

# **Diocesan Boys' School Primary Division**



## **Annual School Plan 2013-2014**

## **Vision and Values**

We believe we should

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

## **Vision Statement**

From these values the vision statement is built.

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

## **Mission**

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

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

- To offer a balanced education for the development of the WHOLE person.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.



- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.
- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

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



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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Partnership						
1.1 To organize pedagogical exchanges with other schools and institutions	1.1.1 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 2013 - July 2014	<ul style="list-style-type: none"> <li>• The core subjects arrange professional “sharing sessions” among department members to disseminate what teachers have learned in the courses / workshops / seminars they participated. at least once this year</li> <li>• Over 90% of teaching staff participate in interflow in form of parallel sessions of professional sharing given by teachers.</li> <li>• Over 35% of the Exploratory Practices team members can give</li> </ul>	<ul style="list-style-type: none"> <li>• Number of “sharing sessions” that the core subjects will arrange in the coming school year</li> <li>• Number of teaching staff attending the professional sharing given by teachers who attended courses / workshops / seminars this year</li> <li>• Number of presentations to be given by the Exploratory Practices team members in the international or local conferences</li> </ul>	<ul style="list-style-type: none"> <li>• AHT (Staff)</li> </ul>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>

			a presentation at least once (international or local) in the coming school year			
<b>2. Student Learning and Teaching</b>						
2.1 To adopt teaching approaches which encourage greater student independence and self-responsibility in learning	2.1.1 To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently	Sept 2013 - July 2014	<ul style="list-style-type: none"> <li>• Students complete tasks with less teacher intervention for increasing periods of time</li> <li>• Students are asked to predict possible outcomes – organize, plan and re-draft written responses</li> <li>• Students are asked to work in co-operation in a group or individually to complete assignments</li> <li>• Students will be given the opportunity to transfer learning to other areas of the curriculum</li> <li>• Students have the ability to see mistakes as part of the learning</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>• Survey on number of classes that have 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>



			process			
	2.1.2 To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning	Sept 2013 - July 2014	<ul style="list-style-type: none"> <li>• Students have the ability to use resource materials readily available to them within the classroom (Use of dictionaries, thesauruses, newspapers, etc.)</li> <li>• Students are able to use school specific APPS, and other online forums (Plantii, Kanhan Chinese On-line Exercise) within the classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Students' use of resource materials is incorporated within regular delivery of classroom instruction/curriculum</li> <li>• Specific activities are indicated in the Scheme of Work and implemented on a term-by-term basis</li> <li>• Records of usage of information technology are kept for future analysis</li> </ul>	•HoD's of English, Chinese, Maths & GS	• All subject teachers
2.2 To develop Multiple Intelligences, including Success Intelligence, throughout the school curriculum	2.2.1 To enable all departments to adopt approaches of Multiple Intelligences when planning for subject programmes and learning activities	August 2013	<ul style="list-style-type: none"> <li>• 2 workshops on multiple intelligences will be held for all staff members during the Joint Staff Development Day and the first staff briefing</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>	•DHT	• All teachers

## Major Concern: Second Priority - Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Attitude and Behaviour						
1.1 To enhance students' independent learning skills	1.1.1 To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation	Sept 2013 - July 2014	<ul style="list-style-type: none"> <li>● Students are able to: preview or skim materials before reading them in detail</li> <li>● Students are able to summarise the main points of the task</li> <li>● Students are able to display effective note taking skills to aid recall</li> </ul>	<ul style="list-style-type: none"> <li>● Samples of students' note taking books and course books are photocopied for reference</li> <li>● Notes are checked to analyse the content</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>



## Major Concern: Third Priority – Management and Organization

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Professional Leadership						
1.1 To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders	1.1.1 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	Sept 2013	<ul style="list-style-type: none"> <li>• 100% of subject administrators attend a second 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>1.1.2 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>Sept 2013- July 2014</p>	<ul style="list-style-type: none"> <li>• 100% of subject administrators attend interviews with DHT in Term 3</li> <li>• HoD's of English, Chinese, Maths and GS must make use of assessment data during subject panel meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of formative and summative assessment data</li> <li>• Interviews with subject administrators in Term 3</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>1.1.3 To strengthen the role of subject administrators as agents for cross department coherence so as to bring about enhanced learning outcomes</p>	<p>July 2014</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>• 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 2013-2014

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. Achievers Track Co. Limited</li> <li>2. Active Concept</li> <li>3. Active Kids</li> <li>4. Arthome 藝術家-鄭志明</li> <li>5. Edvenue Limited</li> <li>6. Hong Kong Children's GO Academy</li> <li>7. Haac Ltd.</li> <li>8. The Mathematical Corporation (HK)</li> <li>9. The Open Classroom Limited</li> <li>10. Pasona Education Co. Limited</li> <li>11. Science Workshop</li> <li>12. Summer Fire Limited</li> <li>13. Typhoon Club</li> <li>14. Etiquette tutor – Mrs Baram</li> <li>15. Digital Comic tutor – Ms. Suen Wai Kwan</li> <li>16. Handball tutor – Mr. Eddie Chan</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:</p> <p>Term 1 – Term 3</p> <ol style="list-style-type: none"> <li>1. 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>2. Active Concept: <ul style="list-style-type: none"> <li>◆ Be a Magician</li> <li>◆ Juggling Matrix (Term 3)</li> <li>◆ MONOPOLY (strategy &amp; fun)</li> </ul> </li> <li>3. 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>4. 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>5. Edvenue Limited: <ul style="list-style-type: none"> <li>◆ International Corner</li> <li>◆ Applied Personal Management (Terms 1 &amp; 3)</li> <li>◆ Memory Booster Program (Terms 2 &amp; 3)</li> <li>◆ 通識達人 (Terms 1 &amp; 2)</li> <li>◆ 2C's (Creativity &amp; Communication) Program (Terms 1 &amp; 2)</li> <li>◆ Be a SMART Leader (Term 3)</li> <li>◆ 探索侏羅紀 (Term 3)</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 and Museum &amp; Heritage Post Cards)</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, environmental protection, 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</p>	<p>Term 1 Weekly sessions from 27 Sept – 29 Nov 2013 (8 sessions)</p> <p>Term 2 Weekly sessions from 6 Dec 2013 – 28 Feb 2014 (7 sessions)</p> <p>Term 3 Weekly sessions from 21 March – 23 May 2014 (7 sessions)</p>	<p>1. Achievers Track Co. Limited: ◆ 天文實驗班 \$1,850 × 22 = \$40,700 ◆ Toy Science \$1,850 × 14 = \$25,900 ◆ Little Electronic Engineer \$2,310 × 8 = \$18,480 ◆ 初級紙製電路 (Paper circuit) \$2,310 × 15 = \$34,650</p> <p>2. Active Concept: ◆ Be a Magician \$900 × 22 = \$19,800 ◆ Juggling Matrix \$900 × 7 = \$6,300 ◆ MONOPOLY (strategy &amp; fun) \$900 × 22 = \$19,800</p> <p>3. Active Kids: ◆ Science Adventures \$2,500 × 22 = \$55,000 ◆ The Chess Academy \$2,500 × 14 = \$35,000 ◆ Stormy Chefs \$2,500 × 15 = \$37,500</p> <p>4. Arthome 藝術家-鄭志明: ◆ Drawing on the Right Side of the Brain ® Workshop \$1,125 × 15 = \$16,875 ◆ 3D Sculpture \$1,125 × 7 = \$7,875</p> <p>5. Edvenue Limited: ◆ International Corner \$2,530 × 22 = \$55,660 ◆ Applied Personal Management \$2,530 × 15 = \$37,950 ◆ Memory Booster Program \$2,530 × 14 = \$35,420 ◆ 通識達人 \$2,530 × 15 = \$37,950 ◆ 2C's (Creativity &amp; Communication) Program \$2,530 × 15 = \$37,950</p>	<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

		<ul style="list-style-type: none"> <li>◆ Think to Speak 環保小先鋒 (Term 1)</li> <li>6. 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>7. 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</li> <li>◆ Rock Climbing</li> </ul> </li> <li>8. 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>9. The Open Classroom Limited: <ul style="list-style-type: none"> <li>◆ Career in Future: Meet the Professionals (Term 2)</li> </ul> </li> <li>10. 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>11. Science Workshop: <ul style="list-style-type: none"> <li>◆ Science Workshop I</li> <li>◆ Science Workshop II</li> </ul> </li> <li>12. Summer Fire Limited: <ul style="list-style-type: none"> <li>◆ Money Management</li> </ul> </li> <li>13. Typhoon Club: <ul style="list-style-type: none"> <li>◆ Typhoon Magazine (Terms 2 and 3)</li> <li>◆ Museum &amp; Heritage Post cards (Term 1)</li> </ul> </li> <li>14. Etiquette (Term 1)</li> <li>15. Digital Comic (Terms 2 &amp; 3)</li> <li>16. Handball</li> </ul>	<p>and Japanese.</p> <p>- Boys who are interested in sports will be able to learn handball and rock climbing.</p> <p>- Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.</p>		<ul style="list-style-type: none"> <li>◆ Be a SMART Leader \$2,530 × 7 = \$17,710</li> <li>◆ 探索侏羅紀 \$2,530 × 7 = \$17,710</li> <li>◆ Think to Speak 環保小先鋒 \$2,530 × 8 = \$20,240</li> <li>6. 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>7. Haac Ltd. <ul style="list-style-type: none"> <li>◆ African Culture \$2,200 × 15 = \$33,000</li> <li>◆ African Performing Art Workshop \$2,200 × 7 = \$15,400</li> <li>◆ Team Building Workshop \$2,200 × 22 = \$48,400</li> <li>◆ Rock Climbing \$1,800 × 22 = \$39,600</li> </ul> </li> <li>8. 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>9. The Open Classroom Limited: <ul style="list-style-type: none"> <li>◆ Career in Future: Meet the Professionals \$45,000 (@term) × 1 = \$45,000</li> </ul> </li> <li>10. 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>11. Science Workshop: <ul style="list-style-type: none"> <li>◆ Science Workshop I \$3,450 × 22 = \$75,900</li> <li>◆ Science Workshop II \$3,450 × 22 = \$75,900</li> </ul> </li> <li>12. Summer Fire Limited: <ul style="list-style-type: none"> <li>◆ Money Management \$1,350 × 22 = \$29,700</li> </ul> </li> <li>13. Typhoon Club: <ul style="list-style-type: none"> <li>◆ Typhoon Magazine \$3,000 × 14 = \$42,000</li> <li>◆ Museum &amp; Heritage Post cards \$2,850 × 8 = \$22,800</li> </ul> </li> <li>14. Etiquette: \$1,200 × 8 = \$9,600</li> </ul>			
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					15. Digital Comic: $\$600 \times 14 = \$8,400$ 16. Handball $\$300 \times 22 = \$6,600$ <hr/> <b>Total=\$1,131,270</b>			
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**Grand total of the above: \$1,131,270.0**

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The Rt. Rev. L. Tsui,  
Supervisor

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Mr. Ronnie Cheng  
Headmaster

\_\_\_\_\_  
Date

## **English Department Development & Programme Plan 2013-2014**

Head of Department: Mr. Brett White

Panel Chairpersons: Ms. Phyllis Joyce Chan      Lower Elementary  
Ms. Monique Lok                                      Upper Elementary

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

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

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

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

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 each other.
8. Understanding leadership.

### **C. The weaknesses of the department include:**

1. Selection of students' work needs to be the 'best of the best' as they are used for publication purposes.
2. Deadlines should be taken more seriously.
3. Level teachers should sit down in one session to revise and set assessment papers. Setters should also include references when setting papers.
4. Not everyone knows how to make flipcharts.
5. Teachers should be more forthcoming when giving feedback.
6. Group work is not nurtured at early stages and then continued throughout the years.

## Annual School Plan (2013-2014)

### Major Concern: Learning and Teaching

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>2. Student Learning and Teaching</b>						
2.1 To adopt teaching approaches which encourage greater student independence and self-responsibility in learning	2.1.1 To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently	Sept 2013 - July 2014	<ul style="list-style-type: none"> <li>• Students complete tasks with less teacher intervention for increasing periods of time</li> <li>• Students are asked to predict possible outcomes – organize, plan and re-draft written responses</li> <li>• Students are asked to work in co-operation in a group or individually to complete assignments</li> <li>• Students will be given the opportunity to transfer learning to other areas of the curriculum</li> <li>• Students have the ability to see mistakes as part of the learning process</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>• Survey on number of classes that have implemented such activities</li> </ul>	<ul style="list-style-type: none"> <li>• Level Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• All subject teachers</li> </ul>

	<p>2.1.2 To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning</p>	<p>Sept 2013 - July 2014</p>	<ul style="list-style-type: none"> <li>• Students have the ability to use resource materials readily available to them within the classroom (Use of dictionaries, thesauruses, newspapers, etc.)</li> <li>• Students are able to use school specific APPS, and other online forums within the classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Students' use of resource materials is incorporated within regular delivery of classroom instruction/ curriculum</li> <li>• Specific activities are indicated in the Scheme of Work and implemented on a term-by-term basis</li> <li>• Records of usage of information technology are kept for future analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Level Coordinators</li> </ul>	<p>All subject teachers</p>
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## Major Concern: Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<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	Sept 2013 - July 2014	<ul style="list-style-type: none"> <li>● Students are able to: preview or skim materials before reading them in detail</li> <li>● Students are able to summa rise the main points of the task</li> <li>● Students are able to display effective note taking skills to aid recall</li> </ul>	<ul style="list-style-type: none"> <li>● Samples of students' note taking books and course books are photocopied for reference</li> <li>● Notes are checked to analyse the content</li> </ul>	<ul style="list-style-type: none"> <li>● Level Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>● All subject teachers</li> </ul>

### Plan and Activities Table (2013-2014)

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1.	1,3,4,5	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 2014	Mr. Steven Carr	<ul style="list-style-type: none"> <li>● Budget from overseas trips funding</li> <li>● \$1000 (Other expenses)</li> </ul>
2.	1,3,5	Fun Learning Days	Series of English related games and activities will be organized for all the boys.	18-19 Dec 2013	Mr. Brett White Ms. Monique Lok Ms. P.J. Chan	\$2000
3.	1,3,4,5	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. Battle of the Books</li> <li>5. Budding Poets</li> <li>6. Others</li> </ol>	Sept 2013 – Jun 2014	Ms. P.J. Chan	\$1000
4.	1,3,4,5	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 Battle of the Books competitions will take place in May for Grades 2, 3 and 4. For Grades 5 and 6 the competition will take place in February. Teachers-in-charge are:  G2 Ms. K. Leung, Ms. I Chan G3 Ms. J. Woo, Mr. N. Bailey G4 Ms. C. Chau, Mr. V. Gurung G5 &amp; 6 Mr. B White, Ms. M. Lok</li> </ol>	Nov 2013 – Jun 2014	Ms. Monique Lok <ol style="list-style-type: none"> <li>1. Ms. C. Lam + Mr. I. Chan</li> <li>2. Ms. K. Leung + Ms. I. Chan</li> <li>3. Ms. J. Woo + Mr. N. Bailey</li> <li>4. Ms. C. Chau + Mr. V. Gurung</li> <li>5. Ms. A. Lau + Mr. P. Moran</li> <li>6. Ms. B. Chiu + Mr. S. Carr</li> </ol>	\$2000

5.	1,3,5	Support Classes	Eight students from each level will have a remedial lesson weekly. The aim is to give as much support as possible to these weaker students.	Oct 2013- Jun 2014	Ms. Monique Lok	\$1000
6.	1,3,5	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 2013- Jun 2014	Ms. M. Lok Ms. P.J. Chan	\$3000

## **E. Panel Members**

Mrs. Chandni Rakesh (Deputy Headteacher)  
Mr. Brett White (Head of Department)  
Ms. Phyllis Chan (Panel Chairperson Grades 1-3)  
Ms. Monique Lok (Panel Chairperson Grades 4-6)  
Ms. Cabriel Lam (Grade 1 Coordinator)  
Ms. Karen Leung (Grade 2 Coordinator)  
Ms. Joanna Woo (Grade 3 Coordinator)  
Ms. Carine Chau (Grade 4 Coordinator)  
Mr. Ms. Alice Lau (Grade 5 Coordinator)  
Ms. Beatrice Chiu (Grade 6 Coordinator)  
Ms. Tracy Ricco  
Mr. Neil Bailey  
Mr. Peter Moran  
Ms. Irene Chan  
Mr. Steven Carr  
Mr. Vikram Gurung  
Mr. Kingsly Ng  
Ms. Karen Li (Teaching Assistant)

## 2013-2014年度中文科發展計劃及週年活動計劃

### A. 本科成員

科主席：朱譚月清

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、曾馮婉華、甄靄雯、羅懿文、鄭頌慧、羅家華

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. 2013-2014 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
2. 學生學習與教學				
2.1 採用適當的教學策略，鼓勵學生自學及培養學生對學習的責任感	2.1.1 學生能掌握學習重點，並能靈活地將知識和技能運用，以反映其自學能力	全年	<ul style="list-style-type: none"> <li>● 為配合不同的學習重點，老師能設計不同的學習活動，讓其靈活地運用知識和技能</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>
	2.1.2 教師能應用學校的教學資源及資訊科技工具，以創設促進學生自學的學習環境	全年	<ul style="list-style-type: none"> <li>● 老師有利用教學資源、互動軟件、資訊科技工具等進行課堂練習及戶外活動</li> </ul>	<ul style="list-style-type: none"> <li>● 教師的回饋</li> <li>● 學生的回饋</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				
1.1 提升學生自學能力	1.1.1 進一步提升學生自學能力，鼓勵學生抄筆記，並作課前預習	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	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	\$1000	
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>	十二月	羅懿文 甄靄雯	\$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校刊內。</li> </ul>	二月	吳鳳婷 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>	六/七月	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	1, 2, 3, 4				✓	✓			✓	✓	看漢中文網	-校方會申請參與「看漢中文網」網上閱讀計劃，為每位學生登記成為會員，鼓勵他們每天上網閱讀一篇短文，並完成有關題目。 -透過網上練習，同學得到語文知識、運用資訊科技及自學精神的訓練。	全學年	郭嘉恩	\$10,000	資訊科技 互動學習
9	2, 3	✓	✓							✓	工作坊及講座	-為一至六年級安排不同的講座或工作坊，以提高同學的閱讀能力及興趣。	全學年	羅家華	\$10,000	從閱讀學習
10	2, 3, 4			✓	✓					✓	課室圖書	-各班課室內都放有課室圖書，讓學生定期借閱，並要完成圖書館編製的閱讀紀錄冊。學期終結時，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	/	從閱讀學習

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
11	2, 3, 4			✓	✓					✓	必讀書	<p>-各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。</p> <p>-這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。</p>	全學年	何潔生	\$10,000	從閱讀中學習
12	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
13	1, 2, 3, 4, 6, 7,		✓	✓	✓			✓			圖書教學	<p>-一、二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、二年級老師	\$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						
14	3,5	✓	✓	✓	✓			✓	✓	✓	辯論隊	-透過辯論技巧訓練，增強學生的自信心，提高批判思考及說話能力。	全學年	何潔瑩 甄靄雯	\$3000	從閱讀中學習
15	/										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	
16	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	
17	/										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 & Programme Plan 2013-2014

### A. Panel Members

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

[ ] Level Coordinator

### B. Goals & Objectives

1. To enable students to explore and discover Mathematics in daily life situations.
2. To stimulate students' interest in learning Mathematics, and help them build up a positive learning attitude and habit.
3. To enhance students' creativity, logical thinking and critical thinking skills.
4. To foster students' confidence in learning and applying Mathematics.
5. To provide opportunities for students to learn, communicate and cooperate and work in teams.
6. To give students more opportunities to participate in external competitions.
7. To enable students to learn Mathematics meaningfully through integration with other subjects.
8. To help students pursue a life-long interest in Mathematics.

### **C. Major Concerns (2013-2014)**

1. To incorporate IBL skills in the curriculum.
2. To develop students' multiple intelligences throughout the curriculum.
3. To foster students' independent learning skills and problem solving skills.

### **D. 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.

## E. Action Plan (2013-2014)

### Major Concern: Learning and Teaching

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
2. Student Learning and Teaching				
2.1 To adopt teaching approaches which encourage greater student independence and self-responsibility in learning	2.1.1 To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently	Throughout the year	<ul style="list-style-type: none"> <li>● Students complete tasks with less teacher intervention for increasing periods of time.</li> <li>● Students can work in co-operation independently or co-operatively in a group to complete assignments / projects.</li> <li>● Teachers design learning activities which enable students to transfer their learned knowledge to other areas of the curriculum.</li> <li>● Enable students to accept mistakes as part of the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher 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>

	2.1.2 To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning	Throughout the year	<ul style="list-style-type: none"> <li>• Students have the ability to use resource materials provided by the school to complete different tasks / activities. (Use of blocks, tangrams, pinboards, measuring cups, geostrips, balance, etc.)</li> <li>• Students are able to use information technology in learning mathematics. (Planetii, Cabri-3D, Sketchpad, On-line resources, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Students' use of resource materials is incorporated within regular delivery of classroom.</li> <li>• Specific activities are indicated in the Scheme of Work.</li> <li>• Assessment of learning based on activities outcomes.</li> <li>• Students' performance on Planetii tests / exercises.</li> </ul>
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### Major Concern: Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Attitude and Behaviour				
1.2 To enhance students' independent learning skills	1.2.1 To further enhance students' independent learning skills, and to encourage them to take note and do pre-lesson preparation	Throughout the year	<ul style="list-style-type: none"> <li>• G1 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 that enable students to do preparation work before the 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>

## F. Plan and Activities Table (2013-2014)

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
<b>A. Teaching and Learning</b>							
1	1,2,3,4, 10,11	Monthly Challenging Questions	Three Mathematics challenging questions are to be displayed on screen or posted on notice board monthly to challenge students' mind.	1. Satisfactory results attained by students 2. Over 70% students' participation	Whole school year	*Banting Poon, Moon Cheng	\$ 350
2	1,2,3,4, 8-11	Problem-Solving Strategies Training	At least one problem solving week will be held in the academic year. Problem solving strategies will be introduced to enhance students' problem-solving ability.	Positive feedback from teachers and students	Whole school year	*Karina Luk, Brian Cheung	--
3	1-5, 7-11	Math Projects	Students have to do at least 1 project per term. It could be group a project or individual project.	1. Satisfactory students' project work 2. Over 70% feedback from students is found to be positive	Whole school year	*Pency Wong, Brian Cheung	\$500
4	2-4,8, 10-11	e-learning	<ul style="list-style-type: none"> <li>The school has purchased the 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' use.</li> <li>Learning and teaching activities are facilitated by the use of IWB / iPad.</li> <li>On-line assessments are adopted to cater students' individual differences and arouse their learning interests.</li> </ul>	1. At least 1 Planetii quiz is assigned to students each term 2. Over 70% feedback from students, parents and teachers is found to be positive	Whole school year	*Pauline Ip, Jack Lo	\$ 20,000
5	2-5, 8-11	Math Team Training	Math Team training will be provided during recess time and major holidays to enhance students' Mathematics standard and to prepare students for external competitions.	Over 60% feedback from students and teachers is found to be positive		*Lawrence Ng, Andrew P. Kwok, Jack Lo	\$1,000
6	3,6,8, 11	External Assessment	<ul style="list-style-type: none"> <li>ICAS in mathematics or other standardized assessments will be made compulsory for students of at least <b>two</b> levels.</li> <li>These assessments will be used for establishing a reference to assess the standard of our students in a long run.</li> </ul>	1. Over 60% feedback from students is found to be positive. 2. Over 60% of teachers involved find the report useful for future planning	December 2013 to June 2014	*Edward Wong Anthony Lau	\$40,000
<b>B. Other Learning Experiences</b>							
7	2,5,7, 10,11	Fun Learning Days (Maths)	Mathematics activities are to be organized for all levels.	Over 70% feedback from parents, students and teachers is found to be positive.	18 <sup>th</sup> – 19 <sup>th</sup> December 2013	*Jessica Chan Karina Luk, Jack Lo	\$4,000
8	2,5,7, 10,11	Open House	Students work will be displayed for mutual sharing. Mathematics activities and games are provided to arouse students' interest in learning Mathematics.	1. Positive feedback from students and teachers.	January 2014	*Sally Yuen, Lawrence Ng, Jack Lo	\$600



9	2,4,8	Math Talk / Seminar	Invite guest speakers from the tertiary institutes to conduct Mathematics talks or seminars for our students.	Positive feedback from students and teachers.	Whole school year	*Anthony Lau Grace Ko	\$2,000
10	2,3,8, 10,11	Post-exam Activities	'Logix' will be introduced to all students during the post-assessment period. Competitions will be held afterwards.	Positive feedback from students and teachers.	30 <sup>th</sup> June – 11 <sup>th</sup> July 2014	*Pency Wong Sally Yuen,	\$500
11	1, 2, 4, 6, 7, 8	External competitions	Enroll students 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 HK 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 found to be positive	Whole school year	* Andrew Kwok Lawrence Ng, Anthony Lau	\$3,000
12	1,2,4, 5,8-11	Overseas Tour	About 28 G.4 – G.6 students will join an overseas study tour. Students will have to attend Math lessons or workshops to be conducted at local schools during the trip.	Over 70% feedback from parents, students and teachers is found to be positive	Whole school year	*Grace Ko, Karina Luk, Jack Lo	Budget from overseas trips funding
<b>C. Professional Development</b>							
13	2,3,4, 7,10-11	Staff Development	<ul style="list-style-type: none"> <li>Invite guest speakers from the tertiary institutes to conduct Mathematics seminars for our teachers.</li> <li>Teachers conduct professional development sessions for other subject teachers.</li> </ul>	Over 60% feedback from teachers is found to be positive	Whole school year	*Anthony Lau Grace Ko	\$5,000

\* Teacher-in-charge is responsible for collecting data through questionnaires / surveys and completing the evaluation report. The evaluation report must be submitted to the HoD within 2 months after completion of the events.

## **General Studies Department Development Plan & Programme Plan 2013-2014**

### **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 Mr. Kingsly Ng Mr. Louis Hau Mr. Jacky Szeto Ms. Jenny Lo Ms. Joanna Woo Ms. Mandy Yan Ms. Pat Hon Ms. Pency Wong Mr. Philip Wong Ms. Sally Yuen Ms. Karen Li Mr. Kevin Kam

### **B. Issues to be Addressed**

#### **Strengths:**

1. Different types of learning experience are provided for students.
2. Students enjoy learning in the spacious school campus.
3. Students can do hands-on activities in the GS Room.
4. There are enough teaching resources 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.

**C. Aims and Objectives**

<b>Aims</b>	<b>Objectives</b>
<p><u>GS I</u> To let students acquire a body of knowledge, to help them understand the world and pick up the basic skills of scientific inquiry and investigation.</p> <p>To stimulate students' curiosity and to get them to ask questions of the world around them.</p> <p>To prepare students adequately to take on the challenges of the subject of science in the secondary stage of their learning.</p>	<p>1.1. Students will acquire a body of knowledge that will help them understand the various aspects of the world that they live in.</p> <p>1.2. Students will know about and be able to appreciate the scientific and technological achievements of the human race.</p> <p>1.3. Students will know about and be able to reflect on the positive and negative impacts of our scientific and technological achievements on the environment, other living things and ourselves.</p> <p>1.4. Students will have the skills and abilities to conduct simple scientific investigations and solve problems independently.</p>
<p><u>GS II</u> To arouse students' awareness of their growth and development, as well as helping them to develop a healthy lifestyle.</p> <p>To help students become more aware of the community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness.</p> <p>To develop students' awareness of their national identity and acquire basic understanding of their home country through inquiry learning.</p>	<p>2.1. Students are expected to acquire basic understanding of the physical, psychological and social aspects of a healthy lifestyle.</p> <p>2.2. Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety.</p> <p>2.3. Students should be able to adapt to the changing needs of society. They should be willing to participate in community affairs and be involved as active and responsible citizens.</p> <p>2.4. Students should be able to develop a concern for the development of China and current Chinese affairs.</p>

## D. Action Plan (2013-2014)

### Major Concern: Learning and Teaching

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
2. Student Learning and Teaching				
2.2 To adopt teaching approaches which encourage greater student independence and self-responsibility in learning	2.2.1 To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently	Throughout the year	<ul style="list-style-type: none"> <li>● Students complete tasks with less teacher intervention for increasing periods of time.</li> <li>● Students are asked to work in co-operation in a group or individually to complete assignments or projects.</li> <li>● Teachers design learning activities which enable students to transfer their knowledge to other areas of the curriculum.</li> <li>● Students have the ability to spot their mistakes and see it as part of the learning process.</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>● Survey on number of classes that implemented such activities.</li> </ul>
	2.2.2 To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning	Throughout the year	<ul style="list-style-type: none"> <li>● Students have the ability to use resource materials provided by teachers to complete tasks or activities (experiments equipment, science journals, magazines, newspapers and online resources).</li> <li>● Students are able to use information technology in learning General Studies (Brainpop, iPads, Apps, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Students' use of resource materials is incorporated within regular delivery of classroom.</li> <li>● Specific activities are indicated in the Scheme of Work.</li> <li>● Students' performance in activities and formative assessments.</li> </ul>

## Major Concern: Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Attitude and Behaviour				
1.2 To enhance students' independent learning skills	1.2.1 To further enhance students' independent learning skills, and to encourage them to take note and do pre-lesson preparation	Throughout the year	<ul style="list-style-type: none"> <li>● Students are able to do pre-lesson activities assigned by teachers.</li> <li>● Students are able to display effective note taking skills to aid recall.</li> </ul>	<ul style="list-style-type: none"> <li>● Samples of students' notebooks are photocopied for reference.</li> <li>● Students notebooks are regularly collected and checked by teachers.</li> <li>● Teachers' observation and feedback</li> </ul>

### E. Plan and Activities Table (2013-2014)

Plan	Objectives	Activities	Description	Evaluation mechanism	Period	Coordinators	Budget
1.	2.3 2.4	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 ceremony 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>	27 Sept 2013 & 30 Jun 2014	Ms. Mandy Yan Mr. Philip Wong	\$1,000
2.	1.1 1.2 1.3 1.4	Fun Learning Days	<ol style="list-style-type: none"> <li>1. Invite out-sourced organizations to organize workshops related to science investigation for students.</li> <li>2. Organize activities during Fun Learning Days</li> </ol>	<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>	18-19 Dec 2013	Mr. Banting Poon (Competition) Ms. Cabriel Lam (Science Activities) Ms. Karen Li (General Administration)	\$2,000
3.	1.3	Environmental Education Program	<p>To promote the importance of environmental protection in school. Programs include:</p> <ol style="list-style-type: none"> <li>1. Environmental Ambassadors</li> <li>2. Organic Farm/ roof-top garden</li> </ol>	<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. Pency Wong Mr. Jacky Szeto	\$1,000

4.	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4	Other Learning Experiences	<b>1. G.S. Field Trips</b> 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	<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 2013 - May 2014	Level Coordinators	\$2,000
				<b>2. Life Education Activity Programme (L.E.A.P)</b> G.1 – Air to Live G.2 – Food for Life G.3 – Great to be Me G.4 – Body Network G.5 – Clear the Smoke G.6 – My Choice	<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>	May 2014	GS Panel Head/ Chairperson	\$20,000
				<b>3. Activities during Post-assessment Period</b> Invite out-sourced organizations to organize workshops/ talks/ exhibitions/ seminars in line with the core curriculum so as to supplement students' knowledge	<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 2014	Ms. Alice Lau Ms. Karen Li	\$1,500

5.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	G.S. Room Improvement & Resources Building	<ol style="list-style-type: none"> <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. Kingsly Ng Ms. Joanna Woo	\$8,000
6.		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
			3. IT Exploration	<ul style="list-style-type: none"> <li>● Positive feedback from teachers</li> <li>● Photo taking as a record of the workshop</li> </ul>	Whole Year	Ms. Jenny Lo	\$1,000



				<ul style="list-style-type: none"> <li>● Use of IT in teaching</li> </ul>			
7.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	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 will be jointly organized with other departments.</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 activity</li> </ul>	Whole Year	<p>Ms. Michelle Ng (Hong Kong Budding Scientists Awards)</p> <p>Ms. Sally Yuen (17<sup>th</sup> Primary Science Project Exhibition Innovations)</p> <p>Mr. Louis Hau (Odyssey of the Mind)</p> <p>Ms. Alice Lau (<a href="#">香港杯外交知識競賽</a>)</p>	\$1,500
8.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	Cross-curricular activities	Different grade levels will organize various teaching 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 coordinators	\$3,000

## **French Department Programme Plan 2013-2014**

**Panel Chairperson:** Mrs. Alexandra Morley  
**Part-Time French Teacher:** Mrs. Armelle Esther Sibony

### **Department's/Stream'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 (installation of an Interactive White Board, cork boards on window in order to increase display areas, development of an “in class” French Library offering magazines, comics and books at different comprehension levels, usage of iPads for project based learning). 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 keeping in line with DELF examinations (French Language Test Proficiency). The French Department has progressively changed textbooks materials since 2012 from UK based companies to French publishers, such as CLE INTERNATIONAL and HACHETTE, BAYARD and MILAN PRESSE.
4. Students during their 6-year program will present 2 to 3 DELF exams depending on the their group (Prim A1.1 - end of G2; Prim A1- end of G4; Prim A2 - end of G6). These exams enable students to have a high motivation to learn and help enrich their achievement portfolio.
5. Students will be yearly invited to participate in regular events organized by AFLE (Association of French Teachers in Hong Kong) and Alliance Française, such as dictation, speech and singing competitions and Film Festival “French Cinépanorama”.
6. The small class size allows teachers to cater for individual needs and offers a comfortable and stress free environment for students to learn. The French Stream is getting more and more popular, and the French Department is having more and more

new students at other grade levels other than G1. This is the reason why differentiation in teaching is becoming part of the teaching habits. Some students are very strong and need to be stimulated even more in their learning, therefore differentiation is used. Some students are facing more challenging situations in learning the language, therefore differentiation is used too.

7. The French Department intends to establish connections with other primary schools in Hong Kong where French language is taught by organizing visits and common projects. Also, in order to widen students' perspective of learning, the Department will work closely with a school in France and create links between the two schools.
8. The school offers a six-year progression in French language which will be further pursued in the secondary division. The intake of students varies from year to year meanwhile and the Department tends to attract more students. The school has successfully established a flexible curriculum that integrates students in levels respective to their abilities instead of their age.
9. French language is also presented twice (for G1 & 2 and for G3 & 4 Main Stream students) in the Electives Programs with the support given by the French Department.

**Department's/Stream'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. The French Stream is not especially well known among parents who are outsiders to the Stream. Therefore it is crucial for the school to communicate clearly with new parents about the possibilities for their child to study in the French Stream.
3. The French Department has not yet drawn up a policy in terms of stream transfer.

<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 a minimum of one period per week fully using the target language</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</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 Open House</li> <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 a regular use of IT in Education through projects	<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 differentiated teaching</li> <li>• To allow students to work independently on learning areas based on their needs and interests, using individualized materials</li> </ul>

**Plan and Activities Table (2013-2014):**

Plan	Aim	Activity	Description	Period	Budget
1	1, 2, 3, 8	Differentiation	<ul style="list-style-type: none"> <li>• Provide as much support as possible to students to help them expand their knowledge.</li> <li>• Weaker students must be able to achieve the learning objectives of each unit.</li> <li>• Stronger students must be able to achieve goals set by the teacher.</li> </ul>	Whole year, 1 period a week	\$ 15,000

2	1, 2, 3, 4, 5, 7	Project based learning	<ul style="list-style-type: none"> <li>• Pen Pal Project: Research based project where senior boys will be involved in searching about the school in France. They will have to prepare various oral and written presentations in French with different sorts of support (video, paper, electronic, etc...)</li> <li>• Open House Preparation Projects</li> </ul>	Whole year, 1 period a week	\$ 30,000
3	4	Reading programme	<ul style="list-style-type: none"> <li>• Students from all grade levels follow a reading programme.</li> <li>• The French Department has acquired structured reading materials.</li> </ul>	One period twice a month and weekly homework	\$15,000
4	5,6	Cultural Immersion	<ul style="list-style-type: none"> <li>• A cultural trip to France will be organized for French Boys and other Main Stream boys who attend Electives.</li> </ul>	July 2014	\$130,000  (Budget from overseas trips funding)
5	1, 2, 3, 4, 5, 8	DELFL Prim Exams	<ul style="list-style-type: none"> <li>• DELFL Prim A1.1 for G2 students</li> <li>• DELFL Prim A1 for G4 students</li> <li>• DELFL Prim A2 for G6 students</li> </ul>	Whole year  May/June 2014	/
6	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> </ul>	Whole year	\$2,000
				Total:	\$192,000

# Putonghua Department Programme Plan 2013-2014

## 2013-2014年度普通話科工作計劃

### (甲) 計劃小組成員

科主席：何潔生

組員：徐鈺峰、顧慧儀、劉巍、何穎賢、陳美穎、王煦淳、  
李哲、殷華峰、劉巧靈、陳思、韓玥

### (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，協助學習程度欠理想的學生學習。
5. 為非華語學童而設的基礎漢語班，課程內容較富彈性，能因應學生的能力作課程調適。
6. 中學部逐步推展普通話教中文的課程，將有助中小學部的課程連接。
7. 學習普通話在現今社會愈見重要，而普通話教中文更是近年教改的趨勢，因此，家長普遍對本科比以往更重視。
8. 所有老師已接受過有關普通話教中文課程的培訓，在教學上較有把握。

### 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。

### (丙) 週年活動計劃及財政預算

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。	2月	顧慧儀、殷華峰、劉巧靈負責統籌	\$4,000
5	總目標 3, 4, 6 本年目標 1a, 1b, 2	境外交流團	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。與常識科協辦，跟北京景山學生進行交換生計劃，挑選合適的學生到北京進行交流，學生需寄宿在當地的學生家庭	4-6年級學生	學生及家長反應及活動後檢討會議。	第三學期	何潔生、劉巍、韓珺負責統籌	\$120,000



			中，從而體驗當地的文化及生活。景山學生亦會來港學習，並由本地學生家庭照顧。					
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	李哲負責統籌及存點	\$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 2013-2014**

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

**Members: Ms. May Po**

**Mrs. Alexandria Lau**

**Ms. Judy Chu (Music Department Coordinator)**

### **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 (2013-2014):**

<b>Plan</b>	<b>Aim</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Coordinator</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 2013 to July 2014	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-G.6) to participate in the School Choirs, School Orchestras and Ensembles.	September 2013 to April 2014	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	Cerebration Party (after the 66th 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 2014	All Music Teachers & Music Coordinator	\$15,000
6.	4,8	Music Captain	6-8 potential G6 students will be selected to assist the Music Department.	Whole Year	Emily Yip	NIL
7.	2,4,5	Special Music Activities - Music Tour	Organize visits for students to further develop their musicianship.	April - July 2014	All music teachers, conductors	\$300,000 (Budget from overseas trips funding)

## **Physical Education Programme Plan 2013-2014**

**Head of Department** : Mr. Sidney Mok  
**PE Teachers** : Ms. Ada Chu & Mr. Ryan Li  
**PE Teaching Assistant** : Mr. Kam Tse

### **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 (2013-2014):**

	<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): 5, 9 & 10 September 2013;  <b>Finals</b> (G2 & G3 finalists, all G4-G6 students): 2 October 2013	Mr. Sidney Mok	\$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.	10 November 2013	Mr. Sidney Mok	(By Fund Raising Working Committee)
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): 16 December 2013  <b>Finals</b> (G2 finalists, all G3-G6 students): 3 March 2014	Mr. Sidney Mok	\$3,000
4.	1, 3, 4, 5, 6, 7	Golf Day	It is a joint division fund-raising event for promoting golf and parent-child partnership.	2 May 2014	Mr. Sidney Mok	
5.	2, 3, 4, 6, 7	Pre-10Km FunD Run	It is a fund-raising sporting event to promote parent-child partnership.	19 January 2014	Mr. Sidney Mok	(By DBS Foundation - Tentative)
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.	16 February 2014	Mr. Sidney Mok	(By DBS Foundation - Tentative)

7.	4, 5, 6, 7	Alternative Sports	Students will participate in various sports activities, such as rope skipping, Wushu and dragons & lions dance.	Late November 2013 to January 2014	All PE teachers	\$100,000
8	2, 3, 4, 7	Local / Overseas Training Camps / Competitions	Various local / overseas training camps will be organized for School Sports Team A members during major school holidays.	<ol style="list-style-type: none"> <li>1. Football Training Camp in Boarding School (late Sept / early Oct 2013)</li> <li>2. Badminton &amp; Table-Tennis Training Camp (Christmas Holidays 2013 &amp; Easter Holidays 2014 [For TT Only])</li> <li>3. Fencing Camp in France – Challenge C.E.P. 2014 (2/2014)</li> <li>4. Football Training Camp in Japan / Korea (early July 2014)</li> <li>5. Badminton Training Camp in China / Indonesia (Summer Holiday 2014)</li> </ol> <p><b><i>Schedules of all the above training camps are tentative only</i></b></p>	All PE teachers	<ul style="list-style-type: none"> <li>● \$70,000 to \$180,000 depending on the destinations and duration of the camp</li> <li>● The budget is from overseas trips funding</li> </ul>

## Visual Arts Annual Programme Plan 2013-2014

**Panel Chairperson** : Ms. Eva Chui  
**VA Teachers** : Ms. Tracy Yu & Ms. Phyllis Chan  
**Art Room Technicians** : Ms. Ng Wan Ki & Ms. Elsa Tsarm

### **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>Aims</b>	<b>Objectives</b>
1. To develop students' creativity and Imagination	To enhance students' creativity and power of imagination though 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>Aims</b>	<b>Plan</b>	<b>Descriptions</b>	<b>Period</b>	<b>Co-ordinator</b>	<b>Budget</b>
1.	4	Cross- curricular Integrated Learning	<ul style="list-style-type: none"> <li>● Topics chosen for Visual Arts lessons will be related to other disciplines and the VA department will work in collaboration with other departments.</li> <li>● These cross-curricular activities will be carried out during art lessons, Fun Learning Days and IBL Week.</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: \$42,000 General Office: \$121,250
2.	1,2	Art in School Partnerships Projects	Invite artists, other institutes and organizations to run art appreciation and art making workshops for students. The media and topics being taught are not likely to be covered in regular art lessons.	Art Classes and 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 put around the school.</li> </ul>	All-Year Round	Ms. Chui Ms. Yu	Teaching Materials: \$42,000 General Office: \$121,250
4	1,3,4	Art Appreciation	<ul style="list-style-type: none"> <li>● Language of art, including artists, art concepts, movements and various styles of art and design will be introduced to students.</li> <li>● Students will have art appreciation sessions during lessons for discussion, art-making and exhibition visits to develop <u>self-reflection</u> and <u>critical thinking skills</u>.*</li> </ul>	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 (Creativity & Imagination)	<ul style="list-style-type: none"> <li>● Sketchbooks will be used to help develop students' creativity and imagination, skills and processes.</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: \$42,000 General Office: \$121,250
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



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
10	1-5	Initiatives to Improve Programme Planning	<ul style="list-style-type: none"> <li>● A process will be in place for fine tuning the formative assessment.</li> <li>● Class activities will be organized to cater for students' multiple intelligences.</li> </ul>	Art Classes	Ms. Chui & Ms. Yu	Teaching Materials: \$42,000 General Office: \$121,250

# Religious Studies Department Programme Plan 2013-2014

## 2013-2014 年度宗教科工作計劃

### (一) 計劃小組

科主任：梁凱祈

組員：吳鳳婷、駱敏儀、何志泉、陸偉珊、王健屏、洪卓筠、郭嘉恩、盧國詠

### (二) 本校現況

#### 強項

1. 基督徒老師願意支持及推動宗教活動。
2. 教會支持及協助學校舉辦早會及崇拜。
3. 能透過早會的時間，讓學生認識基督教信仰。
4. 老師鼓勵學生背誦禱文及金句，並應用於生活中。

#### 弱項

1. 每星期只有一節宗教課，教師與學生見面的時間相對其他科目為少，因此未能深入課題教授學生。
2. 學生於有蓋操場進行早會，隊列時之空間較小，崇拜環境不太理想。
3. 課外活動較多，安排宗教科活動時，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) 週年活動計劃及財政預算：

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	陸偉珊 駱敏儀	/
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	陸偉珊 王健屏	\$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	\$2,000
5	5	教師祈禱會	為學生和學校的需要祈禱，並邀請其他教師參與。內容主要為學生和學校的需要祈禱、分享和彼此守望。	全體老師	收集教師意見	全年	全體老師	/
6	2, 5	班際金句背誦比賽	小三學生背誦課本內的金句，小四學生背誦詩歌集內的金句，得分最高的班別將獲贈禮物。	小三及 小四學生	檢討會議	四月	郭嘉恩 梁凱祈	\$500
7	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 四月 五月 七月	梁凱祈	\$13,500
8	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	一月	全體老師	\$1,000
9	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，讓學生明白經文的意思，學習表達經文中的思想和感情。	小一至 小六學生	學生表現及老師的檢討會議	三月	梁凱祈 及各級 聯絡人	\$500

10	1, 5	專題 展板	擬訂不同主題(或按節期), 張貼相關的內容於展板上, 以加強學校的宗教氣氛, 增加學生對本科的興趣。	全體 學生	收集學生 及教師意 見	一年 三次	吳鳳婷 何志泉 洪卓筠	\$500
11	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	四月 (復活 節前最 後一上 課日)	盧國詠 梁凱祈 王健屏	\$3,000
12	1, 2, 3, 4, 5	早會	逢星期三由宗教科、基督徒老師或牧師輪流主領, 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
13	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
14	5	聖公會活動 (例如: 步行籌款)	協助相關活動之事務傳達。幫助同學理解是次教會活動的詳情。	全體 學生	收集同學 的回應	全年	梁凱祈 及各級 聯絡人	/
15	5	添置圖書及 教具	購買福音書籍供學生借閱及宗教科參考書、教學軟件供老師借用。	宗教科 老師	觀察學生 反應及收 集教師 意見	全年	全體老師	\$5,000

## Library Studies Department Programme Plan 2013-2014

**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 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

<p>2. To enhance students' self-learning and life-long learning abilities</p>	<p>To equip students with the appropriate information literacy skills that will enable them to learn effectively.</p>	<p>Reading to Learn Project Learning Information and Technology for Interactive Learning</p>
<p>3. To help students cultivate good moral and civic attitudes</p>	<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>	<p>Reading to Learn Moral and Civic Education</p>
<p>4. To develop our School Library as an information and media centre which provides diversified reading materials and resources for teaching and learning</p>	<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 to students and staff.</li> </ul>	<p>Reading to Learn</p>
<p>5. To help all DBS students cultivate a sense of belonging to the school</p>	<ul style="list-style-type: none"> <li>● To ensure consistency between the library curricula and library systems of the Primary and Secondary Divisions.</li> <li>● To maintain effective communication between the teacher-librarians of the Secondary and Primary Divisions.</li> </ul>	<p>Reading to Learn</p>

**Plan and Activities Table (2013-2014):**

<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	<p>1. Management of School Library</p> <ul 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> </ul> <p>2. Budget Management</p> <p>3. Collection Development</p> <ul style="list-style-type: none"> <li>a. English, Chinese and French books</li> <li>b. Magazines</li> <li>c. Online encyclopaedia</li> <li>d. Classroom Libraries</li> </ul>	<ul style="list-style-type: none"> <li>1. Reading environment of the Library</li> <li>2. Feedback of the teachers, students and parents</li> <li>3. Size of collection</li> </ul>	Whole Year	Ms. Cherry Tai (Teacher-librarian) and Ms. Lee Kwai Ying (Assistant librarian)	2013-2014 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> </ol>	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2013-2014 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. 4.23 World Book Day Celebration</li> <li>6. Storytelling Team</li> <li>7. Newspapers Subscription</li> <li>8. Bulk Application of Hong Kong Public Library Cards</li> <li>9. External Reading Activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' participation</li> <li>2. Students' feedback</li> </ol>	Whole year	Ms. Cherry Tai	2013-2014 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	2013-2014 library budget
6	1	Library Promotion	<p>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 will be set up. New books will be displayed.</p>	Students' feedback	Whole year	Ms. Cherry Tai	2013-2014 library budget

# **Computer Studies Department Programme Plan 2013-2014**

**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 Art teachers, frequently conduct their lessons in the Computer Room.
3. A Teaching Assistant is assigned to each Grade one class during Computer Studies lessons for providing extra assistance to students.
4. Students are very interested in Computer Studies and are highly motivated during lessons.
5. A 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 (2013-2014)**

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 incorporate MIs in the curriculum
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 (2013-2014)**

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 (2013-2014):**

<b>Plan</b>	<b>Aims</b>	<b>Activity</b>	<b>Description</b>	<b>Method of Evaluation</b>	<b>Period</b>	<b>Co-ordinator</b>	<b>Budget</b>
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 2013 – July 2014	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 2013 – May 2014	Edward Wong*	\$500
3	1-8	Internal Competitions	a) CS Logo Design Competition b) Calendar Card Design Competition	Students' participation	Oct 2013 – Nov 2013	Brian Cheung*	Certificates & \$1,500 for prizes
4	1-8	Fun Learning Days	Students will enjoy learning computer graphics, animation and interactive quizzes	Students' participation	Dec 2013	Edward Wong* Pauline Ip	\$1,500
5	8	Seminars conducted by School Social Workers	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	July 2014	Jessica Chan*	\$1,200
6	2	Collaboration with Music Department	Digital music using computers	Students' diverse learning skills	Feb 2014	Pauline Ip*	--
7	2	Collaboration with Putonghua Department	Chinese Typing with the Hanyu Pinyin	Students' competencies in Hanyu Pinyin	Dec 2013	Edward Wong*	--
8	2	Collaboration with English and G.S. Departments	Presentation skills	Students complete meaningful learning tasks through participation in activities	May 2014	Brian Cheung*	--
9	1, 2	Collaboration with English and Chinese Departments (on typing skills)	English (G1: correct finger position)	Students' competencies in typing	Jan 2014	Edward Wong*	--
			Chinese G3: 九方	Students' competencies in typing	Mar 2014	Jessica Chan	
			Chinese G4: 速成	Students' competencies in typing	Apr 2014	Edward Wong	
			Chinese G6: 倉頡	Students' competencies in typing	May 2014	Brian Cheung	

## **Moral Education Department Programme Plan 2013-2014**

**Panel Chairperson:** Mr. Sammy Ho  
**Member:** Ms. Ivy Wong

### **Strengths:**

1. Teachers are devoted to the teaching profession, and they care very much about the whole-person development of students.
2. 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 design various learning activities that prompt students to do pre-lesson preparation as well as to apply the knowledge and skills that they have learnt to solve problems in different situations
2. To plan learning activities that involve visual/spatial, naturalist, musical/rhythmic and logical/mathematical intelligences in the curriculum so as to maximize the chance for students to use their multiple intelligences
3. To arrange grade level meetings 3 times a year in order to evaluate and better monitor the progress of implementation of subject plans
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 (2013-2014):**

Plan	Aims	Activity	Description	Performance indicator	Period	Coordinators	Budget
1	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, 13	Sammy Ho	---
2	1,2,3,4	Moral Education Lessons	Help students build up good character, and promote personal, academic, and social development	1. Teachers' observation and written feedback 2. Students' written feedback 3. Pre-/Post-tests of APASO	Whole year	Sammy Ho & Ivy Wong	---
3	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.,13 – June, 14	Sammy Ho & Ivy Wong	\$32,000
4	4	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 the donation programme	Dec., 13	Sammy Ho & Ivy Wong	\$300
5	1	Fun Learning Days	Organize experiential activities to enhance students' independence and self-responsibility in learning	Teachers' observation & feedback from participants	Dec.,13	Sammy Ho & Ivy Wong	\$1,000
6	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 in the	Dec.,13 – March, 14	Sammy Ho & Ivy Wong	\$5,500

				feedback form that they have learnt from the service visit/activity			
7	1,4	Developmental Talks and Workshops	Promote independence and self-responsibility in learning as well as pro-social behaviours among students	Teachers' observation	Dec., 13 - June,14	Sammy Ho & Ivy Wong	\$2,000
8	4	Read to Feed Programme	Help students understand the need of poor people in China, and provide an opportunity for students to take concrete actions to help	Over 120 students participate in the programme	Feb., 13 - April, 14	Sammy Ho & Ivy Wong	---
9	2	Internet Safety Talk	Enhance students' awareness of how they can protect their personal information and privacy when using the internet and of the risk of addiction to online game	Teachers' observation & feedback from participants	July,14	Sammy Ho	---
10	1	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	1. Teachers' observation 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	July, 14	Sammy Ho & Ivy Wong	\$150

# Electives Department Development Plan & Programme Plan 2013-2014

**Head of Department:** Ms. Susanna Chung  
**Department Panel:** Mrs. Alexandria Lau

## A. Members:

Mr. Sammy Ho	Mr. Neil Bailey	Ms. Irene Chan	Mr. Steven Carr
Mr. Vikram Gurung	Mrs. Alexandra Morley	Mr. Kingsly Ng	Mr. Ken Tsui
Ms. Grace Ku	Ms. Livia Liu	Mr. Philip Wong	Ms. Pat Hon
Ms. May Po	Mr. Ryan Li	Ms. Tracy Yu	Ms. Cherry Tai
Ms. Ivy Wong	Ms. Han Yue	Ms. Diana Yan	Ms. Shirleen Liu
Mrs. Grace Ko	Ms. Shirley Chen	Ms. Carol Li	Ms. Karen Leung
Mrs. Connie Tsang	Ms. Ada Chu	Mr. Jack Lo	Ms. Jessica Chan
Ms. Alice Lau	Mr. Lawrence Ng	Ms. Beatrice Chiu	Mr. Brian Cheung
Ms. Sheeta Ho	Mr. Jacky Sze-To	Ms. Karen Li	Mr. Cheng Ki Cheong
Mr. Kelvin Kam	Mr. Kam Tse	Ms. Judy Chu	Mrs. A. 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.

### Weaknesses

1. Most of the electives programmes are designed by G4-6 teachers. It is difficult to strike a better balance to cater needs of both lower and upper grades students.
2. 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.
3. Classroom management is a challenge for teachers and tutors since students from many different classes are allocated to attend the same elective course.
4. 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.
5. It is difficult to address the expectations of all parents and students when the School allocates students' electives.

## **C. Opportunities and Threats**

### **Opportunities**

1. Most of the out-sourced organizations specialize in the area of electives that they provide (e.g. Go Culture, Pasona, Science Workshop, Maths Olympic, Money Management, Astronomy)
2. Individual tutors working for various out-sourced organizations are appointed to teach elective courses. This enables our students to have exposure to diverse fields of knowledge.
3. The School can introduce new electives from time to time because new teachers are identified each year.
4. 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. Tendering procedures are required for identifying out-sourced organizations. The procedures are complicated making it more difficult for the School to introduce elective programmes which are high in quality but too expensive to justify.
3. 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.
4. 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 a member of the course that they chose.
3. To help students develop curiosity and interest in learning areas not covered in the core curriculum.
4. To develop students' Multiple Intelligences. (Focus in the Annual School Plan 2013-2014)
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 (2013-2014), the objectives of this year are:

1. To further engage students in experiential learning and have their generic skills effectively enhanced.
2. To develop students' Multiple Intelligences through delivery of the electives curriculum.

### **E. Implementation Plan (2013-2014):**

<b>Plan</b>	<b>Aim</b>	<b>Item</b>
<b>1</b> To maintain a balance of courses of different learning areas to be provided in the electives curriculum.	3 and 4	1-60
<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 Environment Protection: Think to Speak 環保小先鋒</li> <li>● Meet the Requirement of New Curriculum: Memory Booster Program, 通識達人 and Career in Future</li> </ul>	3 and 6	
<b>3</b> To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations.	5	
<b>4</b> To let students choose the electives that best suit their learning styles.	1 and 2	
<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	
<b>7</b> To develop students' Multiple Intelligences.	4	

**F. Activities Table (2013-2014):**

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)	
1	Go Culture Course: Beginners (圍棋初班)	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	Diana	Jacky		\$15,000.0	
2	Go Culture Course: Intermediate (圍棋中班)					Han	Diana		\$14,000.0
3	International Corner: Be a Smart Kid with an International Horizon				Han	Diana	Han		\$55,660.0
4	Elementary Japanese				Shirleen	Shirleen			\$15,750.0
5	Intermediate Japanese						Kingsly		\$7,350.0
6	Money Management				Philip	Philip	Sheeta		\$29,700.0
7	Be a Magician				Livia	Livia	Shirleen		\$19,800.0
8	Juggling Matrix (雜耍天地)						Livia		\$6,300.0
9	Mathematical Games I				Jack	Cheng	Lawrence		\$24,200.0
10	Fun with French - Beginners (14 lessons) #						E. Sibony	E. Sibony	
11	FUN with LEGO				Pat	Jessica	Pat		
12	Typhoon Magazine						Neil	Karen Li	\$42,000.0
13	Museum & Heritage Post Cards				Alexandria				\$22,800.0
14	Science Adventures				Neil	Vikram	Ivy		\$55,000.0
15	比比和朋友 (15 lessons) #				Ivy Wong	Ivy Wong			
16	天文實驗班				Shirley	Carol Li	Carol Li		\$40,700.0
17	Toy Science						Shirley	Shirley	\$25,900.0
18	Little Electronic Engineer				Coral Li				\$18,480.0
19	初級紙製電路 (Paper Circuit)				Judy			Kelvin Kam	\$34,650.0
20	Career in Future: Meet the Professionals						Judy		\$45,000.0
21	Applied Personal Management				Cherry			Cherry	\$37,950.0

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)
22	Memory Booster Program	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		Kingsly	Jessica	\$35,420.0
23	通識達人				Alice	Alice		\$37,950.0
24	探索侏羅紀						Brian	\$17,710.0
25	2C's (Creativity & Communication) Program				Cheng	Kelvin Kam		\$37,950.0
26	Think to Speak 環保小先鋒				Kelvin Kam			\$20,240.0
27	Be a SMART Leader						Sammy	\$17,710.0
28	奧林匹克數學普及班				Jessica	Lawrence	Grace Ko	\$24,200.0
29	Art of Paper (紙的藝術)					Grace Ku	Grace Ku	
30	Performing Arts				Beatrice			
31	棋藝世界				May Po		May Po	
32	African Culture				Irenee		Vikram	\$33,000.0
33	African Performing Art Workshop					Irenee		\$15,400.0
34	The Chess Academy					Kam Tseg	Beatrice	\$35,000.0
35	Stormy Chefs				Vikram		A. Morley	\$37,500.0
36	中國畫					Ken		
37	Etiquette				Sammy			\$9,600.0
38	財商管理			Philip				
39	Podcasting			Kingsly	Irenee			

	Item	Content	Evaluation Mechanism	Evaluation Period	Co-ordinator			Budget (\$)
40	校園報小記者	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		Sheeta Ho		
41	象棋的藝術				Lawrence			
42	攝影感觀之旅 (14 lessons)#					Connie	Connie	
43	Board Games				Brian	Brian		
44	MONOPOLY (strategy & fun)				Connie	Li Kwok Lui	Cheng	\$19,800.0
45	Science Workshop I				Karen Li	Jack	Judy	\$75,900.0
46	Science Workshop II				E. Sibony	Susanna	Neil	\$75,900.0
47	Let's Explore the World					Cherry	Alice Lau	
48	Drawing on the Right Side of the Brain Workshop (15 lessons) #				Ken	Beatrice		\$16,875.0
49	3D Sculpture						Ken	\$7,875.0
50	「動+靜」@經喜之旅 (書法)				Karen & Jacky	Karen & Pat	Karen & Jacky	
51	School Pal (15 lessons)#				Grace Ko	Grace Ko		
52	History of Maths						Jack	
53	Fun with French -Beginners (14 lessons)#				Mrs. Morley	Mrs. Morley		
54	Ceramic Food	Tracy Yu						
55	Digital Comic (14 lessons)#		Tracy Yu	Tracy Yu	\$8,400.0			
56	Team Building Workshop	Kam Tse	Sammy	Ryan Li	\$48,400.0			
57	Table-Tennis	Ada	Ryan Li	Ada				

	<b>Item</b>	<b>Content</b>	<b>Evaluation Mechanism</b>	<b>Evaluation Period</b>	<b>Co-ordinator</b>			<b>Budget (\$)</b>	
58	Cricket				Steve	Steve	Steve		
59	Rock Climbing				Ryan Li	Ada	Kam Tse		\$39,600.0
60	Handball				Susanna	Alexandria	Alexandria/ Susanna		\$6,600.0