Etiquette</li> <li>● Focus on FQ (Financial Quotient): 財商視覺藝術</li> </ul> To equip students with skills to meet future challenges: <ul style="list-style-type: none"> <li>● Memory Booster Program,</li> <li>● 通識達人</li> <li>● Career in Future</li> </ul>	3 and 6	
<b>3</b>	To let students choose the electives that can best suit their learning styles.	1 and 2	
<b>4</b>	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations.	5	
<b>5</b>	To provide an opportunities for students to exhibit their work.	7	
<b>6</b>	To help students develop the 9 generic skills through attending the elective courses.	3 and 4	

**F. Activities Table (2012-2013):**

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)	
1	Go Culture Course: Beginners	See Programme Plan of each elective	1. Students' feedback 2. Teachers' 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	Cheng	Jacky		\$15,000.0	
2	Go Culture Course: Intermediate					Cheng	Jacky		\$14,000.0
3	International Corner: Be a Smart Kid with an International Horizon				Cheng	Mandy	Shirleen		\$51,700.0
4	Elementary Japanese				Chloe	Beary			\$15,750.0
5	Intermediate Japanese						Beary		\$7,350.0
6	Money Management				Beary	Irenee	Daisy		\$26,400.0
7	Be a Magician				Beary	Diana	Irenee		\$19,800.0
8	Juggling Matrix (雜耍天地)						Cheng		\$6,300.0
9	Mathematical Games I				Simon	Alexandria	Karina		\$24,200.0
10	Fun with French -Beginners (14 lessons) #						Sibony	Sibony	-
11	FUN with LEGO				Pat	Shirley	Pat		-
12	Typhoon Magazine				Sibony	Joanna	Chloe		\$72,600.0
13	Science Adventures				Shirleen	Daisy	Banting		\$55,000.0
14	天文實驗班				Livia	Sammy	Philip		\$38,720.0
15	Toy Science					Sammy	Philip		\$24,640.0
16	Little Electronic Engineer				Livia				\$17,600.0
17	初級紙製電路 (Paper Circuit)				Daisy		Ada		\$33,000.0
18	FQ VA (財商視覺藝術)						Shirleen		\$9,100.0
19	Spanish (15 lessons) #				Emily	Emily	Emily		-
20	棋藝世界				Mandy		Mandy		-
21	Applied Personal Management				Cherry		Pency		\$35,250.0
22	Be a SMART Leader				Sammy		Ivy		\$35,250.0
23	2C's (Creativity & Communication) Program				Karina	Sheeta			\$35,250.0
24	Memory Booster Program					Livia	Sammy		\$32,900.0
25	通識達人				Karina	Philip	Sammy		\$51,700.0

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)	
26	奧林匹克數學普及班	See Programme Plan of each elective	1. Students' feedback 2. Teachers' feedback 3. Parents' feedback 5. Achievement of targets and aims set for each elective	To evaluate the courses at the end of each term December / March / May	Banting	Pency	Simon	\$24,200.0	
27	African Culture				Irenee		Alexandria	\$30,000.0	
28	African Performing Art Workshop					Simon		\$14,000.0	
29	Career in Future: Meet the Professionals					Shirley	Pat	\$90,000.0	
30	The Chess Academy						Grace Gu	Livia	\$35,000.0
31	Stormy Chefs					Joanna		Diana	\$37,500.0
32	比比和朋友 (15 lessons) #					Ivy	Ivy		-
33	Art of Paper (紙的藝術)							Grace Gu	-
34	Etiquette					Alexandria			\$9,600
35	Baking is FUN							Joanna	-
36	Online Newsletter (22 lessons) #					Peter/ Steve	Peter/ Steve	Peter/ Steve	-
37	Board Games					Pency	Karina		-
38	Let's Explore the World						Cherry	Cherry	-
39	Drawing on the Right Side of the Brain Workshop (15 lessons) #					Ken Tsui	Ken Tsui		\$16,875.0
40	3D Sculpture							Ken Tsui	\$7,875.0
41	MONOPOLY (strategy & fun)					Ada	Hei	Shirley	\$19,800.0
42	Science Workshop I					Jacky	Chloe	Sheeta	\$75,900.0
43	Science Workshop II					Susanna	Susanna	Susanna	\$75,900.0
44	Flag Raising Squad					Philip			-
45	校園報小記者						Banting		-
46	Digital Comic (14 lessons) #						Tracy	Tracy	\$14,000.0
47	Ceramic Food		Tracy			-			
48	Team Building Workshop			Fung	Hei	\$28,000.0			
49	Table-Tennis		Fung	Ada Chu	Fung	-			
50	Rock Climbing			Fung	Hei	\$35,200.0			
51	Handball		Susanna	Alexandria	Alexandria	\$6,600.0			

