

# **Diocesan Boys' School Primary Division**



## **Annual School Plan 2016-2017**

## **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.

## **Table of Contents**

	<b>Page</b>
Annual School Plan 2016-2017	5
Plan on the Use of Capacity Enhancement Grant 2016-2017	11
English Department Development Plan & Programme Plan	15
Chinese Department Development Plan & Programme Plan	22
Mathematics Department Development Plan & Programme Plan	30
General Studies Department Development Plan & Programme Plan	38
French Department Programme Plan	47
Putonghua Department Programme Plan	51
Music Department Programme Plan	56
Physical Education Department Programme Plan	58
Visual Arts Department Programme Plan	61
Religious Education Department Programme Plan	72
Library Studies Department Programme Plan	77
Computer Studies Department Programme Plan	84
Moral Education Department Programme Plan	88
Electives Department Programme Plan	92

## 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
<b>1. Student Learning &amp; Teaching</b>						
1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching	1.1.1 To organize school visits or seminars to improve the teaching effectiveness	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each department will organize at least one school visit for subject teachers so that they can observe lessons and exchange good teaching practices and strategies with teachers from other schools.</li> <li>The subject administrators of each department will join at least one seminar or sharing session organized by the school to conduct pedagogical exchanges with other schools and institutions.</li> </ul>	Teachers' feedback (after school visits, seminars or sharing sessions)	HoDs of Chi, Eng, Maths and GS	All subject teachers
	1.1.2 To attend talks or courses to keep abreast of the trend of education	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 50% of teachers attend talks or courses to update their knowledge about education</li> </ul>	Teachers' feedback (after sharing sessions)	HoDs of Chi, Eng, Maths and GS	All subject teachers

	development and the latest teaching pedagogies		development and teaching pedagogies.			
			<ul style="list-style-type: none"> <li>After attending talks or courses, over 80% of teachers can share what they have learned with colleagues in subject collaborations.</li> </ul>			

## 2. Curriculum & Assessment

2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning	2.1.1 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness	Sept 16 - June 17	<ul style="list-style-type: none"> <li>After each assessment, teachers review assessments papers and fill in an evaluation form for each paper.</li> <li>Over 50% of teachers can share their views based on the evaluation of assessment papers and data about students' performance in the 2<sup>nd</sup> and 3<sup>rd</sup> panel meetings. Their suggestions will be incorporated into the curriculum planning for next school year.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>HoDs of Chi, Eng, Maths and GS</li> </ul>	<ul style="list-style-type: none"> <li>NIL</li> </ul>
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3. Partnership						
3.1 To enhance cooperation between the Primary and Secondary Divisions to ensure a smooth transition for our graduates	3.1.1 To organize joint programmes and activities between the Primary and Secondary Divisions to build relationships and rapport between students of both divisions	Sept 16 - June 17	<ul style="list-style-type: none"> <li>Joint programmes and activities between the Primary and Secondary Divisions will be held at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback (To be collected through interviews)</li> </ul>	<ul style="list-style-type: none"> <li>Natalie Ng (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All G.6 Class Teachers</li> </ul>
	3.1.2 To arrange informal meetings between teaching and administrative staff members of the Primary and Secondary Divisions to exchange views and enhance cooperation	Sept 16 - June 17	<ul style="list-style-type: none"> <li>Senior Teachers in charge of D&amp;G will attend at least two informal meetings held between the Primary and Secondary Divisions to exchange views and enhance cooperation in enhancing the effectiveness of student support measures.</li> <li>Senior Teachers in charge of D&amp;G will spend at least one day in the SD to observe how students learn and interact with their peers, and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Ms. Lo (HT)</li> </ul>	<ul style="list-style-type: none"> <li>Senior Teachers in charge of D&amp;G</li> </ul>

## Major Concern: Second Priority - Management & Organisation

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1. School Management</b>						
1.1 To develop closer links between school administrators of the Primary and Secondary Divisions	1.1.1 To enable school administrators of the Primary and Secondary Divisions to coordinate and communicate more in various aspects (school management, curriculum and students support, etc.)	Sept 16 - June 17	<ul style="list-style-type: none"> <li>School administrators of the Primary and Secondary Divisions will meet at least twice a year to share good practices for enabling better understanding, communication and planning of school management priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of the administrators' meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ms. Lo (HT)</li> </ul>	<ul style="list-style-type: none"> <li>Key Administrators of the PD &amp; SD</li> </ul>
<b>2. Professional Leadership</b>						
2.1 To strengthen the role of subject administrators and to foster	2.1.1 To equip subject administrators with subject knowledge and skills so that they will take a	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will give a professional sharing within the department after attending a</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after subject administrators' sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>



the professional sharing and interactions inside and outside schools	more active role in professional sharing within the department		workshop, seminar or school visit this school year.			
	2.1.2 To require subject administrators to explore more platforms for sharing with outside professionals	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each subject administrator will give a professional sharing with outside professionals (in workshops, seminars, school visits, staff development tours, or joining a professional association, etc.) at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>
	2.1.3 To develop subject administrators with a focus to have professional exchanges with other schools	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will take part in at least two professional exchanges with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional exchanges)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>

## Major Concern: Third Priority – Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1. Attitude &amp; Behaviour</b>						
1.1 To enhance students' self-responsibility in learning and social responsibility so that they can become independent learners and contributors to society	1.1.1 To help students take responsibility in their daily homework so that they learn to complete their assignments seriously	Sept 16 – July 17	<ul style="list-style-type: none"> <li>At least two students' talks will be held this year to help students learn to take responsibility in their daily homework.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder's survey (teachers and students)</li> </ul>	<ul style="list-style-type: none"> <li>Natalie Ng (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All Class Teachers</li> </ul>
	1.1.2 To enhance students' awareness of the importance of their future	Sept 16 – July 17	<ul style="list-style-type: none"> <li>Whole School Activities will be held to help students set personal goals.</li> <li>At least two activities will be organized to enhance students' awareness of the importance of their future.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire for collecting feedback from teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>Natalie Ng (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All Class Teachers</li> </ul>

## PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2016-2017

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	To employ the following organizations and part time tutors to develop and conduct electives for our students:  Term 1– Term 3  1. Achievers Track Company Limited	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.  Courses offered: Term 1– Term 3  Achievers Track Company Limited: ◆ 天文實驗班(Terms 2 & 3) ◆ Toy Science (Terms 2 & 3) ◆ 初級紙製電路 (Paper Circuit) (Terms 1 & 2) ◆ Science Adventure Builder (Term 1) ◆ Advanced Astronomy Exploration (Terms 1 & 3)	◆ Boys will be able to participate in electives which provide basic knowledge in the area of <b>language and culture</b> : Go culture, Japanese language and African culture.  ◆ Boys will be able to participate in electives which provide basic knowledge in <b>personal management</b> : Money management, magic, leadership training, memory booster programme, environmental protection, career introduction, elementary cooking, board games and team building.	There are 22 sessions of around 1 hour each in terms 1-3.  Term 1 Weekly sessions from 30 Sept 2016 to 2 Dec 2017 (8 sessions)  Term 2 Weekly sessions from 6 Jan 2017 to 10 Mar 2017 (7 sessions)  Term 3 Weekly sessions from 17 Mar to 26 May 2017 (7 sessions)	There are 22 organizations and part time tutors delivering 47 electives.  Achievers Track Co. Limited: ◆ 天文實驗班 \$2,100 × 14 = \$29,400 <b>Learning material: \$5,500</b> ◆ Toy Science \$2,100 × 14 = \$29,400 <b>Learning material: \$8,000</b> ◆ 初級紙製電路 (Paper Circuit) \$2,600 × 15 = \$39,000 <b>Learning material: \$12,250</b> ◆ Science Adventure Builder \$2,600 × 8 = \$20,800 <b>Learning material: \$7,375</b> ◆ Advanced Astronomy Exploration \$2,600 × 15 = \$39,000 <b>Learning material: \$13,750</b>	◆ Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.  ◆ Students' improvement in the knowledge of chess and sports activities.  ◆ Students' capability in applying personal management and money management skills in daily life.	◆ Number of enrolment in each elective.  ◆ Teachers, parents and students' feedback collected through questionnaires	Susanna Chung
	2. Active Concept Limited	Active Concept: ◆ Be a Magician ◆ Juggling Matrix (Term 3) ◆ MONOPOLY (strategy & fun)	◆ Boys will be able to participate in electives which provide basic knowledge in the area of <b>science</b> : Astronomy, mathematics, paper circuit, electronic engineering, 3D printing and science activities.		Active Concept: ◆ Be a Magician \$925 × 22 = \$20,350 ◆ Juggling Matrix \$925 × 7 = \$6,475 ◆ MONOPOLY (strategy & fun) \$925 × 22 = \$20,350 <b>Learning material: \$2,000</b>			

3. Active Kids Limited	Active Kids: ◆ Science Adventures ◆ Stormy Chefs ◆ The Chess Academy	◆ Boys who are interested in sports will be able to learn <b>sports</b> : rope skipping, handball and rock climbing.		Active Kids: ◆ Science Adventures $\$2,500 \times 22 = \$55,000$ ◆ Stormy Chefs $\$2,500 \times 22 = \$55,000$ ◆ The Chess Academy $\$2,500 \times 22 = \$55,000$			
4. African Culture Connection (HK)	African Culture Connection (HK): ◆ African Culture (Terms 1 & 3) ◆ African Performing Art Workshop (Term 2) ◆ Rock Climbing	◆ Boys will be able to participate in electives which provide <b>advanced knowledge</b> in drawing (Drawing on the Right Side of the Brain ® Workshop), Go culture and Japanese.		African Culture Connection (HK): ◆ African Culture $\$2,400 \times 15 = \$36,000$ ◆ African Performing Art Workshop $\$2,400 \times 7 = \$16,800$ ◆ Rock Climbing $\$2,000 \times 22 = \$44,000$			
5. Arthome 藝術家- 鄭志明	Arthome 藝術家- 鄭志明: ◆ Drawing on the Right Side of the Brain ® Workshop (Terms 1 & 2) ◆ 3D Sculpture (Term 3)	◆ Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.		Arthome 藝術家- 鄭志明: ◆ Drawing on the Right Side of the Brain ® Workshop $\$1,180 \times 15 = \$17,700$ ◆ 3D Sculpture (Term3) $\$1,180 \times 7 = \$8,260$ <b>Learning material: \$1,600</b>			
6. CheerUpPro Consultant Limited	CheerUpPro Consultant Limited: ◆ Team Building Workshop			CheerUpPro Consultant Limited: ◆ Team Building Workshop $\$2,300 \times 22 = \$50,600$			
7. Edvenue Limited	Edvenue Limited: ◆ International Corner ◆ 通識達人(Terms 1 & 2) ◆ Be a SMART Leader (Term 3) ◆ 3S-Skills for a Sharp Student (Terms 1 & 3) ◆ Think to Speak 環保小先鋒 (Term 1) ◆ 探索侏羅紀(Terms 2 & 3) ◆ (B.Y.O.P.) 3D Modelling & Printing			Edvenue Limited: ◆ International Corner $\$2,780 \times 22 = \$61,160$ ◆ 通識達人 $\$2,780 \times 15 = \$41,700$ ◆ Be a SMART Leader $\$2,780 \times 7 = \$19,460$ ◆ 3S-Skills for a Sharp Student $\$2,780 \times 15 = \$41,700$ ◆ Think to Speak 環保小先鋒 $\$2,780 \times 8 = \$22,240$ ◆ 探索侏羅紀 $\$2,780 \times 14 = \$38,920$ ◆ (B.Y.O.P.) 3D Modelling & Printing $\$3,300 \times 22 = \$72,600$			
8. Hong Kong Children's GO Academy	Hong Kong Children's GO Academy: ◆ 圍棋初班 (Terms 1 & 2) ◆ 圍棋中班 (Terms 1 & 3) ◆ 圍棋精英班 (Term 2)			Hong Kong Children's GO Academy: ◆ 圍棋初班 $\$1,100 \times 15 = \$16,500$ ◆ 圍棋中班 $\$1,100 \times 15 = \$16,500$ ◆ 圍棋精英班 $\$1,100 \times 7 = \$7,700$ <b>Learning material: \$6,000</b>			

9. Hong Kong Rope Skipping Association (HKRSA)	Hong Kong Rope Skipping Association: ◆ Rope Skipping (Terms 1 & 2)			Hong Kong Rope Skipping Association: ◆ Rope Skipping $\$400 \times 15 = \$6,000$		
10. KLS Global Limited	KLS Global Limited: ◆ Money Management (Terms 1 & 2) ◆ Junior CEO (Term 2) ◆ Junior Financial Strategist (Term 3) ◆ Junior Anchor (Term 3)			KLS Global Limited: ◆ Money Management $\$1,600 \times 15 = \$24,000$ <b>Learning material: \$6,500</b> ◆ Junior CEO $\$1,500 \times 7 = \$10,500$ <b>Learning material: \$3,250</b> ◆ Junior Financial Strategist $\$1,600 \times 7 = \$11,200$ <b>Learning material: \$3,250</b> ◆ Junior Anchor $\$1,900 \times 7 = \$13,300$ <b>Learning material: \$3,250</b>		
11. KoDing Kingdom (HK) Limited	KoDing Kingdom: ◆ Let's Code			KoDing Kingdom: ◆ Let's Code $\$2,500 \times 8 = \$20,000$		
12. The Mathematical Corporation (HK)	The Mathematical Corporation (HK): ◆ Mathematical Games I ◆ 奧林匹克數學普及班			The Mathematical Corporation (HK): ◆ Mathematical Games I $\$1,200 \times 22 = \$26,400$ ◆ 奧林匹克數學普及班 $\$1,200 \times 22 = \$26,400$		
13. The Open Classroom Limited	The Open Classroom Limited: ◆ Career in Future: Meet the Professionals (Term 2)			The Open Classroom Limited: ◆ Career in Future: Meet the Professionals $\$45,000 (\text{@term}) \times 1 = \$45,000$		
14. Pasona Education Co. Limited	Pasona Education Co. Limited: ◆ Elementary Japanese (Terms 1 & 2) ◆ Intermediate Japanese (Term 3)			Pasona Education Co. Limited: ◆ Elementary Japanese $\$1,050 \times 15 = \$15,750$ ◆ Intermediate Japanese $\$1,050 \times 7 = \$7,350$		
15. Pui Ching Education Centre	Pui Ching Education Centre: ◆ Memory Booster Program (Term 2)			Pui Ching Education Centre: ◆ Memory Booster Program $\$1,400 \times 7 = \$9,800$		
16. Science Workshop Limited	Science Workshop: ◆ Science Workshop I ◆ Science Workshop II			Science Workshop: ◆ Science Workshop I $\$4,000 \times 22 = \$88,000$ <b>Learning material: \$8,740</b> ◆ Science Workshop II $\$4,000 \times 22 = \$88,000$ <b>Learning material: \$8,740</b>		

17. Rugby Association Tutor	Rugby Association ◆ Rugby (Terms 2 & 3)			Rugby Association \$350 × 14 = \$4,900			
18. World Class Arena Asia Limited	World Class Arena Asia Limited ◆ World Class Arena (Terms 1 & 3)			World Class Arena Asia Limited ◆ World Class Arena \$2,000 × 15 = \$30,000			
19. Architecture for Children Tutor – Mr. Vicky Chan	Architecture for Children (Term 1)			Architecture for Children \$2,000 × 8 = \$16,000 <b>Learning material: \$4,000</b>			
20. English Performing Art Tutor – Ms. Alice Mamckay	English Performing Art			English Performing Art \$1,500 × 22 = \$33,000			
21. Handball Tutor – Mr. Eddie Chan	Handball			Handball \$400 × 22 = \$8,800			
				<b>\$1,366,015 + \$94,205</b>			
				<b>Total = \$ 1,460,220</b>			

**Grand total of the above: \$ 1,460,220.00**

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The Most Rev. Dr. Paul Kwong  
Supervisor

\_\_\_\_\_  
Mr. R. K. Y. Cheng  
Headmaster

\_\_\_\_\_  
Date

## **English Department Development Plan & Programme Plan (2016-2017)**

Head of Department: Ms. Monique Lok  
Panel Chairperson: Ms. Irene Chan      Grades 1-3  
Panel Chairperson: Ms. Carine Chau      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 include:**

1. Teachers present a wide variety of teaching styles and approaches
2. The administration encourages a wide variety of teaching approaches.
3. Students have a strong desire to excel in English
4. Parents are supportive of the English Programme
5. Teachers are cooperative, flexible, up-to-date with technology and educational trends
6. 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. 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 at early stages and then continued throughout the years.
7. Some teachers fail to submit worksheets to the Head of Department or Panel Chairpersons for proofreading before photocopies are made.



## D. Development Plan (2016- 2017)

### 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 organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching	1.1.1 To organize school visits or seminars to improve the teaching effectiveness	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each department will organize at least one school visit for subject teachers so that they can observe lessons and exchange good teaching practices and strategies with teachers from other schools.</li> <li>The subject administrators of each department will join at least one seminar or sharing session organized by the school to conduct pedagogical exchanges with other schools and institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after school visits, seminars or sharing sessions)</li> </ul>	<ul style="list-style-type: none"> <li>HoDs of Chi, Eng, Maths and GS</li> </ul>	<ul style="list-style-type: none"> <li>All subject teachers</li> </ul>
	1.1.2 To attend talks or courses to keep abreast	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 50% of teachers attend talks or courses to</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after sharing</li> </ul>	<ul style="list-style-type: none"> <li>HoDs of Chi, Eng, Maths</li> </ul>	<ul style="list-style-type: none"> <li>All subject teachers</li> </ul>

	of the trend of education development and the latest teaching pedagogies		<p>update their knowledge about education development and teaching pedagogies.</p> <ul style="list-style-type: none"> <li>• After attending talks or courses, over 80% of teachers can share what they have learned with colleagues in subject collaborations.</li> </ul>	sessions)	and GS	
<b>2. Curriculum &amp; Assessment</b>						
2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning	2.1.1 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness	Sept 16 - June 17	<ul style="list-style-type: none"> <li>• After each assessment, teachers review assessments papers and fill in an evaluation form for each paper.</li> <li>• Over 50% of teachers can share their views based on the evaluation of assessment papers and data about students' performance in the 2<sup>nd</sup> and 3<sup>rd</sup> panel meetings. Their suggestions will be incorporated into the curriculum planning for next school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>• HoDs of Chi, Eng, Maths and GS</li> </ul>	<ul style="list-style-type: none"> <li>• NIL</li> </ul>

## Major Concern: Second Priority - Management & Organisation

2. Professional Leadership						
2.1 To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools	2.1.1 To equip subject administrators with subject knowledge and skills so that they will take a more active role in professional sharing within the department	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will give a professional sharing within the department after attending a workshop, seminar or school visit this school year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after subject administrators' sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>
	3.1.2 To require subject administrators to explore more platforms for sharing with outside professionals	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each subject administrator will give a professional sharing with outside professionals (in workshops, seminars, school visits, staff development tours, or joining a professional association, etc.) at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>
	3.1.3 To develop subject administrators with a focus to have professional exchanges with other schools	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will take part in at least two professional exchanges with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional exchanges)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>

## E. Programme Plan and Budget

<b>Plan</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Teachers</b>	<b>Budget</b>
1	External Competition	<ol style="list-style-type: none"> <li>1. Speech Festival (poem/recital/choral speaking)</li> <li>2. Writing competitions organized by different organizations</li> <li>3. Penmanship competition</li> </ol>	Nov – Dec 2016	Speech Forms - Karen Li & Maggie Writing competitions - Monique & Irene Penmanship - Alice & Agnes Senior Choral - Irene, Alice & Jen  <b>Solo Speech Training:</b> G1 – Karen Li & Cabriel Lam G2 – Maggie Wu & Karen Leung G3 – Beatrice Chiu & Conor Quigley G4 – Konnie Tam & Vikram Gurung G5 – Agnes Lee & Sonia McCarthy G6 – Monique Lok & Peter Moran	\$10,000 (transport)
2	Internal Competition	<ol style="list-style-type: none"> <li>1. Inter-class Speaking Competition (Show &amp; Tell, Story-telling)</li> <li>2. Inter-class Penmanship Competition</li> <li>3. Spelling Bee (G. 1-3)</li> <li>4. Public Speaking (G. 4-6)</li> </ol>	Oct 2016 – July 2017	G1 – Karen Li & Cabriel G2 – Simone & Maggie G3 – Beatrice & Agnes G4 – Konnie & Vikram G5 – Jen & Karen Leung G6 – Alice & Sonia	\$2,000
3	Support Classes (Lift-Off)	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 2016 – Jun 2017	G1 – Jen Wan G2 – Karen Li G3 – Agnes Lee & Tracy Riccio G4 – Alice Lau & Beatrice Chiu G5 – Tracy Riccio G6 – Sonia McCarthy	\$1,000

4	Accelerated Classes	70 students from each of Grades 5 and 6 will have pullout classes during regular class schedule. The aim is to reduce the class size of the lower ability students and raise their academic standards.	Sept 2016 – July 2017	5S – Jen 5X – Carine 6S – Simone 6X – Monique	\$3,000
5	Open House	Teachers will be responsible for decorating the English room for Open House, designing and preparing souvenirs for visitors, and preparing activities for visitors and students.	Jan – Feb 2017	Monique, Carine, Irene, Vikram, Peter, Maggie, Beatrice, Simone	Nil
6	Social Events and Gatherings	Gifts / vouchers / cards will be purchased for staff celebrations (e.g. Weddings, births, retirement, resignations) Social gatherings will be organized as appropriate.	Whole year	Cabriel & Monique	Staff collection
7	Fun Learning Weeks	A series of English related games and activities will be organized for all the boys.	June 2017	Karen Li, Monique, Karen Leung, Simone	\$2,000

# Chinese Department Programme Plan 2016-2017

## 中文科發展計劃 (2016-2017)

### 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：吳鳳婷、何潔生、何潔瑩、陳美穎、郭嘉恩、曾佩儀、曾欣兒、甄靄雯、羅懿文、鄭頌慧、羅家華、龔啟宜

教學助理：陳佩桃

### 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. 老師具有認可語文教學資歷，能因應教育發展的趨勢和學生的需要，積極進修。
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. 學校資源充足，五、六年級學生能按程度分班學習，普通班更以小班教學，加強教學效學。

● 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，且寫字粗心大意。

**D.2016-2017 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 組織學校交流活動，以提升教與學的效能	1.1.1 組織學校交流活動或講座，以改善教與學的效能。	全年	<ul style="list-style-type: none"> <li>• 本科完成最少一次學校交流活動，讓老師到其他學校觀課，分享教學經驗和策略。</li> <li>• 科主任最少參與一次由學校舉辦的講座或分享會，與其他學校的老師交流教學法。</li> </ul>	<ul style="list-style-type: none"> <li>• 組織活動或講座後，老師進行分享和作出回饋。</li> </ul>
	1.1.2 老師參加課程及講座，以了解教育的發展趨勢及最新的教學方法。	全年	<ul style="list-style-type: none"> <li>• 50%以上的老師參加課程或講座，以了解教育的發展趨勢及最新的教學方法。</li> <li>• 80%以上的老師參加有關工作坊或課程後能於本科會議中進行同儕分享。</li> </ul>	<ul style="list-style-type: none"> <li>• 老師進修後，於本科會議進行分享。</li> </ul>
2. 課程與評估				
2.1 運用各種評估數據，提高教學質素。	2.1.1 運用評估數據以優化課程規劃，並反思教學策略及其效能。	全年	<ul style="list-style-type: none"> <li>• 評估完畢，老師須對試卷的內容及學生的表現作出檢討，並填寫評估檢討報告。</li> <li>• 50%以上的老師能按評估檢討報告及</li> </ul>	<ul style="list-style-type: none"> <li>• 每次評估完畢，老師填寫評估檢討報告。</li> </ul>

			評估數據，在第二次及第三次科會議中分享意見，以作來年課程規劃的參考。	
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關注事項二：管理及組織				
預期成果/目標	策略	時間表	成功準則	檢討方法
2. 專業領導				
2.1 加強科主任的領導角色，促進他們在校內和校外的專業分享和交流	2.1.1 加強科主任的本科知識及技能，以提升他們在科組的專業領導	全年	<ul style="list-style-type: none"> <li>75%以上的科主任在參與工作坊、研討會或學校交流後，會在科組進行專業分享。</li> </ul>	<ul style="list-style-type: none"> <li>科主任進行分享後，老師作出回饋。</li> </ul>
	3.1.2 要求科主任與其他教育專業團體開拓更多分享平台	全年	<ul style="list-style-type: none"> <li>每位科主任與校外教育專業團體(工作坊、研討會、學校交流、教師發展日或加入專業組織)進行最少兩次專業分享。</li> </ul>	<ul style="list-style-type: none"> <li>科主任進行專業分享後，作出回饋。</li> </ul>
	3.1.3 科主任與其他學校作專業交流	全年	<ul style="list-style-type: none"> <li>75%以上的科主任與其他學校進行最少兩次專業交流。</li> </ul>	<ul style="list-style-type: none"> <li>科主任進行專業交流後，作出回饋。</li> </ul>



### E. 本科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，建立學生的自信及訓練情緒智商。	九至 十二月	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	曾欣兒	\$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	曾佩儀 吳鳳婷	\$10,000	專題 研習

方案 編號	目標 編號	共通能力									方 案 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 活動周	-將於第三學期評估後進行 -對象為一、二年級學生 -內容待定	六月十九 日至二十 八日	朱譚月清 洪卓筠 何穎賢	\$3,000	跨學 科活 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	羅懿文 郭嘉思	\$1,850	跨學 科活 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。各級設冠、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。	四至七月	陳佩桃 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 龔啟宜	\$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，鼓勵學生每天上網閱讀一篇文章，並完成有關練習。 -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	羅家華	\$10,000	

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						
10	2, 3, 4			✓	✓					✓	必讀書	<p>-各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。</p> <p>-這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。</p>	全學年	何潔生	\$10,000	從閱讀中學習
11	1, 2, 3, 5, 6, 7,	✓	✓	✓	✓	✓				✓	兒歌/古文/詩詞欣賞	<p>-同學於課堂內學習古文或詩歌。透過文學的學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。</p> <p>-一至二年級學習兒歌及古詩；三年級學習《三字經》；四年級學習諺語；五至六年級學習古詩文。</p>	全學年	全體教師	/	從閱讀中學習/德育及公民教育
12	1, 2, 3, 4, 6, 7,		✓	✓	✓			✓			圖書教學	<p>-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。</p>	全學年	一、二年級老師	\$500	從閱讀中學習

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
13	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。 -藉參加校際辯論比賽，豐富學生的比賽經驗，並提升辯論技巧。	全學年	何潔瑩 曾欣兒	\$3,000	
14	/										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	
15	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，學生能提升自信心和表達能力。	全學年	羅家華 朱譚月清 何穎賢	\$5,000	
16	/										學校網頁	-於學校網頁發佈有關本科的訊息及照片。	全學年	陳佩桃	/	
17	3, 6	✓	✓						✓	✓	境外交流	-透過境外交流，認識中華文化及歷史，增廣見聞，拓闊視野。	四月	何穎賢	學費減免及獎學金計劃，非政府資助	

# Mathematics Development Plan & Programme Plan (2016 – 2017)

## A. Panel Members

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

[ ] 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 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 of Mathematics
8. To incorporate IBL skills in the curriculum
9. To develop students' multiple intelligences throughout different types of training provided in the curriculum
10. To utilize **information technology** in learning of mathematics and presentation of findings for effective learning

11. To foster students' independent learning skills and problem solving skills
12. To provide more opportunities for students to participate in group work so that they can be more engaged in the process of co-construction of knowledge
13. To assign specific roles to students to cater for learner diversity

### **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 is insufficient interaction among students during Mathematics lessons.
5. Students' problem solving skills need to be further developed.

## D. Development Plan (2016- 2017)

### 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
<b>1. Student Learning &amp; Teaching</b>						
1.1 To organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching	1.1.1 To organize school visits or seminars to improve the teaching effectiveness	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each department will organize at least one school visit for subject teachers so that they can observe lessons and exchange good teaching practices and strategies with teachers from other schools.</li> <li>The subject administrators of each department will join at least one seminar or sharing session organized by the school to conduct pedagogical exchanges with other schools and institutions.</li> </ul>	Teachers' feedback (after school visits, seminars or sharing sessions)	HoDs of Chi, Eng, Maths and GS	All subject teachers
	1.1.2 To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 50% of teachers attend talks or courses to update their knowledge about education development and teaching pedagogies.</li> <li>After attending talks or courses, over 80% of teachers can share what they have learned with colleagues in subject collaborations.</li> </ul>	Teachers' feedback (after sharing sessions)	HoDs of Chi, Eng, Maths and GS	All subject teachers



2. Curriculum & Assessment						
2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning	2.1.1 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness	Sept 16 - June 17	<ul style="list-style-type: none"> <li>After each assessment, teachers review assessments papers and fill in an evaluation form for each paper.</li> <li>Over 50% of teachers can share their views based on the evaluation of assessment papers and data about students' performance in the 2<sup>nd</sup> and 3<sup>rd</sup> panel meetings. Their suggestions will be incorporated into the curriculum planning for next school year.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>HoDs of Chi, Eng, Maths and GS</li> </ul>	<ul style="list-style-type: none"> <li>NIL</li> </ul>

### Major Concern: Second Priority - Management & Organisation

2. Professional Leadership						
2.1 To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools	2.1.1 To equip subject administrators with subject knowledge and skills so that they will take a more active role in professional sharing within the department	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will give a professional sharing within the department after attending a workshop, seminar or school visit this school year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after subject administrators' sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>
	3.1.2 To require subject administrators to explore more platforms for sharing with outside professionals	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each subject administrator will give a professional sharing with outside professionals (in workshops, seminars,</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>

			school visits, staff development tours, or joining a professional association, etc.) at least twice a year.			
	3.1.3 To develop subject administrators with a focus to have professional exchanges with other schools	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will take part in at least two professional exchanges with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional exchanges)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>

## E. Programme Plan & Budget

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
<b>A. Teaching and Learning</b>							
1	1,2,3,4,9,11,13	Monthly Challenging Questions	3 Mathematics challenging questions are to be displayed on screen or posted on notice board monthly to challenge students' mind.	<ol style="list-style-type: none"> <li>Satisfactory results attained by students</li> <li>Over 70% students' participate in the event</li> </ol>	Whole school year	*Teresa Fok, Ronnie Liang	\$ 350
2	1,2,3,4,7-13	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	1-4,9,11-13	Math Projects	Students have to do at least 1 project per term. It could be group projects or individual projects.	<ol style="list-style-type: none"> <li>Satisfactory students' project work</li> <li>Over 70% of feedback from students is positive</li> </ol>	Whole school year	*Pency Wong, Jessica Chan	\$500
4	2-4,7,8,10-11,13	e-learning / STEM	<ul style="list-style-type: none"> <li>The school has purchased the license of Planetii on-line programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home.</li> <li>Utilize the facilities provided by eClass, teachers develop their own learning materials for students to use.</li> <li>Learning and teaching activities are facilitated by the use of IWB / iPad.</li> <li>On-line assessments are adopted to cater students' individual differences and arouse their learning interests.</li> </ul>	<ol style="list-style-type: none"> <li>At least 1 Planetii quiz must be assigned to students each term</li> <li>Over 70% of feedback from students, parents and teachers is positive</li> </ol>	Whole school year	*Pauline Ip, Brian Cheung, Louis Hau	\$ 20,000
5	2-5,11,13	Math Team Training	Math Team training will be provided during recess time and long holidays to enhance students' Mathematics standard and to prepare them for external competitions.	Over 60% of feedback from students and teachers is positive	Whole school year	*Lawrence Ng, Andrew P. Kwok	\$1,000
6	3,6,11	External Assessment	<ul style="list-style-type: none"> <li>ICAS in Mathematics or other standard assessments will be made compulsory for students of at least <b>two</b> grade levels.</li> <li>These assessments will be used for establishing a reference to assess the standard of our students in the long run.</li> </ul>	<ol style="list-style-type: none"> <li>Over 60% of feedback from students is positive</li> <li>Over 60% of teachers involved find the report useful for future planning</li> </ol>	December to June	*Edward Wong Karina Luk	\$40,000

<b>B. Other Learning Experiences</b>							
7	2,3,5,6, 7,9,11-13	Fun Learning Weeks (Maths) for G.1-2 only	Mathematics activities are to be organized for G.1-2 levels.	Over 70% of feedback from parents, students and teachers is positive	19-28 June	*Ada Chu Lawrence Ng	\$4,000
8	2,7, 10,11	Open House	Students' work will be displayed for mutual sharing. Mathematics activities and games are organized to arouse students' interest in learning Mathematics.	Positive feedback from students and teachers.	22 Jan	*Jack Lo,	\$1,000
9	2,3,7,9, 11,13	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.	29 June to 12 July	*Anthony Lau, Susanna Chung	\$2,000
10	1,2,3,4, 7-13	Extended Learning Weeks	'Logix' will be taught to all students during the post-assessment period. Competitions will be held afterwards.	Positive feedback from students and teachers.	29 June to 12 July	*Jessica Chan Pency Wong	\$500
11	1,2,4,5, 7,11	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 HK Professional Teachers' Union Primary Mathematics Competition (ix) Asia Pacific Mathematics Olympiad by Singapore Hua Chong Institution (x) The Multiple Intelligences Cup Mathematics Competition	1. Satisfactory results attained by students 2. Over 70% of feedback from students, parent and teachers 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 selected to join an overseas study tour. Students will attend Math lessons or workshops at schools overseas.	Over 70% of feedback from students, parent and teachers is positive	July	*Jack Lo, Grace Ko	Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets

C. Professional Development							
12	2,3,4, 7,10-13	Staff Development	<ul style="list-style-type: none"> <li>● Invite guest speakers from the tertiary institutes to conduct Mathematics seminars for our teachers.</li> <li>● Teachers conduct professional development sessions for other Maths teachers.</li> </ul>	Over 60% of feedback from teachers is positive	Whole school year	*Grace Ko, Sally Yuen	\$30,000

**\* Teacher-in-charge**

Teacher-in-charge is responsible for collecting data through questionnaires / surveys and completing the evaluation report.

The evaluation report must be submitted to HoD within 2 months after the completion of the events.

# General Studies Department Development Plan & Programme Plan (2016 – 2017)

## A. Panel Members

Department Head: Ms. Jackie Lau  
Panel Chairperson of GS I: Ms. Michelle Ng  
Panel Chairperson of GS II: Ms. Sally Yuen  
Members: Ms. Susanna Chung  
Ms. Alice Lau  
Ms. Cabriel Lam  
Mr. Louis Hau  
Mr. Philip Wong  
Ms. Pency Wong  
Mr. Kevin Kam  
Ms. Karen Li  
Ms. Beatrice Chiu  
Mr. Calvin Chan  
Ms. Agnes Lee  
Ms. Isabella Kwan  
Ms. Shirleen Liu  
Ms. Anna Cheung

## B. Issue to be Addressed

### ● Strengths:

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

### ● Weakness:

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

**B. Aims and Objectives:**

<b>Aims</b>	<b>Objectives</b>
<p><b>GS I</b>            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 learn and be able to appreciate the scientific and technological achievements of the human race.</p> <p>1.3. Students will learn 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><b>GS II</b>            To arouse students' awareness of their growth and development, and to help them 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 take an active role as a responsible citizen.</p> <p>2.4. Students should be able to develop a concern for the development of China and current Chinese affairs.</p>

## C. Development Plan (2016- 2017)

### 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 organize pedagogical exchanges with other schools and institutions for further enhancement of the effectiveness of learning and teaching	1.1.1 To organize school visits or seminars to improve the teaching effectiveness	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each department will organize at least one school visit for subject teachers so that they can observe lessons and exchange good teaching practices and strategies with teachers from other schools.</li> <li>The subject administrators of each department will join at least one seminar or sharing session organized by the school to conduct pedagogical exchanges with other schools and institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after school visits, seminars or sharing sessions)</li> </ul>	<ul style="list-style-type: none"> <li>HoDs of Chi, Eng, Maths and GS</li> </ul>	<ul style="list-style-type: none"> <li>All subject teachers</li> </ul>
	1.1.2 To attend talks or courses to keep abreast	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 50% of teachers attend talks or courses to</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after sharing</li> </ul>	<ul style="list-style-type: none"> <li>HoDs of Chi, Eng, Maths</li> </ul>	<ul style="list-style-type: none"> <li>All subject teachers</li> </ul>



	of the trend of education development and the latest teaching pedagogies		<p>update their knowledge about education development and teaching pedagogies.</p> <ul style="list-style-type: none"> <li>• After attending talks or courses, over 80% of teachers can share what they have learned with colleagues in subject collaborations.</li> </ul>	sessions)	and GS	
<b>2. Curriculum &amp; Assessment</b>						
2.1 To make use of a wide variety of data derived from different assessments to enhance the overall quality of teaching and learning	2.1.1 To make full use of assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness	Sept 16 - June 17	<ul style="list-style-type: none"> <li>• After each assessment, teachers review assessments papers and fill in an evaluation form for each paper.</li> <li>• Over 50% of teachers can share their views based on the evaluation of assessment papers and data about students' performance in the 2<sup>nd</sup> and 3<sup>rd</sup> panel meetings. Their suggestions will be incorporated into the curriculum planning for next school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>• HoDs of Chi, Eng, Maths and GS</li> </ul>	<ul style="list-style-type: none"> <li>• NIL</li> </ul>

## Major Concern: Second Priority - Management & Organisation

2. Professional Leadership						
2.1 To strengthen the role of subject administrators and to foster the professional sharing and interactions inside and outside schools	2.1.1 To equip subject administrators with subject knowledge and skills so that they will take a more active role in professional sharing within the department	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will give a professional sharing within the department after attending a workshop, seminar or school visit this school year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' feedback (after subject administrators' sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>
	3.1.2 To require subject administrators to explore more platforms for sharing with outside professionals	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Each subject administrator will give a professional sharing with outside professionals (in workshops, seminars, school visits, staff development tours, or joining a professional association, etc.) at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional sharing)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>
	3.1.3 To develop subject administrators with a focus to have professional exchanges with other schools	Sept 16 - July 17	<ul style="list-style-type: none"> <li>Over 75% of subject administrators will take part in at least two professional exchanges with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Subject administrators' feedback (after professional exchanges)</li> </ul>	<ul style="list-style-type: none"> <li>Susanna Chung (DHT)</li> </ul>	<ul style="list-style-type: none"> <li>All HoDs</li> <li>All Panel Chairpersons</li> </ul>

## D. Programme Plan & Budget

<b>Plan</b>	<b>Objectives</b>	<b>Activities</b>	<b>Description</b>	<b>Evaluation mechanism</b>	<b>Period</b>	<b>Coordinators</b>	<b>Budget</b>
1.	2.3 2.4	Activities of National Identity	<ul style="list-style-type: none"> <li>● Observe ceremonies for the National Day/ HKSAR Establishment Day</li> <li>● Organize activities, such as information display and flag raising ceremony to enable students to learn more about the concept of national identity</li> </ul>	<ul style="list-style-type: none"> <li>● Positive feedback from students, parents and teachers</li> <li>● Photo taking as a record of the activity</li> </ul>	30 Sept 16 30 Jun 17	Mr. Philip Wong Ms. Shirleen Liu	\$1,000
2.	1.1 1.2 1.3 1.4	Fun Learning Weeks	<ol style="list-style-type: none"> <li>1. Invite out-sourced organizations to organize workshops related to science investigation for students</li> <li>2. Organize activities during the Fun Learning Weeks</li> </ol>	<ul style="list-style-type: none"> <li>● Positive feedback from students, parents and teachers</li> <li>● Photo taking as a record of the activity</li> </ul>	19 - 28 Jun 17	Mr. Kevin Kam Ms. Cabriel Lam Mr. Calvin Chan	\$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"> <li>1. Environmental Ambassadors</li> <li>2. Organic Farm/ Roof-top garden/ Tree Planting</li> <li>3. Hong Kong Green School Award</li> </ol>	<ul style="list-style-type: none"> <li>● Positive feedback from students, parents and teachers</li> <li>● Photo taking as a record of different activities</li> </ul>	Whole Year	Ms. Pency Wong Ms. Agnes Lee Mr. Calvin Chan	\$1,000

4.	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4	Other Learning Experiences	<b>1. G.S. Field Trips</b> As part of the life-wide learning aspect of the GS curriculum, students will visit relevant places of interest for extension of the core curriculum	<ul style="list-style-type: none"> <li>● Positive feedback from students, parents and teachers</li> <li>● Photo taking as a record of the activity</li> <li>● Students complete the pre/post-trip activities/tasks</li> </ul>	Oct 16 - May 17	Level Coordinators	\$2,000
				<b>2. Life Education Activity Programme (L.E.A.P)</b> G.1 – Air to live G.2 – Food for life G.3 – Great to be me G.4 – Body network G.5 – Clear the smoke G.6 – My choice	<ul style="list-style-type: none"> <li>● Positive feedback from students, parents and teachers</li> <li>● Students complete the follow-up tasks</li> <li>● Photo taking as a record of the activity</li> </ul>	24 Apr – 12 May 17	GS Head of Department/ Panel Chairpersons	\$20,000
				<b>3. Activities during Extended Learning Period</b> Invite out-sourced organizations to organize workshops/ talks/ exhibitions/ seminars in line with the core curriculum so as to supplement students' knowledge	<ul style="list-style-type: none"> <li>● Positive feedback from students, parents and teachers</li> <li>● Photo taking as a record of the activity</li> </ul>	Jul 17	Ms. Karen Li Ms. Alice Lau	\$1,500

5.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	G.S. Room improvement & resources building	<ol style="list-style-type: none"> <li>1. Furnish the G.S. Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities</li> <li>2. Purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks</li> <li>3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks</li> </ol>	<ul style="list-style-type: none"> <li>● Positive feedback from students and teachers</li> </ul>	Whole Year	Ms. Isabella Kwan Ms. Beatrice Chiu	\$8,000
6.		Staff Development	<ol style="list-style-type: none"> <li>1. Organize workshops and seminars on designing and teaching GS lessons with hands-on activities</li> <li>2. Teachers attend seminars/ workshops held by outside organizations, such as EDB or publishers and share what they have learnt during subject collaboration</li> </ol>	<ul style="list-style-type: none"> <li>● Positive feedback from teachers</li> <li>● Photo taking as a record of the activity</li> </ul>	Whole Year	Ms. Susanna Chung GS Head of Department/ Panel Chairpersons	\$3,000
			3. IT Exploration and STEM	<ul style="list-style-type: none"> <li>● Positive feedback from teachers</li> <li>● Photo taking as a record of the workshop</li> <li>● Use of IT in teaching</li> </ul>	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"> <li>1. Some students will be selected to participate in different external competitions</li> <li>2. Some of the competitions will be jointly organized with other departments</li> </ol>	<ul style="list-style-type: none"> <li>● Positive feedback from students, parents &amp; teachers</li> <li>● Photo taking as a record of the activity</li> </ul>	Whole Year	<p>Ms. Michelle Ng (Hong Kong Budding Scientists Awards)</p> <p>Ms. Sally Yuen (19<sup>th</sup> Primary Science Project Exhibition Innovations)</p> <p>Ms. Jackie Lau &amp; Mr. Philip Wong (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"> <li>● Positive feedback from students, parents &amp; teachers</li> <li>● Photo taking as a record of the activity</li> </ul>	Whole Year	Level coordinators	\$3,000

## **French Department Programme Plan (2016-2017)**

Head of Department: Mrs. Alexandra MORLEY  
Part-Time French Teacher: Ms. Dorothée Vanessa CABARET

### **Department's Strengths:**

1. The Department is equipped with various and modern resources for quality teaching (Interactive White Board, display areas, library, a computer for students' use). The French Department provides a highly stimulating learning environment for the students in the French Stream.
2. Students in the French Stream follow a 6-year progression within the same group of students 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 small class size allows the teacher to better cater for individual needs and to offer a comfortable and stress free environment for students to learn.
4. The Department regularly reviews the Programme Plan so as to promote systematic adjustments and improvements, following the guidelines from the European Council for Languages. Our priorities are in line with the requirements of the French Language Proficiency Test DELF PRIM and the school plan.
5. The school offers a six-year progression in French language accredited by 3 internationally recognized diplomas (DELTA PRIM A1.1, A1 and A2). The intake of students varies from year to year. The school has successfully established a flexible curriculum that integrates students in levels respective to their abilities instead of their age.
6. The yearly French language teacher training in Taipei (University BELC) enables the teachers to keep up the level in the 4 major fields of learning and teaching: Reading and Oral Comprehension, Writing and Oral Productions.

7. With its very comprehensive curriculum, the French Department has the possibility to attract students that will feed the French Stream from primary to secondary, especially with the addition of an entry point in G7.

**Department's Weaknesses:**

1. The French subject is taught to a minority of students spread out in 4 levels.
2. There is only one full-time teacher to handle the administrative, teaching and project tasks.

<b><u>Aims</u></b>	<b><u>Objectives</u></b>
1. To develop students' independent learning	<ul style="list-style-type: none"> <li>● To guide students in developing strategies that would fit better their learning style and their type of intelligence</li> <li>● To guide through a systematic organization at home that would benefit home learning of the French language</li> <li>● To give the necessary structure at school through the materials and stationery used to establish spiral learning</li> </ul>
2. To develop students' consistency in learning	<ul style="list-style-type: none"> <li>● To get more formative assessments that would count the component of students' Learning Attitude by establishing vocabulary and conjugation tests in addition to quizzes at the end of each unit this year</li> </ul>
3. To involve the understanding of the Multiple Intelligences in teaching	<ul style="list-style-type: none"> <li>● To implementation of visual learning (mind mapping for instance) in order to provide a better integration of concepts especially related to grammar rules and vocabulary acquisition.</li> </ul>



<p>4. To provide an accommodating learning context for students</p>	<ul style="list-style-type: none"> <li>● To give individual support to students who struggle most or with defined Special Educational Needs</li> </ul>
<p>5. To promote students' performance</p>	<ul style="list-style-type: none"> <li>● To prepare students for the DELF Prim examinations</li> <li>● To strengthen their abilities by encouraging them to participate in various competitions such as Speech and Dictation Competitions</li> <li>● To recognise their work through organising prize presentations during the school assembly</li> </ul>
<p>6. To enhance students' respect for the French culture and their interest in learning French</p>	<ul style="list-style-type: none"> <li>● To put up an impressive display in the DBSPD French Room during School Open House and French Week</li> <li>● 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 (FIS, Po Leung Kok Camoes Tan Siu Lin)</li> <li>● To work on the organisation of the French Week in May in collaboration with the SD and the French Big Brothers</li> </ul>
<p>7. To promote cross-curricular activities involving the French subject so as to support the school-based curriculum</p>	<ul style="list-style-type: none"> <li>● To provide learning experiences catering to students' needs and involve their skills in subject areas other than French</li> <li>● To collaborate with other departments so as to define such learning experiences</li> </ul>
<p>8. To develop teacher's skills in teaching and learning the French language</p>	<ul style="list-style-type: none"> <li>● To participate to workshops organized locally by the Association of French Teachers in Hong Kong and Macao</li> <li>● To take part in the yearly seminar of the BELC University in Taipei in June/July 2017 for professional development of French language teachers</li> </ul>

### Programme Plan & Budget:

Plan	Aim	Activity	Description	Period	Budget
1	1,2,3,4	How to Learn Better	<ul style="list-style-type: none"> <li>● Students will be supported by teachers to structure their learning materials, activities and homework in consistency.</li> <li>● Students will be guided in inquiring themselves about what means “to learn” and give representations of it.</li> <li>● Students will be guided in identifying what better suits them and how they can better acquire knowledge.</li> </ul>	All year long	10,000
2	3,4,6	Projects and Presentations	<ul style="list-style-type: none"> <li>● Students must take part in oral activities suggested in their textbooks but also prepare presentation of their work.</li> <li>● Students must write compositions twice a month.</li> <li>● Students will take part in projects involving reports writing.</li> <li>● Students will research information about French Culture and the French Language in Hong Kong.</li> </ul>	All year long	5,000
3	5,6,7	<ul style="list-style-type: none"> <li>● Open House</li> <li>● Cross Curricular Activities</li> <li>● Speech Festival</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be engaged in project activities in order to promote reading comprehension and inquiry skills.</li> <li>● Students must develop a speaking fluency and spontaneity through taking part in various oral activities.</li> </ul>	February & January 2017	5,000



# Putonghua Department Programme Plan 2016-2017

## 普通話科工作計劃 (2016-2017)

### (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、曾欣兒、金宏凱、李哲、劉巧靈、  
殷華峰、單夕雯、楊素敏

### (乙) 本年度發展目標

1. 參與香港大學的網絡支援服務，加強本校老師與友校及專家的學術交流，進一步提升教學效能。
2. 進一步善用評估數據，改善課程計畫及教學策略。
3. 加強運用電子教學，藉以照顧個別差異，並促進自主學習。

### (丙) 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. 獲教育局額外撥款資助及香港大學的學習支援，為非華語學童提供更豐富的資源，以促進教學。
5. 本校每班人數約有 30 人，師生比例適中，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補課班，本年亦為非華語學生增設一班補課班，藉以照顧學習差異，協助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. 所有普通話科及基礎漢語科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。

### (丁) 本科週年活動計劃及財政預算

本科活動根據本科總目標的關注事項而計畫，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	金宏凱 (T1) 劉巧靈 (T2-朗誦) 何穎賢 (T3)	\$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	\$2,000
3	總目標 1, 2, 4, 5, 6	學習活動周	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。	一至二年級	觀察學生表現及收集教師意見。	6月下旬	一、二年級 科任老師	\$1,000
4	總目標 1, 3, 4, 5, 6	朗讀龍虎榜	以朗讀計劃的形式進行，學生可透過朗讀已學及自學的文章來累積分數，提升學生朗讀能力及自主學習能力。	一至四年級	朗讀龍虎榜及活動後檢討會議。	一學年	楊素敏 單夕雯 殷華峰	\$1,000
5	總目標 1, 2, 4, 5, 6	普通話小主播	挑選具良好普通話溝通能力的學生加以訓練成為「普通話小主播」，並安排他們於普通話周的午膳時段在校內進行廣播。	三至六年級	學生表現及活動後檢討會議。	第二學期	陳美穎 顧慧儀	\$200
6	總目標 1, 2, 4, 5, 6	普通話周	這是一個師兄弟互動的活動。活動由所有五、六年級普通話班的學生在課堂上以小組形式設計攤位，並於普通話周內輪流負責當值，讓低年級師弟在活動中學習普通話，亦能培養高年級學生的創意及責任心，並發揮兄友弟恭的精神。	全體學生	學生回饋及活動後檢討會議。	24-25周準備 26周舉行 (暫定)	何潔生 劉巍 五、六年級 科任	\$4,000

7	總目標 1, 2, 3, 4, 5, 6	班際比賽	由各級老師因應課程及程度，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。	一至六年級	觀察學生在比賽中的表現及收集教師意見。	26周 (暫定)	何潔生	\$2,000
8	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。	一至六年級	觀察學生在比賽中的表現	6月	曾欣兒 李哲	\$3,000
9	/	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
10	/	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及基礎漢語科參考書籍和教材，特別是普通話教中文的書籍，以協助課程剪材及教學。	全體教師	教師借閱的次數及反應。	全學年	李哲 劉巧靈	\$5,000
11	/	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 2016-2017

Head of Department: Mrs. Emily Yip

Members: Ms. May Po  
Mrs. Konnie Tam  
Ms. Isabella Kwan  
Ms. Judy Chu (Music Programme Development Officer)

## **Strengths:**

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

## **Weaknesses:**

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

## **Aims and Objectives:**

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



## Programme Plan & Budget:

<b>Plan</b>	<b>Aim</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1	1,4,5,6	Dizi music and Erhu music Intensive Training Classes	Invite potential G2 & G3 students to attend advanced training programme on Chinese instruments, Dizi and Erhu.	From October 2016 to July 2017	May Po	\$30,000
2.	2,4,5,6,7	Music Appreciation	Music recommended & performed by music teachers & students, including Chinese and Western Music	Whole Year	All Music Teachers	NIL
3.	3-5	Take part in HK Youth Music Interflows & Hong Kong Schools Music Festival	Teachers and tutors will select potential students (G2-G.6) to participate in the School Choirs, School Orchestras and Ensembles.	November 2016 to March 2017	All Music Teachers	\$10,000
4.	2,4,5,	Music Performance	Music performances presented by professional organizations, other schools and our students.	Whole Year	All Music Teachers	\$10,000
5.	4,5	Cerebration Party (after the 69 <sup>th</sup> H.K. Schools Music Festival)	Invite all members of the Senior School Orchestra, String Orchestra, Chinese Orchestra and Choirs to a celebration party after the Music Festival.	May 2017	All Music Teachers & Ms. Chu	\$20,000
6.	4,8	Music Captains	8-10 potential G6 students will be selected to assist the Music Department.	Whole Year	Emily Yip	\$1,000
7.	2,4,5	Music Tour	Organize a music tour for students to enhance their musicianship.	April/July 2017	Emily Yip	\$300,000 From Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets

# Physical Education Programme Plan 2016-2017

**Head of Department:** Mr. Ryan Li  
**PE Teachers:** Mr. Nick Leung & Mr. Calvin Chan  
**PE & Sports Development Officer:** Mr. Kam Tse

## **Strengths:**

1. Students like to take part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE Department 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 enthusiastic 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 accommodate 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 in 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, ability to make decisions, and the appreciation of aesthetic movements
7. To help students develop a sense of belonging, team spirit and a sense of achievement in a series of trainings and competitions

### Programme Plan & Budget:

	<b>Aims</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be organized for students. The joint divisional finals will be held in the Kwun Tong Indoor Swimming Pool.	<b>Heats</b> (G1-G6): 1, 7, 8 & 9 September 2016;  <b>Finals</b> (All G2-G6 students): 22 September 2016	HoD	\$5,000
2.	1, 3, 4 & 7	Sports Day	Different track and field competitions will be organized for all students. The joint divisional finals will be held at the Kowloon Bay Sports Ground.	<b>Finals</b> (All G2-G6 students): 24 October 2016	HoD	\$5,000
3.	1, 3, 4, 5, 6, 7	Golf Day	A joint divisional event which promotes parent-child partnership during the golf courses.	28 April 2017	HoD	
4.	2, 3, 4, 6, 7	DBS Fun Run & Walk	A fund raising event to provide a parent-child sporting activity.	Pending	HoD	(By DBS Foundation Limited)
5.	4, 5, 6, 7	Alternative Sports	Students will participate in various sports activities, such as rope skipping, Wushu and dragons & lions dance.	Late November 2016 to January 2017	All PE teachers	\$100,000 From Fee Remission and Scholarships Scheme Budget

6	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.	1. Swimming Training Camp in Japan (Summer Holidays 2017) 2. Joint Sports Teams Training Camp in Taiwan (Summer Holidays 2017) <i>Plans for the above training camps are tentative only</i>	All PE teachers	<ul style="list-style-type: none"> <li>• \$70,000 to \$180,000 depending on the destination and duration of the camps.</li> <li>• From Fee Remission and Scholarships Scheme &amp; Non-Gov't Fund Budgets</li> </ul>
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## **Visual Arts Department Programme Plan 2016-2017**

**Heads of Department:** Ms. Tracy Yu (Grades 1 - 3)  
Ms. Eva Chui (Grades 4 - 6)

**Members:** Mr. Ken Tsui  
Ms. Karen Li  
Ms. Carol Li  
Ms. Ellsa Tsarm  
Ms. Ng Wan Ki

### **Strengths:**

1. The majority of students see art as a 'fun' subject so they enjoy having art lessons.
2. The school has allocated 2 special rooms for Visual Art lessons where a diverse range of art materials and equipment can be set up for students to use and explore.
3. Teachers are strong in their knowledge of both Western and Chinese art practices and history.
4. Teachers can demonstrate a wide variety of teaching styles and approaches.
5. Students enjoy art lessons.
6. Parents are supportive of the Visual Arts programme.
7. Abundant resources and support are provided by the school.

### **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 a one-hour class per week.
3. There is a strong demand among departments regarding usage of the Student Activity Centre (Room 101).
4. Lots of furniture and equipment of other departments has occupied much space in Room 101.

### **Aims & Objectives:**

1. To develop students' creativity and imagination through participating in art making and art appreciation activities
2. To develop students' visual language, skills and processes by using different visual arts forms, a variety of materials and techniques for visual art making
3. To develop students' problem solving and critical thinking skills through taking part in art making and art appreciation activities
4. To enable students understand arts in context through making interconnection between art and other disciplines, and building their cultural awareness
5. To promote students' positive attitude towards art

**Programme Plan & Budget (G.1 - 3):**

	<b>Aims</b>	<b>Activity</b>	<b>Description</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1.	1-4	Cross-Curricular Integrated Learning	Topics chosen for Visual Art lessons are related to other disciplines and activities will be organized in collaboration with other departments.	<u>Term 1</u> <ul style="list-style-type: none"> <li>• G1 “All about me” with G.S. and Chinese Departments</li> <li>• G1 “My School” with multiple departments</li> <li>• G2 “Friendship” Comic drawing with English Department</li> <li>• G3 “Bible Verse Comic Drawing” with C.S. and R.E. Departments</li> </ul> <u>Term 3</u> <ul style="list-style-type: none"> <li>• G1 “Melon” with PTH Department</li> </ul>	Tracy Yu (G1-2) Ken Tsui (G3) Carol Li (G3D)	Curriculum Development: \$20,000  Teaching Materials: \$21,000  General Office: \$60,625
2.	1-4	Artist in School Partnerships	Invite artists, other institutions and organizations to run art appreciation and art making workshops for students. The media and topics taught are not likely covered in art lessons.	<ul style="list-style-type: none"> <li>• 3D Mascots Workshops</li> </ul>	Tracy Yu (G1-2) Ken Tsui (G3) Carol Li (G3D)	Seminars and Workshops: \$25,000

3.	1-4	Project Learning/ Collaborative Learning	Students create group projects to help develop their generic skills and to create large displays around the school.	<u>Terms 1 - 2</u> <ul style="list-style-type: none"> <li>• Various themes for group work</li> </ul> <u>Term 3</u> <ul style="list-style-type: none"> <li>• Fun Learning Weeks class decoration for Grades 1 &amp; 2</li> <li>• IBL week class decoration for Grades 3. (Themes will be confirmed in future meetings.)</li> </ul>	Tracy Yu (G1-2) Ken Tsui (G3) Carol Li (G3D)	<b>Teaching Materials:</b> \$21,000  <b>General Office:</b> \$60,625
4.	1-4	Art Appreciation	<ul style="list-style-type: none"> <li>• Students will be introduced to artists, art concepts, movements and various styles of art language.</li> <li>• Students learn art appreciation during lessons through taking part in discussion, art making and exhibition visits to develop self-reflection and critical thinking skills.</li> </ul>	<u>Term 1</u> <ul style="list-style-type: none"> <li>• G1: Basic Shape/3D and 2D concept</li> <li>• G2: Line/ Relief/Aboriginal Art/Repeated Design</li> <li>• G3: Colour Wheel/ Impressionism/Positive and Negative Space</li> </ul> <u>Term 2</u> <ul style="list-style-type: none"> <li>• G1: Chinese Ink Tone/ Coiling/Mosaic</li> <li>• G2: Comic Drawing/ Paper Sculpture</li> <li>• G3: Chinese Brushstroke/</li> </ul>	Tracy Yu (G1-2) Ken Tsui (G3) Carol Li (G3D)	<b>Curriculum Development:</b> \$20,000  <b>News, Magazines, books:</b> \$3,750



				<p>Chinese Landscape/ Outdoor Sketching/ Chinese Portrait</p> <p><u>Term 3</u></p> <ul style="list-style-type: none"> <li>• G1: Printing/ Symmetrical/ Chinese Calligraphy</li> <li>• G2: Mobile Sculpture/ Radiation Design</li> <li>• G3: Chinese Flowers (Details refer to Scheme of Work)</li> </ul>		
5.	1-4	Sketch Book	Visual Diary	<ul style="list-style-type: none"> <li>• Visual Diary is an extension of art appreciation practice. It focuses on encouraging students' observation, creativity and imagination on their own choice of topics. Teachers may use the sketchbooks as a means to give feedback and encouragement to students.</li> <li>• Written comments and stamps will be given on students' visual diary, e.g. "Good work!", "Interesting</li> </ul>	Tracy Yu (G1-2) Ken Tsui (G3) Carol Li (G3D)	<p>Curriculum Development: \$20,000</p> <p>Teaching Materials: \$21,000</p> <p>General Office: \$60,625</p>

				<p>ideas!", "Keep it up", "Creative mind"</p> <ul style="list-style-type: none"> <li>• Stickers will also be provided as encouragement.</li> </ul>		
6.	1-4	Students' Art Exhibition	To display students' artworks inside and outside of school premises and help promote self-reflection and critical thinking skills on artworks they have created.	<p><u>Term 1</u> G1/2/3 group works and individual works will be displayed at:</p> <ul style="list-style-type: none"> <li>• Lift lobby</li> <li>• 1/F: G1</li> <li>• 2/F: G2</li> <li>• 3/F: G3</li> <li>• G/F roundabout corridor</li> </ul> <p><u>Term 2</u> Open House</p> <ul style="list-style-type: none"> <li>• Inside the Lift (Term2&amp;3)</li> <li>• Room 101 (G1-3Students' artworks; Animation Screening &amp; Craft Making Workshop)</li> </ul> <p><u>Term 3</u> External Art Exhibition "Global Citizen III"</p>	Tracy Yu (G1-3) Ken Tsui (G3) Carol Li (G3D)	\$300,000 From Fee Remission and Scholarships Scheme Budget - External Visual Art Exhibition

7.	2-3	Art Competition	Students will be given ample opportunities to participate in competitions organized at school, both locally and internationally.	Students are encouraged to join suitable external competitions all year round.	Tracy Yu (G1-2) Ken Tsui (G3) Carol Li (G3D)	Prizes, Gift & Awards: \$ 5,850  Printing: \$10,000  Stationery: \$5,000
8.	1-4	Cultural Adventure	<ul style="list-style-type: none"> <li>Students will be given ample opportunities to learn outside of the classroom. Their learning interest will be enhanced and the activities will also promote students' life-long learning.</li> <li>Outings and trips will be organized for engaging students in experiential learning and developing students' generic skills.</li> </ul>	<p>To further engage students in experiential learning by organizing outings and trip and have their generic skills effectively enhanced.</p> <ul style="list-style-type: none"> <li>Museum Visits to Oil 12 Oil Street North Point</li> <li>Visit to University Museum and Art Gallery</li> </ul>	Tracy Yu Carol Li	<p>Local Tours / Outings - Transportation: \$3,000</p> <p>Oversea Tour - From Fee Remission and Scholarships Scheme &amp; Non-Gov't Fund Budgets</p>
9.	1-2	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.	<ul style="list-style-type: none"> <li>Monday: Comic Drawing</li> <li>Tuesday: Integrated Multimedia Design</li> <li>Thursday: Stop-motion Animation in Lego &amp; HK Architectural Illustrator</li> <li>Friday: ACG (Animation</li> </ul>	Tracy Yu (G1-6) Ellsa Tsarm	<p>Visual Art classes</p> <ul style="list-style-type: none"> <li>50% from Fee Remission and Scholarships Scheme;</li> <li>50% collected from students</li> </ul>

				Comic Game)		enrolled in the art classes
10	1-4	Teaching & Learning Initiatives	IT in Education & Independent Learning	<ul style="list-style-type: none"> <li>To use iPad Pro to draw sketches</li> <li>To promote art and technology in education</li> <li>To increase incentive for independent learning</li> <li>To research images related to particular projects</li> </ul>	Tracy Yu (G1-2) Ken Tsui (G3) Carol Li (G3D)	Teaching Materials: \$21,000  General Office: \$60,625

**Programme Plan & Budget (G.4 - 6):**

	<b>Aims</b>	<b>Plan</b>	<b>Descriptions</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1.	4	Cross- Curricular Integrated Learning	<ul style="list-style-type: none"> <li>• Topics chosen for Visual Art lessons will be related to other disciplines and the VA Department will work in collaboration with other departments.</li> <li>• These cross-curricular activities will be carried out during art lessons, Fun Learning Weeks and IBL Week.</li> </ul>	Art Classes	Eva Chui	Curriculum Development: \$40,000  Teaching Materials: \$42,000  General Office: \$121,250
2.	1,2	Art in School Partnerships	Invite artists, other institutions and organizations to run art appreciation and art making workshop for the students. The media and topics taught are not likely covered in regular art lessons.	Art Classes and After school Classes	Eva Chui	Seminars and Workshops: \$50,000
3.	1,2,3,5	Project Learning/ Collaborative Learning	<ul style="list-style-type: none"> <li>• Students create group projects which help develop their generic skills</li> <li>• Large displays will be put around the school.</li> </ul>	All-Year Round	Eva Chui	Teaching Materials: \$42,000  General Office: \$121,250
4.	1,3,4	Art Appreciation	<ul style="list-style-type: none"> <li>• Language of art, including artists, art concepts, movements and</li> </ul>	Art Classes	Eva Chui	Curriculum Development:

			<p>various styles of art and design will be introduced to students.</p> <ul style="list-style-type: none"> <li>Students will have art appreciation sessions during lessons for discussion, art making and exhibition visits to develop self-reflection and critical thinking skills.*</li> </ul>			<p>\$40,000</p> <p>News, Magazines, books: \$28,000</p>
5.	1-3	Sketchbook (Creativity & Imagination)	<ul style="list-style-type: none"> <li>Sketchbooks will be used to help develop creativity and imagination, skills and processes.</li> <li>Teachers will use the sketchbooks as a means for giving feedback to students.</li> </ul>	Art Classes	Eva Chui	<p>Curriculum Development: \$40,000</p> <p>Teaching Materials: \$42,000</p> <p>General Office: \$121,250</p>
6.	3,5	Student Art Exhibition	To display artworks inside and outside of school premises and help promote <u>self-reflection</u> and <u>critical thinking skills</u> on artworks students have created.	All-Year Round	Eva Chui	<p>Curriculum Development: \$40,000</p> <p>Teaching Materials: 42,000</p> <p>General Office: 121,250</p>

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	Eva Chui	Prizes, Gift & Awards: \$ 11,800  Printing: \$20,000  Stationery: \$10,000
8.	1-5	Cultural Adventures	<ul style="list-style-type: none"> <li>Students will be given ample opportunities to learn outside of the classroom. Their learning interest will be enhanced and the activities will also promote students' life-long learning.</li> <li>Outings and trips will be organized for engaging students in experiential learning and developing students' generic skills.</li> </ul>	Different time of the year for different year groups	Eva Chui	Local Tours / Outings - Transportation: \$3,000  Oversea Tour - From Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets
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	Eva Chui	Visual Art classes <ul style="list-style-type: none"> <li>50% from Fee Remission and Scholarships Scheme;</li> <li>50% collected</li> </ul>

						from students enrolled in the art classes
10.	1-5	Teaching & Learning Initiatives	<ul style="list-style-type: none"> <li>As suggested by the ESR team, initiatives will be adopted to cater to students' learning diversity, and to develop their independent learning skills.</li> </ul>	Art Classes	Eva Chui	Teaching Materials: \$42,000  General Office: \$121,250



# Religious Education Department Programme Plan 2016-2017

## 2016-2017 年度宗教科工作計劃

### (一) 計劃小組

科主任: 吳鳳婷

組員: 陸偉珊、梁凱祈、洪卓筠、郭嘉恩、王健屏、盧國詠、張千峰

### (二) 本校現況

#### 強項

1. 基督徒老師富工作熱誠，熱心事奉。
2. 能得到多位聖公會牧師的支持及協助推動各項活動。
3. 非本科的基督徒老師也常鼓勵學生實踐聖經的教導。
4. 能透過一星期三天的早會時間，以基督教信仰為本，培育學生的正確價值。

#### 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，因此未能把課題深入教授學生。
2. 學校的課外活動較多，學生多以參與其他活動作優先選擇。
3. 學校的空間不足，以致舉辦活動時有較大的限制。

### (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) 本科週年活動計劃及財政預算

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1.	1 2 5	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 盧國詠	/
2.	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
3.	1 2 4 5	親子聖經班	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。	小一至小三的學生及家長	收集家長意見	全年 (每月兩次)	*洪卓筠 陸偉珊 梁凱祈	\$2,000
4.	1 2 4 5	崇拜	配合節期，邀請牧師到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜。	全體學生	活動後會議	全年 (按節期)	*吳鳳婷 聖公會 牧師	\$500
5.	2 5 6	開放日 (佈道活動)	與德育科共同展示有關的學生活動照片及作品，並透過活動來向參觀的孩童及家長述說福音信息。	全體學生	訪問個別嘉賓對開放日的意見	一月	全體老師	\$2,000

6.	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	三月	梁凱祈	\$500
7.	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	全體老師	\$500
8.	1 2 3 6	福音營	計劃為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	5月	*盧國詠 吳鳳婷	\$3,000
9.	2 4 6	飢饉活動(跨學科活動)	與基督教機構合作，透過互動遊戲及貧富餐，讓學生體驗貧富不均的現象，從而作出反思，學習關心貧窮人。	小六學生	觀察學生反應及收集教師意見	11月	*吳鳳婷 王健屏	\$5,000
10.	1 2 5	佈道話劇	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。	全校學生	觀察學生反應及收集教師意見	十二月	吳鳳婷	\$2,000
11.	1 5	節期活動	除了在早會及崇拜時安排節期性的信息外，亦會在聖誕節、復活節等節期派發具意義的物品，以增加學校的宗教氣氛。	全校學生	收集學生意見	全年	吳鳳婷	\$30,000

12.	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。	全校學生	學生作品及老師的檢討會議	全年	全體老師	\$2,000
13.	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。	全校學生	活動後會議	全年	*吳鳳婷 聖公會 牧師及 基督徒 老師	\$3,000
14.	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。	全校學生	收集學生及教師意見	全年	王健屏	\$1,000
15.	5	聖公會活動	協助相關活動之事務傳達，讓老師及同學得釋教會活動的詳情。	全校學生	收集教師的意見	全年	全體老師	/
16.	5	教師祈禱會	逢星期四早上(8:15-8:35)舉行教師祈禱會，內容包括默想、分享及祈禱，歡迎所有教師參與。	全體老師	收集教師意見	全年	郭嘉恩 張千峰	\$1,500
17.	5	教師退修營	按照聖經教導：「得力在乎平靜安穩」。透過舉辦退修會，讓老師能在神面前安靜默想、禱告，以致重新得力。	本科老師	收集教師意見	十二月	陸偉珊	\$3,000

18.	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	\$3,000
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\*聯絡人

# Library Studies Department Programme Plan 2016-2017

Panel Chairperson: Ms. Cherry Tai

Assistant Librarian: Ms. Lee Kwai Ying

## 1. Goals and Objectives

- Library education guides students to use the information effectively to solve problems and to enable them to become life-long learners.
- We aim to achieve our objectives by focusing on the **key task** of “Reading to Learn”.
- We will also focus on developing the following **generic skills** of students: Study skills, collaboration skills, creativity, information technology skills, and communication skills.

Based on the Annual School Plan (2016-2017), the objectives of the Library Department are:

### 1. Student Learning and Teaching

The Teacher-Librarian will take courses to keep abreast of the trend of education development and the latest teaching pedagogies.

### 2. Partnership

The Library Studies Department will organize joint activities between Libraries of the Primary and Secondary Divisions to build relationships and rapport among students of both divisions.

**Strengths:**

1. A relatively large number of students enjoy reading.
2. The annual budget allocated to the Department allows a smooth collection development of the Library. 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 difficulties 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:**

<b>Aims</b>	<b>Objectives</b>	<b>Focus</b>
A. To guide students to read to learn and learn from reading	<ul style="list-style-type: none"> <li>● To develop students' habit of reading and promote the reading culture in school through various promotions, reading activities and reading programmes</li> <li>● To guide students to get knowledge and information from reading</li> </ul>	Reading to Learn
B. 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
C. To build good moral and civic attitudes in students	<ul style="list-style-type: none"> <li>● To guide students to appreciate works created by various authors and illustrators</li> <li>● To help students develop a respectful attitude towards others' works, including the concept of copyright and plagiarism</li> <li>● To help students develop a sense of responsibility so that they would take care of the library materials and facilities</li> </ul>	Reading to Learn Moral and Civic Education
4. To develop our School Library as an information and media centre which can provide diversified reading materials and resources for teaching and learning	<ul style="list-style-type: none"> <li>● Continue to develop a rich information and multi-media collection with various formats</li> <li>● To provide a good learning and reading environment to students and staff</li> </ul>	Reading to Learn
5. To help all DBS students cultivate a sense of belonging to the school	<ul style="list-style-type: none"> <li>● To ensure consistency between the classification systems and library systems of the Primary and Secondary Divisions</li> <li>● To keep good communication with the teacher-librarian of the Secondary Division</li> </ul>	Reading to Learn



**Programme Plan & Budget:**

<b>Plan</b>	<b>Aims</b>	<b>Item</b>	<b>Content</b>	<b>Evaluation Mechanism</b>	<b>Period</b>	<b>Coordinator</b>	<b>Budget</b>
1	1, 4, 5	Reading Environment and Resources	1. Management of School Library 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 stocktaking) f. Decorate the Library g. Update information in Library WebOPAC h. Organize and manage the student librarians i. Organize the Library parent volunteers	1. Reading environment of the Library 2. Feedback of teachers, students and parents 3. Size of collection	Whole Year	Ms. Cherry Tai (Teacher-Librarian) and Ms. Lee Kwai Ying (Assistant Librarian)	2016-2017 library budget for purchasing reading materials

			<p>2. Budget Management</p> <p>3. Collection Development</p> <p>a. English, Chinese and French books</p> <p>b. Magazines</p> <p>c. Online encyclopaedia</p> <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 and learn simple library skills.</p> <p>3. G.3 and G4 students will learn the usage of electronic books, the way to use both book-form and online encyclopedia and the classification methods of the library materials (Dewey Decimal Classification and Chinese Books Classification).</p>	<p>1. Students' participation and performance in the library lessons</p> <p>2. Students' feedback</p>	Whole Year	Ms. Cherry Tai	2016-2017 library budget

			4. G.5 and G.6 students will take turns to visit the Library during Reading Period.				
3	1, 4	Cross-Curricular Collaboration	<ol style="list-style-type: none"> <li>1. Various cross-curriculum activities will be held with other Departments throughout the year.</li> <li>2. Teachers will refer to scheme of works of their respective departments regarding special requirements of each subject in order to support teaching and learning.</li> </ol>	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2016-2017 library budget
4	1, 3, 5	Reading Activities	<ol style="list-style-type: none"> <li>1. Library Reading Programme</li> <li>2. Book Fair</li> <li>3. Books Borrowing Ranking Charts</li> <li>4. 4.23 World Book Day Celebration</li> <li>5. Storytelling Sessions</li> <li>6. Newspapers Subscription</li> <li>7. Bulk Application of Hong Kong Public Library Cards</li> <li>8. Heifer Read to Feed Programme</li> <li>9. Summer Reading Programme</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' participation</li> <li>2. Students' feedback</li> </ol>	Whole year	Ms. Cherry Tai	2016-2017 library budget

5	1, 2, 3, 5	Student Librarians Training	<p>Recruiting, training and organizing the student librarians to:</p> <ol style="list-style-type: none"> <li>1. Assist in the daily operation of the Library</li> <li>2. Keep the Library clean and tidy</li> <li>3. Make sure the students behave themselves in the Library</li> <li>4. Help fellow students in using the Library</li> </ol>	Student librarians' performance	Whole year	Ms. Cherry Tai	2016-2017 library budget
6	1	Library Promotion	<ul style="list-style-type: none"> <li>● There are display boards introducing various authors and library information.</li> <li>● Monthly displays on different topics are set up. New books are displayed.</li> </ul>	Students' feedback	Whole year	Ms. Cherry Tai	2016-2017 library budget

## **Computer Studies Department Programme Plan (2016– 2017)**

Panel Chairperson: Ms. Jessica Chan

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

### **Strengths:**

1. The school provides excellent facilities for students and each student has a computer to use during lessons.
2. Other subject teachers, e.g. Maths, English and Visual Arts teachers, frequently conduct their lessons in the Computer Room.
3. A Teaching Assistant is assigned to each Grade one class during Computer Studies lessons for providing extra assistance to students.
4. Students are very interested in Computer Studies and are highly motivated during lessons.
5. The curriculum is school-based; therefore it is flexible and kept up-to-date to the latest trends.
6. Lots of educational software is web-based. Students will be given access to the most updated trend in computer and information technology.
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 per week only.
2. Many of our students do not have computer access at home. Instead, they use tablets (e.g. iPads) more frequently. They are not so familiar with mouse skills, keyboard skills and file management skills.

### **Aims and Objectives:**

1. To equip students with knowledge and daily life skills of computer operations
2. To enable students to learn Computer Studies meaningfully and to integrate 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 arouse students' interest in learning computer technology
6. To build up confidence and a positive learning attitude and habit towards the use of computer and information technology
7. To 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 2016-2017:**

1. To help students develop relevant skills required for independent learning
2. To cater to special educational needs of SEN students
3. To incorporate IBL skills in the curriculum
4. To promote the use of digital learning tools, especially iPads, in learning and teaching
5. To teach lower primary students typing skills so that they can attain the typing speed requirement
6. To promote upper primary students the ethical use of the School Intranet, the Internet and Google Apps
7. To promote students' interest in reading IT related materials

### **Programme Plans 2016-2017**

1. To cooperate with different subjects to design activities based on cross-curricular themes
2. To help students develop a sense of responsibility when using computers and information technology

## Programme Plan & Budget:

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. Order of the Computer Room during recesses 2. Participation rate of the IT Directors & Captains	Sept 2016– July 2017	Brian Cheung* Jessica Chan	Certificates & Book Vouchers
2	1-9	External Competition	Underwater Robot Competition	1. Results attained by students 2. Students' participation	Nov 2016– May 2017	Jessica Chan* Edward Wong	\$1,000
3	1-8	Internal Competitions	1. 4-Panel Comic Design Competition 2. Webpage/Poster Design Competition	Students' participation	Oct 2016– Dec 2016	Edward Wong* Brian Cheung	Certificates & \$1,500 for prizes
4	1-8	Fun Learning Weeks (G.1-2)	1. Internet Safety Talk 2. Game Booth or Interclass Quiz Competition	Students' participation	June 2017	Pauline Ip* Edward Wong	\$1,500
5	8	Seminar (Internet Safety and Protection of Personal Information)	1. Awareness of Internet Safety issues 2. Awareness of Protection of Personal Information over the Web	1. Students' participation 2. Students' behaviour when using the Internet and Intranet	July 2017	Jessica Chan*	\$2,000

6	2	Collaboration with Putonghua Department	Chinese Typing with Hanyu Pinyin Input Method (G.2)	Students' competence in Hanyu Pinyin	Jan 2017	Jessica Chan*	--
7	2	Collaboration with Math Department	Data presentation and Bar Chart (G.4) Google Earth (G.5)	Students take part in meaningful learning activities	Nov 2016 – Jan 2017	Edward Wong* Pauline Ip Brian Cheung	--
8	1, 2	Collaboration with the English and Chinese Departments (on Typing skills)	English (G1: correct finger position)	Students' competence in typing	Apr 2017	Edward Wong	--
			Chinese G2: Hanyu Pinyin	Students' competence in typing	Jan 2017	Jessica Chan	
			Chinese G4: 速成	Students' competence in typing	May2017	Edward Wong	
			Chinese G6: 倉頡	Students' competence in typing	Jun 2017	Pauline Ip*	



# **Moral Education Department Programme Plan 2016-2017**

Head of Department: Mr. Sammy Ho

Members: Ms. Ivy Wong & All Class Teachers

## **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. The School and the PTA work in partnership to provide various service opportunities to foster students' commitment to the society.
4. Students are confident and have a high sense of achievement.
5. Students have a positive attitude towards learning and generally participate actively in learning activities.
6. 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.
7. 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.
8. 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 and students need to learn to refrain from being too dominant.
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. Many of our students are self-centred. Their self-discipline and self-management need to be further developed so that they will have greater respect for others and become more cooperative.
5. Some parents show too much care and overprotect their children. They are in need of effective parenting skills.

**Aims and Objectives:**

1. To organize talks and workshops to further develop students' understanding of the underprivileged people and to enhance the awareness of their social responsibility
2. To organize experiential activities to promote pro-social behaviour amongst students
3. To organize informal meetings between the teaching and administrative staff members of the Primary and Secondary Divisions so that a better linkage can be established between the Moral Education curricula of both divisions
4. To conduct workshops to promote effective parenting skills amongst parents

**Programme Plan & Budget:**

<b>Plan</b>	<b>Aims</b>	<b>Activity</b>	<b>Description</b>	<b>Performance indicator</b>	<b>Period</b>	<b>Co-ordinators</b>	<b>Budget</b>
1	2	G.1 Adaptation Workshop	(1) Help G.1 students 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, 16	Ivy Wong	---
2	1, 2	Developmental Talks and Workshops	(1) Promote empathy for the underprivileged people amongst students and arouse their social responsibility for the betterment of the society  (2) Promote respectful attitudes and harmonious interpersonal relationships amongst students	Teachers' observation	Sept., 16 - June, 17	Sammy Ho & Ivy Wong	\$2,500
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 to them	Oct., 16 - June, 17	Sammy Ho & Ivy Wong	\$32,500

4	2	Food Donation Programme	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., 16	Sammy Ho & Ivy Wong	\$500
5	1, 2	Read to Feed Programme	Help students understand the need of poor people in China, and provide an opportunity for students to take concrete helping actions	Over 230 students participate in the programme	Jan., 17 – Feb., 17	Sammy Ho & Ivy Wong	---
6	2	Talk on Healthy Use of Computer	Enhance students' awareness of internet safety and the importance of protecting their personal information while using the internet	Teachers' observation & feedback from participants	July, 17	Sammy Ho	---

## Electives Department Programme Plan 2015-2016

Department Head: Ms. Susanna Chung

Panel Chairperson: Ms. Jenny Lo

### A. Members:

Ms. Monique Lok	Mr. Sammy Ho	Mrs. Grace Ko	Ms. Tracy E. Riccio
Ms. Eva Chui	Ms. Ivy Wong	Ms. Irene Chan	Mr. Peter Moran
Mr. Conor Quigley	Ms. Sonia McCarthy	Mr. Ken Tsui	Ms. Grace Ku
Ms. Livia Liu	Mr. Kevin Kam	Mr. Ryan Li	Mr. Nick Leung
Mr. Calvin Chan	Ms. Isabella Kwan	Ms. Cherry Tai	Ms. Jen Wan
Ms. Shirleen Liu	Ms. Diana Yan	Ms. Carol Li	Ms. Sylvia Shan
Ms. Bianca Yeung	Mrs. Simone Lam	Ms. Pency Wong	Ms. Ada Chu
Mr. Jack Lo	Ms. Agnes Lee	Mrs. Konnie Tam	Ms. Shirley Kwok
Ms. Beatrice Chiu	Ms. Karen Leung	Ms. Alice Lau	Ms. Annie Chan
Ms. Maggie Wu	Ms. Ronnie Liang	Ms. Anna Cheung	Mr. Kam Tse
Ms. Judy Chu	Ms. Dorothee 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 (e.g. LEGO, Board games, Angels' Voice) cannot be guaranteed due to the varying allocation of teaching duties 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 (e.g. Leather DIY, Dominic) 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, and African Culture).
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 (8 out of 21) 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 an 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 students develop curiosity and interest in learning areas not covered in the core curriculum
3. To help develop students a sense of responsibility so that they understand their role as a member of the course that they chose
4. To develop students' independent learning and self-management skills
5. To highlight the environmental considerations in the 21<sup>st</sup> 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





## F. Programme Plan & Budget:

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator		
1	Go Culture Course: Beginners (圍棋初班)	See Programme Plan of each Elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement of targets for each elective	At the end of each term	Diana Yan	Annie Chan	
2	Go Culture Course: Intermediate (圍棋中班)				Shirleen Liu		Annie Chan
3	Go Culture Course: Advanced (圍棋精英班)					Bianca Yeung	
4	International Corner				Jen Wan	Maggie Wu	Agnes Lee
5	Elementary Japanese				Maggie Wu	Ronnie Liang	
6	Intermediate Japanese						Maggie Wu
7	Money Management				Sylvia Shan	Anna Cheung	
8	Junior CEO					Isabella Kwan	
9	Junior Financial Strategist						Ronnie Liang
10	Be a Magician				Shirley Kwok	Cherry Tai	Grace Ko
11	Mathematical Games				Ronnie Liang	Tracy E. Riccio	Ada Chu
12	Brain Teaser				Sammy		
13	Junior Anchor (新聞主播)						Sonia McCarthy
14	FUN with LEGO				Kevin	Kevin	Carol & Jenny
15	Learn from GAMES				Grace Ko		
16	Stories & Craft					Shirley	
17	Juggling Matrix (雜耍天地)						Pency Wong
18	Science Adventures				Dorothee	Sonia McCarthy	Tracy E. Riccio
19	Fun with French - G 2-3 (14 lessons) #					Dorothee	Dorothee
20	Call Me Sherlock						Jen
21	German Beginners						Isabella
22	天文實驗班					Agnes Lee	Diana Yan

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator		
23	Toy Science	See Programme Plan of each Elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement of targets for each elective	At the end of each term		Sylvia Shan	Shirleen Liu
24	初級紙製電路 (Paper circuit)				Isabella Kwan	Konnie Tam	
25	Science Adventure Builder				Konnie Tam		
26	Advanced Astronomy Exploration				Ken Tsui		Cherry Tai
27	Memory Booster (記憶訓練)					Beatrice Chiu	
28	通識達人				Ada Chu	Carol Li	
29	Be a SMART Leader						Ivy Wong
30	3S-Skills for a Sharp Student				Tracy E. Riccio		Beatrice Chiu
31	Think to Speak 環保小先鋒				Simone Lam		
32	探索侏羅紀					Judy Chu	Bianca Yeung
33	(B.Y.O.P.)3D Modeling & Printing				Jack Lo	Jen Wan	Simone Lam
34	比比和朋友				Ivy Wong		
35	Personal Growth (成長小精靈)					Ivy Wong	
36	Art of Paper (紙的藝術)						Grace Ku
37	Explore World Heritage						Livia
38	Let's Explore the World				Cherry	Alice	
39	Let's Code				Beatrice Chiu		
40	Dominoes 骨牌						Konnie
41	奧林匹克數學普及班				Annie Chan	Shirleen Liu	Judy Chu
42	Etiquette				Monique		
43	書法 (Tentative)			Susanna Chung			
44	African Culture	Agnes Lee		Irene Chan			
45	African Performing Art Workshop		Sammy Ho				

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator		
46	Stormy Chefs	See Programme Plan of each Elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement of targets for each elective	At the end of each term	Carol Li	Grace Ko	Shirley Kwok
47	Board Games					Pency	Jack
48	Environmental Ambassadors				Pency		
49	Dye Craft				Eva Chui	Eva Chui	
50	中國畫						Ken
51	MONOPOLY (strategy & fun)				Bianca Yeung	Grace Ku	Monique Lok
52	Architecture for Children				Grace Ku		
53	Career in Future: Meet the Professionals					Karen Leung	
54	校園報小記者						Karen Leung
55	The Chess Academy				Sonia McCarthy	Ken Tsui	Sylvia Shan
56	World Class Arena				Irenee Chan		Anna Cheung
57	Leather DIY					Simone	
58	Podcasting					Irenee	
59	English Performing Arts				Peter & Conor	Peter & Conor	Peter & Conor
60	Science Workshop I				Alice Lau	Livia Liu	Kevin Kam
61	Science Workshop II				Karen Leung	Jack Lo	Alice Lau
62	Drawing on the Right Side of the Brain Workshop (15 lessons) #				Anna Cheung	Monique Lok	
63	3D Sculpture						Eva Chui
64	Team Building Workshop				Calvin Chan	Nick Leung	Sammy Ho
65	Rope Skipping	Ryan	Ada				
66	Dodge Ball	Nick		Nick			
67	Table Tennis		Calvin				

	<b>Item</b>	<b>Content</b>	<b>Evaluation Mechanism</b>	<b>Evaluation Period</b>	<b>Coordinator</b>		
68	Rugby					Ryan	Ryan
69	Rock Climbing				Kam	Kam	Kam
70	Handball				Judy Chu	Diana Yan	Calvin Chan