

Diocesan Boys' School Primary Division



Annual School Plan 2014-2015



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 – Learning and Teaching; Student Support & Partnership

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Student Learning & Teaching						
1.1 To further develop teaching strategies to cater to students' learning diversity	1.1.1 To reduce the class size for better teacher/students ratio		<ul style="list-style-type: none"> To reduce the class size of 5D, 5J, 5M, 5P to 20; and that of 6D, 6J, 6M, 6P, 6S to 23 when students have English, Chinese & Maths lessons 50% of students of 5D, 5J, 5M, 5P, 6D, 6J, 6M, 6P & 6S demonstrate significant improvement in their English, Chinese & Maths results – making a progress by 5 marks (which includes the term and assessment marks) in each subject in Term 2 compared with their original results attained in Term 1 	<ul style="list-style-type: none"> Analysis of students' results attained in Term 1 and Term 2 Reflection of G5 & G6 regular class students on their learning effectiveness, either orally or written 	<ul style="list-style-type: none"> HT HoDs & PC's of English, Chinese and Maths Departments 	<ul style="list-style-type: none"> All G.5 & G.6 English, Chinese, Maths teachers

	<p>1.1.2 To develop teachers' skills in asking challenging/ open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers.</p>	<p>Sept 2014 - July 2015</p>	<ul style="list-style-type: none"> • Each of the four core subjects arranges at least 1 professional “sharing session” for department members to disseminate what teachers have learned in the courses/workshops/seminars about catering learners’ diversity in the coming school year • 70% of G5 & G6 x-class students consider they are able to complete tasks with less teacher intervention • 70% of G5 & G6 x-class students consider they are able to predict possible outcomes, organize, plan and re-draft written responses • 70% of G2 – G6 regular class students consider they are given necessary 	<ul style="list-style-type: none"> • Number of “sharing sessions” that the four core subjects will arrange in the coming school year • Teachers’ feedback (after sharing sessions) • Survey for G5 & G6 x-class students • G2 – G6 regular class students’ reflection on the learning effectiveness, either orally or written 	<ul style="list-style-type: none"> • HoDs & PC’s of English, Chinese, Maths and GS Departments 	<ul style="list-style-type: none"> • All subject teachers
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			<p>guidance and support from teachers</p> <ul style="list-style-type: none"> • 70% of G2 – G6 regular class students consider they are given more opportunities to participate in group work where they can learn from one another by sharing their work and offering constructive feedback 			
2. Student Support						
2.1 To develop a Big Brother Scheme in the Primary Division	2.1.1 To implement a Big Brother Scheme that involves all G.6 students to be Big Brothers of G.1 students	Sept 2014 - July 2015	<ul style="list-style-type: none"> • 100% of G6 students are assigned as Big Brothers to provide support for G1 students • At least 2 service programmes are organized for G6 students to share school life and show concern for their G1 Little Brothers in the coming school year 	<ul style="list-style-type: none"> • Oral feedback from G1 and G6 students • Class Teachers' Observation about the positive changes that G1 students might have • G6 students' written reflection on their learning experiences 	<ul style="list-style-type: none"> • AHT (Student) 	<ul style="list-style-type: none"> • All G1 & G6 class teachers



Major Concern: Second Priority – Management & Organisation

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. School Management						
1.1 To develop better supervision on the use and division of human resources to enhance school development	1.1.1 To have more collaborations amongst different parties for enhancing better communication and more effective division of human resources	October 2014 – April 2015	<ul style="list-style-type: none"> • Establish at least 2 meetings between school administrators and representatives of the Habitat, General Office, Resource Committee, IT Committee & Security in the coming school year • Over 80% of staff members of the Habitat, General Office, Resource Committee, IT Committee & Security consider the suggestions they reflect to the administrators are followed up, and they are informed of the actions taken 	<ul style="list-style-type: none"> • Oral feedback from different parties 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • All school administrators

	<p>1.1.2 To co-ordinate and develop a more defined job description</p>	<p>Sept 2014 – Aug 2015</p>	<ul style="list-style-type: none"> • A revised job description with clearly defined general duties, shared duties and special duties of all teaching & non-teaching staff members is developed in the coming school year • Over 80% of teaching & non-teaching staff members consider they fully understand the general duties, shared duties and special duties that they are required to take up, and agree the revised job description is well-defined and appropriate 	<ul style="list-style-type: none"> • Teachers' feedback given in their self-appraisal forms • Stakeholder survey 	<ul style="list-style-type: none"> • AHT (Staff) 	<ul style="list-style-type: none"> • All school administrators
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	<p>1.1.3 To strengthen supervision and evaluation on the use of human resources</p>	<p>Sept 2014 – Aug 2015</p>	<ul style="list-style-type: none"> ● 70% of the administrators (DHT, AHT's and Senior Teachers) produce at least 1 "Staff Duty Allocation" when organizing a major event that they are in charge to indicate how they make use of human resources effectively. The documents will be collected at the end of the school year for inclusion in the School Policy Manual ● Over 80% of teaching & non-teaching staff members consider the supervision and evaluation on the use of human resources is effective. The "Event Evaluation Form" should include the following ratings: <ul style="list-style-type: none"> ➤ Fairness is reflected in 	<ul style="list-style-type: none"> ● New "Staff Duty Allocation" to be collected from school administrators ● Teachers' feedback collected in the "Event Evaluation Form" ● Stakeholder survey 	<ul style="list-style-type: none"> ● HT 	<ul style="list-style-type: none"> ● All school administrators
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			<p>staff duty allocation</p> <ul style="list-style-type: none">➤ Suitability of the use of human resources➤ Effectiveness of supervision provided by the administrator-in-charge➤ Clarity of guidelines given by the administrator-in-charge➤ Availability of support from the administrator-in-charge➤ Overall rating on the effectiveness of supervision and evaluation on the use of human resources			
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Major Concern: Third Priority – Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Attitude & Behaviour						
1.1 To develop self-discipline and self-management skills of students	1.1.1 To equip students with goal setting and implementation skills	Sept 2014 – Aug 2015	<ul style="list-style-type: none"> • At least 2 activities of the whole school programme targeting how students set goals and review the progress of the goal-setting activity are organized in the coming school year • 90% of students can achieve their goals that help develop their self-discipline and self-management skills 	<ul style="list-style-type: none"> • Teachers' observation on students' performance when participating in activities of the whole school programme • Students' written reflections • APASO surveys to be conducted at the beginning and at the end of school year 	<ul style="list-style-type: none"> • D& G Master & Mistress 	<ul style="list-style-type: none"> • All subject teachers

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2014-2015

Name of school: Diocesan Boys' School Primary Division

Means by which teachers will be consulted: Staff Meeting

No. of operating classes: 30

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Elective courses	<p>To employ the following organizations and part time tutors to develop and conduct electives for our students:</p> <p>Term 1 – Term 3</p> <ol style="list-style-type: none"> 1. Achievers Track Co. Limited 2. Active Concept 3. Active Kids 4. Arthome 藝術家-鄭志明 5. Edvenue Limited 6. Hong Kong Children's GO Academy 7. Haac Ltd. 8. The Mathematical Corporation (HK) 9. The Open Classroom Limited 10. Pasona Education Co. Limited 11. Science Workshop 12. Summer Fire Limited 13. Typhoon Club 14. 福音字帖 Tutor – Ms. Chan Hang Ping 15. Digital Comic Tutor – Mr. Suen Wai Kwan 	<p>To provide various choices of electives for students to broaden their knowledge and horizon. There are 22 sessions of around 1 hour each in terms 1-3. Each session lasts from 1:50 p.m. to 2:50 p.m.</p> <p>Courses offered: Term 1 – Term 3</p> <ol style="list-style-type: none"> 1. Achievers Track Co. Limited: <ul style="list-style-type: none"> ◆ 天文實驗班 ◆ Toy Science (Terms 2 & 3) ◆ 初級紙製電路 (Paper Circuit) (Terms 1 & 3) ◆ Science Adventure Builder (Term 1) ◆ Advanced Astronomy Exploration (Term 3) 2. Active Concept: <ul style="list-style-type: none"> ◆ Be a Magician ◆ Juggling Matrix (Term 3) ◆ MONOPOLY (strategy & fun) 3. Active Kids: <ul style="list-style-type: none"> ◆ Science Adventures ◆ Stormy Chefs (Terms 1 & 3) ◆ The Chess Academy 4. Arthome 藝術家-鄭志明: <ul style="list-style-type: none"> ◆ Drawing on the Right Side of the Brain ® Workshop (Terms 1 & 2) ◆ 3D Sculpture (Term 3) 5. Edvenue Limited: <ul style="list-style-type: none"> ◆ International Corner 	<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 & Heritage Post Cards)</p> <p>- Boys will be able to participate in electives which provide basic knowledge in the area of science: Astronomy, mathematics, 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 programme, environmental protection, career introduction, 3D sculpture, magic, elementary cooking, board games and team building.</p>	<p>Term 1 Weekly sessions from 26 Sept – 21 Nov 2014 (8 sessions)</p> <p>Term 2 Weekly sessions from 5 Dec 2014 – 6 Mar 2015 (7 sessions)</p> <p>Term 3 Weekly sessions from 13 March – 29 May 2015 (7 sessions)</p>	<ol style="list-style-type: none"> 1. Achievers Track Co. Limited: <ul style="list-style-type: none"> ◆ 天文實驗班 \$1,950 × 22 = \$42,900 ◆ Toy Science \$1,950 × 14 = \$27,300 ◆ 初級紙製電路 (Paper Circuit) \$2,400 × 15 = \$36,000 ◆ Science Adventure Builder \$2,400 × 8 = \$19,200 ◆ Advanced Astronomy Exploration \$2,500 × 7 = \$17,500 2. Active Concept: <ul style="list-style-type: none"> ◆ Be a Magician \$925 × 22 = \$20,350 ◆ Juggling Matrix \$925 × 7 = \$6,475 ◆ MONOPOLY (strategy & fun) \$925 × 22 = \$20,350 3. Active Kids: <ul style="list-style-type: none"> ◆ Science Adventures \$2,500 × 22 = \$55,000 ◆ Stormy Chefs \$2,500 × 15 = \$37,500 ◆ The Chess Academy \$2,500 × 22 = \$55,000 4. Arthome 藝術家-鄭志明: <ul style="list-style-type: none"> ◆ Drawing on the Right Side of the Brain ® Workshop \$1,125 × 15 = \$16,875 ◆ 3D Sculpture \$1,125 × 7 = \$7,875 	<p>- Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.</p> <p>- Students' improvement in the knowledge of chess and sports activities.</p> <p>- Students' capability in applying personal management and money management in daily life.</p>	<p>- Number of enrolment in each elective.</p> <p>- Teachers, parents and students' feedback collected through questionnaire</p>	Susanna Chung

	<p>16. Handball Tutor – Mr. Eddie Chan</p>	<ul style="list-style-type: none"> ◆ Applied Personal Management (Terms 1 & 3) ◆ Memory Booster Program (Terms 2 & 3) ◆ 通識達人 (Terms 1 & 2) ◆ 探索侏羅紀 (Terms 2 & 3) ◆ 2C's (Creativity & Communication) Program (Terms 1 & 2) ◆ Think to Speak 環保小先鋒 (Term 1) ◆ Be a SMART Leader (Term 3) <p>6. Hong Kong Children's GO Academy:</p> <ul style="list-style-type: none"> ◆ 圍棋初班 (Terms 1 & 2) ◆ 圍棋中班 (Terms 2 & 3) <p>7. Haac Ltd.:</p> <ul style="list-style-type: none"> ◆ African Culture (Terms 1 & 3) ◆ African Performing Art Workshop (Term 2) ◆ Team Building Workshop ◆ Rock Climbing <p>8. The Mathematical Corporation (HK):</p> <ul style="list-style-type: none"> ◆ Mathematical Games I ◆ 奧林匹克數學普及班 <p>9. The Open Classroom Limited:</p> <ul style="list-style-type: none"> ◆ Career in Future: Meet the Professionals (Term 2) <p>10. Pasona Education Co. Limited:</p> <ul style="list-style-type: none"> ◆ Elementary Japanese (Terms 1-2) ◆ Intermediate Japanese (Term 3) <p>11. Science Workshop:</p> <ul style="list-style-type: none"> ◆ Science Workshop I ◆ Science Workshop II <p>12. Summer Fire Limited:</p> <ul style="list-style-type: none"> ◆ Money Management ◆ Junior CEO (Term 2) <p>13. Typhoon Club:</p> <ul style="list-style-type: none"> ◆ Typhoon Magazine (Terms 2 and 3) 	<p>- Boys will be able to participate in electives which provide advanced knowledge in drawing (Drawing on the Right Side of the Brain[®] Workshop), Go culture and Japanese.</p> <p>- Boys who are interested in sports will be able to learn handball and rock climbing.</p> <p>- Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.</p>		<p>5. Edvenue Limited:</p> <ul style="list-style-type: none"> ◆ International Corner \$2,550 × 22 = \$56,100 ◆ Applied Personal Management \$2,550 × 15 = \$38,250 ◆ Memory Booster Program \$2,550 × 14 = \$35,700 ◆ 通識達人 \$2,550 × 15 = \$38,250 ◆ 探索侏羅紀 \$2,550 × 14 = \$35,700 ◆ 2C's (Creativity & Communication) Program \$2,550 × 15 = \$38,250 ◆ Think to Speak 環保小先鋒 \$2,550 × 8 = \$20,400 ◆ Be a SMART Leader \$2,550 × 7 = \$17,850 <p>6. Hong Kong Children's GO Academy:</p> <ul style="list-style-type: none"> ◆ 圍棋初班 \$1,100 × 15 = \$16,500 ◆ 圍棋中班 \$1,100 × 14 = \$15,400 <p>7. Haac Ltd.</p> <ul style="list-style-type: none"> ◆ African Culture \$2,300 × 15 = \$34,500 ◆ African Performing Art Workshop \$2,300 × 7 = \$16,100 ◆ Team Building Workshop \$2,300 × 22 = \$50,600 ◆ Rock Climbing \$1,900 × 22 = \$41,800 <p>8. The Mathematical Corporation (HK):</p> <ul style="list-style-type: none"> ◆ Mathematical Games I \$1,100 × 22 = \$24,200 ◆ 奧林匹克數學普及班 \$1,100 × 22 = \$24,200 <p>9. The Open Classroom Limited:</p> <ul style="list-style-type: none"> ◆ Career in Future: Meet the Professionals \$45,000 (@term) × 1 			
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		<ul style="list-style-type: none"> ◆ Museum & Heritage Post Cards (Term 1) 14. 福音字帖 (Terms 1 & 2) 15. Digital Comic (Terms 2 & 3) 16. Handball 			<p>= \$45,000</p> <p>10. Pasona Education Co. Limited:</p> <ul style="list-style-type: none"> ◆ Elementary Japanese \$1,050 × 15 = \$15,750 ◆ Intermediate Japanese \$1,050 × 7 = \$7,350 <p>11. Science Workshop:</p> <ul style="list-style-type: none"> ◆ Science Workshop I \$3,600 × 22 = \$79,200 ◆ Science Workshop II \$3,600 × 22 = \$79,200 <p>12. Summer Fire Limited:</p> <ul style="list-style-type: none"> ◆ Money Management \$1,450 × 22 = \$31,900 ◆ Junior CEO \$1,450 × 7 = \$10,150 <p>13. Typhoon Club:</p> <ul style="list-style-type: none"> ◆ Typhoon Magazine \$3,000 × 14 = \$42,000 ◆ Museum & Heritage Post Cards \$3,300 × 8 = \$26,400 <p>14. 福音字帖: \$600 × 15 = \$9,000</p> <p>15. Digital Comic: \$600 × 14 = \$8,400</p> <p>16. Handball \$350 × 22 = \$7,700</p> <hr/> <p>Total = \$1,228,175</p>			
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Grand total of the above: \$1,228,175.0

The Most Rev. Dr. Paul Kwong
Supervisor

Mr. R. K. Y. Cheng
Headmaster

Date

English Department Development and Programme Plan 2014-2015

Panel Chairpersons: Ms. Phyllis Joyce Chan Grades 1-3
Ms. Monique Lok Grades 4-6

English Language Education is fundamental to the school curriculum as it links all other learning areas directly or indirectly (cross-curricular). From the moment 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 included:

1. Teachers utilize 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. The Department has good resources.
7. Teachers have a sense of care towards both students and each other.
8. The management team is considerate and understanding.

C. The weaknesses of the Department included:

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. Many typos are found in worksheets and assessments even after the mistakes have been pointed out by the proofreader.
4. There is a reluctance to make changes to already-made and new worksheets after suggestions have been given.
5. Teachers should be more forthcoming when giving feedback.
6. Group work is not nurtured enough during the early stages and should be continued throughout the years.
7. Some of the worksheets fail to be submitted to the panel chairpersons for proofreading before photocopies are made.

D. Targets to be Achieved in 2014-2015 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Student Learning & Teaching				
1.1 To further develop teaching strategies to cater to students' learning diversity	1.1.1 To reduce the class size for better teacher/students ratio	Sept 2014 - July 2015	<ul style="list-style-type: none"> • 50% of students of 5D, 5J, 5M, 5P, 6D, 6J, 6M, 6P & 6S demonstrate significant improvement in their English, Chinese & Maths results – making a progress of 5 marks or above in term mark of each subject in the Term 2 Assessment compared with their original results attained in Term 1 	<ul style="list-style-type: none"> • Analysis of students' results attained in Term 1 and Term 2 • Reflection of G5 & G6 regular class students on their learning effectiveness, either orally or written

	<p>1.1.2 To develop teachers' skills in asking challenging/ open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers</p>	<p>Sept 2014 - July 2015</p>	<ul style="list-style-type: none"> ● Each of the four core subjects arranges at least 1 professional "sharing session" for department members to disseminate what teachers have learned in the courses/workshops/ seminars about catering learners' diversity in the coming school year ● 70% of G5 & G6 x-class students consider they are able to complete tasks with less teacher intervention ● 70% of G5 & G6 x-class students consider they are able to predict possible outcomes, organize, plan and re-draft written responses ● 70% of G2 – G6 regular class students consider they are given necessary guidance and support from teachers ● 70% of G2 – G6 regular class students consider they are given more opportunities to participate in group work where they can learn from one another by sharing their work and offering constructive feedback 	<ul style="list-style-type: none"> ● Number of "sharing sessions" that the four core subjects will arrange in the coming school year ● Teachers' feedback (after sharing sessions) ● Survey for G5 & G6 x-class students ● G2 – G6 regular class students' reflection on the learning effectiveness, either orally or written
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E. Plan and Activities Table (2014-2015)

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 2015	Mr. Steven Carr	<ul style="list-style-type: none"> • Fee Remission and Scholarships Scheme & Non-Govt Fund Budgets • \$1,000 (Other expenses)
2.	1,3,5	Fun Learning Days	Series of English related games and activities will be organized for all the boys.	17-18 Dec 2014	Ms. Monique Lok Ms. P.J. Chan	\$2,000
3.	1,3,4,5	External Competition	<ol style="list-style-type: none"> 1. Speech Festival (poem/recital/choral speaking) 2. Writing competitions organized by different sectors 3. Penmanship competition 4. Budding Poets 	Sept 2014 - Jun 2015	Ms. P.J. Chan Mr. K. Ng Ms. K. Li	\$1,000
4.	1,3,4,5	Internal Competition	<ol style="list-style-type: none"> 1. Inter-class Speaking Competition (Show & Tell, Story-telling) 2. Inter-class Penmanship Competition 3. Spelling Bee 4. Scrabble/Pictionary 	Nov 2014 - Jun 2015	Ms. Monique Lok <ol style="list-style-type: none"> 1. Ms. C. Lam Mr. I. Chan 2. Ms. K. Li 3. Ms. J. Woo Mr. K. Ng 4. Ms. C. Chau Mr. V. Gurung 	\$2,000
5.	1,3,5	Support Classes	Eight students from each level will have one remedial lesson weekly. The aim is to give as much support as possible to these weaker students.	Oct 2014 - Jun 2015	Ms. Monique Lok	\$1,000
6.	1,3,5	Accelerated Classes	70 students from Grades 5 and 35 students from Grade 6 will have pullout classes during regular class schedule. The aim is to reduce the class sizes of the lower ability students and raise their academic standards.	Sept 2014 - Jun 2015	Ms. M. Lok Ms. P.J. Chan Mrs. C. Rakesh	\$3,000

F. Panel Members

Mrs. Chandni Rakesh	(Deputy Headteacher)
Ms. Phyllis Chan	(Panel Chairperson Grades 1-3)
Ms. Monique Lok	(Panel Chairperson Grades 4-6)
Ms. Joanna Woo	(Grade 1 Coordinator)
Ms. Cabriel Lam	(Grade 2 Coordinator)
Ms. Alice Lau	(Grade 3 Coordinator)
Ms. Carine Chau	(Grade 4 Coordinator)
Ms. Karen Leung	(Grade 5 Coordinator)
Mr. Steven Carr	(Grade 6 Coordinator)
Ms. Irene Chan	
Mr. Vikram Gurung	
Mr. Peter Moran	
Mr. Steven Carr	
Mr. Kingsly Ng	
Ms. Tracy Riccio	
Mr. Conor Quigley	
Mr. Craig Anderson	
Mr. Clive Ho	
Ms. Karen Li	

Chinese Department Development Plan & Programme Plan 2014-2015

2014-2015年度中文科發展計劃及週年活動計劃

A. 本科成員

科主席：譚月清

科主任：洪卓筠(小一至小三)、何穎賢(小四至小六)

老師：布潔心、吳鳳婷、何潔生、何潔瑩、韓志虹、陳美穎、郭嘉恩、曾佩儀、曾欣兒、甄靄雯、羅懿文、鄭頌慧、羅家華

教學助理：鄭婉文

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. 2014-2015 年度重點發展項目

關注事項一：學生支援及教與學				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 學生學習與教學				
1.1 提升教學效能，照顧學生不同的學習需要	1.1.1 減少每班普通班學生的人數，以改善普通班師生人數的比例。	全年	<ul style="list-style-type: none"> 50%或以上能力稍遜的五、六年級普通班學生在第二學期的成績比第一學期的成績進步5分或以上。 	<ul style="list-style-type: none"> 分析學生在第一及第二學期的成績。 五、六年級普通班學生在學習效能上的回饋
	1.1.2 老師運用不同層次的提問，以提升不同能力學生的學習效能。對於能力較弱的學生，通過由淺入深的提問，幫助學生掌握重點；對於能力較高的學生，會加強學生的高階思維訓練。	全年	<ul style="list-style-type: none"> 老師參加有關照顧學生不同學習需要的專業發展講座、工作坊或培訓課程，將資料帶回學校與同儕分享。 70%五至六年級精英班學生能進行自主學習而較少在老師主導下學習。 70%五至六年級精英班學生能自行設定學習目標，過程中進行自我監控，了解自己的學習過程，進行規劃，最後作檢視和反思。 70%二至六年級普通班學生在老師指導下，獲得足夠學習支援。 70%二至六年級普通班學生透過合作學習模式，能在小組活動中互相學習及交流，並在同儕之間給予具體的回饋。 	<ul style="list-style-type: none"> 老師進修後，於本科會議中進行分享的次數。 老師的回饋 五、六年級精英班學生的問卷調查。 二至六年級普通班學生在學習效能上的回饋。

E. 週年活動計劃及財政預算

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
1	1,2,3,6,7	✓	✓	✓					✓		校際朗誦節	-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。 -從朗誦訓練中，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及得到情緒智商的訓練。	九至十一月	朱譚月清 洪卓筠	\$1,000	
2	2,3,4,6,7								✓		硬筆書法比賽	-學校會參加由教協舉辦的「硬筆書法比賽」，由老師選出初級、中級、高級三組的冠、亞、季軍。優勝者除可獲得證書外，其作品亦會寄往教協，代表學校參賽。 -透過參加書法比賽，能讓學生體認中華文化，培養審美能力和審美情趣，亦能幫助學生建立自信心。	十月	布潔心	\$100	
3	1,2,3,4	✓	✓	✓	✓	✓		✓	✓	✓	實地考察寫作計劃	-安排五、六年級同學出外實地考察，依據工作紙上的指引，分組進行搜集資料，然後完成相關的研習報告。 -學生走出課室，透過這全方位活動，進行專題研習；學生學會蒐集及處理資料、解決問題、批判性思考及與人相處之道。	十二月	羅懿文 郭嘉恩	\$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	-本科將於十二月舉行學習活動日。 -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。	一月	朱譚月清 洪卓筠 羅家華	\$3,000	跨學活動
5	2,3		✓	✓					✓		寫作比賽	-一、二年級會舉行造句比賽。 -三至六年級會舉行全語文寫作比賽，學生以老師定下的主題，自擬題目及創作。 -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。 -此活動能鼓勵學生發揮創意，推廣寫作風氣。	二月	吳鳳婷 曾欣兒	\$1,850	跨學活動
6	4,7		✓	✓					✓		故事演講比賽	-一、二年級會舉行故事演講比賽。老師在各班進行遴選，每班選出一位代表參賽。每級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 -透過這活動，加強學生的說話訓練，增加自信心。	六/七月	韓志虹 鄭頌慧	\$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	陳美穎 曾佩儀	\$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	甄靄雯	\$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，以提高同學對語文學習的興趣。	全學年	何穎賢	\$10,000	
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	鄭婉文	/	從閱讀中學習

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
11	2,3,4			✓	✓					✓	必讀書	-各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。 -這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。	全學年	何潔生	\$10,000	從閱讀中學習
12	1,2,3,5,6,7,	✓	✓	✓	✓	✓				✓	兒歌/古文/詩詞欣賞	-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。 -一至二年級學習兒歌及古詩；三年級學習《三字經》；四年級學習諺語；五至六年級學習古詩文。	全學年	全體教師	/	從閱讀中學習/德育及公民教育
13	1,2,3,4,6,7,		✓	✓	✓			✓			圖書教學	-一、二年級老師進行圖書教學，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。	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 曾欣兒	\$3,000	
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 2014-2015

A. Panel Members

Consultant : Mrs. Julia Kwong

Head of Department : Mrs. Grace Ko

Panel Chairpersons : Ms. Karina Luk [G6] Mr. Jack Lo [G4]

Members : Mr. Lawrence Ng [G1] Mr. Anthony Lau Ms. Ada Chu
Mr. Banting Poon [G2] Mr. Edward Wong Ms. Sally Yuen
Ms. Jessica Chan [G3] Mr. Andrew P. Kwok Ms. Susanna Chung
Ms. Pauline Ip [G5] Mr. Brian Cheung Ms. Michelle Ng
Ms. Pency Wong Mr. Louis Hau
Ms. Teresa Fok (Teaching Assistant)

[] 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' sense of confidence in learning and applying Mathematics
5. To give students more opportunities to participate in external competitions
6. To enable students to learn Mathematics meaningfully through integration with other subjects
7. To help students pursue a life-long interest in Mathematics
8. To incorporate IBL skills in the curriculum
9. To develop students' multiple intelligences through different types of training provided in the curriculum
10. To foster students' independent learning and problem solving skills
11. To utilize information technology in learning of Mathematics and presentation of findings for effective learning
12. To provide more opportunities for students to participate in group work so that they can complete tasks with less teacher intervention, and to enhance their communication and cooperation skills

C. Issues to be Addressed

- **Strengths:**

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

- **Weaknesses:**

1. The main constraints are teaching time and the number of Mathematics lessons available.
2. There are huge Individual differences among students.
3. Students always make careless mistakes.
4. There are insufficient interactions amongst students during Mathematics lessons.
5. Students' problem solving skills need to be further developed.

D. Targets to be Achieved in 2014-2015 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Student Learning & Teaching				
1.1 To further develop teaching strategies to cater to students' learning diversity	1.1.1 To reduce the class size for better teacher/students ratio	Sept 2014 - July 2015	<ul style="list-style-type: none"> ● 50% of students of 5D, 5J, 5M, 5P, 6D, 6J, 6M, 6P & 6S demonstrate significant improvement in their English, Chinese & Maths results – making a progress of 5 marks or above in term mark of each subject in the Term 2 Assessment compared with their original results attained in Term 1 	<ul style="list-style-type: none"> ● Analysis of students' results attained in Term 1 and Term 2 ● Reflection of G5 & G6 regular class students on their learning effectiveness, either orally or written

	<p>1.1.2 To develop teachers' skills in asking challenging/ open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers</p>	<p>Sept 2014 - July 2015</p>	<ul style="list-style-type: none"> ● Each of the four core subjects arranges at least 1 professional "sharing session" for department members to disseminate what teachers have learned in the courses/workshops/ seminars about catering learners' diversity in the coming school year ● 70% of G5 & G6 x-class students consider they are able to complete tasks with less teacher intervention ● 70% of G5 & G6 x-class students consider they are able to predict possible outcomes, organize, plan and re-draft written responses ● 70% of G2 – G6 regular class students consider they are given necessary guidance and support from teachers ● 70% of G2 – G6 regular class students consider they are given more opportunities to participate in group work where they can learn from one another by sharing their work and offering constructive feedback 	<ul style="list-style-type: none"> ● Number of "sharing sessions" that the four core subjects will arrange in the coming school year ● Teachers' feedback (after sharing sessions) ● Survey for G5 & G6 x-class students ● G2 – G6 regular class students' reflection on the learning effectiveness, either orally or written
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Plans and Activities Table (2014 - 2015)

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
A. Teaching and Learning							
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% of students participate in the event	Whole school year	*Banting Poon, Teresa Fok	\$ 350
2	1,2,3,4,8-11	Problem-Solving Strategies Training	At least one problem solving week will be held in an 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, Jack Lo	--
3	1-5,7-11	Math Projects	Students have to do at least 1 project per term. It could be group project or individual project.	1. Students' project work is of satisfactory quality 2. Over 70% of feedback from students is positive	Whole school year	*Pency Wong, Karina Luk	\$500
4	2-4,8,10-11	e-learning	<ul style="list-style-type: none"> The school has purchased the license of Planetii online programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home. Utilize the facilities provided by e-class, teachers develop their own learning materials for students to use. Learning and teaching activities are facilitated by the use of IWB / iPad. Online assessments are adopted to cater students' individual differences and arouse their learning interests. 	1. At least 1 Planetii quiz is assigned to students each term 2. Over 70% of feedback from students, parents and teachers is 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 them for external competitions.	Over 60% of feedback from students and teachers is positive		*Lawrence Ng, Andrew P. Kwok	\$1,000
6	3,6,8,11	External Assessment	<ul style="list-style-type: none"> ICAS in Mathematics or other standardized assessments will be made compulsory for students of at least two levels. These assessments will be used for establishing a reference to assess the standard of our students in a long run. 	1. Over 60% of feedback from students is positive 2. Over 60% of teachers involved find the report useful for future planning	December to June	*Edward Wong, Brian Cheung	\$40,000

B. Other Learning Experiences							
7	2,5,7,10,11	Fun Learning Days (Maths)	Mathematics activities are to be organized for all levels.	Over 70% of feedback from parents, students and teachers is positive	17 th – 18 th December 2014	*Jessica Chan, Grace Ko	\$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.	Positive feedback from students and teachers	February 2015	*Jack Lo, Banting Poon, Anthony Lau	\$1,000
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	\$2,000
10	2,3,8,10,11	Post-assessment 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 th June – 11 th July 2015	*Brian Cheung, Pency Wong	\$500
11	1, 2, 4, 6, 7, 8	External Competitions	Enroll in competitions organized by different organizations: (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary Mathematics Olympiad (iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.2 to G.6) (iv) Hua Cup Mathematics Olympiad (G.2 to G.6) (v) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (vi) EDB Hong Kong Primary Mathematics Creative Problem Solving (vii) The HK Primary School Mathematics Competition organized by Po Leung Kuk (viii) The H K Professional Teachers' Union Primary Mathematics Competition (ix) Asia Pacific Mathematics Olympiad by Singapore Hua Chong Institution (x) The Multiple Intelligences Cup Mathematics Competition	1. Satisfactory results attained by students 2. Over 70% of feedback from students and parents is positive	Whole school year	* Andrew Kwok Lawrence Ng, Anthony Lau	\$5,000

12	1,2,4, 5,8-11	Overseas Tour	About 34 G.4 – G.6 students will be invited to 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% of feedback from parents, students and teachers is positive	Whole school year	*Grace Ko, Karina Luk, Jack Lo	Fee Remission and Scholarships Scheme & Non-Govt Fund Budgets
C. Professional Development							
13	2,3,4, 7,10-11	Staff Development	<ul style="list-style-type: none"> ● Invite guest speakers from the tertiary institutes to conduct the Mathematics seminars for our teachers. ● Teachers conduct professional development sessions for other Math teachers. 	Over 60% of feedback from teachers is positive	Whole school year	*Grace Ko, Andrew Kwok	\$30,000

* *Teacher-in-charge*

The 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 2014-2015

A. Panel Members

Department Head: Ms. Jackie Lau

Panel Chairperson of GS I: Ms. Michelle Ng

Members:

Ms. Susanna Chung

Ms. Alice Lau

Ms. Gabriel Lam

Mr. Clive Ho

Ms. Crystal Tsang

Mr. Kingsly Ng

Mr. Louis Hau

Ms. Jenny Lo

Ms. Joanna Woo

Ms. Mandy Yan

Mr. Nick Leung

Ms. Pat Hon

Ms. Pency Wong

Mr. Philip Wong

Ms. Sally Yuen

Mr. Kevin Kam

B. Issues to be Addressed

Strengths:

1. Different types of learning experiences are provided for students.
2. Students enjoy learning in the spacious school campus.
3. Students can do hands-on activities in the GS Room.
4. There are enough teaching resources to enable the 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 available for teaching General Studies, not all activities can be implemented.

C. Aims and Objectives

Aims	Objectives
<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. Targets to be Achieved in 2014-2015 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Student Learning & Teaching				
1.1 To further develop teaching strategies to cater to students' learning diversity	1.1.2 To develop teachers' skills in asking challenging/ open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers	Sept 2014 - July 2015	<ul style="list-style-type: none"> • Each of the four core subjects arranges at least 1 professional “sharing session” for department members to disseminate what teachers have learned in the courses/workshops/ seminars about catering learners' diversity in the coming school year • 70% of G5 & G6 x-class students consider they are able to complete tasks with less teacher intervention • 70% of G5 & G6 x-class students consider they are able to predict possible outcomes, organize, plan and re-draft written responses • 70% of G2 – G6 regular class students consider they are given necessary guidance and support from teachers 	<ul style="list-style-type: none"> • Number of “sharing sessions” that the four core subjects will arrange in the coming school year • Teachers' feedback (after sharing sessions) • Survey for G5 & G6 x-class students • G2 – G6 regular class students' reflection on the learning effectiveness, either orally or written

			<ul style="list-style-type: none">• 70% of G2 – G6 regular class students consider they are given more opportunities to participate in group work where they can learn from one another by sharing their work and offering constructive feedback	
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E. Plans and Activities Table (2014 - 2015)

Plan	Objectives	Activities	Description	Evaluation Mechanism	Period	Coordinators	Budget
1	2.3 2.4	Activities of National Identity	<ol style="list-style-type: none"> 1. Observe ceremonies of the National Day/ HKSAR Establishment Day 2. Organize activities, such as information display and flag raising ceremony to enable students to learn more about the concept of National identity 	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity 	30 Sept 14 30 Jun 15	Ms. Mandy Yan Mr. Philip Wong Ms. Crystal Tsang	\$1,000
2	1.1 1.2 1.3 1.4	Fun Learning Days	<ol style="list-style-type: none"> 1. Invite out-sourced organizations to organize workshops related to science investigation for students 2. Organize activities during Fun Learning Days 	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity 	17-18 Dec 14	Clive Ho (Competition) Ms. Cabriel Lam (Science Activities) Ms. Pat Hon (General Administration)	\$2,000
3	1.3	Environmental Education Program	<p>To promote the importance of environmental protection in school. Programmes include:</p> <ol style="list-style-type: none"> 1. Environmental Ambassadors 2. Organic Farm/ Roof-top Garden 	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of different activities 	Whole Year	Ms. Pency Wong Mr. Nick Leung Ms. Jenny Lo	\$1,000

4	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4	Other Learning Experiences	<p>1. G.S. Field Trips As part of the life-wide learning portion of the GS curriculum, students will visit relevant places of interest for extension of the core curriculum</p>	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity ● Students complete the pre/post-trip activities tasks 	Oct 14 - May 15	Level Coordinators	\$2,000
				<p>2. Life Education Activity Programme (L.E.A.P.) 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</p>	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Students complete the follow-up tasks ● Photo taking as a record of the activity 	May 15	GS Panel Head/ Chairpersons	\$20,000
				<p>3. Activities during Post-assessment Period Invite out-sourced organizations to organize workshops/ talks/ exhibitions/ seminars in line with the core curriculum so as to supplement students' knowledge</p>	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity 	Jul 15	Ms. Alice Lau Ms. Joanna Woo	\$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"> 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 2. Purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks 3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks 	<ul style="list-style-type: none"> ● Positive feedback from students and teachers 	Whole Year	Mr. Kingsly Ng Mr. Nick Leung	\$8,000
6		Staff Development	<ol style="list-style-type: none"> 1. Organize workshops and seminars on designing and teaching GS lessons with hands-on activities 2. Teachers attend seminars/ workshops held by outside organizations, such as the EDB or publishers, and share what they have learnt during subject collaboration 	<ul style="list-style-type: none"> ● Positive feedback from teachers ● Photo taking as a record of the activity 	Whole Year	Ms. Susanna Chung	\$3,000
			3. IT Exploration	<ul style="list-style-type: none"> ● Positive feedback from teachers ● Photo taking as a record of the workshop ● Use of IT in teaching 	Whole Year	Mr. Louis Hau	\$1,000

7	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4	GS School Team	<ol style="list-style-type: none"> 1. Some students will be selected to participate in different external competitions 2. Some of the competitions will be jointly organized with other departments 	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers ● Photo taking as a record of the activity 	Whole Year	<p>Ms. Michelle Ng (Hong Kong Budding Scientists Awards)</p> <p>Ms. Sally Yuen (18th Primary Science Project Exhibition Innovations)</p> <p>Ms. Alice Lau (香港杯外交知識競賽)</p>	\$1,500
8	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4	Cross-curricular Activities	Different grade levels will organize various teaching activities with other departments	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers ● Photo taking as a record of the activity 	Whole Year	Level coordinators	\$3,000

French Department Programme Plan 2014-2015

Panel Chairperson: Mrs. Alexandra Morley
Part-Time French Teacher: Ms. Dorothee Cabaret

Department's Strengths:

1. The school fully supports the development of the French Department. With an adequate yearly budget given over the past 3 years, the department acquired various and modern resources for quality teaching, such as the installation of an Interactive White Board, improvement of the classroom by the installation of cork boards on windows in order to increase display areas. All these aspects combined allow the French Department to provide a highly stimulating learning environment for our boys in the French Stream.
2. Students in the French Stream follow a 6-year progression within the same group and 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, following the guidelines given by the European Council for Languages and keeping in line with the requirements of the French Language Proficiency Test DELF PRIM. The French Department has changed textbook materials from UK based companies to French publishers.
4. The small and medium size classes allow teachers to better cater to individual needs and offer a comfortable and stress free learning environment to students.
5. The school offers a six-year progression in French language supplemented by 3 internationally recognized diplomas. The intake of students varies from year to year. The school has successfully established a flexible curriculum that integrates students in levels corresponding to their abilities instead of their age.
6. With its very comprehensive curriculum, the French Department has the possibility to attract and recruit students who can study in the French Stream from primary to secondary, especially with the addition of a new entry point in G7.

Department's Weaknesses:

1. The French subject is taught to a minority of students. It is crucial for the school to **attract**, to **recruit** and to **retain** French students.
2. Over the past few years, even though the number of students has nearly doubled, the French Stream is becoming a “remedial” stream for students and parents who cannot cope with the work required of Chinese language learners. Therefore, by joining the French Stream, students and parents feel less pressured but it affects the progression of students who have joined the French Stream since G1. Besides, this is affecting the long term planning and sustainability of the French Departments of both the Primary and Secondary Divisions. It is crucial to count on the support of both the Headmaster and the Headteacher to formulate appropriate policies and to ensure parents understand these policies.

<u>Aims</u>	<u>Objectives</u>
1. To focus on the sustainability of the French Stream from the PD to the SD	<ul style="list-style-type: none">• To elaborate on a strategy in order to maintain a continuous flow of a minimum of 5 to 6 students every year from the academic year of 2016-2017
2. To develop students' independent learning	<ul style="list-style-type: none">• To guide students in developing strategies that would better fit their learning style and their type of intelligence• To guide through a systematic organization at home that would benefit home learning of the French language• To give the necessary structure at school through the materials and stationery used to establish spiral learning• To prepare students for the IBL week

3. To develop students' consistency in learning	<ul style="list-style-type: none"> • To get more formative assessments that would count the component of students' Learning Attitude by establishing short vocabulary tests and quizzes at the end of each unit this year
4. To integrate Multiple Intelligences into daily teaching	<ul style="list-style-type: none"> • To test mind mapping in order to provide more visual support for grammar concepts and to use it as a learning tool
5. To provide additional support for students	<ul style="list-style-type: none"> • To give individual support to students who struggle most or have defined Special Educational Needs • To establish French as the MOI when teaching senior students
6. To promote students' performance	<ul style="list-style-type: none"> • To strengthen students' abilities by encouraging them to participate in various competitions such as Speech and Dictation Competitions • To prepare them for the DELF Prim examinations • To recognize their work through organizing prize presentations during the school assembly
7. To enhance students' respect for the French culture and their interest in learning French	<ul style="list-style-type: none"> • To put up an impressive display in the DBSPD French Room during School Open House and French Week • To expose students to the French culture inside and outside the classroom by taking part in workshops at the Alliance Française or by visiting other schools • To work on the organization of the French Week in May in collaboration with the SD and the French Big Brothers
8. To promote cross-curricular activities involving the French subject so as to support the school-based curriculum	<ul style="list-style-type: none"> • To provide learning experiences catering to students' needs and involve their skills in subject areas other than French • To collaborate with other departments so as to define such learning experiences

Plan and Activities Table (2014-2015):

Plan	Aim	Activity	Description	Period	Budget
1	2, 3, 4, 5	How to learn better	<ul style="list-style-type: none">• Students must keep the necessary materials in their pouch at all times and follow teacher's guidance on how to use each piece of learning material (Grand cahier, Cahier de redaction, journal, etc.)• Students must learn everyday vocabulary by creating their own sentences with the new vocabulary learnt.• Students would have to inquire themselves about what it means "to learn" and to give representations of it.• Students will be guided to identify approaches that are most suitable for themselves to acquire knowledge.	Term 1 and assessed in Terms 2 & 3	HK\$ 20,000

2	6, 7	<p>Drama / Role Play, Presentations & Performances</p> <ul style="list-style-type: none"> • Speech • Open House • French May • Cross curricular activities 	<ul style="list-style-type: none"> • Students must take part in oral activities suggested in their textbooks, and also prepare presentation of their work. • Students will have to be engaged in Drama activities in order to promote reading comprehension, pronunciation and acting skills. • Students must develop a speaking fluency and spontaneity through taking part in various oral activities. • Students will be participating in Speech Competitions. 	Whole year	HK\$ 30,000
3	2, 3, 4, 7, 8	Compositions, Projects and Journals	<ul style="list-style-type: none"> • Students must write compositions twice a month. • Students take part in projects involving reports writing. • Students will build their own story through journal writing. 	Whole year	HK\$ 5,000
4	2, 3, 4, 7, 8	Reading Activities	<ul style="list-style-type: none"> • Students from all grade levels follow a reading programme. • Guided reading sessions are organized for each level. • Students have to borrow at least a book from the library in the French Room once a week. 	Whole year	HK\$ 10,000

5	2, 3, 4, 7	DELFL Prim Examination	<ul style="list-style-type: none"> Students from G4 and G6 B (Beginners) will have to take the DELF Prim A1 level examination. 	June 2015	HK\$ 3,000
6	2, 3, 4, 5, 6, 7, 8	Cooperation	<ul style="list-style-type: none"> Students will be required to work in groups and/or to support one another to share ideas and to listen others at all times. 	Whole year	NIL
7	1, 4	French Webpage on School Website	<ul style="list-style-type: none"> To present and promote the French Department clearly explaining its organization and the curriculum. To present and recognize students' achievements. 	Term 1	HK\$ 10,000
				Total	HK\$ 78,000

Putonghua Department Programme Plan 2014-2015

普通話科工作計劃 (2014-2015)

(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、韓珩

(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. 校方十分支持推動普通話科的發展，能投放人力資源及空間以改善普通話科的教學。
3. 經過不斷的修訂，普通話科及基礎漢語的課程已經漸趨成熟。
4. 本年獲教育局撥款，使本校得以增加對非華語學童在學習上的支援。
5. 本校每班人數約有 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。
6. 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。
7. 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。
8. 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. 非華語學童的學習差異較大。

契機

1. 五、六年級將由每周兩節課增加至三節課，以加強普通話的訓練。
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. 除了在一至六年級均設保底班，本年亦為非華語學生增設一班保底班，既能照顧學習差異，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. 每年定期與中學部進行會議，將有助中小學部的課程銜接。
7. 學習普通話在現今社會愈見重要，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. 本校以普通話教授中國語文科的延伸教材編製校本課程，欠出版社的配套資源，大部分學習材料均由老師製作，所需時間頗多；而且這類校本課程在本地較少見，欠缺可參考的學校例子。

(丙) 本科活動

本科活動根據本科總目標及本年度課程發展的關注事項而計畫，計畫詳見如下：

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1	總目標 1,2,4,5	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	王煦淳 何穎賢 陳美穎	\$500
2	總目標 1,2, 4,5,6	校際朗誦節及其他校外比賽	由教師揀選各級內有潛質的學生，加以訓練其普通話之發音及朗誦技巧，繼而參與校際朗誦節比賽及其他不同類型的比賽，為學生提供一個與友校互相觀摩、切磋的機會。	有潛質的學生	檢討學生在訓練過程中的表現及其比賽結果。	全年	徐鈺峰 劉巧靈	\$3,000
3	總目標 1,2, 4,5,6	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	\$2,000
4	總目標 1,2, 4,5,6	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2日至 2月6日	顧慧儀 何潔生 徐鈺峰 殷華峰	\$4,000
5	總目標 1,2,3, 4,5,6	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。	2月2日至 2月6日	各級統籌 劉巍	\$2,000
6	總目標 1,2,3, 4,5,6	故事演講比賽	學生可從比賽材料中選取其中一個故事，把故事演繹出來。一至四年級需拍成錄像，五至六年級在隨堂進行。此活動能讓學生發揮創意及表演天份，並訓練其說話能力。	小一至小六學生	觀察學生在比賽中的表現	第三學期	劉巍 陳思	\$2,000
7	總目標 1,2, 4,5,6	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。	4-6年級學生	學生及家長反應及活動後檢討會議。	第二/三學期	何潔生 李哲	\$120,000

8	/	參加友校文流活動及專題研討會	鼓勵教師參加友校文流活動、教學講座、研討會作自我增值，以提高教學水平。	全體教師	教師參加的次數及反應。	全學年	何潔生	\$7,000
9	/	製作教材、購買工具書及輔助教具教材	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	韓玥 李哲 陳思	\$5,000
10	/	收集本科專題資料	特設文件夾及專櫃一個，專門收集本科知識及本科課程最近發展的資料，歡迎各曾出席或參與有關專題講座、會議的教師提供參考資料。	全體教師	教師借閱的次數及反應。	全學年	何潔生	/

Music Department Programme Plan 2014-2015

Head of Department: Mrs. Emily Yip

**Members: Ms. May Po
Mrs. Alexandria Lau
Ms. Judy Chu**

Strengths:

1. The School highly supports the development of the Music Department.
2. The 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 of 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. The Music Department of the Primary Division has strong support given by the Music Department of the Secondary Division.

Weaknesses:

1. Our conductors do not have sufficient practice time to do rehearsals for music training groups.
2. Rehearsal venues are inadequate 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 students aesthetic sensitivity and cultural understanding
3. To help students develop technical skills in playing music, constructing music knowledge, 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 (2014-2015):

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1,4,5,6	Dizi music and Erhu music training classes	Invite potential G4 & G5 students to attend advanced training programme on Chinese instruments, Dizi and Erhu.	From October 2014 to July 2015	May Po	\$30,000
2	2,4,5,6,7	Music Appreciation	<ul style="list-style-type: none"> • Music recommended and performed by music teachers & students, including Chinese and Western Music. • Music sharing by musicians and SD students. 	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 2014 to April 2015	All Music Teachers	\$10,000
4	2,4,5,	Music Performance	Music performance presented by professional organizations, other schools and our students.	Whole Year	Emily Yip	\$10,000
5	4,5	Cerebration Party (after the 67 th H.K. Schools Music Festival)	Invite all the members of the Senior School Orchestra, String Orchestra, Chinese Orchestra and Choirs to a celebration party after the Music Festival.	April 2015	All Music Teachers & Music Coordinator	\$15,000
6	4,8	Music Captains	6-8 potential G.6 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 2015	All Music Teachers & Music Coordinator	\$300,000 (Fee Remission and Scholarships Scheme & Non-Govt Fund Budgets)

Physical Education Department Programme Plan 2014-2015

Panel Chairperson : Mr. Ryan Li
PE Teachers : Mr. Nick Leung & Ms. Ada Chu
PE & Sports Development Officer: 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 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 the 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 &Activities Table (2014-2015):

	Aims	Activity	Description	Period	Coordinator	Budget
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.	Heats (G1-G6): 2, 3 & 4 September 2014; Finals (G2 & G3 finalists, all G4-G6 students): 17 September 2014	Mr. Ryan Li	\$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 Garden Fete.	9 November 2014	Mr. Ryan Li	(By DBS Foundation Limited)
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 Kowloon Bay Sports Ground.	Heats (G1-G6): 15 December 2014 Finals (G2 finalists, all G3-G6 students): 26 January 2015	Mr. Ryan Li	\$4,000
4	1, 3, 4, 5, 6, 7	Golf Day	A joint divisional event for promoting golf and parent-child partnership.	24 April 2015	Mr. Ryan Li	
5	2, 3, 4, 6, 7	Pre-10Km FunD Run	A fund raising sporting event to promote parent-child partnership.	8 March 2015	Mr. Ryan Li	(By DBS Foundation Limited)
6	4, 5, 6, 7	Alternative Sports	Students will participate in various sports activities, such as rope skipping, Wushu and dragons & lions dance.	January 2015	All PE Teachers	\$100,000

7	2, 3, 4, 7	Local / Overseas Training Camp / Competition	Various local / overseas training camps will be organized for School Sports Team A members during major school holidays.	Athletics Training Camp in Beijing (Summer Holiday 2015) <i>Plan for the above training camp is tentative only</i>	All PE teachers	<ul style="list-style-type: none"> • \$70,000 to \$180,00 depending on the destination and duration of the camp • Fee Remission and Scholarships Scheme & Non-Govt Fund Budgets
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Visual Arts Department Programme Plan 2014-2015

Panel Chairpersons : Ms. Eva Chui
Members : Ms. Tracy Yu, Ms. Karen Li & Mr. Ken Tsui
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:

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

Plan & Activities Table (2014-2015):

	Aims	Plan	Descriptions	Period	Co-coordinator	Budget
1.	4	Cross- Curricular Integrated Learning	<ul style="list-style-type: none"> • Topics chosen for Visual Arts lessons will be related to other disciplines and the VA Department will work in collaboration with other departments. • These cross-curricular activities will be carried out during art lessons, Fun Learning Days and IBL Week. 	Art Classes	Ms. Yu: G.1, G.2 & G.3 Ms. Chui: G.4, G.5 & G.6	Curriculum Development: \$40,000 Teaching Materials: \$42,000 General Office:\$121,250
2.	1,2	Art in School Partnerships	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"> • Students create group projects which help develop their generic skills. • Large displays will be put around the school. 	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"> • Language of art, including artists, art concepts, movements and various styles of art and design will be introduced to students. • 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>.* 	Art Classes	Ms. Yu: G.1, G.2 & G.3 Ms. Chui: G.4, G.5 & G.6	Curriculum Development: \$40,000 News, Magazines & books: \$28,000

5	1-3	Sketchbook (Creativity & Imagination)	<ul style="list-style-type: none"> • Sketchbooks will be used to help develop students' creativity and imagination, skills and processes. • Teachers will use sketchbooks as a means to give feedback to students. 	Art Classes	Ms. Yu: G.1, G.2 & G.3 Ms. Chui: G.4, G.5 & G.6	Curriculum Development: \$40,000 Teaching Materials: \$42,000 General Office: \$121,250
6	3,5	Student Art Exhibition	<ul style="list-style-type: none"> • Students' artworks will be displayed inside and outside the school premises. • Students will learn to do self-reflection of their work and practice critical thinking skills* while looking at other's exhibits. 	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: \$10,000
8	1-5	Cultural Adventures	<ul style="list-style-type: none"> • 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. • Outings and trips will be organized for engaging students in <u>experiential learning</u> and developing students' generic skills. 	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 Budget for OLE
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 Budget for ECA 50% of course fees will be collected from parents
10	1-5	Initiatives to Improve Programme Planning	Teaching strategies that cater for students' learning diversity should be a focus this year.	Art Classes	Ms. Chui & Ms. Yu	Teaching Materials: \$42,000 General Office: \$121,250

Religious Education Department Programme Plan 2014-2015

2014-2015 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、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 (2014-2015) :

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	佈道會	邀環球天道傳基協會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。	小三、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 梁凱祈	\$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	/
3	1,5,6	歌唱比賽	安排在分級早會時間進行班際歌唱比賽，透過詩歌的頌唱，提升學生對本科的興趣及藉此加強宗教氣氛。	小一、小二學生	觀察學生反應及收集教師意見	試後活動	陸偉珊 梁凱祈	\$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	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	吳鳳婷 梁凱祈	\$13,500
7	2,5,6	開放日	與德育科共同展示有關的學生活動照片及作品，並邀請學生向嘉賓進行講解，讓他們更了解本校宗教/德育科的學校情況。	全體學生	訪問個別嘉賓對開放日的意見	一月	全體老師	\$1,000

8	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
9	1,5	專題展板	擬訂不同主題(或按節期)，張貼相關的內容於展板上，以加強學校的宗教氣氛，增加學生對本科的興趣。	全體學生	收集學生及教師意見	一年三次	洪卓筠 王健屏 郭嘉恩	\$500
10	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	\$3,000
11	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	東九龍教區 牧師及基督徒老師	\$3,000
12	2,3,5	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
13	5	聖公會活動	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	/
14	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 2014-2015

Panel Chairperson: Ms. Cherry Tai

Assistant Librarian: Ms. Lee Kwai Ying

Strengths:

1. A relatively large number of students enjoy reading.
2. The 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. Upper grades students have difficulty to spare time to go to the library during recess time.
3. There are a small number of students who do not read much.

Aims and Objectives:

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

Plan and Activities Table (2014-2015):

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1	1, 4, 5	Reading Environment and Resources	<p>1. Management of School Library</p> <ul style="list-style-type: none"> a. Provide check in/check out services b. Issue overdue notices c. Keep the library tidy and comfortable d. Offer advice on library resources e. Develop and manage the Library collection (research before order, order, check invoice, catalogue, import data, print labels, wrap books and stock-take) f. Decorate the Library g. Update information in Library WebOPAC h. Organize and manage the student librarians i. Organize the Library parent volunteers <p>2. Budget Management</p>	<ul style="list-style-type: none"> 1. Reading environment of the Library 2. Feedback from teachers, students and parents 3. Size of collection 	Whole Year	Ms. Cherry Tai (Teacher-Librarian) and Ms. Lee Kwai Ying (Assistant Librarian)	2014-2015 library budget for purchasing reading materials

			<p>3. Collection Development</p> <p>a. English, Chinese and French books</p> <p>b. Magazines</p> <p>c. Online encyclopaedia</p> <p>d. Classroom Libraries</p>				
2	1, 2, 3, 5	Library Education	<p>1. G.1-G.4 students will be introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources.</p> <p>2. G.1 and G.2 will have story time, extended reading activities and learn simple library skills.</p> <p>3. G.3 and G4 students will learn the usage of Library WebOPAC, the way to use both book-form and online encyclopaedia and the classification methods of library materials (Dewey Decimal Classification and Chinese Books Classification).</p> <p>4. G.5 and G.6 students will take turns to visit the library during Reading Period.</p>	<p>1. Students' participation and performance in the library lesson</p> <p>2. Students' feedback</p>	Whole Year	Ms. Cherry Tai	2014-2015 library budget

3	1, 4	Cross-curriculum collaboration	<ol style="list-style-type: none"> 1. Various cross-curricular activities will be held with other departments throughout the year. 2. Teachers will refer to scheme of works of their respective departments regarding special requirements of each subject in order to support teaching and learning. 3. Consult the English and Chinese Departments about book selection to enrich the quality of reading materials available in the School Library. 	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2014-2015 library budget
4	1, 3, 5	Reading Activities	<ol style="list-style-type: none"> 1. DBSPD Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts (by individual and class) 4. 4.23 World Book Day Celebration 5. Storytelling Team 6. Newspapers Subscription 7. Bulk Application of Hong Kong Public Library Cards 8. External Reading Activities 	<ol style="list-style-type: none"> 1. Students' participation 2. Students' feedback 	Whole year	Ms. Cherry Tai and other subject teachers	2014-2015 library budget

5	1, 2, 3, 5	Student Librarians Training	<p>Student librarians will be recruited and training will be provided. Their main duties are:</p> <ol style="list-style-type: none"> 1. To assist in the daily operation of the library 2. To keep the library clean and tidy 3. To make sure the students behave themselves in the library 4. To help fellow students in using the library 	<ol style="list-style-type: none"> 1. Student librarians' performance 2. Review the effectiveness of student librarians' training 	Whole year	Ms. Cherry Tai	2014-2015 library budget
6	1	Library Promotion	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.	Students' feedback	Whole year	Ms. Cherry Tai	2014-2015 library budget

Computer Studies Department Programme Plan 2014-2015

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 which last for approximately half an hour only 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 computers or Information Technology
9. To give students more exposure to outside competitions

Major Concerns 2014-2015

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 further develop typing skills and set up typing speed requirements for students of the lower primary
5. To require ethical use of the School Intranet, the Internet and Google Apps amongst students of the upper primary
6. To incorporate the learning of digital music in the curriculum
7. To promote students' interest in reading IT related materials

Programme Plans 2014-2015

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 (2014-2015):

Plan	Aims	Activity	Description	Method of Evaluation	Period	Coordinator	Budget
1	7, 8	IT Director/ IT Captain	Students will be selected as IT Directors or Captains to assist IT Officers in maintaining order and discipline in the Computer Room during the 2 recesses.	1. Orderliness of the Computer Room during recesses 2. Participation rate of the IT Directors & Captains	Sept 2014 – July 2015	Brian Cheung* Jessica Chan	Certificates & Book Voucher
2	1-9	External Competition	4-Panel Comic Drawing Contest	1. Results attained by students 2. Students' participation	June 2014 – Sept 2014	Jessica Chan *	\$500
3	1-8	Internal Competition	a) Poster Design Competition b) Calendar Card Design Competition	Students' participation	Oct – Dec 2014	Edward Wong* Brian Cheung	Certificates & \$1,500 for prizes
4	1-8	Fun Learning Days	Interclass Quiz Competition	Students' participation	Dec 2014	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 c) Addiction to computer games	1. Students' participation 2. Students' behaviour when using the Internet and Intranet	July 2015	Jessica Chan*	\$2,000

6	2	Collaboration with the Putonghua Department	Chinese Typing with the Hanyu Pinyin (G.2)	Students' competencies in Hanyu Pinyin	Jan 2015	Brian Cheung*	--
7	2	Collaboration with Maths & VA Departments	Geometer Sketchpad (G.6)	Students achieve meaningful learning from the activities	Nov 2014	Pauline Ip*	--
8	1, 2	Collaboration with the English and Chinese Departments on typing skills	English (G1: correct finger position)	Students' competencies in typing	Apr 2015	Edward Wong	--
			Chinese G3: 九方	Students' competencies in typing	Jan 2015	Jessica Chan	
			Chinese G4: 速成	Students' competencies in typing	May 2015	Edward Wong	
			Chinese G6: 倉頡	Students' competencies in typing	Jun 2015	Pauline Ip*	

Moral Education Department Programme Plan 2014-2015

Chairperson: Mr. Sammy Ho

Secretary: Ms. Ivy Wong

Strengths:

1. Teachers are devoted to the teaching profession, and they care very much about the whole-person development of students.
2. The School is concerned about student support and is proactive in ensuring that teachers have enough time to provide guidance to students. In particular, each teacher is given the capacity and time to concentrate on duties related to student support.
3. Students are confident and have a high sense of achievement.
4. Students enjoy their school life and are ready to articulate their opinions and initiate ideas. 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.
5. 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.
6. Parents are concerned about the development of their children and are eager to be involved in the school work of their boys.

Weaknesses:

1. Some students are too keen to express their own ideas and opinions, making it difficult for them to respect others and to listen to others' viewpoints. 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. The level of self-responsibility in learning and social responsibility of students needs to be enhanced so that they can become independent learners and contributors to society.
4. Students' competitive spirit should be balanced by stressing the need for empathy and the exercise of personal restraint for the common good.
5. Some parents show too much care and overprotect their children. They are in need of effective parenting skills.

Aims and Objectives:

1. To enhance teachers' skills in asking debriefing questions so as to promote reflection amongst students of various introspective abilities
2. To organize activities to encourage students to set goals and promote their goal-setting skills
3. To organize activities to promote pro-social behaviour amongst students
4. To conduct workshops to promote effective parenting skills amongst parents

Plans and Activities Table (2014-2015):

Plan	Aims	Activity	Description	Performance indicator	Period	Co-ordinators	Budget
1	3	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, 14	Ivy Wong	---
2	3	Silent Amazing Race	Train up 12 G.5 and G.6 students to participate in the competition	1. Teachers' observation 2. Students' performance and result in the competition	Sept, 14	Sammy Ho	\$1,500
3	4	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.,14 – June, 15	Sammy Ho & Ivy Wong	\$32,000
4	3	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., 14	Sammy Ho & Ivy Wong	\$300
5	2	Fun Learning Days	Organize experiential activities to enhance students' self-management skills	Teachers' observation & feedback from participants	Dec.,14	Sammy Ho & Ivy Wong	\$1000
6	3	G.3 & G.6 Service Day	Provide an opportunity for students to serve the community and learn to care for the needy people	1. Each G.3 class participates in 1 service visit and at least 95% of G.6 students participate in 1 flag sale 2. Over 70% of students indicate in the feedback form that they have learnt to care for others in the service visit/activity	Jan. – Feb., 15	Sammy Ho & Ivy Wong	\$6500

7	3	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 200 students participate in the programme	Jan. – March, 15	Sammy Ho & Ivy Wong	---
8	1	Staff Development Workshop	Organize a mini-workshop on debriefing skills for all Moral Education teachers	Over 80% of teachers consider the workshop beneficial	Feb. – March, 15	Sammy Ho	---
9	1,4	Developmental Talks and Workshops	Promote the importance of goal-setting and enhance goal-setting skills amongst students	Teachers' observation	May – June, 15	Sammy Ho & Ivy Wong	\$2,000
10	2,3	G.3 & G.4 Di Zi Gui Inter-class Competition	Consolidate students' learning through the competition	Teachers' observation	July, 15	Sammy Ho	\$300
11	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 games	Teachers' observation & feedback from participants	July, 15	Sammy Ho	---
12	2	Pre-G7 Preparation Workshop	Invite senior boys and G.7 boys from the SD to organize a sharing workshop for G.6 students to prepare them for school life in the SD	<ol style="list-style-type: none"> 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, 15	Sammy Ho & Ivy Wong	\$150

Electives Department Programme Plan 2014-2015

Department Head: Ms. Susanna Chung

Department Panel: Mrs. Alexandria Lau

Members:

Mr. Sammy Ho	Mr. Vikram Gurung	Mr. Steven Carr	Mr. Anthony C. Anderson
Mr. Conor A. Quigley	Mr. Clive Ho	Mr. Ken Tsui	Ms. Grace Ku
Ms. Livia Liu	Mr. Philip Wong	Ms. Ivy Wong	Ms. Cherry Tai
Mrs. Grace Ko	Ms. Irene Chan	Ms. Han Yue	Ms. Diana Yan
Ms. Shirleen Liu	Ms. Carol Li	Ms. Jenny Lo	Ms. Ada Chu
Ms. Pency Wong	Ms. Mandy Yan	Mr. Banting Poon	Ms. Shirley Kwok
Ms. Karen Leung	Ms. Sheeta Ho	Ms. Amy Chan	Ms. Doreen Hung
Ms. Alice Lau	Mr. Brian Cheung	Mr. Lawrence Ng	Ms. Karen Li
Ms. Cheng Yuen Man	Ms. Teresa Fok	Mr. Kevin Kam	Mr. Kam Tse
Ms. Judy Chu	Chinese Supply Teacher	Ms. Dorothy Cabaret	

B. Strengths and Weaknesses

Strengths

1. Having the electives 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 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. The sustainability of some popular electives cannot be guaranteed due as the allocation of teaching duties varies each year.
2. It is difficult to strike a balance between the popularity of particular electives and the number of those electives that our school should provide for students.
3. Teaching time allocated for delivering the elective curriculum, especially for G.1 and G.2, is insufficient since much time is spent on lining up students and controlling their discipline.
4. Classroom management is a challenge for teachers and tutors since students from many different classes are allocated to the same elective course.
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. The School can introduce new electives from time to time because new teachers are identified each year.
2. Our teachers are professionally trained and they can propose teaching an elective course according to their interests and competencies.
3. 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, HAAC).
4. Individual tutors working for various out-sourced organizations are appointed to teach elective courses. Our students are given the opportunity to learn from many different tutors and have the exposure to diverse fields of knowledge.

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 on the School.
2. Most of the out-sourced organizations (6 out of 16) were identified through undergoing the tendering procedures required by the EDB (single purchases from \$50,000 to \$200,000) .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 goals 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' independent learning and self-management (A major concern of the Annual School Plan 2014-2015).
5. To highlight the environmental considerations in the 21st century
6. 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 (2014-2015), 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' independent learning and self-management through delivery of the electives curriculum

E. Implementation Plan

Plan		Aim	Item
1	To maintain a balance of courses of different learning areas to be provided in the electives curriculum	3 and 4	1-61
2	To emphasize life-wide learning (students learn in real contexts and authentic settings). The experiential learning experiences will enable students to acquire knowledge that is not covered in regular classroom learning. <ul style="list-style-type: none"> ● Focus on developing Christian value through Chinese calligraphy/ handcraft : 福音字帖, Bible Stories & Craft ● Focus on Chinese Music/ Painting: 中國文化的承傳 ● New elements in elective curriculum: Junior CEO, Science Adventure Builder, Advanced Astronomy Exploration, Scratch Programme, Rope Skipping, 動感 PTH FUN FUN FUN, 繪本遊蹤 	3 and 6	
3	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations	5	
4	To let students choose the electives that best suit their learning styles	1 and 2	
5	To provide an opportunities for students to exhibit their work	7	
6	To help students develop the 9 generic skills through attending the elective courses	3 and 4	
7	To develop students' independent learning and self-management skills	4	

F. Activities Table (2014-2015)

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator			Budget (\$)		
1	Go Culture Course: Beginners (圍棋初班)	See Programme Plan of each Elective	1. Students' Feedback 2. Teacher's Feedback 3. Parents' Feedback 4. Achievement of targets and aims set for each elective	To evaluate the courses at the end of each term	Cheng Yuen Man	Judy Chu		\$16,500.0		
2	Go Culture Course: Intermediate (圍棋中班)					Shirleen Liu	Tracy AY		\$15,400.0	
3	International Corner: Be a Smart Kid with an International Horizon					Tracy AY	Han Yue	Shirleen Liu		\$56,100.0
4	Elementary Japanese					Karen Li	Cherry Tai			\$15,750.0
5	Intermediate Japanese							Alice Lau		\$7,350.0
6	Money Management					Han Yue	Carol Li	Diana Yan		\$31,900.0
7	Junior CEO						Philip			\$10,150.0
8	Be a Magician					Livia Liu	Grace Ku	Pency Wong		\$20,350.0
9	Juggling Matrix (雜耍天地)							Sheeta Ho		\$6,475.0
10	Mathematical Games I					Teresa Fok	Grace Ko	Han Yue		\$24,200.0
11	Fun with French -Beginners (14 lessons) #						Jean	Jean		
12	FUN with LEGO					Banting Poon	Jenny Lo	Banting		
13	Typhoon Magazine						Conor A.	Anthony C.		\$42,000.0
14	Museum & Heritage Post cards					Irenee Chan				\$26,400.0
15	Science Adventures					Dorothy Cabaret	Anthony C.	Conor A.		\$55,000.0
16	天文實驗班					Carol Li	Clive Ho	Teresa Fok		\$42,900.0
17	Toy Science						Shirley K	Ivy Wong		\$27,300.0
18	初級紙製電路 (Paper circuit)					Shirleen Liu		Kevin Kam		\$36,000.0
19	Science Adventure Builder					Kevin Kam				\$19,200.0
20	Advanced Astronomy Exploration							Jenny Lo		\$17,500.0

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator			Budget (\$)		
21	Applied Personal Management	See Programme	1. Students' Feedback	To evaluate the courses at the end of each term	Doreen Hung		Carol Li	\$38,250.0		
22	Memory Booster Program	Plan of each					Doreen	Sammy Ho	\$35,700.0	
23	通識達人	Elective					Amy Chan	Karen Li	\$38,250.0	
24	探索侏羅紀							Diana Yan	Cheng Yuen Man	\$35,700.0
25	2C's (Creativity & Communication) Program		2. Teacher's Feedback		Diana Yan	Tracy AY		\$38,250.0		
26	Think to Speak 環保小先鋒						Cherry		\$20,400.0	
27	Be a SMART Leader		3. Parents' Feedback				Amy Chan	\$17,850.0		
28	奧林匹克數學普及班						Alice Lau	Teresa Fok	Lawrence Ng	\$24,200.0
29	Art of Paper (紙的藝術)		4. Achievement of targets and aims set for each elective				Grace Ku			
30	比比和朋友 (15 lessons) #						Ivy Wong	Ivy Wong		
31	棋藝世界						Mandy Yan		Mandy Yan	
32	Bible Stories & Craft						Shirley K			
33	動感 PTH FUN FUN FUN							Amy Chan		
34	繪本遊蹤								Doreen	
35	Learn from GAMES								Grace Ko	
36	African Culture						Conor A.		Judy Chu	\$34,500.0
37	African Performing Art Workshop							Vikram		\$16,100.0
38	Career in Future: Meet the Professionals							Lawrence Ng		\$45,000.0
39	Stormy Chefs				Jenny Lo		Karen Leung	\$37,500.0		
40	The Chess Academy				Anthony C.	Steven Carr	Clive Ho	\$55,000.0		
41	Board Games				Pency Wong	Pency Wong				
42	福音字帖				Karen Leung	Karen Leung		\$9,000.0		

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator			Budget (\$)	
43	中國文化的承傳 (15 lessons) #	See Programme Plan of each Elective	1. Students' Feedback 2. Teacher's Feedback 3. Parents' Feedback 4. Achievement of targets and aims set for each elective	To evaluate the courses at the end of each term	Alexandria	Alexandria			
44	中國畫						Ken Tsui		
45	MONOPOLY (strategy & fun)				Judy Chu	Livia Liu	Irene Chan	\$20,350.0	
46	校園報小記者					Sheeta Ho			
47	象棋的藝術					Lawrence			
48	Let's Explore the World					Alice Lau	Cherry Tai		
49	Scratch Programme					Brian Cheung	Brian Cheung		
50	Podcasting						Irene Chan		
51	Science Workshop I					Grace Ko	Mandy Yan	Livia Liu	\$79,200.0
52	Science Workshop II					Clive Ho	Banting Poon	Shirley Kwok	\$79,200.0
53	Digital Comic (14 lessons) #						Kevin Kam	Karen Li	\$8,400.0
54	Drawing on the Right Side of the Brain Workshop (15 lessons) #					Ken Tsui	Cheng Yuen Man		\$16,875.0
55	3D Sculpture							Philip Wong	\$7,875.0
56	Team Building Workshop					Sammy Ho	Brian Cheung	Kam Tse	\$50,600.0
57	Rope Skipping					Ada Chu	Ada Chu		
58	Table-Tennis					Vikram Gurung		Vikram Gurung	
59	Cricket					Steven Carr		Steven Carr	
60	Rock Climbing					Philip Wong	Kam Tse	Ada Chu	\$41,800.0
61	Handball					Kam Tse	Ken Tsui	Alexandria Lau	\$7,700.0

