

Diocesan Boys' School Primary Division



Annual School Report 2020-2021

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Achievement and Reflection of Annual School Plan 2020-2021

Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support

1. Curriculum & Assessment

1.1 Intended Outcomes/Targets

To further develop and incorporate blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods.

1.1.1 Strategies / Tasks

To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.

Success Criteria

- All activities related to blended learning will be planned and marked clearly on Schemes of Work for core subjects.
- Blended learning will be the focus for collaborative lesson planning (CLP) and formal lesson observations.
- To encourage the majority of teachers to attend courses/webinars related to blended learning and share at collaboration meetings.

Report and Evaluation:

The academic year 2020-2021 started off with the continuation of the Covid-19 pandemic. During summer holidays, the School had officially chosen Google Classroom and Zoom across all grades as the learning platform for students. Hence, our blended learning had a smooth beginning at the end of September, 2021, when all schools resumed face-to-facing teaching. In preparing for this academic year, 2 in-house workshops were held by CDAA to ensure the smooth implementation of blended learning, including 1) Google Classroom Teacher training which was held on 25 August 2020 and 2) Homework Checklist Introduction was conducted was 25 August 2020. A Google Classroom workshop was conducted by IT Department. It was reported that the majority of staff had attended these courses.

During the first General Staff Meeting, it was indicated clearly that core HoDs should highlight activities that contained blended learning on the Schemes of Work. This was further checked and inspected by ESR inspectors that the Schemes of Work were of very good quality with the incorporation of blended learning.

During CLP between October and December 2020, all departments incorporated blended learning into their lessons. A new lesson planning sheet was developed and the peer observation form was adjusted to suit the theme of blended learning. Among all CLP lessons, the most common use of blended learning is the incorporation of class discussion and the use of padlet and google forms.

During ESR between mid November and end of November, nearly all teachers showcased their teaching on blended learning, with the incorporation of class activities like discussions, games, teachers' lecturing, together with flipped videos, nearpod lessons, powtoons, and finally the extended blended part including padlets, kahoot! and google forms. It was reported that there were 9% of excellent lessons and none unsatisfactory lessons. This showed that our teachers understood the rationale of blended learning thoroughly and were able to deliver and apply blended learning well in their classrooms. More importantly, students were able to understand and had fun during blended learning lessons. That was the reason how they learnt fast and passionately.

In May, 2021, CDAA also organized a workshop for all staff regarding "Using the Differentiated Instructions (DI) Inventory" as a tool to enhance teachers' capacities in catering for diverse learning needs in primary classrooms. Throughout the workshop, many skills on blended learning/eLearning were covered. All staff attended the workshop and teachers learnt more about catering for learners' diversity through different means, including online and offline. Besides attending courses and workshop, teachers also shared their blended learning methods and lessons during collaborations. Moreover, the number of eLearning tools that different departments used this year have increased tremendously.

1.2 Intended Outcomes/Targets

To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.

1.2.1 Strategies / Tasks

To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.

Success Criteria

- At least one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module.
- Teachers should keep a record of their students' progress.

Report and Evaluation:

Department of English

All teachers were encouraged to make use of student performance data to support curriculum planning and development. One teacher attended a course entitled: How Effective Teachers Use Learning Data and then presented the main points to the English Department at the weekly collaboration meeting.

All grade levels use eLearning tools which generate progress reports such as "Nearpod Time To Climb" and "Kahoot". Parts of these reports were shared with students and clear patterns of student learning were observed by the teachers. This information was useful in the planning of future lessons.

After the English and Literature Studies assessments, teachers evaluated how well the students did and reported on the progress at the Panel meetings. Teachers prepared presentations to show students what they did well and areas for improvement. This information was useful in preparing students for their next level of learning.

Dictations were used to address any spelling problems encountered by the students. For example it was noticed that some students were consistently spelling certain words wrong, these words were then put into the following dictations to give students more exposure to the words and to provide more opportunities for the words to be learned and spelled correctly.

Teachers gave feedback using “two stars and a wish”, an *Assessment For Learning tool* which helped students to see what they had done well and areas for improvement. This tool was also adapted in students’ peer evaluations. Students’ learning progress can be measured against the “wishes”, which displayed how well students had been doing.

All of things mentioned above were recorded in the Schemes of Work and/or Subject Memorandum.

Department of Chinese

報告及檢討：

進展性評估	內容
網上練習及評估	<ul style="list-style-type: none"> ● 各級均有按教學單元運用 google form 進行讀本複習。題型包括：字詞運用、語文知識、標點符號、課文理解、修辭手法等。 ● 學生網上完成練習後，老師隨即於網上發放答案及成績，並於實體課堂上給予學生適切的回饋。收集的數據能顯示學生的學習進展，老師除了於協作會議上檢討學生的表現，並針對個別班級學生的學習弱項，提出對應的教學策略。 ● 四至六年級同學於課堂上學習了語文知識後，會完成相關的網上練習(Nearpod/Kahoot!)，測試及鞏固所學，老師亦能藉此評估學生是否已掌握相關知識。
朗讀練習	<ul style="list-style-type: none"> ● 4A 班老師於課堂上教導同學朗讀課文及詞語，然後同學要在課後上載練習朗讀的影片到 Padlet 學習平台，讓同學互評，老師亦會給予回饋。
課前預習	<ul style="list-style-type: none"> ● 各級進行課前預習時，會先觀看相關影片/使用網上字典查生字，回校於課堂上分享及討論。 ● 五年級精英班同學在預習課文時要自擬問題。同學會把設計好的題目上載到電子學習平台作交流，同學在課堂上互評，老師亦會給予回饋，並分享學生佳作。
寫作練習	<ul style="list-style-type: none"> ● 二年級於課堂上學習句式，然後按老師要求造句，並上載到 Padlet 學習平台，讓同學互評，老師亦會給予回饋。

	<ul style="list-style-type: none"> ● 五年級老師於課堂上講解場面描寫的手法後，請同學回家觀看相關影片並完成小練筆及寫作，老師藉此評估學生對描寫手法的掌握。 ● 五年級精英班同學在本學年完成了三次時事評論練習，同學觀看老師指定的新聞片段，並撰寫內容概要及反思，老師評改後與同學分享佳作。 ● 六年級在 Google Classroom 閱讀有關「以半日制取代全日制學習」的剪報，然後回校於課堂上進行辯論及在課後完成小練筆，評估撰寫議論文的能力。
口頭閱讀報告	<ul style="list-style-type: none"> ● 同學閱讀圖書後，把閱讀心得拍攝成影片，上載至 Google Classroom。老師評分後，於課堂上播放佳作，藉着與同學分享提升學生閱讀興趣。
故事演繹	<ul style="list-style-type: none"> ● 一、二年級學生需錄製說故事的影片，上載至 Google Classroom。老師評分，於課堂上給予學生適切的回饋，並分享卓越的佳作。
網上閱讀計劃	<ul style="list-style-type: none"> ● 一、二年級親子伴讀計劃，學生需要進行 Nearpod 活動，一邊閱讀圖書，一邊聆聽老師的朗讀示範，然後要向家長朗讀書中的句子，並完成相關的工作紙。 ● 三年級於 eClass eLibrary 閱讀指定的電子圖書《安徒生童話精選》，然後完成「安徒生童話王國通行証」工作紙。

以上的進展性評估結合網上及實體教學模式(blended learning)，不但能有效檢視學生的學習進度，而且支援學習差異。

Department of Mathematics

1. Assign e-Revision Exercises for Each Unit

For G.4 to G.6:

- At least 1 online revision exercise per unit (in google form format) was assigned to students.
- All questions were either MC type or give-answer-only type questions.
- All online revision exercises were either auto-marked or marked by teachers. Students' performance was recorded.

For G.1 to G.3:

- We received feedback from parents that they did not prefer their young sons to do online homework when parents were at work. It was difficult for them to prevent their sons using electronic devices inappropriately. Therefore, e-Revision Exercises for G.1 to G.3 were cancelled.
- Planetii exercises (topic-based) were assigned and students were encouraged to do the practice at any time at their own paces.

2a. Planetii Practice

- Topic-based Planetii practices were created and assigned for self-revision. It provided more opportunities for students to do more Math practice at any time at their own paces.

2b. Planetii Quizzes

- Planetii quizzes were assigned to G.2 – G.6 students twice a year.
- Marks were included in the summative assessment scores.

3. Blended Learning Classroom Activities

- Teachers adopted Blended Learning approach in their CLP lessons.
- Teachers used different kinds of online teaching platforms such as Nearpod, Plickers, Kahoot! regularly to check students' understanding and provided instant feedback to students.
- Teachers adjusted the teaching plans and teaching materials based on students' performance.

Department of General Studies

Teachers in the GS Department used different modes of formative assessments to check students' learning and progress in each teaching module. The formative assessments included pre-lesson worksheets, projects, assignments, paper formative assessments and e-formative assessments in google forms. There was also a student performance database to highlight students' strengths and weaknesses in each module.

With the help of different online platforms e.g. Nearpod, Kahoot!, Padlet and Edpuzzle, students' learning progress was closely monitored and different learners' diversities were effectively catered. Records from marksheets reflected the progress of the students and the Scheme of Work in each grade was updated accordingly.

2. Student Support

2.1 Intended Outcomes/Targets

To raise students' awareness of the importance of well-being.

2.1.1 Strategies / Tasks

To offer well-being programmes for students to enhance their emotional intelligence and resilience when facing adversity.

Success Criteria

- Students will have the opportunity to take part in activities that enhance emotional intelligence and wellbeing at least once a year.

Report & Evaluation:

This year, students started their school year learning online. In order to welcome the new students to DBSPD and give them a positive start to their new school life "The Friend Ship" was created. This was an online activity where Grade 1 and Grade 6 students met online to share stories and experiences of school. When school resumed, the Grade 6 students presented their Grade 1 brothers with a welcome card. When the activity was over students were invited to share a reflection on a Padlet about how they felt during their time on the Friend Ship.

Students were able to take part in Kindness Week during the period from 9 to 13 November 2020. Students were given daily tasks to do which extended to the whole month via a Kindness Calendar which provided a daily challenge to tick off. There was a theme on each day during the Kindness Week to encourage a better atmosphere at school. The themes were:

- Marvellous Monday - Create a marvellous environment by greeting everyone you meet.
- Terrific Tuesday - Make people feel terrific by paying them compliments.
- Wonderful Wednesday - Say please and thank you more.
- Thoughtful Thursday - Find ways to help others.
- Feel Good Friday - Use everything you have learned this week to help others feel good.

In addition to this, quotes of the day and videos were shared with students during the Kindness Week in school and via eclass.

Students were very keen to help participate in the well-being programme at school so they formed two groups to help promote it. Mood Ambassadors stood near the Amphitheatre in the mornings and greeted students as they arrive at school. They also asked if students were well and if they needed any support. Kindness Actors helped to promote kindness in the school by conducting random acts of kindness and sharing interesting quotes with their classmates. The Kindness Actors helped to create a Pastoral Care website which promoted all the Pastoral Care activities taking place at school.

Students had the opportunity to enter an EDB Competition “Sayings of Wisdom” where students chose from a list of idioms and wrote about what it meant to them e.g. “home is where the heart is.”

As part of Emotional Intelligence education, students joined the Little Mushroom programme where they learnt how to deal with their emotions and how to recognize the emotions in others, this was taught through English and Moral Education.

Students took part in three charity collections so that they could learn to help others. The recipients were Impact Hong Kong and Sai Kung Stray Friends Foundation. Students were responsible for bringing in donations and some students volunteered to sort and deliver the items as well. After the event, students wrote reflections.

Through the Pastoral Care website students were able to sign up to spend some time playing with dogs. We also invited students who we knew to have specific emotional difficulties to spend time with dogs.

For teachers, a Wellbeing Policy was written to help teachers promote wellbeing in the school with students. Teachers were also given monthly wellbeing challenges, and some teachers chose to share those challenges with the students. The students also wrote wellbeing challenges for the teachers.

Major Concern: Second Priority - Management & Organization; Partnership

1. School Management

1.1 Intended Outcome/Target:

To cultivate the development of e-Learning system for teachers to equip their IT skills to promote students' learning in different modes and to enhance the effectiveness of school management.

1.1.1 Strategies /Tasks:

- To provide more opportunities for teachers to equip their I.T. skills.
- To require all administrators to explore effective I.T. systems which help improve management of staff and school documents.

Success Criteria:

- At least 2 workshops/ webinars will be organized for teachers to acquire I.T. skills.
- All administrators will explore at least one platform/IT system which helps improve management of staff and/or school documents.

Report & Evaluation:

1. The IT in Education Working Committee worked with the CDAA Committee to identify Google Classroom as the major e-Learning platform for this academic year.
2. Other platforms were also identified and used by subject departments. For example, Kahoot, Flipgrid, Nearpod, SeeSaw, etc.
3. For online teaching and learning, the school had identified Zoom as the major web-conferencing application for its quality online audio and video experience. Many teachers found the breakout room feature and other functions useful in conducting their lessons effectively.
4. Class-based zoom lessons were organized. Students could remain in the same zoom meeting for 6 lessons in a row. Zoom Control Centre was established and maintained during suspension of face-to-face lessons.
5. Online homework checklist was introduced during suspension of face-to-face lessons and maintained on Google Drive so that parents and students could easily access and follow-up homework matters.
6. Netiquette guidelines were drafted and presented by class teachers in the first week of online lessons.

7. Core subject departments had identified Google Drive and Office 365 for management of documents and teaching materials.
8. Workshops and step-by-step guides were provided to equip teachers the necessary IT skills for using Zoom, Google Classroom and Homework Checklist.
9. Two workshops/ webinars organized for teachers to acquire I.T. skills.
 - (a) Google Classroom Teacher training was conducted in the school hall for all teachers on 25 Aug 2020.
 - (b) Homework checklist was introduced to all teachers on 25 Aug 2020.
 - (c) Google Classroom workshop on collection and marking of assignments was conducted in the computer room on 25 Aug, 2020.
 - (d) Zoom Teacher workshop was conducted in the computer room on 26 Aug, 2020.
 - (e) Other materials were prepared for teachers to acquire I.T. skills at their own pace, for example:
 - Created Zoom ID and Inputted Zoom ID into Timetable.pdf
 - Alteration of Guardian Email on Google Classroom.pdf
 - Zoom Meeting Disappeared and What to Do Guide.pdf
 - Parents Meeting Zoom Trial.pdf
 - Switching to Class Zoom Account Guide.pdf
 - Zoom Reclaim Host for Breakout Rooms Guide.pdf
 - Posted new zoom timetable on Google Classroom.pdf
 - Posted Class Timetable and Schedule it for 1 Jan 2021.pdf
10. Archived Google Classrooms before Summer Break.pdf
11. All administrators explored at least one platform/IT system which helped improve management of staff and/or school documents.
12. Most administrators used Google Drive (12), other IT system and platforms included: Office 365, Notability, Microsoft Teams, NotesWriter Pro, and Zoom.

1.2 Intended Outcome/Target:

To further refine the school organization structure to facilitate the work of holistic planning and collaboration among committees and functional groups, and to provide more opportunities for teachers to develop their potential and increase job satisfaction.

1.2.1 Strategies /Tasks:

To improve the school organization structure so that managements in different levels can work together to enhance coordination and communication for holistic planning among staff.

Success Criteria:

- Meetings will be held between DHTs and Head of Admission & Culture and Committee Chairpersons to work out concrete plans on improving the school organization structure at least once a year.

Report & Evaluation:

- During the period from Sept 2020 to July 2021, several meetings were held among administrators:

Date	Administrators' Meeting
26 Feb 2021	DHTs
1 March 2021	HT, DHTs and Head of Admission & Culture
1 March -12 March	Interim Appraisal Meetings (DHTs & Committee Chairpersons)

- To improve the school organization structure, several points were suggested:
 1. Committees to be restructured into 4 Domains.
 2. Some Committees to be dissolved (act as the job description of administrators).
 3. Staff focus or to be allocated into 1 - 2 committees.
- Staff can stay in the same committee to develop their potential and increase job satisfaction.

School Management & Staff	Staff Development
School Management & Staff	School Traffic
School Management & Staff	School Website
School Management & Staff	School Improvement
School Management & Staff	Staff Welfare
Curriculum	CDA
Curriculum	STEAM
Curriculum	Environmental Protection
Curriculum	Overseas Trips
Curriculum	SEN Support
Curriculum	Overseas Studies
Students	Pastoral Care
Students	Lunch Affairs
Students	Prefect Board
Students	Student Affairs
School Functions	Parent-Teacher Association
School Functions	Fund Raising
School Functions	School Magazine
School Functions	School Souvenirs

2. Partnership

2.1 Intended Outcome/Target:

To further enhance the communication and home-school partnership between the School and parents with the help of PTA.

2.1.1 Strategies /Tasks:

To work more closely with the PTA in organizing home-school partnership events, and encourage more teachers to participate.

Success Criteria:

- All senior teaching staff should take part in at least two events organized by the PTA each year.

Report & Evaluation:

- During the period from Sept 2020 to July 2021 the events, activities conducted & teachers involved were as follows:

DBSPTA-PD Events & Activities	Teachers Involved
Academic & Education:	Nadia Chan
G6 Graduation Party:	Nadia Chan
Parents' Volunteer Party:	Nadia Chan & Ryan Li
IT, Website, Facebook:	Nadia Chan & Ryan Li
Sports*:	Ryan Li, Nick Leung & Calvin Chan
Community Service*:	Nadia Chan & Sammy Ho
Traffic*:	Vivian Chu & Ryan Li
Lunch*:	Rosene Ghafur
Environmental Protection:	Michelle Ng

- All senior teaching staff took part in at least two events organized by the PTA last year.

DBSPTA-PD Events	Teachers Involved
Parents' Seminars:	Nadia Chan & Ryan Li
Knit with Love:	Sammy Ho
ImpactHK Donation:	Tracy Riccio & Peter Moran
G1 Fun Quiz about DBS:	Nadia Chan, Ryan Li, Nick Leung & Calvin Chan
DBSPD Book of Philosophy:	Nadia Chan & Nick Leung
Garden Fete:	Jackie Lau (Cancelled)
Cleaning Day:	(Cancelled)
Open House:	(Cancelled)
Fun Run:	(Cancelled)
PTA Outing:	(Cancelled)
Fruit Day:	Jackie Lau (Cancelled)

- Due to the epidemic, many PTA activities were cancelled. Nevertheless, our teachers participated in limited activities organized by the PTA.
- As of 19 April 2021, all teaching staff participated in the PTA Inauguration Ceremony on 3 October 2020. 41.6 % of the Senior Teachers participated in at least 2 PTA activities.
- By May 2021, 91.6 % of the Senior Teachers had participated in at least 2 PTA activities.

Major Concern: Third Priority - Student Performance

1. Attitude and Behaviour

1.1 Intended Outcome/Target:

To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.

1.1.1 Strategies /Tasks:

To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.

Success Criteria:

- Students will be given projects, activities and discussion for working in groups at least once a year.

Report & Evaluation:

Department of English

This year, students participated in three service learning days where donated items were collected for local charities. The charities that were supported were Impact Hong Kong (twice) and Sai Kung Stray Friends Foundation (once). As well as, being responsible for making donations, some students were also responsible for sorting and delivering the donations. After the activities, students were required to write a reflection about the experience. Students in Grades 1-3 took part in the Emotional Intelligence Programme "Little Mushroom" which aimed at teaching students to recognize different emotions in others and letting them think about what they could do when they see people going through these emotions (e.g. jealousy, frustration etc.)

All grade levels completed 2 group projects this year. Due to the pandemic, the work was mostly conducted online. Students also had access to a range of collaboration tools such as Google Suite and Padlet where they were able to collaborate and work together. For some of the projects, students were awarded a "bonus mark" for demonstrating

good team work and cooperation. Students responded well to this so the panel will look at implementing it across all grade levels next year.

Many topics in the English Curriculum focused on the plight of animals, inspirational people and the planet to help students develop empathy and understanding of the world around them and the people/creatures they share it with.

Department of Chinese

報告及檢討：

各級均有設計專題研習，由於疫情緣故，部分年級的小組專題研習改以個人模式進行，並於網課時完成，詳列如下：

級別	專題研習
一年級	<p>題目：我的動物園</p> <p>學生於停課期間分階段完成，包括搜集動物圖片、進行分類、寫作、封面設計、繪圖及寫邀請卡。由於疫情關係，未能進行小組討論活動，原定的小組習作改為個人模式進行。復課後，學生互相交流及分享已完成的專題研習，擴闊知識領域及提高愛護動物的意識。</p>
二年級	<p>題目：十二生肖</p> <p>整個研習分為兩個階段完成：(一)資料搜集階段以及(二)實踐階段。(一)資料搜集階段：學生首先登入提供的網站了解「十二生肖的由來」故事以及在網上搜集更多有關他們最喜歡的動物的資料。(二)實踐階段：完成資料搜集後，學生要按搜集到的資料在家完成文章寫作。過去，實踐部分會在課上完成，但因疫情關係，此部分改為在家中完成以配合進度。完成整個研習後，學生會於課上分享他們的成果，從而讓他們對中國傳統文化有更深的認識，同時培養他們整理和組織資料的能力。</p>
三年級	<p>題目：偉大的發明家</p> <p>是次研習分為三個階段完成：(一)老師先於實體課上請同學以分組討論的形式，學習從不同事例分析人物性格；(二)學生二人一組搜集發明家的資料；(三)分析人物的性格。因為疫情關係，第三階段分析人物性格改為個人習作。</p>
四年級	<p>題目：玩具今昔</p> <p>為了配合教學單元，專題研習安排在一至三月進行，可惜因停課關係，專題研習改為個人習作。復課後，學生在課堂上欣賞佳作，並進行觀摩、交流，從而培養出互相欣賞及學習</p>

	的態度。
五年級	<p>題目：《草船借箭》劇本創作</p> <p>學生分組完成《草船借箭》三幕劇本。學生於課堂上討論劇本內容，於停課期間各自撰寫其中一幕的劇本。復課後，各組同學再討論及修改劇本，並於課堂上以話劇形式演繹作品。劇本創作不但提升學生的創作力，而且增加學生之間的互動，有助發展其協作能力。</p>
六年級	<p>題目：香港貧窮問題</p> <p>利用可視化思維教學的策略，讓學生運用圖畫表達對貧窮的理解，然後自行閱讀網上平台的教學材料。過程中學生透過課堂討論、深究、訪問等多樣的形式來鍛鍊溝通和協作能力。由於受到疫情的影響，與專題相關的「貧富宴」活動被迫取消。</p>

Department of Mathematics

1. Math Projects

- Math Projects were assigned to all students once per term.
- Students had to do the projects either individually or in groups.
- Students were allowed to do their first term project at home due to the school suspension in the first term; while the second Math project was done at school.
- Student projects were shared or presented in class. Peer evaluations were done, if appropriate.

2. Math Monthly Challenging Questions

- 3 high-order thinking questions were prepared for the Monthly Challenging Questions Activity.
- Teachers were encouraged to adopt the “Think-Pair-Share” approach so that students could work together with their peers and discussed how to solve some challenging questions.

3. Collaboration Lesson Planning & Classroom Activities

- Activities catered for learners’ diversity were planned and marked clearly on the CLP forms. Strategies involved engaging students to have more group discussions, working with teaching-aids to have more hands-on experiments and adopting flipped-classroom and lesson preparation were carried out to enable the low achievers to build up the basic concepts on Mathematics easier.

Grade 1**Topics:** Counting in groups of 2, 5 or 10

Objectives
<ul style="list-style-type: none"> ● To understand and use the way of counting in groups of 2, 5 or 10; ● To create problems that involves counting in groups of 2, 5 or 10.
Tasks
<ol style="list-style-type: none"> 1. Students worked in groups to solve some higher order problems by counting in groups of 2, 5 or 10. 2. Teacher told students that she took away some blocks from a bag and a number of blocks were left in a bag. E.g. 23 3. Originally, there was no blocks left when counting in groups of 2, 5 or 10. Students were asked to find out the number of blocks the teacher had taken away and the original number of blocks in the bag.
How the lesson helped cater learner diversity?
<ul style="list-style-type: none"> ● Students worked in groups of 3 so that they could help each another. Each group was given a small white board with the same number of magnets to count in groups. This helped slower learners to visualise the problem easily. ● Afterwards, students were asked to create their own problem on Activity Worksheet to challenge their classmates. Some groups were invited to present their solutions to the class afterwards so that students could learn from each other.
Evaluation
When students took photos of their work, the size of the angles shown on screen were different from the angles drawn on their worksheets. It was difficult to verify students' answers accurately. However, this learning activity tested students' understanding on the procedures of drawing angles with the given size.

Grade 2**Topics:** Directions

Objectives
<ul style="list-style-type: none"> ● To equip students with the skills to solve direction problems involving the 4 basic directions and left and right by drawing diagrams; ● To equip students with the skills to solve direction problems involving rotation by right-angles.
Tasks
<ol style="list-style-type: none"> 1. Students were taught to use diagrams to show the locations of objects and to identify the directions of objects with respect to various items. 2. Higher-order thinking questions were included by adding the element of turning the reference point clockwise / anti-clockwise by right angle(s).
How the lesson helped cater learner diversity?
Two activity worksheets with different levels of difficulties were designed and pair work activities were arranged for this CLP. Students gained different levels of achievements according to their abilities.
Evaluation
Students were fully engaged and keen to accomplish the task; they were motivated to

move on to the extended prompts worksheet. With the help of the Nearpod lesson, they had developed a good foundation and most students were able to complete the basic task. The Worksheet Design allowed high achievers to analyze the problem and ask questions. The enabling prompts were very helpful to the weaker students. The objective of the lesson was successfully attained.

Grade 3

Topics: Angles

Objectives

- To measure angles intuitively and using tools;
- To draw angles with protractor;
- To cater for learners' diversity through group work, worksheets and questioning technique

Tasks

1. Before lessons, students were required to watch a video on how to draw an angle with a protractor and to observe the angles they could find in their daily life at home.
2. Then they tried out drawing tasks on class worksheets during lesson time. Teachers used 'Nearpod' to share students' answers and students had a great and productive discussion on the topic.

How the lesson can helped cater learner diversity?

Students worked in pairs so that they could work together and help each other. When one student finished drawing an angle with the specific degree, the other student checked his answer and took a photo of his answer and then shared it via Nearpod for class discussion. This activity helped address common errors of students in drawing angles effectively.

Evaluation

When students took photos of their work, the size of the angles shown on screen were different from the angles drawn on their worksheets. It was difficult to verify students' answers accurately. However, this learning activity tested students' understanding on the procedures of drawing angles with the given size.

Grade 4

Topics: 2-D Shapes

Objectives

- To learn how to compose 2-D shapes;
- To investigate how to make new shapes using different 2-D shapes.

Tasks

1. Students were asked to make a parallelogram, a rectangle and a triangle using specified tangram pieces.
2. Then students were asked to make a trapezium using different numbers of tangram pieces.

How the lesson can helped cater learner diversity?

Through this activity, the more capable students had the opportunities to help the weaker students; and the more capable students could think of more possibilities to

create new shapes and share their ideas and findings in class. Their high-order thinking skills and presentation skills were enhanced.

Evaluation

Students enjoyed the activities. The outcome was satisfactory as expected

Grade 5

Topics: Rotational Symmetry

Objectives

- To understand the concept of rotational symmetry;
- To identify the shapes that are rotational symmetry;
- To create a rotationally symmetrical shape.

Tasks

1. Teacher introduced the concept of rotational symmetrical shape with different examples by using a PowerPoint.
2. Then students were instructed to draw a rotational symmetry shape under teacher's guidelines by using iPads.
3. Next, students worked in pairs to finish a rotationally symmetrical shape that was set by their partners.
4. Finally, students designed a rotationally symmetrical shape on their own and did an Activity Worksheet after the learning activity.

How the lesson can helped cater learner diversity?

Students were asked to work in pairs as they could learn from each other. They learnt at their own pace according to their ability. Learning tasks were differentiated with different levels while students would try another task of a higher level when they finished an easier one. During the discussion with their partners, their collaboration skills were enhanced.

Evaluation

Most students understood the concept of rotational symmetry. Through the pair work of drawing rotationally symmetry shapes, they learned from each other which deepened their understanding on the topic. The learning outcome was satisfactory and most students could create and draw a rotationally symmetrical shape on Activity WS 2 correctly.

Grade 6

Topics: Speed

Objectives

- To enable students to recognise the relationship between speed, distance and time;
- To enable students to find out the average speed;
- To enable students to find out the distance and travelling time by using Google Map.

Tasks

1. Before the lesson, students learned how to use Google Map App.

2. During the activity, students worked in pairs to find out the distance and travelling time between 3 places using the Google Map App.
3. Students then used the information collected to calculate the average speed of the whole journey.
4. After that, students reported their findings and shared their ideas about calculating the average speed of the whole journey in class.
How the lesson can helped cater learner diversity?
Students were able to make use of real life applications to calculate distance, time and speed. They were guided to find out the answers by using a more systematic method with the use of a table. Higher ability students were given the option of plotting their answers onto a Travel Graph to further illustrate the travel path.
Evaluation
Students found the lesson interesting and recognized the practical usage of the knowledge about the topic on Speed.

Apart from the CLP, Math activities were carried out from time to time.

- Students worked in pairs or in groups to complete different tasks with different levels of difficulties in class.
- Sharing sessions and presentations were carried out if necessary.

Department of General Studies

Report & Evaluation:

Students were given the opportunities to work with each other in the form of pair discussions, group projects and science activities. Due to the suspension of face to face classes, some of the discussions were done using the breakout room function on Zoom. Students enjoyed the group work and their cooperative skill was strengthened. Examples of the activities are listed below:

Grade	GSI/ Science
1	<ul style="list-style-type: none"> ● Class discussion on “The Importance of School Rules” ● Guessing game in pairs on “Common Things Found at Home”
2	<ul style="list-style-type: none"> ● Class discussion on animal features ● Peer evaluation on toy car project ● Group Discussion on Constellations
3	<ul style="list-style-type: none"> ● Group Project/ Science Activity
4	<ul style="list-style-type: none"> ● Peer evaluation for the individual project of an identification key ● Testing of paper cup phones
5	<ul style="list-style-type: none"> ● Peer evaluation for the project of electric circuit ● Students worked in pairs in the mirror activities to find out the properties of images in plane mirrors and convex mirrors

6	<ul style="list-style-type: none"> Group discussions on “How to save coral reefs”, “Use nuclear power or not”, “Ways to make HK a low-carbon city” Group activities: The game “Identify food chains” was conducted using iPad The Maglev Train project and the Catapult project
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Grade	GS II	GS II (French)
1	<ul style="list-style-type: none"> Research on students' hometown. Sharing and discussion on food, games and custom of hometowns 	<ul style="list-style-type: none"> Class discussion on what a good daily routine should be like
2	<ul style="list-style-type: none"> Pair and class discussions on the planning of a ‘Regional Flag & Regional Emblem of HKSAR’ tour 	<ul style="list-style-type: none"> Class discussion on how to cope with difficulties Peer sharing on resolving disputes
3	<ul style="list-style-type: none"> Pair and class discussions to plan for the tourist attraction leaflet 	<ul style="list-style-type: none"> Group discussion on recycling methods and how we could help protect the environment Class discussion on planning a tour for tourists in Hong Kong
4	<ul style="list-style-type: none"> Class discussion on different health needs and problems of children and teenagers 	<ul style="list-style-type: none"> Class discussion on vaccination of COVID-19
5	<ul style="list-style-type: none"> Class discussion and role play on friendship and puberty 	<ul style="list-style-type: none"> Class discussion on the economic impact on Hong Kong due to COVID-19
6	<ul style="list-style-type: none"> Class discussion on the function of the Legislative Council and Legislative Councilors' behavior in the council meeting 	

2. Participation and Achievement

2.1 Intended Outcome/Target:

To provide more support to students who have joined too many extra-curricular activities and find it difficult to focus on their study.

2.1.1 Strategies /Tasks:

To equip students with goal setting and time management skills.

Success Criteria:

- Sharing by Mrs. Yip with parents through Morning Tea
- Individual meetings will be organized to communicate with students and to offer them support.

Report & Evaluation:

This school year, students mainly attended Zoom lessons or half-day school lessons, so we could only organize a few after-school activities for them.

The school orchestras had Zoom rehearsals as usual from October 2020 to June 2021. Through Zoom rehearsals, students were monitored and supported by teachers.

Some sports team members self-evaluated their training under the guidance of their coach and reported their progress to teachers and school team coaches.

The feedback for school activities collected at the morning tea meetings with parents was positive. Some minor recommendations had been passed on to the responsible teachers for their follow-up.

2.2 Intended Outcome/Target:

To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough.

2.2.1 Strategies /Tasks:

To organize sharing sessions in Moral Education lessons for students to share their experiences with others, or as part of the goal setting exercise for students at the beginning of the school year.

Success Criteria:

- A lesson will be tailor-made to motivate students to overcome their weaknesses.
- Students will set their own target and action plan.
- Students will evaluate their progress and share their experiences by the end of each term.

Report & Evaluation:

There were no Moral Education lessons in the half-day timetable. Therefore, all activities were conducted during class periods instead. In early October 2020, a short video was produced and shown to G.1-2 students. The video was about a story in which a boy had overcome shyness. Another two short videos were prepared for G.3-4 students and G.5-6 students. These two videos showed how people with physical disabilities had tackled their difficulties in daily life and taken part in sports events. During post-video discussions, class teachers guided students to learn from these examples and then set a goal and a plan to deal with their weaknesses. Students wrote their goal and a plan on a Goal Setting Card.

In late January to early February 2021, class teachers invited students to share their progress in attaining their goals. Before sharing, a video was shown to G.1 and G.4-6 students. The video encouraged students to deal with their weaknesses with perseverance and pointed out how a positive attitude could help sustain one's motivation as well as others' to achieve a breakthrough. After the sharing, students were asked to think of another goal and plan. They wrote down their second goal and plan on another Goal Setting Card in mid-March 2021.

In early June 2021, students were invited to share their progresses in attaining their second goal. In addition, G.2-3 students watched the video about perseverance and positive attitude which was previously shown to G.1 and G.4-6 students. G.4-6 students watched another video which encouraged students to be creative in looking for solutions when they encountered difficulties or obstacles. After sharing, students set their third

goal and plan. They also completed a self-evaluation to reflect on how much they had achieved a breakthrough.

25% and 65% of students have fully achieved or partially achieved their goals respectively. 60% of G.1-3 students planned to set some more goals to work on their weaknesses.

In the self-reflection lesson, G.4-6 students were asked to evaluate the usefulness of their goals in achieving a breakthrough based on a 5-point scale. The average rating was 3.5. 88% of students believed that they could make further improvements on their weaknesses.

Report on Use of Capacity Enhancement Grant 2020-2021

Electives Programme

1. Programme Summation

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.

A total of 78 courses were planned to be offered in 2020-2021. 55 courses were planned to be delivered by out-sourced organizations.

Task Area	Elective Courses
Major Area(s) of Concern	To employ out-sourced organizations and part-time tutors to develop and conduct electives for our students.
Implementation Plan	<ul style="list-style-type: none">● To provide various choices of electives for students to broaden their knowledge and horizon.● 21 sessions of around 1 hour each from Term 1 to Term 3 were planned for 2020-2021. (No electives could be organized due to the pandemic.)

2. Programme Evaluation

Since no electives lessons were allocated in half-day school due to the pandemic, the information below is for reference only.

- The approved budget for running the Elective Programme of 2020-2021 was **\$1,599,130 (material cost \$180,475)**.
- Since no electives lessons were allocated in half-day school, there was no expenditure from Term 1 to Term 3 this year.

Achievement and Reflection of English Department Development Plan 2020-2021

Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support

1. Curriculum & Assessment

1.2 Intended Outcomes/Targets

To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.

1.2.1 Strategies / Tasks

To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.

Success Criteria

- At least one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module.
- Teachers should keep a record of their students' progress.

Report and Evaluation:

All teachers were encouraged to make use of student performance data to support curriculum planning and development. One teacher attended a course entitled: How Effective Teachers Use Learning Data and then presented the main points to the English Department at the weekly collaboration meeting.

All grade levels used eLearning tools which generated progress reports such as "Nearpod Time To Climb" and "Kahoot". Parts of these reports were shared with students and clear patterns of student learning were observed by the teachers. This information was useful in the planning of future lessons.

After the English and Literature Studies assessments, teachers evaluated how well the students did and reported on the progress at the Panel meetings. Teachers prepared presentations to show students what they did well and areas for improvement. This information was useful in preparing students for their next level of learning.

Dictations were used to address any spelling problems encountered by the students. For example it was noticed that some students were consistently spelling certain words wrong, these words were then put into the following dictations to give students more exposure to the words and to provide more opportunities for the words to be learned and spelled correctly.

Teachers gave feedback using “two stars and a wish”, an *Assessment For Learning tool* which helped students to see what they did well and areas for improvement. This tool was also adapted in students’ peer evaluations. Students’ learning progress was measured against the “wishes”, which displayed how well students did.

All of things mentioned above were recorded in the Schemes of Work and/or Subject Memorandum.

Major Concern: Third Priority - Student Performance

1. Attitude and Behaviour

1.1 Intended Outcome/Target:

To enhance students’ cooperativeness so that they learn to be more compassionate towards others, being more aware of others’ need and willing to offer help to those in need.

1.1.1 Strategies /Tasks:

To introduce more project work in various subjects such that students’ cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.

Success Criteria:

- Students will be given projects, activities and discussion for working in groups at least once a year.

Report & Evaluation:

This year, students participated in three service learning days where donated items were collected for local charities. The charities that were supported were Impact Hong Kong (twice) and Sai Kung Stray Friends Foundation (once). As well as, being responsible for making donations, some students were also responsible for sorting and delivering the donations. After the activities, students were required to write a reflection about the experience. Students in Grades 1-3 took part in the Emotional Intelligence Programme “Little Mushroom” which aimed at teaching students to recognize different emotions in others and letting them think about what they can do when they see people going through these emotions (e.g. jealousy, frustration etc.)

All grade levels completed 2 group projects this year. Due to the pandemic, the work was mostly conducted online. Students also had access to a range of collaboration tools such as Google Suite and Padlet where they were able to collaborate and work together. For

some of the projects, students were awarded a “bonus mark” for demonstrating good team work and cooperation. Students responded well to this so the panel will look at implementing it across all grade levels next year.

Many topics in the English Curriculum focused on the plight of animals, inspirational people and the planet to help students develop empathy and understanding of the world around them and the people/creatures they share it with.

Evaluation of English Programme Plan 2020-2021

Activity	Period	Description	Evaluation
External Competitions	Sept 2020 - July 2021	1. Speech Festival (Solo/Choral speaking)	This year there were no group classes and students entered the festival via a video submission. The results were as follows: 7 First Place positions, 11 Second Place positions and 7 Third Place positions from 102 entries.
		2. Penmanship Competitions	Students entered the competition but in the end it was cancelled due to the pandemic and no winners were declared.
		3. Spelling Bee	Cancelled due to the Pandemic.
		4. Various other competitions	Many students were encouraged to join various competitions outside of the school and a number of students won awards. Participation in external competitions was based on their appropriateness. This year, due to school suspension most competitions were cancelled. The awards we received were: In the Budding Poets Competition, 1 student received an Honourable Mention Award and 2 students reached the Finals of the Language Out Loud Competition.
Internal Competitions	Sept 2020 -	1. Inter-class Competitions	This year, due to school suspension and social distancing measures in

	July 2021		place, it was difficult to arrange Inter-Class Competitions as planned but the following activities took place: Grade One: Interclass Spelling Bee Competition Grade Two: Interclass Spelling Bee Competition Grade Three: Interclass Spelling Bee Competition Grade Six: Interclass Speech Competition
		2. DBSPD Speech Festival	Cancelled due to social distancing measures in place.
Open House	Sept 2020 - Feb 2021	1. English Department Showcase Room	Cancelled due to the pandemic.
		2. Storytelling Room	Cancelled due to the pandemic.
Reading Programme	All year	A budget for promoting and fostering good reading habits among the students, utilizing the platform “Reading A-to-Z”, and to form a good relationship with the library and implement relevant programmes	45,080 of books were read and 50,391 of quizzes were done by all students in the whole academic year (until 3 rd July 2021). Meanwhile 5M read most books, 1M did most quizzes, and 1J did most practices.
Workshops, Talks, Outings (for Students)	All year	1. <u>Student Activities</u> This activity is for contacting outside speakers/organizations to conduct workshops or talks for the students that are related to what the students are learning.	Students in Grade 6 attended a script writing and performance masterclass organized by Dove Tales Theatre Company, as well as a Speech Writing and Delivery Workshop.
		2. <u>Lecture Series</u>	Students in Grades 5 and 6 attended a Lecture Series event

		An activity to inspire students to be leaders with integrity and provide a chance to discuss various global issues.	about critical thinking organized by previous DBSPD students.
Service Learning Day	Sept 2020 - Dec 2020	An activity for raising awareness of students on different social issues, and to raise funds/goods to be donated to the needy.	<ul style="list-style-type: none"> • This year there were three Service Learning Day activities. • The first one took place in November 2020 and students were asked to donate food items, bags and toiletries for the homeless via Impact Hong Kong. • The second Service Learning Day took place in May 2021 where students were asked to donate bedding and towels to support Sai Kung Stray Friends Foundation. • The final one took place in June where students collected T-shirts for the homeless via Impact Hong Kong. • In addition to the collections some students in Grades Two and Three joined a small Kindness Walk and distributed food to the homeless in Yau Ma Tei. • Students all had the opportunity to write reflections in their Class Writing Books.

Achievement and Reflection of Chinese Department
Development Plan 2020-2021
2020-2021 年度中文科重點發展項目檢討

Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support

關注事項(一): 課程與評估; 學生支援及教與學

1. Curriculum & Assessment

課程與評估

1.2 Intended Outcomes/Targets

預期成果:

運用學生學習數據, 以改善課程發展及支援學習差異

1.2.1 Strategies /Tasks:

策略:

運用學生評估數據提出即時回饋, 並於恆常教學當中, 結合網上互動及實體教學模式(blended learning)

Success Criteria:

成功準則:

1. 每一單元最少有一次進展性評估, 收集數據, 以檢視學生的學習表現。
2. 老師能記錄學生的學習進展。

Report & Evaluation:

報告及檢討:

進展性評估	內容
網上練習及評估	<ul style="list-style-type: none">● 各級均有按教學單元運用 google form 進行讀本複習。題型包括: 字詞運用、語文知識、標點符號、課文理解、修辭手法等。● 學生網上完成練習後, 老師隨即於網上發放答案及成績, 並於實體課堂上給予學生適切的回饋。收集的數據能顯示學生的學習進展, 老師除了於協作會議上檢討學生的表現, 並針對個別班級學生的學習弱項, 提出對應的教學策略。● 四至六年級同學於課堂上學習了語文知識後, 會完成相關的網上練習(Nearpod/Kahoot!), 測試及鞏固所學, 老師亦能藉此評估學生是否已掌握相關知識。
朗讀練習	<ul style="list-style-type: none">● 4A 班老師於課堂上教導同學朗讀課文及詞語, 然後同學要在課後上載練習朗讀的影片到 Padlet 學習平台, 讓同學互評, 老師亦會給予回饋。

課前預習	<ul style="list-style-type: none"> ● 各級進行課前預習時，會先觀看相關影片/使用網上字典查生字，回校於課堂上分享及討論。 ● 五年級精英班同學在預習課文時要自擬問題。同學會把設計好的題目上載到電子學習平台作交流，同學在課堂上互評，老師亦會給予回饋，並分享學生佳作。
寫作練習	<ul style="list-style-type: none"> ● 二年級於課堂上學習句式，然後按老師要求造句，並上載到 Padlet 學習平台，讓同學互評，老師亦會給予回饋。 ● 五年級老師於課堂上講解場面描寫的手法後，請同學回家觀看相關影片並完成小練筆及寫作，老師藉此評估學生對描寫手法的掌握。 ● 五年級精英班同學在本學年完成了三次時事評論練習，同學觀看老師指定的新聞片段，並撰寫內容概要及反思，老師評改後與同學分享佳作。 ● 六年級在 Google Classroom 閱讀有關「以半日制取代全日制學習」的剪報，然後回校於課堂上進行辯論及在課後完成小練筆，評估撰寫議論文的能力。
口頭閱讀報告	<ul style="list-style-type: none"> ● 同學閱讀圖書後，把閱讀心得拍攝成影片，上載至 Google Classroom。老師評分後，於課堂上播放佳作，藉着與同學分享提升學生閱讀興趣。
故事演繹	<ul style="list-style-type: none"> ● 一、二年級學生需錄製說故事的影片，上載至 Google Classroom。老師評分，於課堂上給予學生適切的回饋，並分享卓越的佳作。
網上閱讀計劃	<ul style="list-style-type: none"> ● 一、二年級親子伴讀計劃，學生需要進行 Nearpod 活動，一邊閱讀圖書，一邊聆聽老師的朗讀示範，然後要向家長朗讀書中的句子，並完成相關的工作紙。 ● 三年級於 eClass eLibrary 閱讀指定的電子圖書《安徒生童話精選》，然後完成「安徒生童話王國通行証」工作紙。

以上的進展性評估結合網上及實體教學模式(blended learning)，不但能有效檢視學生的學習進度，而且支援學習差異。

Third Priority – Student Performance

關注事項(三): 學生表現

1. Attitude and Behaviour

態度與行為

1.1 Intended Outcomes/Targets

預期成果:

提升學生之間的合作性，培養關愛別人及樂於助人的精神。

1.1.1 Strategies /Tasks:

策略:

通過進行小組專題研習，讓學生建構知識及發展技能，探究生活化的題材。

Success Criteria:

成功準則:

每年最少設計一次小組專題研習及分組討論活動。

Report & Evaluation:

報告及檢討:

各級均有設計專題研習，由於疫情緣故，部分年級的小組專題研習改以個人模式進行，並於網課時完成，詳列如下:

級別	專題研習
一年級	<p>題目:我的動物園</p> <p>學生於停課期間分階段完成，包括搜集動物圖片、進行分類、寫作、封面設計、繪圖及寫邀請卡。由於疫情關係，未能進行小組討論活動，原定的小組習作改為個人模式進行。復課後，學生互相交流及分享已完成的專題研習，擴闊知識領域及提高愛護動物的意識。</p>
二年級	<p>題目: 十二生肖</p> <p>整個研習分為兩個階段完成:(一)資料搜集階段以及(二)實踐階段。(一)資料搜集階段:學生首先登入提供的網站了解「十二生肖的由來」故事以及在網上搜集更多有關他們最喜歡的動物的資料。(二)實踐階段:完成資料搜集後，學生要按搜集到的資料在家完成文章寫作。過去，實踐部分會在課上完成，但因疫情關係，此部分改為在家中完成以配合進度。完成整個研習後，學生會於課上分享他們的成果，從而讓他們對中國傳統文化有更深的認識，同時培養他們整理和組織資料的能力。</p>

三年級	<p>題目：偉大的發明家</p> <p>是次研習分為三個階段完成：(一) 老師先於實體課上請同學以分組討論的形式，學習從不同事例分析人物性格；(二)學生二人一組搜集發明家的資料；(三)分析人物的性格。因為疫情關係，第三階段分析人物性格改為個人習作。</p>
四年級	<p>題目：玩具今昔</p> <p>為了配合教學單元，專題研習安排在一至三月進行，可惜因停課關係，專題研習改為個人習作。復課後，學生在課堂上欣賞佳作，並進行觀摩、交流，從而培養出互相欣賞及學習的態度。</p>
五年級	<p>題目：《草船借箭》劇本創作</p> <p>學生分組完成《草船借箭》三幕劇本。學生於課堂上討論劇本內容，於停課期間各自撰寫其中一幕的劇本。復課後，各組同學再討論及修改劇本，並於課堂上以話劇形式演繹作品。劇本創作不但提升學生的創作力，而且增加學生之間的互動，有助發展其協作能力。</p>
六年級	<p>題目：香港貧窮問題</p> <p>利用可視化思維教學的策略，讓學生運用圖畫表達對貧窮的理解，然後自行閱讀網上平台的教學材料。過程中學生透過課堂討論、深究、訪問等多樣的形式來鍛鍊溝通和協作能力。由於受到疫情的影響，與專題相關的「貧富宴」活動被迫取消。</p>

Evaluation of the Chinese Programme Plan 2020-2021
2020-2021 年度中文科週年活動計劃檢討

2020-2021 年度中文科週年活動計劃檢討

活動	期限	負責人	活動內容	活動檢討
1. 校際朗誦節	九至十二月	朱譚月清 鄭頌慧	通過朗誦訓練，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及訓練情緒智能。	<p>校際朗誦節</p> <p>(一) 活動目標：透過活動，訓練學生的說話能力及技巧，並培養審美情趣。</p> <p>(二) 活動對象：小一至小六</p> <p>(三) 推動時間：九月至十二月</p> <p>(四) 活動內容：</p> <ul style="list-style-type: none"> - 老師邀請各級有興趣的學生參加獨誦比賽。 - 通過朗誦訓練，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及訓練情緒智商。 <p>(五) 活動檢討：</p> <ul style="list-style-type: none"> - 共有 51 人次參加本屆的校際朗誦節，其中 5 位同學獲冠軍，8 位同學獲亞軍，6 位同學獲得季軍，成績理想。 - 由於疫情關係，集誦比賽取消，老師亦未能進行甄選及訓練學生參加獨誦比賽，只能代為向朗誦協會報名。所有參賽者自行將其表演錄製為影片，上載到指定的影片平台。

- 得獎名單如下：

班別	學號	姓名	成績
1J	17	雷友曦	詩詞獨誦冠軍
3D	28	符從德	詩詞獨誦冠軍
3D	28	符從德	散文獨誦冠軍
3M	6	張晉熙	詩詞獨誦冠軍
4P	22	蕭爾康	散文獨誦冠軍
1P	4	曹崇熙	詩詞獨誦亞軍
1S	27	王書豪	詩詞獨誦亞軍
2D	25	彭梓維	詩詞獨誦亞軍
3D	16	梁天朗	詩詞獨誦亞軍
3D	16	梁天朗	散文獨誦亞軍
3M	24	貝正罡	詩詞獨誦亞軍
4J	28	黃逸政	詩詞獨誦亞軍
5P(X)	27	黃浚堯	散文獨誦亞軍
2M	24	鄧仲希	詩詞獨誦季軍
3P	21	陸禹丞	散文獨誦季軍
3S	8	叶傲迎	詩詞獨誦季軍
5P	3	鄭正朗	詩詞獨誦季軍
5P(X)	27	黃浚堯	詩詞獨誦季軍
6P	31	黃逸軒	詩詞獨誦季軍

2. 硬筆書法比賽	十月	甄靄雯 沈慧慈	為了讓學生體認中華文化，並培養審美情趣，全校學生參加由教協舉辦的「第二十四屆全港中小學中英文硬筆書法比賽」。	<div>➤ 全校學生被邀請參加由教協舉辦的「第二十四屆全港中小學中英文硬筆書法比賽」，老師選出初級、中級、高級三組的冠、亞、季軍。</div> <div>➤ 優勝者會獲得證書，其作品亦會寄往教協參加全港公開賽。</div> <div>➤ 此活動能提高學生對硬筆書法的興趣，低年級學生的參與更顯積極。</div> <div>➤ 校內賽成績如下：</div> <table><tr><td></td><td>冠軍</td><td>亞軍</td><td>季軍</td></tr><tr><td>初級組（小一至小二）</td><td>2S 劉承熹</td><td>1S 歐卓軒</td><td>1J 梁以諾</td></tr><tr><td>中級組（小三至小四）</td><td>4P 徐逸希</td><td>3P 邱一錫</td><td>4J 劉進</td></tr><tr><td>高級組（小五至小六）</td><td>6D 趙暘</td><td>6M 林子譽</td><td>5P 陳亮圖</td></tr></table> <div>優秀入圍獎：2S 劉承熹</div>		冠軍	亞軍	季軍	初級組（小一至小二）	2S 劉承熹	1S 歐卓軒	1J 梁以諾	中級組（小三至小四）	4P 徐逸希	3P 邱一錫	4J 劉進	高級組（小五至小六）	6D 趙暘	6M 林子譽	5P 陳亮圖
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3. 實地考察寫作計劃 （五、六年級）	一月	黃慧瑩 吳鳳婷	五年級： 活動日期： 各班老師及家長義工於一月份帶領學生重點遊覽香港公園的霍士傑溫室、茶具文物館及人工湖。學生回校後需完成一篇遊記。	- 由於疫情關係，本年度的實地考察活動取消，建議明年六年級課程加入有關遊記的課文及寫作題材，以加強對這類體裁的認識。																

			<p>六年級：</p> <p>活動日期：五月份</p> <p>由於疫情緣故，原定由老師帶領學生遊覽香港公園的安排，改為由家長自行帶其子弟參觀。學生需按要求完成指定遊覽行程及相關工作紙，回校後需寫作一篇遊記</p>	<p>去年因疫情緣故，未能安排實地考察活動，經商討後，決定安排六年級學生於本學年遊覽香港公園，完成五年級的遊記體驗。雖然是次活動終未能如以往由老師帶領完成，而學生的寫作表現亦不及以往，但總算已達學習目標。</p>																																																	
4. 寫作比賽	四至五月	羅懿文 趙霜	<p>(一) 活動目標：鼓勵學生發揮創意，推廣寫作風氣。</p> <p>(二)活動對象：一至六年級</p> <p>(三)推動時間：四至五月份</p> <p>(四)比賽內容：每級可共同商議一道題目作比賽，並以實體寫作的形式進行。</p> <p>(五)獎項：每級設一名冠軍，可獲\$200 書券及獎狀；優異獎四至五名，各獲得\$100 書券及獎狀，以作鼓勵。</p>	<p>– 冠軍獎狀及書券已於早會時頒發，其餘優異獎則由科任老師於課堂上頒發。</p> <p>– 該級的優勝作品已張貼於同級課室，讓同學觀摩。</p> <p>– 成績如下：</p> <table><tr><td></td><td>冠軍</td><td>優異</td><td>優異</td><td>優異</td><td>優異</td><td>優異</td></tr><tr><td>一年級</td><td>1M 朱家弘</td><td>1J 黃以舜</td><td>1P 李善言</td><td>1D 郭盈諾</td><td>1S 邱尚行</td><td>/</td></tr><tr><td>二年級</td><td>2M 陳熙堯</td><td>2J 楊朗豐</td><td>2P 羅朗哲</td><td>2D 黃耀之</td><td>2S 王栩揚</td><td>/</td></tr><tr><td>三年級</td><td>3J 鄭正翹</td><td>3S 林昊榮</td><td>3M 施正楠</td><td>3P 邱一錫</td><td>3D 謝禮巽</td><td>/</td></tr><tr><td>四年級</td><td>4M 陳旻澤</td><td>4P 徐逸希</td><td>4D 陳昀樂</td><td>4J 梁碩延</td><td>4S 袁睿勳</td><td>/</td></tr><tr><td>五年級</td><td>5S 黃浚圖</td><td>5D 林以湛</td><td>5M 李尚穎</td><td>5D 文康行</td><td>5J 曾憲誠</td><td>5P 李朗睿</td></tr><tr><td>六年級</td><td>6S 馮浩翹</td><td>6J(X) 吳懋諄</td><td>6P 黃景廷</td><td>6M 吳天樂</td><td>6D 陳浩然</td><td>6J 王宥熙</td></tr></table>		冠軍	優異	優異	優異	優異	優異	一年級	1M 朱家弘	1J 黃以舜	1P 李善言	1D 郭盈諾	1S 邱尚行	/	二年級	2M 陳熙堯	2J 楊朗豐	2P 羅朗哲	2D 黃耀之	2S 王栩揚	/	三年級	3J 鄭正翹	3S 林昊榮	3M 施正楠	3P 邱一錫	3D 謝禮巽	/	四年級	4M 陳旻澤	4P 徐逸希	4D 陳昀樂	4J 梁碩延	4S 袁睿勳	/	五年級	5S 黃浚圖	5D 林以湛	5M 李尚穎	5D 文康行	5J 曾憲誠	5P 李朗睿	六年級	6S 馮浩翹	6J(X) 吳懋諄	6P 黃景廷	6M 吳天樂	6D 陳浩然	6J 王宥熙
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5. 演講比賽 (四、五年級)	六 月	王文婕 黃樂桐	<p>(一)活動目標：訓練學生演講能力，自信地表達意見。</p> <p>(二)比賽內容：學生在家完成演講稿，再在課堂內進行初賽，初賽優勝者以短片形式進行決賽。</p> <p>(三)評判： 四、五年級科任老師</p> <p>(四)獎項：每級設冠軍、亞軍、季軍及優異獎</p>	<p>1. 同學能以演講稿形式寫作，並有機會在課堂上演講，提升演說技巧。</p> <p>2. 同學能欣賞優秀作品，向同儕學習。</p> <p>3. 頒獎已於7月7日(星期三)進行。</p> <p>4. 四、五年級老師可於考試後，向同學播放得獎作品。所有參賽作品已上載「20-21 演講比賽」文件夾供各同事使用。</p> <p>5. 得獎名單如下：</p> <p><u>四年級：</u></p> <table><tr><th>獎項</th><th>班別</th><th>姓名</th><th>演講題目</th></tr><tr><td>冠軍</td><td>4P (6)</td><td>徐逸希</td><td>假如你有一部時光機</td></tr><tr><td>亞軍</td><td>4J (11)</td><td>劉進</td><td>假如明天便是世界末日</td></tr><tr><td>季軍</td><td>4D (27)</td><td>武言哲</td><td>假如明天便是世界末日</td></tr><tr><td>優異</td><td>4M (9)</td><td>鍾致睿</td><td>假如你有一部時光機</td></tr><tr><td>優異</td><td>4S (31)</td><td>袁文韜</td><td>假如明天便是世界末日</td></tr></table> <p><u>五年級：</u></p> <table><tr><th>獎項</th><th>班別</th><th>姓名</th><th>演講題目</th></tr><tr><td>冠軍</td><td>5S(18)</td><td>凌天祈</td><td>知識改變命運</td></tr><tr><td>亞軍</td><td>5PX(27)</td><td>黃浚堯</td><td>知識改變命運</td></tr><tr><td>季軍</td><td>5D(2)</td><td>陳政霖</td><td>疫情使人更疏離</td></tr><tr><td>優異</td><td>5J(31)</td><td>崔廷謙</td><td>疫情使人更疏離</td></tr><tr><td>優異</td><td>5M(4)</td><td>鄭焯楠</td><td>勤有功，戲無益</td></tr><tr><td>優異</td><td>5P(29)</td><td>楊禮豪</td><td>勤有功，戲無益</td></tr></table>	獎項	班別	姓名	演講題目	冠軍	4P (6)	徐逸希	假如你有一部時光機	亞軍	4J (11)	劉進	假如明天便是世界末日	季軍	4D (27)	武言哲	假如明天便是世界末日	優異	4M (9)	鍾致睿	假如你有一部時光機	優異	4S (31)	袁文韜	假如明天便是世界末日	獎項	班別	姓名	演講題目	冠軍	5S(18)	凌天祈	知識改變命運	亞軍	5PX(27)	黃浚堯	知識改變命運	季軍	5D(2)	陳政霖	疫情使人更疏離	優異	5J(31)	崔廷謙	疫情使人更疏離	優異	5M(4)	鄭焯楠	勤有功，戲無益	優異	5P(29)	楊禮豪	勤有功，戲無益
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6. 故事演講比賽 (一、二年級)	七月	黃嘉欣 巫家帆	<p>一、二年級進行故事演講比賽。老師着所有學生準備一個故事，然後上載至 Google Classroom，供老師評分。</p> <p>每班設「傑出演繹」獎，得獎者可獲書券及獎狀，以茲鼓勵。</p>	<p>1. 通過是次活動，提高了學生的說話技巧，並增加自信心。</p> <p>2. 獎狀及書券已於六月二十四日早會時段頒發。</p> <p>3. 科任老師把得獎學生片段上載至「故事演講比賽」文件夾，然後播放予學生觀賞，同學可藉此機會欣賞優秀的故事演繹，互相觀摩。</p> <p>4. 得獎名單如下：</p> <p><u>一年級：</u></p> <table border="1"> <tr> <td>1D 黃俊熹</td><td>1J 梁以諾</td><td>1M 高哲謙</td><td>1P 鄭卓知</td><td>1S 李兆峰</td></tr> </table> <p><u>二年級：</u></p> <table border="1"> <tr> <td>2D 彭梓維</td><td>2J 黎以謙</td><td>2M 徐梓源</td><td>2P 魏栢然</td><td>2S 楊朗延</td></tr> </table>	1D 黃俊熹	1J 梁以諾	1M 高哲謙	1P 鄭卓知	1S 李兆峰	2D 彭梓維	2J 黎以謙	2M 徐梓源	2P 魏栢然	2S 楊朗延										
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7. 看漢中文網	全學年	郭嘉恩	<p>全校學生均登記為會員，參與「看漢中文網」閱讀計劃。老師鼓勵他們每天上網閱讀短文，並完成有關題目。老師可以定期查看各班成績，於課堂上張貼成績，讚賞成績優秀的學生，並鼓勵參與率較低的同學。</p>	<p>1. 根據「看漢中文網」的成績紀錄，低小同學的參與率較高小同學高。</p> <p>2. 整體高年級學生的參與率較低的原因主要是學習活動及功課較繁忙。</p> <p>3. 今年善用「看漢中文網」對學生的回饋，每月張貼成績，並列出在閱讀寶庫中得分最高的頭5名學生，藉此鼓勵同學於網上主動學習語文。</p> <p>4. 上網課期間，整體登入「看漢中文網」及完成練習的學生人次較往年多，相信已培養完成網上練習的習慣。</p> <p>5. 本年度共有14位同學獲得「閱讀寶庫獎勵計劃」初小組及高小組獎項，而本校獲得「小學星輝大獎」。得獎名單如下：</p> <table border="1"> <thead> <tr> <th>班別</th><th>學號</th><th>姓名</th><th>組別</th><th>成績</th></tr> </thead> <tbody> <tr> <td>1D</td><td>20</td><td>梁計宇</td><td>初小組</td><td>優異獎</td></tr> <tr> <td>2D</td><td>21</td><td>麥曉麒</td><td>初小組</td><td>冠軍</td></tr> <tr> <td>2D</td><td>12</td><td>馮展弘</td><td>初小組</td><td>優異獎</td></tr> </tbody> </table>	班別	學號	姓名	組別	成績	1D	20	梁計宇	初小組	優異獎	2D	21	麥曉麒	初小組	冠軍	2D	12	馮展弘	初小組	優異獎
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8. 工作坊及講座	全學年	羅家華	戲劇導師周家輝於五月到校為五、六年級的精英班同學(5S, 5X, 6S, 6X)主持戲劇工作坊,讓同學領略表演及創作的樂趣。	活動要求學生發揮想像力及創作力,透過肢體動作及表情表達其個人感受及想法。由於活動有趣,並可發揮其創意,同學都樂在其中,勇於創新及表達自己。																																																							
9. 必讀書/ 親子伴讀計劃	全學年	何潔生	<p>各班訂購三款圖書,每款十多本,共三十多本,給學生約一個月時間閱讀,並完成有關的工作紙、閱讀報告或跟進活動(如:小組討論、角色扮演等)。</p> <p>親子伴讀計劃由一年級中文科老師負責。老師定期向學生派發一本指定圖書,並於一星期後交還圖書。學生每天向家長朗讀圖書內容一遍,家長須在記錄冊上簽署。</p>	<p>本年度因疫情影響,借閱必讀書活動取消。</p> <p>一、二年親子伴讀計劃改為以網上形式進行。教學助理將圖書內容掃描及錄音,然後在 nearpod 網上平台發放。學生聆聽朗讀示範後,向家長讀出圖書內容及完成工作紙。老師會在功課限期後於 google classroom 發放答案讓學生核對。</p>																																																							

10. 古文/詩歌 欣賞	全 學 年	全體老師	<ul style="list-style-type: none"> - 一、二年學習唐詩 - 三年級學習《三字經》 - 四年級學習諺語 - 五、六年級以學習古詩文為主 	<ul style="list-style-type: none"> - 同學於課堂內學習古文或詩歌，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；高年級也可以提早接觸古文，幫助他們適應初中課程。 - 一年級加入唐詩誦讀《詠鵝》及《畫雞》，讓同學有機會接觸古詩。 - 二年級以完成讀文教學為首要任務，建議明年加入古詩賞析。 - 三年級因疫情停課影響，以完成讀文教學為首要任務，故未能進《三字經》教學，但配合跨學科課程加入了古詩《元日》的教學。 - 四年級主要完成讀文教學課程，由於教學時間有限，今年教授《絕句》，讓學生有機會認識古詩。 - 五年級因疫情停課影響，只有精英班教授文言文基礎知識，讓同學初步認識《論語》，建議明年全部同學需學習文言文基礎知識。 - 六年級 自製校本教材以「孝」為學習單元，傳承中華傳統文化及拓展學生的閱讀層面。
11. 圖書教學	全 學 年	一至三年 級老師	<ul style="list-style-type: none"> - 老師根據圖畫書的內容，設計課堂活動及工作紙，引領學生進行討論及活動。 - 引導學生閱讀圖畫書，能提升學生閱讀的興趣，並發展他們的思維、閱讀及說話能力。 - 一年級選用《這是誰的》、《超神奇糖果舖》及《小豬別哭啦》。 - 二年級選用《搬過來，搬過去》、《蘿拉的寶藏》及《拐杖狗》。 - 三年級選用《敵人派》。 	<ul style="list-style-type: none"> - 由於故事內容有趣，具吸引力，因此學生的反應熱烈，積極投入課堂的活動。 - 一年級通過圖畫書跟學生分享故事，有助提高他們閱讀中文課外書的興趣，發展思維、閱讀及說話能力，同時培養德育。 - 二年級完成了兩次的圖書教學，分別是在實體課和網課期間進行，提升了學生的閱讀興趣。 - 三年級圖書教學以引領思維方式，提高學生閱讀興趣，發展學生高階思維。是次教學亦繼續與宗教科合作，作跨學科學習。因應本年度半日課沒有宗教科課堂，實踐方法改為宗教科老師先以星期三早會影片向同學介紹友愛之主題，然後三年級科任老師在同一星期內進行圖書教學，令學生明白如何與同學和朋友相處，學習欣賞身邊的人，並完成相關工作紙。本年度能在實體課上完成，學生反應積極投入。

12. 好書推介	全學年	陳美穎	<p>(一)活動目標: 鼓勵學生多閱讀, 並通過同學分享好書活動, 藉此提高學生閱讀興趣, 推廣閱讀氣氛。</p> <p>(二)活動對象: 小一至小六學生</p> <p>(三)推動時間: 全年</p> <p>(四)活動內容:</p> <p>每學期進行一次, 一至六年級學生完成「好書推介工作紙」, 由科任每班挑選出五份佳作, 然後在各班課室張貼佳作, 藉此向同學介紹不同類型之好書。</p>	<p>- 好書推介活動是全校性推展, 推展的形式是透過完成工作紙, 來向同學推介不同類型的好書。科任老師會從各級學生的作品選出佳作, (每班四至五份)張貼於各個課室內, 供同學參考, 望能透過朋輩之間的分享, 提升閱讀興趣及拓寬閱讀的領域。</p> <p>- 今年為了肯定同學們熱心參與的認真態度, 每個被選中的同學都會得到一份小禮物和欣賞卡。</p> <p>- 建議來年可以讓 G1-3 學生於圖書課進行推介, G4-6 同學可以拍短片放網上平台供同學欣賞, 相信效果會更顯著。</p>
13. 教師發展活動	全學年	何穎賢	<p>教師發展活動(一)</p> <p>主題: 教師戲劇工作坊--如何保持創作力</p> <p>日期: 二零二一年五月十日</p> <p>時間: 13:45-15:15</p> <p>講者: 周家輝先生</p>	<p>老師通過各種劇場遊戲, 運用身體和語言進行演繹、模倣及集體創作, 發揮想像力。大家在歡聲笑語中, 放鬆心情學習以形體動作表達自己的想法, 同時有幫建立團隊的默契。</p>
14. 戲劇組	全學年	羅家華 何穎賢 朱譚月清	<p>- 鑑於疫情影響, 戲劇班於四月才在網上進行。今年不會參加任何比賽或演出。</p>	<p>雖然戲劇班於網上進行, 導師及老師都準備充足, 教授了不少戲劇基本知識、表達技巧、創作方法。另外, 導師跟同學圍讀劇本, 讓同學扮演不同角色, 甚有趣味, 亦體現到演出的樂趣。</p>

15. 辯論隊	全學年	郭嘉恩 甄靄雯	<ol style="list-style-type: none">從四至六年級學生當中選拔十七名學生參加辯論隊，並邀外聘導師錢慧琦老師指導，並會參加「基本法多面體全港學生辯論賽」。導師通過各種遊戲，訓練學生之辯論技巧及思維能力；同時，在課堂時舉行模擬辯論比賽，使同學更熟悉比賽的規則。	<ol style="list-style-type: none">受疫情影響，辯論隊於本年四月三十日開始上共九節(Zoom)課堂。本校獲友校保良局田家炳小學邀請，於六月十七日進行了友誼賽。友誼賽以網上視像(Zoom)形式進行，代表同學有：6S 馮浩翹、4M 梁子諺、6J 岑柏熹和 6P 陸靜男，結果在比賽中勝出。																		
16. 創意寫作	全學年	鄭頌慧 黃樂桐	<ol style="list-style-type: none">從四至六年級學生當中選拔十六名學生參加創意寫作課程，並邀外聘導師高靜霞老師指導，並參加「香港賽馬會社區資助計劃 — 美荷樓香港精神學習計劃 2020-21「兩代情」徵文比賽」。導師通過閱讀新詩、小說、情景角色扮演等方式，來教導學生不同的寫作技巧，同時訓練學生從多角度思考。同學亦會以堂上和課後的寫作練習，來實踐所學技巧。	<ol style="list-style-type: none">受疫情影響，創意寫作於本年五月七日開始進行八節網上(Zoom)課堂。學生能投入課堂及寫作活動，反應良好，不少學生能從導師的回饋中改善其寫作能力。網上繳交課業仍有難度，包括學生未能接時上載文章，難以令導師於課堂前作批改和回饋，可能明年考慮向 IT 部門諮詢能否讓導師加入 Google Classroom。於 7 月份參加「香港賽馬會社區資助計劃 — 美荷樓香港精神學習計劃 2020-21「兩代情」徵文比賽」，5 名學生代表學校參賽，名單如下： <table><tr><th>學生姓名</th><th>班別</th><th>作品題目</th></tr><tr><td>丘朗湜</td><td>4D</td><td>家有一老，如有一寶</td></tr><tr><td>陳旻澤</td><td>4M</td><td>不能上學的日子</td></tr><tr><td>林以湛</td><td>5D</td><td>不能上學的日子</td></tr><tr><td>劉家源</td><td>5S</td><td>不能上學的日子</td></tr><tr><td>張逸朗</td><td>6J</td><td>不能上學的日子</td></tr></table>	學生姓名	班別	作品題目	丘朗湜	4D	家有一老，如有一寶	陳旻澤	4M	不能上學的日子	林以湛	5D	不能上學的日子	劉家源	5S	不能上學的日子	張逸朗	6J	不能上學的日子
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張逸朗	6J	不能上學的日子																				

17. 學校網頁	全學年	沈慧慈	學期開始，更新成員和來年活動的資料，並把照片上載於學校網頁。	學校網頁已定期更新本科的活動資料及照片，以展示本校學生的優秀成果。																														
18. 腹有詩書 — 全港小學校際中國語文常識問答比賽	二月至五月	朱譚月清 何穎賢 鄭頌慧 沈慧慈	<div><div>1. 於五、六年級精英班挑選十位同學參加「腹有詩書 — 全港小學校際中國語文常識問答比賽」</div><div>2. 同學須熟讀《中華經典導讀》(上)、(中)、(下)三冊</div><div>3. 由於疫情關係學校停課，學校只能安排部份學生回校上課。因此老師通過電郵及 google classroom 發放信息，並安排學生在回校期間參加訓練。</div><div>4. 老師發放 nearpod 及 google form 練習，讓學生熟習題型；在實體練習期間，亦有練習搶答技巧，加強隊員之間的團隊合作性。</div></div>	<div><div>1. 參賽學生代表名單如下：</div><table><tr><td>5S</td><td>凌天祈</td><td>出賽學生</td><td>6D</td><td>趙暘</td><td></td></tr><tr><td>5S</td><td>鄭卓賢</td><td>出賽學生</td><td>6D</td><td>談卓昇</td><td>出賽學生</td></tr><tr><td>5S</td><td>張冬彥</td><td></td><td>6D</td><td>黃舜諾</td><td></td></tr><tr><td>5S</td><td>黃浚圖</td><td></td><td>6J</td><td>馮友謙</td><td>出賽學生</td></tr><tr><td>5S</td><td>何子曦</td><td></td><td>6P</td><td>黃鈺皓</td><td>出賽學生</td></tr></table><div><div>1. 第一回合比賽： 日期：10/04/2021 比賽環節：必答題及搶答題 地點：饒宗頤文化館演藝廳 結果：晉級第二回合</div><div>2. 第一回合比賽： 日期：2021 年 5 月 8 日 時間：15:30 – 16:15 比賽環節：必答題及搶答題 地點：香港樹仁大學 JCMPC 賽馬會多媒體製作中心 結果：未能晉級</div><div>3. 學生積極參與，爭取代表出賽的席位，同時能互相勉勵；家長鼎力支持，親身觀賽。比賽期間，十位同學表現投入，雖然未能晉身準決賽，但五年級同學紛紛表示會再接再勵，希望明年再次參加比賽。</div><div>4. 建議加強本校學生對中國歷史及古詩文的認識。</div></div></div>	5S	凌天祈	出賽學生	6D	趙暘		5S	鄭卓賢	出賽學生	6D	談卓昇	出賽學生	5S	張冬彥		6D	黃舜諾		5S	黃浚圖		6J	馮友謙	出賽學生	5S	何子曦		6P	黃鈺皓	出賽學生
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Achievement & Reflection of Mathematics Department Development Plan 2020 – 2021

Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support

1. Curriculum & Assessment

1.2 Intended Outcomes/Targets

To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.

1.2.1 Strategies / Tasks

To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.

Success Criteria

- At least one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module.
- Teachers should keep a record of their students' progress.

Report & Evaluation:

1. Assign e-Revision Exercises for Each Unit

For G.4 to G.6:

- At least 1 online revision exercise per unit (in google form format) was assigned to students.
- All questions were either MC type or give-answer-only type questions.
- All online revision exercises were either auto-marked or marked by teachers. Students' performance was recorded.

For G.1 to G.3:

- We received feedback from parents that they did not prefer their young sons to do online homework when parents are at work. It was difficult for them to prevent their sons using electronic devices inappropriately. Therefore, e-Revision Exercises for G.1 to G.3 were cancelled.
- Planetii exercises (topic-based) were assigned and students were encouraged to do the practice at any time at their own paces.

2a. Planetii Practice

- Topic-based Planetii practices were created and assigned for self-revision. It provided more opportunities for students to do more Math practice at any time at their own paces.

2b. Planetii Quizzes

- Planetii quizzes were assigned to G.2 – G.6 students twice a year.
- Marks were included in the summative assessment scores.

3. Blended Learning Classroom Activities

- Teachers adopted Blended Learning approach in their CLP lessons.
- Teachers used different kinds of online teaching platforms such as Nearpod, Plickers, Kahoot! regularly to check students' understanding and provided instant feedback to students.
- Teachers adjusted the teaching plans and teaching materials based on students' performance.

Major Concern: Third Priority - Student Performance

1. Attitude and Behaviour

1.1 Intended Outcome/Target:

To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.

1.1.1 Strategies /Tasks:

To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.

Success Criteria:

- Students will be given projects, activities and discussion for working in groups at least once a year.

Report & Evaluation:

2. Math Projects

- Math Projects were assigned to all students once per term.
- Students had to do the projects either individually or in groups.
- Students were allowed to do their first term project at home due to the school suspension in the first term; while the second Math project was done at school.
- Student projects were shared or presented in class. Peer evaluations were done, if appropriate.

2. Math Monthly Challenging Questions

- 3 high-order thinking questions were prepared for the Monthly Challenging Questions Activity.
- Teachers were encouraged to adopt the “Think-Pair-Share” approach so that students could work together with their peers and discussed how to solve some challenging questions.

3. Collaboration Lesson Planning & Classroom Activities

- Activities catered for learners’ diversity were planned and marked clearly on the CLP forms. Strategies involved engaging students to have more group discussions, working with teaching-aids to have more hands-on experiments and adopting flipped-classroom and lesson preparation were carried out to enable the low achievers to build up the basic concepts on Mathematics easier.

Grade 1

Topics: Counting in groups of 2,5 or 10

Objectives
<ul style="list-style-type: none">● To understand and use the way of counting in groups of 2, 5 or 10.● To create problems that involves counting in groups of 2, 5 or 10.
Tasks
<ol style="list-style-type: none">1. Students worked in groups to solve some higher order problems by counting in groups of 2, 5 or 10.2. Teacher told students that she took away some blocks from a bag and a number of blocks were left in a bag. E.g. 233. Originally, there was no blocks left when counting in groups of 2, 5 or 10. Students were asked to find out the number of blocks the teacher had taken away and the original number of blocks in the bag.
How the lesson helped cater learner diversity?
<ul style="list-style-type: none">● Students worked in groups of 3 so that they could help each another. Each group was given a small white board with the same number of magnets to count in groups.

<p>This helped slower learners to visualise the problem easily.</p> <ul style="list-style-type: none"> ● Afterwards, students were asked to create their own problem on Activity Worksheet to challenge their classmates. Some groups were invited to present their solutions to the class afterwards so that students could learn from each other.
Evaluation
<p>When students took photos of their work, the size of the angles shown on screen were different from the angles drawn on their worksheets. It was difficult to verify students' answers accurately. However, this learning activity tested students' understanding on the procedures of drawing angles with the given size.</p>

Grade 2

Topics: Directions

Objectives
<ul style="list-style-type: none"> ● To equip students with the skills to solve direction problems involving the 4 basic directions and left and right by drawing diagrams. ● To equip students with the skills to solve direction problems involving rotation by right-angles.
Tasks
<ol style="list-style-type: none"> 1. Students were taught to use diagrams to show the locations of objects and to identify the directions of objects with respect to various items. 2. Higher-order thinking questions were included by adding the element of turning the reference point clockwise / anti-clockwise by right angle(s).
How the lesson helped cater learner diversity?
<p>Two activity worksheets with different levels of difficulties were designed and pair work activities were arranged on this CLP. Students gained different levels of achievements according to their abilities.</p>
Evaluation
<p>When students took photos of their work, the sizes of the angles shown on screen were different from the angles drawn on their worksheets. It was difficult to verify students' answers accurately. However, this learning activity could test students' understanding on the procedures of drawing angles with the given size.</p>

Grade 3

Topics: Angles

Objectives
<ul style="list-style-type: none"> ● To measure angles intuitively and using tools; ● To draw angles with protractor; ● To cater for learners' diversity through group work, worksheet and questioning technique
Tasks
<ol style="list-style-type: none"> 1. Before lessons, students were required to watch a video on how to draw an angle

with a protractor and to observe the angles they could find in their daily life at home.
2. Then they tried out drawing tasks on class worksheets during lesson time. Teachers used 'N'
How the lesson helped cater learner diversity?
They worked in pairs so that they could work together and help each other. When one student finished drawing an angle with the specific degree, the other student checked his answer and took a photo of his answer and then shared in Nearpod for class discussion. This part helped to address c
Evaluation
When students took photos of their work, the size of the angles shown on screen were different from the angles drawn on their worksheets. It was difficult to verify students' answers accurately. However, this learning activity tested students' understanding on the procedures of drawing

Grade 4

Topics: 2-D Shapes

Objectives
<ul style="list-style-type: none"> ● To learn how to compose 2-D shapes; ● To investigate how to make new shapes using different 2-D shapes.
Tasks
<ol style="list-style-type: none"> 1. Students were asked to make a parallelogram, a rectangle and a triangle using specified tangram pieces. 2. Then students were asked to make a trapezium using different numbers of tangram pieces.
How the lesson can helped cater learner diversity?
Through this activities, more capable students had opportunities to help those less able students and the capable students could think of more possibilities to create new shapes and share their ideas and findings in class. Their high-order thinking skills and presentation skills were enhanced.
Evaluation
Students enjoyed the activities. The outcome was satisfactory as expected

Grade 5

Topics: Rotational Symmetry

Objectives
<ul style="list-style-type: none"> ● To understand the concept of rotational symmetry. ● To identify the shapes that are rotational symmetry. ● To create a rotationally symmetrical shape.
Tasks
<ol style="list-style-type: none"> 1. Teacher introduced the concept of rotational symmetrical shape with different examples by using a PowerPoint.

<ol style="list-style-type: none"> Then students were instructed to draw a rotational symmetry shape under teacher's guidelines by using iPads. Next, students worked in pairs to finish a rotationally symmetrical shape that was set by their partners. Finally, students designed a rotationally symmetrical shape on their own and did an Activity Worksheet after the learning activity.
How the lesson can helped cater learner diversity?
Students were asked to work in pairs as they could learn from each other. They learnt at their own pace according to their ability. Learning tasks were differentiated with different levels while students tried another task in higher level when they finished an easier one. During the discussion with their partners, their collaboration skills were enhanced.
Evaluation
Most students understood the concept of rotational symmetry. Through the pair work of drawing rotationally symmetry shapes, they learned from each other which deepened their understanding on the topic. The learning outcome was satisfactory that most students could create and draw a rotationally symmetrical shape on Activity WS 2 correctly.

Grade 6

Topics: Speed

Objectives
<ul style="list-style-type: none"> To enable students to recognise the relationship between speed, distance and time. To enable students to find out the average speed. To enable students to find out the distance and travelling time by using Google Map.
Tasks
<ol style="list-style-type: none"> Before the lesson, students learned how to use Google Map App. During the activity, students worked in pairs to find out the distance and travelling time between 3 places using the Google Map App. Students then used the information collected to calculate the average speed of the whole journey. After that, students reported their findings and shared their ideas about calculating the average speed of the whole journey in class.
How the lesson can helped cater learner diversity?
Students were able to make use of real life applications to calculate distance, time and speed. They were guided to find out the answers by using a more systematic method with the use of a table. Higher ability students were given the option of plotting their answers onto a Travel Graph to further illustrate the travel path.
Evaluation

Students found the lesson interesting and recognized the practical usage of learning the topic on Speed.
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Apart from the CLP, Math activities were carried out from time to time.

- Students worked in pairs or groups to complete different tasks with different levels of difficulties in class.
- Sharing sessions and presentation were carried out if necessary.

Evaluation of the Mathematics Programme Plan 2020-2021

Activity 1

Monthly Challenging Question

Teacher-in-charge: *Ms. Jessica Chan, Ms. Macy Lai

Programme Evaluation:

Objective(s):	To motivate students by challenging their minds. To arouse their learning interests in Math.			
Target:	G.1 – G.6			
Period:	October 2020 – June 2021			
Description:	3 Mathematics Challenging Questions were displayed monthly. Students who correctly answered two or more questions were awarded a bookmark.			
Evaluation:	Grade	1 st Term (October, November 2020)	2 nd Term (Dec-Jan & Feb-Mar 2021) CANCELLED (COVID-19)	3 rd Term (May, June 2021)
	G.1	Participation: 97 % Winners: 87 %	/	Participation: 97% Winners: 89%
	G.2	Participation: 86% Winners: 69 %	/	Participation: 91% Winners: 88%
	G.3	Participation: 97% Winners: 86%	/	Participation: 97% Winners: 66%
	G.4	Participation: 81% Winners: 58%	/	Participation: 81% Winners: 71%
	G.5	Participation: 85% Winners: 47 %	/	Participation: 90% Winners: 63%
	G.6	Participation: 67% Winners: 44%	/	Participation: 68 % Winners: 48%
Remarks (s):	Comments collected from Teacher Survey:			
	First Term: <ul style="list-style-type: none"> ● Good way to cater learner diversity. Good to encourage higher-order thinking (Grade 1). ● Good encouragement with Reward Cards (Grade 5). ● They really enjoy it (Grade 3). ● Related to curriculum and at their level (Grade 1). ● Questions too challenging and may not be related to the curriculum (Grade 3). ● My students like it a lot. The participation rate is higher than last year (Grade 3). 			

	<ul style="list-style-type: none"> ● Good. The questions were suitable for the students (Grade 4). ● Boys like to do challenging Qs, but we need almost 10-15 minutes to discuss with them (Grade 6). ● Students are eager to solve the problems of the Monthly Challenging problems. Maybe we could let students answer on a google form (Grade 6). ● Shall we do the Monthly Challenging problems by using google classroom? (Grade 6)
	<p>Third Term:</p> <ul style="list-style-type: none"> ● Students enjoyed the MCQ very much. They participated actively, as the difficulty of the questions was suitable for them, and the design of the bookmarks (the gift) was very attractive. (Grade 5) ● Questions can be easier. Sometimes, the questions are too difficult (June, Question 2) for regular classes. (Grade 5) ● Not enough time to do MCQ this year. (Grade 4) ● Compared with term 1, we've much more time to do MCQ in May and June! That's good ☺ (Grade 1 & 4) ● Is it possible to add a few more questions (e.g. 3 compulsory ones that teachers will go through plus 3 optional ones) for those who would love to try more? This could unleash some students' potential and allow teachers to identify students with high ability. (Grade 4) ● Can try to use Google Form – e-learning. (Grade 3) ● June Q3 instruction not clear. (Grade 2) (Already modified in softcopy) ● Appropriate difficulty for the questions. June Q1 can be moved to fraction comparison for lower grades. (Grade 6) (Already modified in softcopy) ● Good. (Grade 1) ● Can also provide the solutions to teachers. (Grade 3) ● Really challenging for 3A students. Students love to challenge themselves but extra guidelines are needed for them. (Grade 3) ● The questions are really too challenging for 4A students (Grade 4) ● Questions are interesting and challenging, keep it up ☺ (Grade 3) ● Students enjoy doing the challenging questions very much. (Grade 5) ● Very interesting and higher order thinking. (Grade 1) ● Continue next year. (Grade 5)

Activity 2**Problem-Solving Strategies Training****Teacher-in-charge:** *Ada Chu (G1-3), *Joey Tsang (G4-6)**Programme Evaluation:**

Objective(s):	To enhance students' problem-solving ability through different approaches	
Target:	G.1 – G.6	
Period:	At least one problem solving week was held in an academic year.	
Description:	G.1 - 6	Students solved two rich tasks during the problem solving week by adopting Peter Sullivan's 3 phrase model (Launch, Explore and Summarize). Teachers launched the problem for students to solve individually. Enabling prompts were given to students with difficulties in solving the problem. Students with higher abilities could extend their learning through the extension tasks. Students shared their solutions with other classmates in order to enrich each other's learning and to learn from each other.
Evaluation:	G1	<ul style="list-style-type: none"> - Enabling and extended prompts are useful to cater to individual learning differences. - Students used various methods such as drawing, use of tables to solve problems - Students were encouraged to higher order thinking when solving challenging questions
	G.2	<ul style="list-style-type: none"> - It encourages pupils to solve problems by identifying what mathematics concept is needed and how it should be used. - It encourages pupils to reflect on what methods and strategies they have used, and whether they have found all possible answers within the range given.
	G.3	<ul style="list-style-type: none"> - Most students could handle the questions. - Not enough time for problem solving 2 - The questions encourage the use of problem solving methods in students.
	G.4	<ul style="list-style-type: none"> - Students liked to do the tasks about water displacement. - Most students could manage to solve the problems. Students with lower abilities could also find out the solutions with the help of the enabling prompts. - Some students liked to solve the problem graphically while some like to discuss with the classmates and came up with the solution.
	G.5	<ul style="list-style-type: none"> - Students were encouraged to solve problem with systematic graphical illustration.

		<ul style="list-style-type: none"> - Most of them could find the solutions after enabling prompts were given. - Students were very motivated on the tasks. A lot of healthy discussions occurred naturally in class.
	G.6	<ul style="list-style-type: none"> - Students were able to develop and learn different problem solving strategies, including backward thinking, listing with tables etc. - Teachers could assign the easier task (number of combinations) to the students first, followed by the more difficult one (backward thinking). - Due to the suspension of school of G6 students, teachers used whiteboard (by Kahoot) with Zoom to let students write their answers or thinking methods online. Teachers were able to view all their answers instantly and provided feedback and comments to the students. - Teachers could download and save their feedback after each problem solving activity easily.

Activity 3**Mathematics Projects****Teacher-in-charge:** * Vivian Lam (G1-3), *Pency Wong (G4-6)**Programme Evaluation:**

Objective(s):	To facilitate students' problem-solving skill and creativity. It also stimulates students' interest in learning mathematics.		
Target:	G.1 – G.6		
Period:	Students have to do at least 1 project per term. It could be group projects or individual projects.		
Description:	Grade	1 st Term	2 nd & 3 rd Term
	G.1	Calendar Design <ul style="list-style-type: none"> - Students designed a calendar with year, month, dates, days of the week and days in a month. - Students were required to indicate activities or events on the calendar by drawing small symbols in the boxes of the corresponding dates. - Students had to write four sentences with the dates to describe the activities/events. 	Money <ul style="list-style-type: none"> - Students had to shop for their own party applying the concept of money learnt in Term 3. - They were given restrictions on how to plan for their party. For example, they had to purchase items within a \$500 budget and buy at least 6 different things. - Students were asked to complete a detailed planning worksheet, listing out the calculation steps before decorating their ideal party table.
Evaluation:	G.1	<ul style="list-style-type: none"> - Students could finish the projects with high qualities via Zoom. - The projects were collected after school resumption and displayed. - This time, A4 instead of A3 posters were produced compared to last year. 	<ul style="list-style-type: none"> - Students learnt to shop within budget and calculate the cost they spent on each item. - Fun and interesting sharing from individuals. - It was suggested to allocate more time for students to complete the project.
Description:	G.2	Treasure map design <ul style="list-style-type: none"> - Students were instructed to design a treasure map with the use of four main directions. - Students drew a direction sign and some features like houses, trees, mountains and rivers, etc., to locate the treasures on two different spots and set 2 routes with clear directions to tell how to look for the treasures. 	Math game design <ul style="list-style-type: none"> - Student designed a math board game and set 8 questions for the game cards. 4 mechanical questions for the 'star' cards and 4 challenging questions for the 'diamond' cards. - Student had to write the questions on the cards with answers and game consequences.

Evaluation:	G.2	<ul style="list-style-type: none"> - Due to school suspension, individual products were produced via Zoom. - Students used screen share to share their work during Zoom lessons as their work could not be displayed in the classroom. - Students had to submit the draft and the final versions of the project via Google Classroom so that teachers could evaluate students' learning progress. Marks and written comments were given as feedback. - The pre-project worksheet was well-designed where students could understand and complete the project more effectively. 	<ul style="list-style-type: none"> - This individual project was completed in school. - Students were given a worksheet to set up the questions on their own, including 4 mechanical questions and 4 challenging questions. - Creativity and logical thinking skill was effectively developed in the process of designing the chessboards. - In general, students enjoyed doing the project and were very excited when playing the game with their classmates.
Description:	G.3	A Day Trip in Hong Kong <ul style="list-style-type: none"> - Students were required to do a research and design a day trip for tourists with 2 popular scenic spots in Hong Kong. - They were required to write the durations, starting time and ending time in 12-hour time in words and in digital form in 24-hour time. - They had to describe the activities and decorate the posters. 	Quadrilaterals Poster Design <ul style="list-style-type: none"> - Students had to introduce 5 different types of quadrilaterals on their posters. - The properties of each type of quadrilaterals with pictures or photos must be included. - Comparison among the properties of different quadrilaterals had to be made. - Students had to set 2 relevant and challenging questions with answers provided.
Evaluation:	G.3	A Day Trip in Hong Kong (24-hour and 12-hour time) <ul style="list-style-type: none"> - Students were able to write the time accurately. - Due to the pandemic, the project changed from group to individual work. 	Quadrilateral Poster <ul style="list-style-type: none"> - Due to half-day school, time allowed for this project was shortened. Therefore project quality was not as good as that of the previous year. - All students were able to demonstrate their understanding of properties of different quadrilaterals. - Some students were able to use their creativity to design the poster and challenging questions for their classmates to answer.
Description:	G.4	Making Shapes <ul style="list-style-type: none"> - Students used right-angled isosceles triangles to form different kinds of shapes and then used 	3-D models <ul style="list-style-type: none"> - Students were required to collect some 3-D shapes like tissue boxes and candy cans.

		these shapes to construct a picture.	<ul style="list-style-type: none"> - Students were required to draw a net of a cuboid and fold it to form a cuboid. - They had to make a 3-D model like a robot or a castle with the 3-D shapes they had collected and the cuboid they had made by themselves. - They had to write at least 4 sentences to describe their 3-D models.
Evaluation:	G.4	<ul style="list-style-type: none"> - Students enjoyed designing and coloring the pictures but there is room for improvement in their cutting and sticking skills. - Most students were able to create 5 or more different shapes. Some students were very creative and demonstrated high order thinking skill. - Some students failed to spell the names of the 2-D shapes. 	<ul style="list-style-type: none"> - It was good to check students' nets of cuboids and give them marks before they folded the nets. - Some students were unable to write 4 sentences to describe the 3-D models they had made. - Some students wrote rectangular prisms instead of cuboids. - It was suggested that students could draw more nets and make more 3-D shapes instead of only 1 cuboid next year. - It was suggested to change the part about 'collection of 3-D shapes' to 'Number of 3-D shapes used in your 3-D model'.
Description:	G.5	3-D Bar Chart Construction <ul style="list-style-type: none"> - Students had to work in groups and do some investigation on COVID-19. - A 2-D and a 3-D bar charts had to be constructed according to the data they had collected. - Students had to create cuboids with different heights to form the bars for the 3-D bar charts. - Students had to analyse the data and wrote some findings for their projects. 	Travel Graph Construction <ul style="list-style-type: none"> - Students were required to find the distance and the expected travelling time from DBSPD to their home using Google Maps. - Students had to find out the actual time taken from DBSPD to their home. - They had to plot a travel graph using the expected and actual time taken. - Finally, they had to describe and explain the differences between the expected and actual travelling speed.
Evaluation:	G.5	<ul style="list-style-type: none"> - It was a newly designed project. - Different groups selected different countries for comparing their COVID-19 situations. - Students could learn more about the COVID-19 situation all over the world by observing others' 	<ul style="list-style-type: none"> - Students learnt how to find the distance and time taken between 2 places by using Google Map. - They learnt how to find the speed with data collected. - They experienced how to construct a travel graph

		<p>projects.</p> <ul style="list-style-type: none"> - Students could practice how to draw nets and make cuboids with different heights for constructing the 3-D bar charts. - Students were actively engaged in the process and they enjoyed doing this project. 	<p>on a graph paper.</p> <ul style="list-style-type: none"> - Students made careless mistakes and teachers spent too much time on checking and marking the project. - The workload involved in constructing the travel graph among students was not fair as some students might only take one transport to return home from school while some students had to take more than 4 different kinds of transportation. The level of difficulties and complexities on doing this project were different among students. - It was suggested that some modifications on the design of this project must be made in the coming years.
Description:	G.6	<p>Circles – Drawing Circles</p> <ul style="list-style-type: none"> - Students were required to draw circles with different sizes using a pair of compasses. - They were required to design and draw a pattern of circles using compasses. 	<p>Data Analysis – Discount Comparison</p> <ul style="list-style-type: none"> - Students were required to do a research to compare the prices and special discounts offered for a product from 3 different shops. - Then they had to find out the selling price and make decision on which shop they should choose.
Evaluation:	G.6	<ul style="list-style-type: none"> - Most students were able to design different patterns of circles with different sizes using a pair of compasses. - More capable students would include semicircles in their designs or use paper without grid. - However, some students were not able to draw the circle accurately using a pair of compasses. 	<ul style="list-style-type: none"> - Most students were able to do a research and compare the prices and the offers of their chosen products. - Students could list out the details of discount and hence performed the calculation on discount accurately. - A few students were creative when making their videos on flipgrid. - However, some of the students were not able to write a conclusion on which shop they should choose with reasons. - The speed for uploading and playing the videos on flipgrid was very slow. It was suggested to use another platform in the future.

Activity 4E-learning/ STEM

Teacher-in-charge: *Ms. Pauline Ip, Mr. Billy Ma

Programme Evaluation:

Objective(s):	1. To promote students' independent learning skills. 2. To enhance students' IT skills.	
Target:	G.1 – G.6	
Period:	Whole year	
Description:	G1-6	<ul style="list-style-type: none">• Use of IT in teaching and learning during school suspension.• Use of Planetii in quiz at least twice per year.• Use of flipped classroom /independent learning & IT in education indicated in the scheme of work.• Use of IT skills in projects, eg. including Excel in making Charts, Geometer Sketchpad in curve stitching.• Use of online resources and do homework online.• Use of iPads for online quiz & teaching/learning during lessons.• Use of subscribed services to do flipped/online learning, Planetii, Nearpod, Brainpop, Plickers.• Use of Google Classroom and Google Form.
Evaluation:	G.1-6	<ul style="list-style-type: none">• On-line assessments (Planetii Quizzes) were assigned twice per year.• Topic-based eLearning exercises (Planetii) were assigned throughout the year.• Successful as students' interests are enhanced.• Successful as students' IT skills are enhanced progressively.• Students have good interest and confidence in using IT for self-learning and research.
Remarks (s):	The use of IT was very important during school suspension. The use of other learning online software (eg. Kahoot) makes Zoom lessons more interesting & engaging. The STEM program was suspended this year due to lack of lesson time in half-day timetable.	

Activity 5Mathematics Team Training (Training was cancelled due to Covid-19 pandemic)

Teacher-in-charge:*Kelvin Ho, Macy Lai

Programme Evaluation:

Objective(s):	1. To arouse and maintain students' interest in Mathematics computation and problem solving. 2. To prepare students for external Mathematics competitions.
Target:	G.1 to G.6 Math team members
Period:	Whole school year
Description:	Mathematics Team training conducted during recesses and long holidays will prepare students for external competitions.
Evaluation:	The Math team training was cancelled due to the COVID-19 pandemic.

Activity 6External Assessment

Teacher-in-charge: *Mr. Brian Cheung

Programme Evaluation:

Objective(s):	To establish a standard of reference for the students in the long-run.
Target:	G.3 – G.6
Period:	December 2020 to June 2021
Description:	<ul style="list-style-type: none">● The ICAS in mathematics would not be made compulsory for all students but participants' assessment results would be used for analysis of the average standard of our students.● The assessment will be used to establish a reference to assess the standards of our students in the long run.
Evaluation:	The International Competitions and Assessments for Schools (ICAS) for Math were cancelled due to the COVID-19 pandemic.

Activity 7Open House

Teacher-in-charge:*Ms. Teresa Chan

Programme Evaluation:

Objective(s):	To showcase our strengths in learning and teaching as well as students' performances at external competitions and challenging activities.
Target:	G.1 – G.6
Period:	January 2021
Description:	Students' work would be displayed for mutual sharing. Mathematics activities and games would be provided to arouse students' interest in learning Mathematics.
Evaluation:	The Open House was cancelled due to the COVID-19 pandemic.

Activity 8 Mathematics Talks / Seminars

Teacher-in-charge: *Mr. Anthony Lau

Programme Evaluation:

Objective(s):	To stimulate students' interest in learning Mathematics, to build up positive learning attitude and habit, as well as to foster students' sense of confidence in Mathematics.
Target:	G.1 – G.6
Period:	Apr to June 2021
Description:	To invite guest speakers from tertiary institutes to conduct Mathematics talks or seminars for our students.
Evaluation:	No Math Talks were arranged due to the COVID-19 pandemic.

Activity 9**External Competitions****Teacher-in-charge:**

* Macy Lai, Ingrid Wong

Programme Evaluation:

Objective(s):	To provide opportunities for students to challenge themselves and receive recognition. To help students' psychological development through striving for successes and accepting failures. To promote trust and team spirit among team members.	
Target:	All students	
Period:	Throughout the whole school year	
Description:	All students were invited to participate in competitions selected by the School. They included Hua Xia Cup 2021, AIMO Open 2021, HKIMO, Hong Kong Math Creative Problem Solving, 28 th Hong Kong Primary Math Olympiad Competition and Hong Kong Primary Mathematics Elites Contest 2021. The competitions were held from January to August 2021. For some of the competitions, around 4 students from each grade were chosen to be the school representatives, for which their marks would be calculated for the group prizes. Other members or non-math team members could also take part in the competition as individual participants.	
Evaluation:	1.	<p>Competition: Hua Xia Cup 2021</p> <p>Organizer: The Hong Kong Mathematical Olympiad Association, HKMOA</p> <p>Date: 2-3/1/2021 (First round), 21/3/2021 (Semi-final), 6/6/2021 (Final)</p> <p>A. First round [Online]</p> <p>Total 189 students passed the online test</p> <ul style="list-style-type: none">● G.1: 55 students● G.2: 38 students● G.3: 27 students● G.4: 32 students● G.5: 17 students● G.6: 20 students <p>B. Semi-final</p> <ul style="list-style-type: none">● Champion Award – 1 student● Outstanding Award – 4 students

		<ul style="list-style-type: none"> ● 1st Class Award – 35 students ● 2nd Class Award – 33 students ● 3rd Class Award – 15 students <p>C. Final</p> <ul style="list-style-type: none"> ● Outstanding Awards – 2 students ● 1st Class Awards – 15 students ● 2nd Class Awards – 23 students ● 3rd Class Awards – 29 students
2.		<p>Competition: Asia International Mathematics Olympiad (AIMO)</p> <p>Organizer: The Hong Kong Mathematical Olympiad Association, HKMOA</p> <p>Date: 20-21/2/2021 (First round) , 25/4/2021 (Semi-final), 1/8/2021 (Final)</p> <p>A. First round [Online]</p> <p>Total 136 students passed the online test</p> <ul style="list-style-type: none"> ● G.1: 35 students ● G.2: 27 students ● G.3: 24 students ● G.4: 19 students ● G.5: 17 students ● G.6: 12 students <p>B. Semi-final</p> <ul style="list-style-type: none"> ● Gold Award – 20 students ● Silver Award – 24 students ● Bronze Award – 9 students <p>C. Final – (Grade one only)</p> <ul style="list-style-type: none"> ● Gold Award – 11 students ● Silver Award – 8 students ● Bronze Award – 3 students <p>D. Final – (Grades two to six)</p> <ul style="list-style-type: none"> ● Gold Award – 5 students

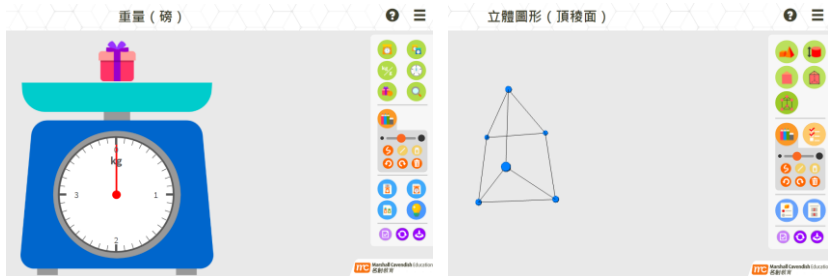
		<ul style="list-style-type: none"> ● Silver Award – 12 students ● Bronze Award – 19 students ● Merit Prize – 7 students
	3.	<p>Competition: Hong Kong International Mathematical Olympiad 2021 (Hong Kong Region), HKIMO</p> <p>Organizer: HKIMO</p> <p>Date: 7/3/2021 (Heat Round), 16/5/2021 (Semi-final) , 28/8/2021 (Final)</p> <p>A. Heat round</p> <ul style="list-style-type: none"> ● Team Award: <ul style="list-style-type: none"> ✧ Overall Champion ● Individual Awards: <ul style="list-style-type: none"> ✧ Gold Award – 42 students ✧ Silver Award – 66 students ✧ Bronze Award – 56 students <p>B. Semi-final</p> <ul style="list-style-type: none"> ● Gold Award – 25 students ● Silver Award – 21 students ● Bronze Award – 17 students ● Merit Award – 1 student <p>C. Final</p> <ul style="list-style-type: none"> ● Result will be released in early October 2021
	4.	<p>Competition: 15th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools</p> <p>Organizer: EDB</p> <p>Date: 15/5/2021</p> <ul style="list-style-type: none"> ● Gold Award

5.	<p>Competition: 7th Annual Hong Kong Primary Mathematics Challenge (2020-2021)</p> <p>Organizer:</p> <ol style="list-style-type: none"> 1. The Hong Kong Catholic Diocesan Schools Council (Secondary Section) 2. Department of Mathematics and Information Technology of The Education University of Hong Kong (EdUHK) <p>Date: 5/12/2020</p> <ul style="list-style-type: none"> ● Outstanding Award – 19 students
6.	<p>Competition: Hong Kong Mathematical Games Open 2021 (HKMGO)</p> <p>Organizer: The Hong Kong Mathematical Olympiad Association, HKMOA</p> <ul style="list-style-type: none"> ● 1st Runner up – 1 student ● Silver Award – 2 students
7.	<p>Competition: 28th Hong Kong Primary Mathematical Olympiad Competition</p> <p>Organizer: Hong Kong Mathematical Olympiad School</p> <ul style="list-style-type: none"> ● Team Award: <ul style="list-style-type: none"> ✧ 1st Runner up ● Individual Awards: <ul style="list-style-type: none"> ✧ Gold Award – 30 students ✧ Silver Award – 75 students ✧ Bronze Award – 74 students

Activity 10

Staff Development

Teacher-in-charge: *Mrs. Grace Ko**Programme Evaluation:**

Objective(s):	To attend talks / courses / sharing sessions to keep abreast of the trend of education development and the latest teaching pedagogies.
Target:	Math teachers
Period:	3 September 2020
Description:	<p>Using MC Resources to Promote Blended Learning</p> <p>Teachers experienced how to use the MC interactive apps to facilitate students' learning, and to enable them to practice Math both inside and outside the classroom using a blended learning model to solve problems.</p> 
Evaluation:	The workshop helped teachers experience how to use apps to develop students' skills and understanding on certain Math concepts. The apps increased the flexibility and individual self-learning experiences of student. They allowed teachers to maximize the time they spent as facilitators of learning.

Achievement & Reflection of General Studies Department Development Plan 2020 – 2021

Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support

1. Curriculum & Assessment

1.2 Intended Outcomes/Targets

To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.

1.2.1 Strategies / Tasks

To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.

Success Criteria

- At least one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module.
- Teachers should keep a record of their students' progress.

Report & Evaluation:

Teachers in the GS Department used different modes of formative assessments to check students' learning and progress in each teaching module. The formative assessments included pre-lesson worksheets, projects, assignments, paper formative assessments and e-formative assessments in google forms. There was also a student performance database to highlight students' strengths and weaknesses in each module.

With the help of different online platforms e.g. Nearpod, Kahoot!, Padlet and Edpuzzle, students' learning progress was closely monitored and different learners' diversities were effectively catered. Records from marksheets reflected the progress of the students and the Scheme of Work in each grade was updated accordingly.

Major Concern: Third Priority - Student Performance

1. Attitude and Behaviour

1.1 Intended Outcome/Target:

To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.

1.1.1 Strategies /Tasks:

To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.

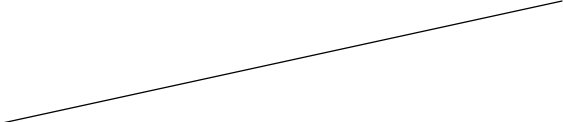
Success Criteria:

- Students will be given projects, activities and discussion for working in groups at least once a year.

Report & Evaluation:

Students were given opportunities to work with each other in the form of pair discussions, group projects and science activities. Due to the suspension of face to face classes, some of the discussions were done in the breakout room function on Zoom. Students enjoyed the group work and their cooperative skill was strengthened. Examples of the activities are listed below:

Grade	GSI/ Science
1	<ul style="list-style-type: none">● Class discussion on "The Importance of School Rules"● Guessing game in pairs on "Common Things Found at Home"
2	<ul style="list-style-type: none">● Class discussion on animal features● Peer evaluation on toy car project● Group Discussion on Constellations
3	<ul style="list-style-type: none">● Group Project/ Science Activity
4	<ul style="list-style-type: none">● Peer evaluation for the individual project of an identification key● Testing of paper cup phones
5	<ul style="list-style-type: none">● Peer evaluation for the project of electric circuit● Students worked in pairs in the mirror activities to find out the properties of images in plane mirrors and convex mirrors
6	<ul style="list-style-type: none">● Group discussions on "How to save coral reefs", "Use nuclear power or not", "Ways to make HK a low-carbon city"● Group activities: The game "Identify food chains" was conducted using iPad● The Maglev Train project and the Catapult project

Grade	GS II	GS II (French)
1	<ul style="list-style-type: none"> Research on students' hometown. Sharing and discussion on food, games and custom of hometowns 	<ul style="list-style-type: none"> Class discussion on what a good daily routine should be like
2	<ul style="list-style-type: none"> Pair and class discussion on the planning of a 'Regional Flag & Regional Emblem of HKSAR' tour 	<ul style="list-style-type: none"> Class discussion on how to cope with difficulties Peer sharing on resolving disputes
3	<ul style="list-style-type: none"> Pair discussion and class discussion to plan for the tourist attraction leaflet 	<ul style="list-style-type: none"> Group discussion on recycling methods and how we could help protect the environment Class discussion on planning a tour for tourists in Hong Kong
4	<ul style="list-style-type: none"> Class discussion on different health needs and problems of children and teenagers 	<ul style="list-style-type: none"> Class discussion on vaccination of COVID-19
5	<ul style="list-style-type: none"> Class discussion and role play on friendship and puberty 	<ul style="list-style-type: none"> Class discussion on the economic impact on Hong Kong due to COVID-19
6	<ul style="list-style-type: none"> Class discussion on the function of the Legislative Council and Legislative Councilors' behavior in the council meeting 	

Evaluation of General Studies Programme Plan 2020-2021

Programme Summation:

In the 2020-2021 school year, various kinds of activities were organized to supplement the core curriculum so that students could acquire life-wide learning and other learning experiences. A variety of activities were also designed for catering students' different learning needs and learning styles. Most of our students enjoyed participating in the activities. All G.S. teachers worked together to plan, implement and evaluate the activities that were held this year.

Programme Evaluation:

Activity 1	Activities of National Identity
Objective(s)	<ol style="list-style-type: none"> To help students develop a sense of pride and identification with our home country through participating in a series of activities. To ensure students to have a better understanding about the National Day.
Target	G.1 – 6
Period	28 Sept 2020 to 2 Oct 2020
Description	<ol style="list-style-type: none"> In order to arouse students' interest in learning the development of China and Chinese history, Nearpod games of around 10 questions were prepared for G.1-3 and G.4-6 students respectively to be done at home. GS II teachers posted the hyperlinks to their respective class Google Classroom and encouraged students to participate in the games. The overwhelming response from students exceeded the capacity of participation in Nearpod. The games were moved onto another online platform, Kahoot!, which has a larger capacity of participation. The Flag Raising Ceremonies for the National Day and HKSAR Establishment Day were cancelled due to face-to-face class suspension and the Final Assessments respectively.
Evaluation	<ol style="list-style-type: none"> Students actively participated and enjoyed the activities. It is important to consider the capacity of participation of the online platform when providing students with online games.

Activity 2a	Environmental Education Programme – Hydroponic Farming
Objective(s)	To heighten students' awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and the depletion of energy.
Target	G.2 & G.5
Period	November 2020 – March 2021
Description	<ol style="list-style-type: none"> All G.5 students learned the concept of plant reproduction and the procedure of planting seedlings in the hydroponic system during Science lessons. G.5 students planted "garden rocket". Students worked individually to pot their seeds and placed them on the racks at the Roof Garden. The racks contained nutrient fluid. Students checked their plants from time to time. Lettuce Grand Rapids planting was planned for G.2 students in April 2021.

Evaluation	<ol style="list-style-type: none"> 1. Most of the seedlings grew lushly as expected. 2. One Science lesson in March right after face-to-face class suspension was spent on harvesting for each G.5 class. 3. It was a great lesson for students to learn about the factors affecting planting, such as the quality of seeds, weather conditions and conditions of the adjacent plants. 4. The planting activity for G.2 classes was cancelled due to the tight teaching schedule after face-to-face class suspension.
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Activity 2b	Environmental Education Programme – Virtual Tour to Smart Power Gallery
Objective(s)	To heighten students’ awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and the depletion of energy.
Target	G.6
Period	3 – 4 February 2021
Description	<ol style="list-style-type: none"> 1. 80 G.6 students attended the virtual tour to the Mart Power Gallery. 2. Students learned more about renewable energy and how to use energy wisely.
Evaluation	<ol style="list-style-type: none"> 1. Students benefited from the virtual tour. 2. The virtual tour enriched students’ learning experience about this topic during face-to-face class suspension.

Activity 3a	Other Learning Experiences – GS Field Trips
Objective(s)	To enable students to visit places of interest as an extension of the core curriculum, as well as part of the life-wide learning experience.
Target	G.1 – 6
Period	Nov 2020 – May 2021
Description	<ol style="list-style-type: none"> 1. Virtual Tours were organized for students this year due to the COVID-19 pandemic and class suspension to replace the physical field trips. 2. A virtual tour to Hong Kong Wetland Park was conducted for G.1 students to learn about wetland animals and plants in Hong Kong. 3. A virtual tour to Hong Kong Park was conducted for G.2 students to learn about different categories of animals and plants in Hong Kong. 4. A virtual tour to San Diego Zoo was conducted for G.3 students to learn about the different animals and plants in different environments. 5. A virtual tour to Emperor Qinshihuang’s Mausoleum Site was conducted for G.4 students to learn about the Emperor Qinshihuang. 6. A virtual tour to Law Uk Museum was conducted for G.5 students to learn about traditional Hong Kong culture. 7. A virtual tour to Legislative Council was conducted for G.6 students to learn about the structure of the Legislative Council and the rights and responsibilities of the Councilors.
Evaluation	<ol style="list-style-type: none"> 1. The virtual tours gave students another learning experience and stimulated their motivation when learning the relevant topics when it was not feasible to organize physical field trips for them.

	2. The Department will continue arranging virtual tours for students when physical field trips are unfeasible.
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Activity 3b	Other Learning Experiences – Life Education Activity Programme (L.E.A.P)
Objective(s)	<ol style="list-style-type: none"> 1. To enable students to have healthy personal development. 2. To recognize students’ roles and responsibilities as a member of the family and society and to show concern and care for other’s well-being. 3. To develop students’ critical thinking skills.
Target	G.1 – 6
Period	3 – 20/2/2021
Description	<ul style="list-style-type: none"> • An outsourced organization “LEAP” was invited to deliver life education for our students. They offered various teaching materials and lessons conducted in a mobile classroom. • Workshops were organized with the themes as follows: <ul style="list-style-type: none"> ➤ G.1 - Air to Live ➤ G.2 - Food for Life ➤ G.3 - Healthy Team ➤ G.4 - Body Network ➤ G.5 - Clear the Smoke ➤ G.6 - My Choice • G.S. II teachers conducted follow-up activities with students during lessons. Students completed worksheets to consolidate their learning.
Evaluation	The LEAP programme was cancelled due to face-to-face class suspension.

Activity 4	G.S. Room Improvement and Resource Building
Objective(s)	<ol style="list-style-type: none"> 1. To furnish the G.S. Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities. 2. To purchase teaching materials of different media that can be used as tools to teach G.S. and supplement the textbooks and workbooks. 3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks.
Target	G.1-6 and all G.S. Teachers
Period	Whole School Year
Description	A number of retort clamps, boss head, ball & ring models, and bar and gauge models were purchased for G.3 GS I teachers to conduct experiments and demonstrations related to heat, temperature and thermal expansion and contraction in class. A new Activpanel will be installed and computers will be replaced during summer holidays.
Evaluation	Teachers welcome having more teaching aids for conducting projects with students. The installation of Activpanel and computers will enable the GS Room to become a good learning centre for students to learn GS.

Activity 5a	Staff Development		
Objective(s)	1. To further develop teaching strategies to cater to students' learning diversity. 2. To sharpen teachers' professional knowledge and attitude and to further improve the quality of teaching.		
Target	All GS teachers		
Period	Whole School Year		
Description	Teachers participated in different courses in 2020-2021. Details are as follows:		
	Name of Teacher	Sharing / Workshop / Seminar / Educational Apps Introduction	Date of Workshop / Visit
	Ms. Jackie Lau (Head of Department)	Department Workshop: Using MC Resources to Promote Blended Learning	3/9/20
		Teachers' Workshop on Emotional Intelligence Education	9/10/20
		How to support students with AD/HD? 如何支援患有注意力不足及過度活躍症(AD/HD)的學生	5/3/21
		Learning in Action Seminar Embracing Challenges: Creating New Opportunities for Learning (GS)	16/4/21
		優質教育基金主題網絡計劃 (QTN) Lesson Observation	19/4/21
		Learning in Action Seminar Embracing Challenges: Creating New Opportunities for Learning (Math)	23/4/21
		Department Workshop: GS Curriculum Development: Theory Into Practice	4/5/21
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/21
		副校長專業研討會 2021「如何在學校推動國民及國安教育」	15/5/21
		CDAA: Using Differentiated Instruction (DI) Strategies to Support Learner Diversity	26/5/21
		MC Education on National Security and Basic Law Webinar	8/6/21
		優質教育基金主題網絡計劃 (QTN) STEM Fair	21/6/21
		CDAA: Trends, Capability Gaps and Challenges	30/6/21
	Ms. Michelle Ng (Panel Chairperson, G. 4-6 Science)	Briefing Session on the Primary STEM Project Exhibition 2020/21 (New)	30/10/2020
		Online Seminar on Earthquakes & Tsunamis cum Virtual Visit to the Earthquake Monitoring Facilities of the Hong Kong Observatory (New) [ZOOM Webinar]	2/12/2020
		Workshop on Mathematical Skills in STEM Education for Primary Schools (New)	7/12/2020 & 8/12/2020
		運用電子教學資源、資訊科技工具及創新教學法提升學生在常識科及金錢管理的學習效能	19/1/2021

	運用電子教學資源、資訊科技工具及創新教學法提升學生在數學科及金錢管理的學習效能	22/1/2021
	《設計思維的教學應用》	25/1/2021
	National Security Education Knowledge Enrichment Seminar Series: (2) The Importance of the Rule of Law to the HKSAR (New)	3/2/2021
	STEM Education Learning, Teaching and Assessment Series: Sharing session on the safe use of common hand tools and equipment in STEM learning activities at primary level and experience sharing on the safety planning of Maker Space at STEM Education Centre in Lok Fu (Refreshed)	9/2/2021
	“Croucher Science Week 2021” – Teacher Workshop (Web-based Course)	23/3/2021
	School-based Curriculum Development (Primary) Section – Learning in Action Seminar	16/4/2021
	"New Normal" Life-wide Learning Highlights (6) (New) (On-line)	23/4/2021
	National Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New) Series	7/5/2021
	副校長會專業研討會 2021 - 如何在學校推動國及國安教育	15/5/2021
	基本法與國安法教育：淺談其法源和法義	8/6/2021
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School - Preparation Meeting 1	18/9/2020
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School - Preparation Meeting 2	5/10/2020
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School - Workshop 1	28/10/2020
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School - Collaborative Lesson Planning Meeting 2	11/3/2021
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School - EC Meeting 2	14/4/2021
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School - Lesson Observation & Post-observation Meeting (HKSASPS)	19/4/2021

Ms. Sally Yuen (Panel Chairperson, GS II)	Briefing Session on the Primary STEM Project Exhibition 2020/21 (New)	30/10/2020
	School-based Curriculum Development (Primary) Section – Learning in Action Seminar : A Cross-disciplinary Dialogue to Extend Learning Horizons (General Studies)	6/11/2020
	Online Seminar on Earthquakes & Tsunamis cum Virtual Visit to the Earthquake Monitoring Facilities of the Hong Kong Observatory (New)[ZOOM Webinar]	2/12/2020
	e-Generation Values Education Series: (1) Evaluating Internet Information and Enhancing the Learning and Teaching of Students' Information Literacy (Primary) -- online programme (New)	16-23/12/2020
	IT in Education e-Leadership Series: Effective Use of e-Learning Modes to Support Students' Home Learning (Intake 1, 2020/21 Online Self-learning Course for School Leaders)	28/12/2020-22/1/2021
	Enhancing Higher-order Thinking Skills of Gifted/ More Able Students of General Studies in the Regular Classroom (Primary) (New)	14/1/2021
	資訊科技教育與學科有關係列：運用電子教學資源、資訊科技工具及創新教學法提升學生在常識科及金錢管理的學習效能	19/1/2021
	設計思維的教學應用	25/1/2021
	Seminar on “How to Use the Internet Safely and Wisely” cum Award Ceremony on Wise NET Recognition Scheme 2020	3/2/2021
	National Security Education Knowledge Enrichment Seminar Series: (2) The Importance of the Rule of Law to the HKSAR (New)	3/2/2021
	STEM Education Learning, Teaching and Assessment Series: Sharing session on the safe use of common hand tools and equipment in STEM learning activities at primary level and experience sharing on the safety planning of Maker Space at STEM Education Centre in Lok Fu (Refreshed)	9/2/2021
	IT in Education Technological Series: Use of Nearpod to Create Interactive Lessons (Intake 1, 2020/21 Online Self-learning Course)	22/2/2021-26/3/2021
	STEM Education Enriching Knowledge Series: Application of 3D CAD Software and 3D Printing in STEM Project - Online Workshop on Making Bamboo Dragonfly (Primary School) (New)	24/2/2021
	STEM Education Enriching Knowledge Series: Application of 3D CAD Software and 3D Printing in STEM Project - Online Workshop on Making Bamboo Dragonfly	3/3/2021

		(Primary School) (New)	
		Course on Values Education: How to Promote Sex Education Effectively in Primary Schools (Refreshed)	25/2/2021-18/3/2021
		IT in Education BYOD Series: Using Mobile Device Management (MDM) System to Enhance Management Effectiveness (Primary and Secondary Schools) (Online Self-learning Course)	5/3/2021-7/4/2021
		How to Support Students with ADHD	5/3/2021
		CPR and AED	16/3/2021
		IT in Education Subject-related Series: Using e-Learning Platform Effectively for Collaborative Lesson Preparation and Distribution of e-Resources	22/3/2021-16/4/2021
		Enhancing Creativity and Personal- Social Competence of Gifted / More Able Students of General Studies in the Regular Classroom (Primary) (Refreshed)	31/3/2021
		Teaching Training Programme on the Constitution, Basic Law and Hong Kong National Security Law	7/4/2021
		Enhancing primary students' resilience with UAP –Briefing cum Sharing Session for 2021/22	13/4/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/2021
		如何在學校推動國民及國民教育專業研討會	15/5/2021
		Using Differentiated Instruction (DI) Strategies to Support Learner Diversity	26/5/2021
		基本法與國安法 -- 淺談其法源與法義	8/6/2021
		基本法與國安法教育學與教之我見	16/6/2021
	Mr. Louis Hau (Panel Chairperson, G.1-3 GS I)	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Preparation Meeting 1	18/9/2020
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Preparation Meeting 2	5/10/2020
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Workshop 1	28/10/2020
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School EC Meeting 1	7/12/2020
		Quality Education Fund Thematic Network Science in ACTION:	7/12/2020

		Facilitating STEAM education in Primary/Secondary School Collaborative Lesson Planning Meeting 1	
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (DBSPD)	6/1/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Workshop 2	1/2/2021
		National Security Education Knowledge Enrichment Seminar Series: (2) The Importance of the Rule of Law to the HKSAR (New)	3/2/2021
		How to Support Students with ADHD	5/3/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Collaborative Lesson Planning Meeting 2	11/3/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School EC Meeting 2	14/4/2021
		Learning in Action Seminar Embracing challenges: creating new opportunities for learning (General Studies)	16/4/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (HKSASPS)	19/4/2021
		General Studies Curriculum Development: Theory Into Practice	4/5/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (DBSPD)	12/5/2021
		如何在學校推動國民及國民教育專業研討會	15/5/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (HKSASPS)	26/5/2021
		Using Differentiated Instruction (DI) Strategies to Support Learner Diversity	26/5/2021

		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (CPCYDPS)	1/6/2021
		基本法與國安法 -- 淺談其法源與法義	8/6/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (DBSPD)	9/6/2021
		基本法與國安法教育學與教之我見	16/6/2021
		Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School STEM Fair & QTN Sharing Session	21/6/2021
		Quality Education Fund Thematic Network Dissemination Seminar on "Science in ACTION: Facilitating STEM education in Primary/Secondary Schools"	21/6/2021
	Ms. Susanna Chung (GS II)	Google Learning Webinars	18/8-10/9/20
		《設計思維的教學應用》	25/1/2020
		AiTLE & InnoCommunity – Getting Ready for CoolThink Curriculum	29/1/2020
		National Security Education Knowledge Enrichment Seminar Series: (2) The Importance of the Rule of Law to the HKSAR (New)	3/2/21
		香港故宮文化博物館	31/3/21
		Learning in Action Seminar Embracing challenges: creating new opportunities for learning (General Studies)	16/4/21
		雙城記：歷史上的北京與上海) 第一講：九五 之尊：明清帝都北京的城市格局和皇家建築	26/4/21
		The Strengths and Opportunities of e- Learning Development under the New Normal	30/4/21
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/21
		副校長專業研討會 2021「如何在學校推動國 民及國安教育」	15/5/21
		基本法與國安法-淺談其法源與法義	8/6/21
		基本法與國安教育學與教/教材分享-全國性法 律在香港的實施	16/6/21
		國民教育，創知經驗	22/6/21

		國家安全及香港(一):國家安全觀	2/7/21
	Ms. Alice Lau (GS II)	IT in Education e-Safety Series: Supporting Parents on e-Learning and "Bring Your Own Device" (Primary Schools) (Online Self-learning Course)	26/11/2020
		Enhancing students' development of positive values, self-directed learning capabilities and STEM-related knowledge and skills through diversified life-wide learning activities (Webinar)	1/12/2020
		IT in Education Pedagogical Series: Applying Six Thinking Hats to Design e-Learning Lessons and Activities (Intake 1, 2020/21 Online Self-learning Course)	14/12/2020
		IT in Education Technological Series: Using Google Assignment to Distribute, Analyze and Assess Students' Learning Performance Effectively under the New Normal (Intake 1, 2020/21 Online Self-learning Course)	25/1/2021
		Seminar on "How to Use the Internet Safely and Wisely" cum Award Ceremony on Wise NET Recognition Scheme 2020	3/2/2021
		IT in Education Technological Series: Effective Use of e-Learning Modes to Support Students' Home Learning (Intake 1, 2020/21 Online Self-learning Course for Primary School Teachers)	26/2/2021
		IT in Education Technological Series: Use of IT tools to Record and Edit Teaching Videos (Intake 1, 2020/21 Online Self-learning Course)	26/2/2021
		2020/2021 CEATE Awardee Workshop (General Studies): Mid-year Sharing of Research Project on TARGET and PBL Approach in Curriculum Design	10/3/2021
		IT in Education Pedagogical Series: Harnessing Virtual Reality in Personal, Social and Humanities Education Key Learning Area under the New Normal	26/3/2021
		IT in Education BYOD Series: Using Mobile Device Management (MDM) System to Enhance Management Effectiveness (Primary and Secondary Schools) (Online Self-learning Course)	26/3/2021
		IT in Education Technological Series: Use of Drones in Learning Activities: An Introduction to Drones	7/4/2021
		IT in Education Subject-related Series: Using e-Learning Platform Effectively for Collaborative Lesson Preparation and Distribution of e-Resources (Online Self-learning Course)	12/4/2021
		School-based Curriculum Development (Primary) Section – Learning in Action Seminar Embracing challenges: creating new	16/4/2021

		opportunities for learning (General Studies)	
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第一講：九五之尊：明清帝都北京的城市格局和皇家建築(新辦) (網上課程)	26/4/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/2021
		Using Differentiated Instruction (DI) Strategies to Support Learner Diversity	26/5/2021
		基本法與國安法教育：淺談其法源和法義	8/6/2021
		IT in Education Pedagogical Series: Use of 360-degree Panoramic Videos, Photos and Virtual Reality Technology to Enhance the Learning and Teaching Effectiveness (Online Self-learning Course)	11/6/2021
		基本法與國安法教育學與教之我見	8/6/2021
		IT in Education Blended Learning Series: Microsoft Hong Kong EduDay 2021	26/6/2021
		IT in Education e-Safety Series: Information Literacy in Primary Schools — General Studies (Advanced Level) (Online Self-learning Course)	1/7/2021
	Mr. Philip Wong (GS II)	「月旦古今：中國歷史人物新視角」專題講座(二)——通天地人之道的東漢科學家張衡	31/7/2020
		STEM 教育學與教和評估系列：於小學推展「動手動腦」探究活動工作坊	20/11/2020
		成人心肺復甦法發自動體外心臟去纖維性顫動法證書課程	21/11/2020
		教育局—香港城市大學中文及歷史系講座系列五(文人與女人：大歷史以外的故事)——第一講：同是天涯淪落人？繁華背後的宋代都市生活	2/12/2020
		教育局—嶺南大學歷史系「古物新知」講座(一)：秦漢古物有話說	8/12/2020
		「歷史好知味」教師培訓活動(一)：食物、記憶與身份認同——香港的盆菜	20/1/2021
		「1920 年代初香港東華三院的慈善服務」專題講座及學與教策略分享	2/3/2021
		和平使者計劃：聯合國「可持續發展目標」工作坊	27/3/2021
		資訊科技教育電子領導系列：在新常態下電子學習發展上的優勢與機遇(網上研討會 1)	23/4/2021
		資訊科技教育電子領導系列：在新常態下電子學習發展上的優勢與機遇(網上研討會 2)	30/4/2021
		資訊科技教育電子領導系列：在新常態下電子學習發展上的優勢與機遇(網上研討會 3)	6/5/2021
		資訊科技教育電子領導系列：在新常態下電子學習發展上的優勢與機遇(網上研討會 4)	10/5/2021
		資訊科技教育電子安全系列：小學資訊素養——培養學生使用資訊及資訊科技的正向思維和健	1/6/2021-2/7/2021

		康態度（進階程度）（網上自學課程）	
		資訊科技教育電子安全系列：小學資訊素養－常識科（進階程度）（網上自學課程）	1/6/2021-2/7/2021
		《基本法》中學教師知識增益網上進階課程（2020/21 學年第六期）（重辦）	7/6/2021-19/7/2021
		小學教師 STEM 教育知識增益課程（人與環境）－研討會（新辦）	15/6/2021
		高中公民與社會發展科知識增益系列：「一國兩制」的戰略目標及核心內容（新辦）【網上課程】【同時適用於高中通識教育科】	15/6/2021
		基本法與國安教育分享活動 ②-基本法與國安教育學與教之我見&教材分享－全國性法律在香港的實施	16/6/2021
	Ms. Mandy Yan (GS II)	「教育局－香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海)第二講：誰的上海？近代上海的城市文化及生活(新辦)（網上課程）」	28/4/2021
		國家安全教育知識增益研討會系列：(3) 說香港特區政治體制（新辦）	7/5/2021
		基本法與國安教育 分享活動 ①基本法與國安法教育：淺談其法源和法義	8/6/2021
		Values Education Series: (8) The implementation and evaluation of values education (New)	10/6/2021
		基本法與國安教育 分享活動 ②基本法與國安教育學與教之我見	16/6/2021
		國家安全及香港（一）：國家安全觀	2/7/2021
	Mr. Calvin Chan (GS II)	IT in Education e-Safety Series: Supporting Parents on e-Learning and "Bring Your Own Device" (Primary Schools) (Online Self-learning Course)	26/11/2020
		National Security Education Knowledge Enrichment Seminar Series: (2) The Importance of the Rule of Law to the HKSAR (New)	3/2/2021
		IT in Education Technological Series: Use of IT tools to Record and Edit Teaching Videos (Intake 1, 2020/21 Online Self-learning Course)	26/2/2021
		How to support students with ADHD	5/3/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/2021
		Using Differentiated Instruction Strategies to Support learner Diversity	26/5/2021
		基本法與國安教育分享活動系列 1 - 基本法與國安法－淺談其法源與法義	8/6/2021
		IT in Education e-Safety Series: Supporting Parents on e-Learning and "Bring Your Own Device" (Primary Schools) (Online Self-learning Course)	27/10/2020
	Mr. Nick Leung (GS II)	IT in Education Technological Series: Using	30/11/2020

		Google Sites to Manage e-Resources in Schools	
		Using Virtual Reality & e-Learning Materials to Enhance Learning & Teaching	14/12/2020
		Effectiveness of PE under the New normal	
		National Security Education Knowledge Enrichment Seminar Series: (2) The Importance of the rule of law to the HKSAR	3/2/2021
	Ms. Agnes Wong (GS II)	National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	16/6/2021
		On Maternity Leave	N/A
	Ms. Astrid Chiu (GS II)	資訊科技教育科技系列：運用電子課業工具（網上自學課程）	6/5/2021
		基本法與國安法 -- 淺談其法源與法義	8/6/2021
		基本法與國安法教育學與教之我見	16/6/2021
		Enhancing Higher-order Thinking Skills of Gifted/ More Able Students of General Studies in the Regular Classroom (Primary) (Re-run)	24/6/2021
		國家安全及香港（一）：國家安全觀	2/7/2021
		Using Differentiated Instruction (DI) Strategies to Support Learner Diversity	26/5/2021
		資訊科技教育電子領導系列：在新常態下電子學習發展上的優勢與機遇（網上研討會 1）	23/4/2021
	Mr. Edward Wong (GS I)	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School	
		EP workshops and tutorials	
		基本法與國安教育學與教之我見/教材分享 – 全國性法律在香港的實施	8/6/2021
		基本法與國安教育學與教之我見	15/6/2021
	Ms. Isabella Kwan (Science)	設計思維的教學應用	25/1/2021
		IT in Education e-Leadership Series: The Strengths and Opportunities of e-Learning Development under the New Normal (Webinar 1)	23/4/2021
		IT in Education e-Leadership Series: The Strengths and Opportunities of e-Learning Development under the New Normal (Webinar 2)	30/4/2021
		IT in Education e-Leadership Series: The Strengths and Opportunities of e-Learning Development under the New Normal (Webinar 3)	6/5/2021
		IT in Education e-Leadership Series: The Strengths and Opportunities of e-Learning Development under the New Normal (Webinar 4)	10/5/2021
		基本法與國安法 – 淺談其法源與法義	8/6/2021

		基本法與國安教育學與教之我見	16/6/2021
		國民教育 創知經驗	22/6/2021
		國家安全及香港（一）：國家安全觀 ——《基本法》及法治培訓網上講座	2/7/2021
	Mr. Kelvin Ho (Science)	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School	Sep 2020 - June 2021
		LTE2020 Teaser	Sept 2020 - June 2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第一講：九五之尊：明清帝都北京的城市格局和皇家建築(新辦)（網上課程）	26/4/2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第二講：誰的上海？近代上海的城市文化及生活(新辦)（網上課程）	29/4/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/2021
		IT in Education e-Safety Series: Information Literacy in Primary Schools – General Studies (Advanced Level) (Online Self-learning Course)	1/6/2021 (Tue) – 2/7/2021 (Fri)
		IT in Education e-Safety Series: Information Literacy in Primary Schools - Develop Students' Positive and Healthy Attitude in Using Information and IT (Advanced Level) (Online Self-learning Course)	1/6/2021 (Tue) – 2/7/2021 (Fri)
		STEM Education Enriching Knowledge Course for Teachers of Primary Schools (People and Environment) – Seminar (New)	15/6/2021
		基本法與國安法 – 淺談其法源與法義	8/6/2021
	Mr. Billy Ma (GS II (F), GS I & Science)	STEM Education Learning, Teaching and Assessment Series: Workshop on Computational Thinking and Unplugged Activities (New)	23/10/2020
		IT in Education e-Safety Series: Supporting Parents on e-Learning and "Bring Your Own Device" (Primary Schools) (Online Self-learning Course)	26/11/2020
		"New Normal" Life-wide Learning Highlights (1) (New) (On-line)	27/11/2020
		IT in Education Pedagogical Series: Applying Six Thinking Hats to Design e-Learning Lessons and Activities (Intake 1, 2020/21 Online Self-learning Course)	14/12/2020
		IT in Education Technological Series: Using Google Sites to Manage e-Resources in Schools (Advanced Level) (Intake 1, 2020/21 Online Self-learning Course)	21/12/2020
		IT in Education Technological Series: Using Microsoft Teams and OneNote as an e-Assignment Platform (Basic Level) (Intake 1,	4/1/2021

		2020/21 Online Self-learning Course)	
		IT in Education e-Leadership Series: Effective Use of e-Learning Modes to Support Students' Home Learning (Intake 1, 2020/21 Online Self-learning Course for School Leaders)	22/1/2021
		IT in Education e-Leadership Series: The Strengths and Opportunities of e-Learning Development under the New Normal (Webinar 1)	23/4/2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第一講：九五之尊：明清帝都北京的城市格局和皇家建築(新辦) (網上課程)	26/4/2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第二講：誰的上海？近代上海的城市文化及生活(新辦) (網上課程)	29/4/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/2021
	Ms. Wanetta Lee (GS I & GS II (F))	How to Support Students with ADHD	5/3/2021
		Learning in Action Seminar Embracing challenges: creating new opportunities for learning (General Studies)	16/4/21
		Using Differentiated Instruction (DI) Strategies to Support Learner Diversity	26/5/2021
	Ms. Joey Tsang (GS I)	"Croucher Science Week 2021" – Teacher Workshop (Web-based Course)	22/3/2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第一講：九五之尊：明清帝都北京的城市格局和皇家建築(新辦) (網上課程)	26/4/2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第二講：誰的上海？近代上海的城市文化及生活(新辦) (網上課程)	29/4/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/2021
		IT in Education e-Safety Series: Information Literacy in Primary Schools – General Studies (Advanced Level) (Online Self-learning Course)	1/6/2021 - 2/7/2021
		Values Education (Sex Education) Series: (1) How to Use Sex Education Resources Effectively - Learning and Teaching Strategies Relating to Dating and Building Healthy Inter-personal Relationship (New)	4/6/2021
		基本法與國安教育分享活動系列 1 - 基本法與國安法 — 淺談其法源與法義	8/6/2021
		STEM Education Enriching Knowledge	15/6/2021

		Course for Teachers of Primary Schools (People and Environment) – Seminar (New)	
		基本法與國安教育分享活動系列 2- 基本法與國安教育分享活動系列	16/6/2021
		Quality Education Fund Thematic Network – Schools (QTN-S) Dissemination Seminar [Theme: STEM Education (Primary Schools)]	22/6/2021
		Enhancing Higher-order Thinking Skills of Gifted/ More Able Students of General Studies in the Regular Classroom (Primary) (Re-run)	24/6/2021
	Ms. Karen Li (GS I)	基本法與國安教育學與教之我見	16/6/2021
		基本法與國安法 - 淺談其法源與法義	8/6/2021
		IT in Education Subject-related Series: Using e-Learning Platform Effectively for Collaborative Lesson Preparation and Distribution of e-Resources (Online Self-learning Course)	22/3/2021
		IT in Education Technological Series: Effective Use of e-Learning Modes to Support Students' Home Learning (Intake 1, 2020/21 Online Self-learning Course for Primary School Teachers)	1/2/2021
		IT in Education Technological Series: Use of IT tools to Record and Edit Teaching Videos (Intake 1, 2020/21 Online Self-learning Course)	1/2/2021
	Mr. Ivan Liu (GS I & GS II (F))	GS Department Staff Development: Workshop on Google Classroom	20/10/2020
		IT in Education Pedagogical Series: Applying Six Thinking Hats to Design e-Learning Lessons and Activities	23/11/2020
		e-Generation Values Education Series: (1) Evaluating Internet Information and Enhancing the Learning and Teaching of Students' Information Literacy (Primary)	16/12/2020
		IT in Education Technological Series: Using Google Assignment to Distribute, Analyze and Assess Students' Learning Performance Effectively under the New Normal	4/1/2021
		Using a Variety of Differentiated Instructional Strategies to Cater for the Learning Needs of the Scientifically Gifted / More Able Students (Primary)	8/1/2021
		Enhancing Higher-order Thinking Skills of Gifted/ More Able Students of General Studies in the Regular Classroom (Primary)	14/1/2021
		IT in Education e-Safety Series: Differentiating the Authenticity of Information on the Internet and Preventing Cyberbullying (Primary Schools)	15/1/2021
		運用電子資源、資訊科技工具及創新教學法提升學生在常識科及金錢管理的學習效能	19/1/2021
		《設計思維的教學應用》講座	25/1/2021

	Values Education Series: (5) Learning and Teaching Strategies for Life Education and Life Planning Education--Online Course (New)	28/1/2021
	IT in Education Technological Series: Use of IT tools to Record and Edit Teaching Videos	1/2/2021
	IT in Education Technological Series: Effective Use of e-Learning Modes to Support Students' Home Learning	1/2/2021
	Seminar on "How to Use the Internet Safely and Wisely" cum Award Ceremony on Wise NET Recognition Scheme 2020	3/2/2021
	National Security Education Knowledge Enrichment Seminar Series: (2) The Importance of the Rule of Law to the HKSAR (New)	3/2/2021
	IT in Education Technological Series: Use of Nearpod to Create Interactive Lessons	22/2/2021
	IT in Education Pedagogical Series: Harnessing Virtual Reality in Personal, Social and Humanities Education Key Learning Area under the New Normal	22/2/2021
	IT in Education Pedagogical Series: Designing STEM related e-Learning Activities for Primary Schools	23/2/2021
	STEM Education Learning, Teaching and Assessment Series: Workshop on Computational Thinking and Unplugged Activities	23/2/2021
	Briefing on "Safeguarding National Security: Guidelines on School Administration and Education"	25/2/2021
	Course on Values Education: How to Promote Sex Education Effectively in Primary Schools	25/2/2021
	STEM Education Learning, Teaching and Assessment Series: Workshop on Using Visual Programming Language Tools to Develop Upper Primary School Students' Computational Thinking in Computer Lessons	26/2/2021
	"New Normal" Life-wide Learning Highlights (4)	26/2/2021
	Seminar on organizing Outdoor Education Camps - Promoting Values Education Through Outdoor Education	4/3/2021
	IT in Education BYOD Series: Using Mobile Device Management (MDM) System to Enhance Management Effectiveness (Primary and Secondary Schools)	5/3/2021
	IT in Education BYOD Series: Strategic Planning and Implementation of School-based Bring Your Own Device Policy and Acceptable Use Policy in Primary Schools	9/3/2021
	2020/2021 CEATE Awardee Workshop (General Studies): Mid-year Sharing of Research Project on TARGET and PBL	10/3/2021

		Approach in Curriculum Design	
		STEM Education Learning, Teaching and Assessment Series: Workshop on Implementing Coding Education to Develop Upper Primary Students' Computational Thinking (English Language Subject)	11/3/2021
		IT in Education Subject-related Series: Using e-Learning Platform Effectively for Collaborative Lesson Preparation and Distribution of e-Resources	22/3/2021
		"New Normal" Life-wide Learning Highlights (5)	26/3/2021
		《迎向 AI 的時代》講座	29/3/2021
		Enhancing Creativity and Personal-Social Competence of Gifted/ More Able Students of General Studies in the Regular Classroom (Primary)	31/3/2021
		Core Training Programme for Newly-joined Teachers - Training Programme on the Constitution, Hong Kong Basic Law and Hong Kong National Security Law	9/4/2021
		IT in Education Technological Series: Using Microsoft Teams in Conducting e-Assessment to Enhance Learning and Teaching Effectiveness in Primary School (Basic Level)	12/4/2021
		IT in Education Blended Learning Series: How to Use Blended Learning to Enhance Learning and Teaching Effectiveness	12/4/2021
		School-based Curriculum Development (Primary) Section – Learning in Action Seminar Embracing challenges: creating new opportunities for learning (General Studies)	16/4/2021
		IT in Education Technological Series: Using e-Assessment Tools	19/4/2021
		"New Normal" Life-wide Learning Highlights (6)	23/4/2021
		The recent economic development of China - the Greater Bay Area & demonstration of a related data-response question	30/4/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR	7/5/2021
		"Love, Care and Respect" -- Seminar on Animal Care and Welfare Life-wide Learning Activities	14/5/2021
		IT in Education Pedagogical Series: Use of 360-degree Panoramic Videos, Photos and Virtual Reality Technology to Enhance the Learning and Teaching Effectiveness	17/5/2021
		IT in Education e-Safety Series: Information Literacy in Primary Schools –Whole-School Approach (Advanced Level)	24/5/2021
		Using Differentiated Instruction (DI) Strategies to Support Learner Diversity	26/5/2021

		New Normal Life-wide Learning Highlights (7)	28/5/2021
		IT in Education e-Safety Series: Information Literacy in Primary Schools – General Studies	1/6/2021
		IT in Education e-Safety Series: Information Literacy in Primary Schools - Develop Students' Positive and Healthy Attitude in Using Information and IT (Advanced Level)	1/6/2021
		"Love, Care and Respect" Series (2) – Humane Education Experiential Learning: On-line Animal Care Educational Talk and Live Tour (Primary and Secondary Schools)	4/6/2021
		Whole-school Curriculum Planning Series : Enhancing the Interface between Primary and Secondary Level	8/6/2021
		基本法與國安法 – 淺談其法源與法義	8/6/2021
		基本法與國安教育學與教之我見	16/6/2021
		IT in Education Blended Learning Series: Microsoft Hong Kong EduDay 2021	26/6/2021
		2020/2021 CEATE Awardee Workshop (General Studies) End of Year Sharing of Research Project on Developing a Balanced and Comprehensive School-based Curriculum to Promote Cross-curricular Learning	30/6/2021
		How to Organize Quality Life-wide Learning Activities: Social Entrepreneurship and Social Care	2/7/2021
		IT in Education Pedagogical Series: Experience Sharing on Effective Use of e-Textbooks and e-Resources in Classroom	5/7/2021
	Mr. Michael Yuen (TA)	MKPC QTN workshop (Zoom)	1/2/2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第一講：九五之尊：明清帝都北京的城市格局和皇家建築(新辦) (網上課程)	26/4/2021
		教育局—香港城市大學中文及歷史系講座系列六(雙城記：歷史上的北京與上海) 第二講：誰的上海？近代上海的城市文化及生活(新辦) (網上課程)	29/4/2021
		National Security Education Knowledge Enrichment Seminar Series: (3) Elucidation of the Political Structure of the HKSAR (New)	7/5/2021
		MKPC QTN program (Grade 3 GS I project -- Smart Observatory)	12/5/2021
		基本法與國安法 -- 淺談其法源與法義	8/6/2021
		MKPC QTN program (Grade 6 Science project -- Meglev Train)	9/6/2021
		STEM Education Enriching Knowledge Course for Teachers of Primary Schools (People and Environment) – Seminar (New)	15/6/2021
		基本法與國安教育學與教之我見	16/6/2021

	Quality Education Fund Thematic Network – Schools (QTN–S) Dissemination Seminar [Theme: STEM Education (Primary Schools)]	22/6/2021
	國家安全及香港（一）：國家安全觀	2/7/2021
	Enriching Technology Knowledge Series: (1) Seminar on Artificial Intelligence - Morning Session (New) – Online Programme	7/7/2021
	STEM knowledge updates series: Webinar on Popularisation of Electric Vehicles – The Green Innovative Transport Technologies (New)	7/7/2021
	「惜水學堂」教師培訓班	16/7/2021
	National Security Education Knowledge Enrichment Seminar Series: (4) Knowing more about the Law: Continental Law, Common Law and "National Security Law" (Webinar) (New)	20/7/2021
	國家安全及香港（二）：香港國安法	6/8/2021
Evaluation	<p>1. School Visits</p> <ul style="list-style-type: none"> Munsang College Primary Section visited our school. It was smoothly run and successfully held. Keynote speech made by Dr. So Wing Mui was inspiring and teachers benefited a lot from her reminders on teaching of concepts and many other important components, while developing school-based curriculum with additional items on STEAM and other elements. <p>2. Seminars</p> <ul style="list-style-type: none"> Many teachers attended a large number of webinars under the pandemic. It has benefited the professional development of many G.S. teachers and the Department. 	

Activity 5b	STEM & IT Exploration					
Objective(s)	To equip teachers and students with IT skills and innovative technological mindset.					
Target	G.4 – 6					
Period	Whole School Year					
Description	<ul style="list-style-type: none">The Department joined the Quality Education Fund Thematic Networks - Science in Action: Facilitating STEM Education in Primary/Secondary Schools.2 projects were done under this programme in G.3 and G.6 respectively:<table border="1"><tr><td>Grade 3</td><td>Smart Observatory</td></tr><tr><td>Grade 6</td><td>Maglev Train</td></tr></table>Training was provided by the coordinator school, Man Kwan Pak Kau College, on STEAM lesson planning and IT skills used in the projects.		Grade 3	Smart Observatory	Grade 6	Maglev Train
Grade 3	Smart Observatory					
Grade 6	Maglev Train					

	<ul style="list-style-type: none"> • The 3 core schools, including our school, Hong Kong Student Aid Society Primary School and Cumberland Presbyterian Church Yao Dao Primary School, arranged lesson observations for teachers of the three schools to learn from one another. • For the G.3 project, teachers were equipped with knowledge and skills in coding and assembling simple sensors using microbit. They also learned about the Internet of Things, and the use of Thingspeak, an online platform that stores real-time data and for display and analysis, in combination with coding using microbit. • For both the G.3 and G.6 projects, teachers tried to assemble the hands-on projects themselves and had discussions on logistics and arrangements in workshops and collaboration lesson planning meetings. • At the end of the programme, teachers participated in a STEM Fair and shared their experience with teachers from other schools in a sharing session held by the EDB. • The G.S. Teaching Assistant helped in the preparation and provided in-class support during the whole period when the projects were organized. • Moreover, G.1-6 G.S. I, G.S. II and Science teachers utilized the following IT platforms, such as Google Classroom, Edpuzzle, BrainPop, Nearpod, Zoom, Powtoon, HKEdcity, etc. to deliver their lessons.
Evaluation	<ul style="list-style-type: none"> • Teachers benefited from participation in the Quality Education Fund Thematic Networks programme. • The Department will continue to participate in the programme next academic year.

Activity 6	GS School Team - External Competitions
Objective(s)	<ol style="list-style-type: none"> 1. To enable students to strike a balance between academic studies and extra-curricular activities. 2. To form G.S. School Teams to represent the school in different external academic-related competitions. 3. To provide students with an experience to participate in competitions.
Target	G. 1-6
Period	Whole School Year
Description	<ul style="list-style-type: none"> • All G.4 to G.6 students were encouraged to participate in the “10-minutes science” online competition. • Four students from the Gifted Programme - Young Scientists participated in the Hong Kong Student Forensic Science Competition 2021 organized by Sik Sik Yuen Education Committee. <ul style="list-style-type: none"> - 5D (10) Huen David - 6D (22) Suen Wut Fung Cayden - 6D (27) Wong Shun Lok Skyler - 6J (15) Lau Jose Hoi Yin
Evaluation	<ul style="list-style-type: none"> • The competitions enriched students’ learning experience. • Most of the competitions, including Science Olympiad Competition, were cancelled due to face-to-face class suspension.

Activity 7	Cross-curricular Activities	
Objective(s)	<ol style="list-style-type: none"> To improve students' learning attitude. To adopt a multi-disciplinary approach to help students who may not enjoy learning. To provide students with an opportunity to do projects and work with other classmates. To let students work on a certain theme in collaboration with different subjects. To avoid repetition in teaching content. 	
Target	G.1-6	
Period	Whole School Year	
Description	<ol style="list-style-type: none"> Different grade levels conducted various teaching activities together with other departments. For each level, at least one cross-curricular activity that adopted a multi-disciplinary approach was organized by either G.S. I, Science or G.S. II each year. 	
	G.1	Theme: My New School
		When: September 2020
		Departments: English and GS I
		Goals: Students learned the differences between primary schools and kindergartens, and facilities of our school.
		Activities: Students attended school tours introducing different venues and facilities of our school. They also wrote a passage on "My First Day at DBSPD".
	G.2	Theme: Hong Kong Itinerary
		When: April 2021
		Departments: Chinese and General Studies II
		Goals: Students learned about the HKSAR emblem and identified buildings with the HKSAR emblem.
		Activities: Students designed an itinerary visiting buildings in Hong Kong with the HKSAR emblem in GS II lessons after learning about the HKSAR emblem. Students then finished a writing activity in Chinese lessons on a tour to the places included in the itinerary.
	G.3	Theme: A leaflet to promote Tsing Ma Bridge
		When: June 2021
		Departments: Chinese and General Studies II
		Goals: Students learned about the Tsing Ma Bridge and how to write about a place in descriptive and expository texts.
		Activities: Students wrote up texts on Tsing Ma Bridge in Chinese lessons. Students then finished the design of the leaflet

			and added information on 2 more tourist spots nearby in GS II lessons.
	G.4	Theme:	Human Muscle and Skeleton
		When:	October 2020
		Departments:	English and Science
		Goals:	Students learned about the skeletal system and how to conduct an interview.
		Activities:	Students made a skeleton model and learnt about the functions and properties of the skeletal system in Science lessons. Then they wrote an imagined conversation with a living skeleton in English lessons.
	G.4	Theme:	Keep a Good Blood Pressure with Healthy Lifestyle
		When:	September - October 2020
		Departments:	Mathematics, General Studies II and PE
		Goals:	Students learned about how to maintain a normal blood pressure by living a healthy lifestyle.
		Activities:	Students understood the factors that affect their health in GS II lessons. Then they measured their blood pressure in PE lessons and presented the data using a bar chart in Math lessons.
	G.4	Theme:	Make Your Own Creative Musical Instrument
		When:	October - November 2020, May 2021
		Departments:	Science and Music
		Goals:	Students learned how musical instruments make sounds and the 4 basic categories of musical instruments (string, wind, brass, and percussion). Students also learned the science concept of how different pitches of sound were made using their homemade musical instrument.
		Activities:	Students made their own musical instrument at home and produced a video presentation on how it works through a short performance using the musical instrument.
	G.5	Theme:	The Effect of Surface Area on Rate of Evaporation
		When:	November 2020
		Departments:	Mathematics and Science
		Goals:	Students learned about the effect of surface area of a liquid on its rate of evaporation, how to set up a fair experiment and how to present and analyse experiment

			data by a bar chart.
		Activities:	Students watched an experiment demonstrated by the teacher during Science lessons. The results were then recorded and used to plot a bar chart. Students also analyzed the data and drew conclusions of the experiment in Mathematics lessons.
	G.5	Theme:	Shadow Puppet Theatre & Stain Glass
		When:	January - March 2021
		Departments:	Science and Visual Arts
		Goals:	Students investigated the effects of light sources on shadows.
		Activities:	Students learned about how the colour of shadow can be affected by the object and how the shape and size of shadows changes with the distance of light source from the object and the direction of light source in Science lessons. Then, they made shadow puppets in Visual Arts lessons.
	G.6	Theme:	Energy Efficiency
		When:	January, May 2021
		Departments:	English, Mathematics, Science and Computer Studies
		Goals:	Students learned how to read energy labels and how to compare energy efficiency of electrical appliances of different brands. Students also learned to draw a broken line graph to represent and compare data and the trend, so as to draw conclusions or explain the trend represented by the broken line graph.
		Activities:	Students learned how to compare two electrical appliances of similar functions by reading their energy labels in Science lessons. Then, they designed a poster to explain how to read the energy labels, show their comparison and give their suggestion for a better electrical appliance to buy. Students also used their home's electricity bills and drew compound broken line graphs to share data with classmates. Then, they wrote a short conclusion to show the trend reflected by the broken line graph. The English and Computer Studies activities were cancelled due to face-to-face class suspension.
Evaluation	Students acquired different knowledge on different topics. They also practiced different skills through taking part in various activities organized by different departments.		

Evaluation of the French Programme Plan 2020-2021

Programme Summation

The French work plan aims at developing language skills in the four areas of speaking, listening, writing and reading for students within the French Stream.

This evaluation does not take into consideration the Elementary French Programme still under construction nor the beginner's path of the French Stream.

Programme Evaluation

Plan 1: How to Learn Better	
Objective	To develop students' independence and consistency with home learning
Target	All French stream students
Period	Whole year
Description	<ul style="list-style-type: none">• Homework consistency• Self-reflection about their own learning• Introduce other types of learning strategies• Focus on targets that are to achieve• Using It tools iPen, websites (Kahoot, Quizlet, Seesaw)
Evaluation	Due to the pandemic, we had to rely on a lot on online activities. Some of these activities were very useful. However, after school resumed, teachers needed to visualise how strong the learning had been over online teaching. To be able to bring all learners at the same pace, synthesizing learning was one big part to achieve to ensure they were at level and ready for final examination. New classroom activities were launched such as mind mapping, sticker books that classify learning per theme (e.g. food, transports, action words, etc.).

Plan 2: Develop Reading Practice and Introduction to Literature	
Objective	To create an auditory environment at home and to reinforce consistency in home learning with good practices.
Target	All grades of French Advanced Stream Students
Period	Whole year
Description	<ul style="list-style-type: none">• Enlarge language structure & vocabulary• Adaptation of readers with audio pens (iPen/Ting), online library specifically created to let students listen to stories on virtual classrooms• Specific reading practices with Seesaw connected to the unit studied• Optional completion of a reading booklet, which could in the future include small comprehension activities.• Book reports and regular reading to expand students' language scope and familiarize them with grammar points e.g. past tenses.

Evaluation	<p>More than 100 books were adapted to be used with the audio pen. Half of these books were scanned and recorded on Book Creator and a new library was created. The French Library is now available physically and online.</p> <p>The future objective is to expend students' learning by preparing more comprehension activities via reading booklets or Google Forms.</p> <p>The use of Seesaw to create reading practices over the current units helped students anchor their knowledge of grammar structure, and training them for dictations as well. Meanwhile, this was done a lot during school suspension and a lot less after school resumption. The department will look into keeping this reading practice systematic once every week.</p> <p>For senior grades, the pre-lesson online activities (such as Quizlet or Learning App) enabled the progressive introduction to French Literature (Poetry in G4 and Literature in G5). These activities also enabled students to discover the vocabulary before the actual reading and comprehension activities done in class. The extended projects were usually ended by a writing task. The French literature programme is meant to extend our students' vocabulary knowledge and to help them establish the application of grammar concepts.</p> <p>For all grades, reading encouraged students to apply what was seen in class using accurate phonetics.</p>
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Plan 3: French Stream Events (House Open and AFLE/ activities)	
Objectives	<ul style="list-style-type: none"> To strengthen their abilities by participating in competitions such as French Speech Competition and Dictation Competition. To recognise their work by doing prize presentation during school assembly. To enhance students' respect for the French culture and their interest in learning French.
Target	All grades
Period	November/ January/ April
Description	<ul style="list-style-type: none"> Online French Speech Festival Open House (cancelled) Dictation Competition (cancelled)
Evaluation	Students in the Advanced G3, G4 and G5 classes submitted videos on prose reading and/or solo poetry in the French Speech Competition. They did extremely well and Championship was attained in each grade. That brought some stress but an intense satisfaction to the students (and their parents) realising the high standards they could achieve.

Plan 4: DELF Prim Examination	
Objective	To validate students' proficiency in French Language at a primary level
Target	Grades 3, 4 & 5
Period	June
Description	<ul style="list-style-type: none"> • Grades 3 and 4 for DELF Prim A1.1 • Grade 5 for DELF Prim A1
Evaluation	<ul style="list-style-type: none"> • 90 % of the students achieved Honours level with 2 students in G5 scoring a perfect 100 mark. • 8 % of the students achieved Merit level. • 2 % of the students achieved a participation level close to Merit.

Plan 5: Teachers Professional Development and Transfer to Class Activities	
Objective	To develop teachers skills in Teaching and Learning French language.
Targets	<ul style="list-style-type: none"> • To improve the knowledge about blended learning when teaching a foreign language online and face to face. • To share best practices with teachers from other schools. • To identify suitable courses.
Period	All year long
Description	To get the teacher investigating newly developed websites aiming to improve our students' home learning : such as Genially, new functions of Kahoot, Quizziz etc.
Evaluation	<ul style="list-style-type: none"> • Mrs Calderon attended seminars organized by the Alliance Francaise in Hong Kong about online tools that could be introduced to the French Department. Most of her TPD were related to online tools. The tutorials on the use of Google Jamboard on Youtube, for instances, were proved to be useful. • Mrs Morley's plans to join the BELC online will be postponed to February or July 2022.

Evaluation of Putonghua Department Programme Plan 2020-2021

2020-2021 年度普通話科工作計劃檢討報告

週年活動計劃檢討

活動項目 1	普通話專題展板
活動目標	提高學生對本科的學習興趣，培養學生的自學態度。
活動情況	選取不同主題的普通話資料，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。
活動檢討	本年度已按時更換兩次壁報，每次均有不同的主題，包括「普通話抗疫兒歌」及「粵普對譯-文具」。學生可以透過壁報板所展示的內容，加深對普通話語音知識的認識。

活動項目 2	學校朗誦節及其他校外比賽
活動目標	透過活動，訓練學生的說話能力及朗讀技巧，並培養審美情趣。
活動情況	本年度全港取消集誦比賽項目。學生透過學校，自主報名參加獨誦項目，需要按時提交比賽錄影，直接上載到朗誦協會指定網站。
活動檢討	<ol style="list-style-type: none"> 1. 因受到疫情的影響，「第 72 屆校際朗誦節」取消集誦比賽項目。獨誦方面，學生透過學校，自主報名參加獨誦項目，需要按時提交比賽錄影，直接上載到朗誦協會指定網站。全校共收到 63 份報名表格參加比賽，較往年明顯減少。由於疫情反覆和停課等因素，教師不能為參賽者提供訓練。由於比賽需要錄影和上載，需要參賽者家長的大力配合。本年度共獲得 21 個獎項(詳見下表)。 2. 學校推薦四位同學參加了教育局主辦的「普通話講故事-成語故事」比賽，其中一位同學獲得亞軍(詳見下表)。 3. 「第二十二屆全港中小學普通話演講比賽 2020」因疫情而延至二零二零年七月底舉辦，有一位同學在家長的支持和配合下，完成比賽，並獲得獎項(詳見下表)。 4. 學校推薦同學參加了「第二十三屆全港中小學普通話演講比賽 2021」，三位同學獲得獎項(詳見下表)。

活動項目 3	朗讀龍虎榜
活動目標	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。
活動情況	本年度原訂安排 1-4 年級學生進行兩次龍虎榜朗讀活動，學生在課餘時間向教師、家長、親友或同學朗讀並填寫朗讀記錄。龍虎榜設計包括不同等級：基本等級、卓越等級和挑戰等級。成功完成的同學會收到小禮物以作鼓勵。
活動檢討	第一學期的普通話朗讀龍虎榜活動原定於十一月結束。由於受到疫情的影響，各年級直到 4 月複課才圓滿結束。超過半數的同學可以交回龍虎榜，小禮物已經派發給表現優異者，予以嘉許。考慮到第三學期學生未能有足夠的時間完成龍虎榜，因此第三個學期的朗讀龍虎榜活動未能繼續進行。

活動項目 4	普通話大使及普通話周
活動目標	普通話大使是一個師兄弟互動的活動。活動由所有六年級學生在普通話課堂上以小組形式設計攤位遊戲，並於普通話周內輪流負責當值，讓一至五年級學生在活動中學習普通話，亦能培養六年級學生的創意、責任心及發揮兄友弟恭的精神。
活動情況	活動因疫情關係而取消。

活動項目 5	班際比賽
活動目標	由各級教師因應各級的課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓住學生愛比拼的心理，提高學生對本科的學習興趣。
活動情況	活動因進度調整而取消。

活動項目 6	教育劇場
活動目標	邀請具經驗的劇團到校演出，透過互動的戲劇表演，提高學生對學習普通話的興趣，並加強他們在日常生活中應用普通話的語言能力。
活動情況	活動因停課而取消。

活動項目 7	學習活動周
活動目標	透過不同類型的活動，讓學生跳出課堂學習的框架，提高學生學習普通話的興趣。
活動情況	活動因疫情而取消。

活動項目 8	參加友校交流活動及專題研討會
活動目標	鼓勵教師參加友校交流活動、教學講座、研討會作自我增值，以提高教學水平。
活動情況	<ul style="list-style-type: none"> 科主任把相關的課程及講座通告給教師傳閱，教師可自由參加。 科主任亦推薦合適的教師參加不同的課程，以配合學校的發展。 教師在出席講座或課程後，亦於協作會議中與同事分享內容。
活動檢討	本年度，本科組透過把工作坊、講座推薦給所有本科教師。當中包括各大學及教育局舉辦有關非華語教學的專題研討會、不同出版社舉辦的專題講座，如朗誦技巧訓練、寫作教學工作坊、普通話語音及網上教學資源介紹等。本科組亦在本年度繼續參加香港大學的網絡學校支援計畫，並與專家進行協作會議，優化非華語的繪本教學。本科組的四位老師在香港大學的繪本教學分享會中分享了我校今年非華語的繪本教學經驗和成果。

活動項目 9	製作教材、購買工具書及輔助教具教材
活動目標	增強學生學習的互動性和合作性，提高他們學習普通話的興趣。
活動情況	教師參考教育局提供的教材，設計具挑戰性及趣味性的校本電子課件，並交由專業機構負責製作。此外，本科亦訂購繪本圖書，供學生進行廣泛閱讀。
活動檢討	<ul style="list-style-type: none"> 本科利用教育局的撥款，邀請專業公司製作了電子課件，並在課堂上使用。電子課件的使用，提高了學生的學習興趣，增強了學習的主動性，培養了學生的自學能力。教師也可以自行修改課件，提高教學的效能。電子課件的使

	<p>用和開發，令非華語生在學習中文上有所裨益，故決議於本學年結束前會多製作十一套電子課件。</p> <ul style="list-style-type: none"> 由於停課及公共衛生等原因，今年向學生借閱繪本的機會較往年少，希望明年待疫情更加穩定，學生可以大量借閱，以提升閱讀能力。。 此外，繪本圖書訂購的工作也在進行中。
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活動項目 10	收集本科專題資料
活動目標	提升教師對本科及教授普通話的專業知識，提供有關參考資料及輔助教材。
活動情況	特設文件夾收集本科知識及相關資料，邀請曾出席專題講座/課程的教師提供資料，予以分享。在雲端檔案建立資料夾，方便同事做專題分享。
活動檢討	今年主要是收集由各大學及教育局舉辦的非華語教學研討會資料，以及出版社舉辦的新教材及新課程的參考教材。

第七十二屆香港學校朗誦節

獨誦：報名表格：63

共獲獎：21

冠軍：8

亞軍：4

季軍：9

冠軍						
編號	班別	學號	學生姓名	項目編號	成績	名次
1	1M	7	張城熹	詩 337	87	冠軍
2	1M	12	高哲謙	詩 337	87	冠軍
3	1P	14	林蘭卓	詩 337	86	冠軍
4	2P	13	郭昊璋	詩 337	86	冠軍
5	2S	33	於建希	詩 337	89	冠軍
6	3M	6	張晉熙	詩 336	87	冠軍
7	5J	14	李斯鴻	詩 335	89	冠軍
8	5S	13	洪一極	詩 335	88	冠軍
亞軍						
編號	班別	學號	學生姓名	項目編號		名次
1	2S	18	劉承熹	詩 337	85	亞軍
2	3D	28	符從德	詩 336	85	亞軍
3	3D	28	符從德	散 436	85	亞軍
4	3P	10	傅子朗	散 436	85	亞軍
季軍						

編號	班別	學號	學生姓名	項目編號		名次
1	1D	16	劉柏謙	詩 337	86	季軍
2	1J	7	何子熙	詩 337	84	季軍
3	1J	13	劉睿凱	詩 337	83	季軍
4	2D	30	黃朗睿	詩 337	84	季軍
5	3D	16	梁天朗	詩 336	85	季軍
6	3P	22	麥洛桁	詩 336	86	季軍
7	3S	13	梁証恆	詩 336	86	季軍
8	4M	2	陳旻澤	散 436	86	季軍
9	5S	13	洪一極	散 435	85	季軍

2020 - 2021 普通話講故事比賽—成語故事

編號	班別	學號	學生姓名	項目	名次
1	2P	13	郭昊璋	磨杵成針	優異
2	3D	28	符從德	不耻下問	亞軍
3	4P	6	徐逸希	雪中送碳	優異
4	5S	30	楊子樑	雪中送碳	參與證書

第二十三屆全港中小學普通話演講比賽 2021

編號	班別	學號	學生姓名	項目	名次
1	1P	14	林蘭卓	九龍初小組	優異星獎
2	2P	13	郭昊璋	九龍初小組	優異星獎
3	3D	28	符從德	九龍中小組	優異星獎

第二十二屆全港中小學普通話演講比賽 2020

編號	班別	學號	學生姓名	項目	名次
1	3D	28	符從德	九龍區初小組	冠軍

Evaluation of Music Department Programme Plan 2020-2021

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music Intensive Training Classes	
Objective(s)	<ul style="list-style-type: none"> To encourage students to learn at least one kind of musical instrument. To develop students' creativity, the ability to appreciate music and to effectively communicate through music. To enable students to gain enjoyment and satisfaction through participation in music activities. To help students pursue a life-long interest and appreciation of music.
Target	G.3 – G.4
Period	From October 2020 to June 2021
Description	Invite potential G.3 & G.4 students to attend Intensive Training Classes to improve their techniques and skills in playing the Dizi and Erhu.
Evaluation	<ul style="list-style-type: none"> Due to the COVID-19 pandemic, the training has been cancelled. It will be organized next year.

Plan 2 : Dizi Music and Erhu Music Advanced Intensive Training Classes	
Objective(s)	<ul style="list-style-type: none"> To encourage students to learn at least one kind of musical instrument. To develop students' creativity, the ability to appreciate music and to effectively communicate through music. To enable students to gain enjoyment and satisfaction through participation in music activities. To help students pursue a life-long interest and appreciation of music.
Target	G.4– G.5
Period	From October 2020 to June 2021
Description	Invite potential G.3 & G.4 students to attend Advanced Intensive Training Classes to upgrade their techniques and skills in playing the Dizi and Erhu.
Evaluation	<ul style="list-style-type: none"> This training programme was conducted on Zoom. This training increased students' interest in learning Chinese instruments. 5 students who play Erhu and 3 students who play Dizi were invited to join the Chinese Orchestra. Feedback received from both parents and students was positive.

Plan 3 : Music Appreciation	
Objective(s)	<ul style="list-style-type: none"> To enable students to gain enjoyment and satisfaction through participation in music activities. To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitude. To help students pursue a life-long interest and appreciation of music.
Target	G.1-G.6
Period	Whole School Year
Description	Chinese and Western music were recommended to G1-6 students by music teachers.

Evaluation	<ul style="list-style-type: none"> • G5 students were required to submit a music appreciation report. • G6 students were required to watch the online concert or musical. • Feedback received from both parents and students was positive.
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Plan 4: Music Performance	
Objective(s)	<ul style="list-style-type: none"> • To enable students to gain enjoyment and satisfaction through participation in music activities. • To nurture in students the aesthetic sensitivity and cultural understanding. • To help students pursue a life-long interest and appreciation of music.
Target	G.1-G.6
Period	Whole School Year
Description	Music performances were presented by professional organizations, students from the Primary and Secondary Divisions.
Evaluation	All face to face performances have been cancelled due to the COVID-19 pandemic.

Plan 5 : Music Captains	
Objective(s)	<ul style="list-style-type: none"> • To enable students to gain enjoyment and satisfaction through participation in musical activities. • To enrich students' music learning experience.
Target	G.6
Period	Whole School Year
Description	8 potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> • 8 Music Captains were selected to assist the Music Department. They took up the role as MCs in the Prize Winners' Concert 2021. • All Music Captains were very helpful and responsible.

Evaluation of Physical Education Programme Plan 2020-2021

Programme Evaluation:

Plan 1 Swimming Gala	
Objective(s)	<ol style="list-style-type: none"> 1. To enhance students' interests in swimming 2. To promote sportsmanship among students 3. To provide an opportunity for students to utilize what they have learnt in swimming lessons/classes 4. To help students develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 Students
Period	Heats: / Finals: /
Description	/
Evaluation	Swimming Gala Heats and Finals were cancelled due to COVID-19 pandemic.

Plans 2 Sports Day	
Objective(s)	<ol style="list-style-type: none"> 1. To enhance students' interest in athletics 2. To promote sportsmanship among students 3. To provide an opportunity for students to utilize what they have learnt in athletics lessons/classes 4. To help students develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 Students
Period	Heats: 14 December 2020 Finals: 20 January 2021
Description	/
Evaluation	Sports Day Heats and Finals were cancelled due to COVID-19 pandemic.

Plan 3 Alternative Sports	
Objective(s)	<ol style="list-style-type: none"> 1. To enable students to explore other sports in order to widen their horizon 2. To enhance students' collaboration skills, communication skills, creativity and critical thinking skills
Target	G.2 to G.6 Students
Period	Alternative Sports Programme: December 2020 to January 2021
Description	G.1 & 3 – Rope Skipping G.2 & 4 – Wushu G.5 – Dragon and Lion Dance G.6 – Pop Dance
Evaluation	<ul style="list-style-type: none"> • This program was cancelled due to the suspension of face-to-face lessons. • It will be organized next year.

Plan 4 Local / Overseas Training Camps / Competitions	
Objective(s)	To organize intensive local / overseas training camps for School Sports Team A or outstanding Team B member in order to prepare them for the Inter-School Competitions
Target	G.3 to G.6 School Team Members
Period	During major school holidays
Description	/
Evaluation	<ul style="list-style-type: none"> • All training camp were cancelled due to COVID-19 pandemic. • Different sports camps will be organized next year.

Evaluation of Visual Arts Department Programme Plan 2020-2021

Visual Arts Department (G1-3) Programme Plan

Programme Summation:

The Visual Arts programme is aimed at developing students' creativity and imagination through taking part in art lessons and extra-curricular activities. By using different visual arts forms, a variety of materials and techniques to create their artwork, students' problem solving and critical thinking skills can be developed. Students are able to understand arts in context through taking part in the art making and art appreciation activities. Their independent learning skills are also enhanced.

Programme Evaluation:

Plan 1: Cross Curricular Integrated Learning	
Objective(s)	<ul style="list-style-type: none">To strengthen the knowledge that our students learned from different subjects.To broaden the perspective and linkage amongst different subjects.
Target	G1 to G3
Period	Terms 1-3
Description	<p>Terms 1 & 2:</p> <ul style="list-style-type: none">G3 Chinese calligraphy on a Chinese poem 'Yuen Ri', co-organized with the Chinese and Music Departments.G2 Chinese Fai Chung, co-organized with the PTH and R.E. Departments.Only part of the Dragon Fai Chung drawing was completed due to school suspension. <p>Term 3: G1 "Two Sheep across the Bridge", co-organized with the P.T.H. Department.</p>
Evaluation	100% of our students completed the cross-curricular projects, they enjoyed the projects and were familiar with the topics that they had learned in other subjects.

Plan 2: Artist in School Partnership	
Objective(s)	<ul style="list-style-type: none">To enrich the curriculum by introducing different topics taught by outsource artists, other institutions & organizations.To expand our students' perspective on different media of art.
Target	G1 to G3

Plan 2: Artist in School Partnership	
Period	Term 3
Description	<p>Multimedia Art Workshops were arranged in Term 3:</p> <p>1. Duration: 19 April to 7 May 2021</p> <ul style="list-style-type: none"> - Visiting Artist: Ms. Emily Wong (Professional animation artist) - Grade 1 & 2: Stop-motion “Open Hand” Animation Workshop <p>2. Duration: 29 June to 12 July 2021</p> <ul style="list-style-type: none"> - Visiting Artist: Ms. Angela Wong (Professional animation artist) - Grade 3: Stop-motion “Life Cycle of Butterfly” Animation Workshop
Evaluation	During the workshops our students enjoyed the process and learnt more concepts about animation which was about motions.

Plan 3: Project Learning/ Collaborative Learning	
Objective(s)	<ul style="list-style-type: none"> • To nurture students’ generic skills for different projects. • To develop the skills of collaboration and teamwork. • To create large group works to be displayed around the school.
Target	G1 to G3
Period	Terms 1-3
Description	<p>Various themes for Global Citizens V group work included:</p> <p>1. Our Nature:</p> <ul style="list-style-type: none"> - Endangered Animal - Food Shortage and Climate Change <ul style="list-style-type: none"> • Grade 1: Polar Bear • Grade 1: Greenery Building • Grade 1: Veggie Menu • Grade 1: Pine Trees Forest • Grade 1: Tropical Cyclone • Grade 2: Four Seasons • Grade 3: Insects <p>2. Our Culture:</p> <ul style="list-style-type: none"> - School Culture - Popular Culture and Chinese Art <ul style="list-style-type: none"> • Grade 1: A Shield about Me • Grade 1: Poon Choi Celebration • Grade 1: Virus • Grade 2: Dragons • Grade 2: Family Love • Grade 2: Fortune Bat Design • Grade 2: Pop Art-Protective Gear • Grade 3: Chopsticks Stand

Plan 3: Project Learning/ Collaborative Learning	
	<ul style="list-style-type: none"> • Grade 3: Dragon Dance • Grade 3: Chinese Landscape • Grade 3: Family Stamp Design in Seal Script • Grade 3: Juicy Fruits <p>3. Our Belief:</p> <ul style="list-style-type: none"> - Bible Story and Verse <ul style="list-style-type: none"> • Grade 1: Easter Egg Design • Grade 2: Easter Cross Design • Grade 2: Noah's Ark in Ceramic • Grade 3: God Bless DBS in Chinese Painting
Evaluation	100% of students participated in their collaborative projects with their artworks being displayed at school.

Plan 4: Art Appreciation	
Objective(s)	<ul style="list-style-type: none"> • To understand different styles and artists in both the Western art and Eastern art worlds. • To appreciate different concepts and visual arts language behind the art piece.
Target	G1 to G3
Period	Terms 1-3
Description	<p>Term 1:</p> <ul style="list-style-type: none"> - G1: Line/ Basic Shapes/ Hundertwasser - G2: Pictogram/ Action Drawing/ Klimt - G3: Chinese Brushstroke/ Inktone/ Chinese Flowers/ Chinese Calligraphy <p>Term 2:</p> <ul style="list-style-type: none"> - G1: Year of Ox/ Relief - G2: Coiling/ Dragon/ Fortune Bat - G3: Chinese Landscape/ Outdoor Sketching <p>Term 3:</p> <ul style="list-style-type: none"> - G1: Repeated Design/ Symmetrical - G2: Pop Art/ Radiation Design - G3: Birds/ Insects/ Fruits
Evaluation	Students learned from different artists, the concepts of making art and processes from both the Western and Chinese art worlds.

Plan 5: Sketchbook (Visual Diary)	
Objective(s)	<ul style="list-style-type: none"> To maintain a good habit of drawing from imagination or observation. To encourage students' free mind and self motivation.
Target	G1 to G3
Period	Whole school year
Description	<ul style="list-style-type: none"> Visual Diary focused on encouraging students' observation, creativity and imagination on their own choice of topics. Positive reinforcement and feedback were given to students. Written stamps and comments were given on their visual diary, e.g. "Good work!", "Interesting ideas!", "Keep it up", "Creative mind". Stickers were provided as encouragement.
Evaluation	Students developed a habit of keeping their drawings in their visual diary. A lot of interesting topics were seen and selected by our students.

Plan 6: Students' Art Exhibition	
Objective	<ul style="list-style-type: none"> To enable students to build confidence and a sense of belonging in artistic development. To maintain a balanced education and provide the opportunity for the students to demonstrate their creativity to the general public.
Target	G1 to G6
Period	Global Citizens V & External Venue
Description	<ul style="list-style-type: none"> <u>Global Citizens V:</u> <ul style="list-style-type: none"> Date: 4 October 2021 Duration: Six Month Virtual Exhibition <u>Community Art:</u> <ul style="list-style-type: none"> Students' group works were displayed outside of the school campus, at Yan Chai Hospital
Evaluation	Students introduced their artworks to the public through taking part in the art exhibitions. Their confidence in their artistic sense and sense of belonging to school was enhanced. Our students, their parents and friends were all delighted and enjoyed visiting our school exhibitions.

Plan 7: Art Competition	
Objective	To encourage students to join suitable external competitions which are held all year round.
Target	G1 to G6
Period	Whole school year
Description	<p>Our students took part in the following competition:</p> <ul style="list-style-type: none"> - Title: Peace Creation During the Pandemic - Organizers: Humanitarian Education Centre and HK Red Cross - Name of Student: Edan Yeung (5S) - Prize: Merit - Title: Kowloon City Themed Walking Trail (KCTWT) Mascot Colouring Competition - Organizer: Hong Kong Sheng Kung Hui Welfare Council Limited - Name of Student: Jan Hon (5J) - Prize: Finalist <p>We displayed the poster or information on the display board at the art room for art helpers and students to feel free to join.</p>
Evaluation	It was a new experience for the art helpers to work on extra and join the art competitions.

Plan 8: Cultural Adventure	
Objective	<ul style="list-style-type: none"> • To enable students to build confidence and a sense of belonging in artistic development. • To maintain a balanced education and provide the opportunity for the students to demonstrate their creativity to the general public.
Target	G1 to G6
Period	Terms 2-3
Description	<p>Because of the unstable situation of the Covid-19, we promoted a free online workshop for our students to join before the Easter Holidays.</p> <ul style="list-style-type: none"> - Title of the online workshop: I Go To West Kowloon - Organizer: WestKowloon <p>Museum Visit to Hong Kong Museum of Art (HKMOA)</p> <ul style="list-style-type: none"> - Date: 6 July 2021 - Theme: Mythologies Surrealism and Beyond Masterpieces from Centre Pompidou

Plan 8: Cultural Adventure	
Evaluation	Students were happy to join the free online workshop during the Easter Holidays and the visit to HKMOA. They learnt how to be an art docent to their parent/guardian accompanied.

Plan 9: Extra-curricular Art Classes	
Objective	<ul style="list-style-type: none"> To expand the spectrum of curriculum including the multimedia arts. To enable students to familiarize themselves with the use of technological devices in making art.
Target	G2 to G5
Period	Whole school year
Description	<ul style="list-style-type: none"> Monday: Comic Drawing & 3D Printing Tuesday: Flip Book Animation Wednesday: iMovie Editing Thursday: Stop-motion Animation in Lego Friday: Digital Sticker (New) <p>Due to school suspension, all of the whole-year courses could not be organized.</p>
Evaluation	Because of the pandemic situation, the lessons might be interrupted without advance notice. In the future, due to the unstable pandemic situation, we will try to arrange future courses with less requirements on equipment and duration.

Plan 10: Teaching & Learning Initiatives	
Objective	<ul style="list-style-type: none"> To explore more strategies to cater for learners' diversity. To further develop a more challenging and comprehensive curriculum to unleash the full potential of students. To further develop students' self-learning skills.
Target	G1 to G6
Period	Visual Arts Lessons & Recesses
Description	<ol style="list-style-type: none"> To introduce blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods: <ul style="list-style-type: none"> Tailored made videos on different topics for Zoom lessons. Use of Zoom for online teaching & learning offered a platform for discussion and instant feedback to students. More options were provided for students to achieve their learning goals. Different levels of goals were provided for different students to achieve. Students could set their goals and develop confidence from time to time by saving the credibility notes. Digital device projects were introduced to keep

Plan 10: Teaching & Learning Initiatives

	<p>students' learning motivation through using iPad Pro or resourceful reference books at Visual Arts Room 101.</p> <ol style="list-style-type: none">3. Art Helpers provided service on a voluntary basis during second recess:<ul style="list-style-type: none">- A routine was developed for students who were self motivated to take up extra work during their recess.- Students learned to be responsible and committed to perform their role.- A certificate of appreciation and a badge were presented to the art helpers.4. The Visual Arts Room 101 was kept open during recess:<ul style="list-style-type: none">- Weaker students were encouraged to work at their own pace during both recesses.5. To develop students' positive values and attitudes through delivering the visual arts curriculum that can be incorporated into National Security Education.
Evaluation	<p>Most of our students enjoyed using digital devices like iPad Pro and its applications to learn about more challenging projects. They became familiar with the use of technology in making arts.</p> <p>The Art Helpers served on a voluntary basis and were all self-motivated to spend extra time in more challenging art projects. When we kept the room open during recesses, weaker students were able to work on their own pace and complete their work.</p> <p>We had been doing the art projects related to Chinese Culture, and the Chinese Arts curriculum at Grade 3 had been incorporated into the visual arts curriculum for some years to meet the demand for more learning experiences in Chinese Art.</p>

Visual Arts Department (G4-6) Programme Plan

Programme Evaluation:

A. Plan 1: Cross-Curricular Integrated learning	
Objective	To help students make connections between art, nature, science, history and culture
Target	All students
Period	Throughout the year
Description	<p><u>G.4</u></p> <ul style="list-style-type: none"> • ‘登鸛雀樓’ Climbing the Stork Tower Poem– Chinese Painting Dinner wear set, co-organized with the PTH Department in February 2021 <p><u>G.5</u></p> <ul style="list-style-type: none"> • HK Heritage Tote Bag Design - Architecture HK Buildings, co-organized with the English Department in October 2020 (competition: https://www.youtube.com/watch?v=tyXR6XocAfI) • Light - Stain Glass & Shadow Puppets, co-organized with the GS Department in March 2021 • Letter to Covid 19 Victims - Lucky Symbols Letter Design, co-organized with the PTH & Chinese Departments in December 2020 to January 2021 <p><u>G.6</u></p> <ul style="list-style-type: none"> • Rich & Poor, co-organized with the RE, Chinese & G.S. Departments (Cancelled)
Evaluation	<p><u>G.4</u></p> <ul style="list-style-type: none"> • Successful collaboration with the PTH Department in terms of enriching students’ experience in Chinese culture. <p><u>G.5</u></p> <ul style="list-style-type: none"> • Three meaningful projects in collaboration with other departments had enriched students’ holistic understanding on everyday life issues. <p><u>G.6</u></p> <ul style="list-style-type: none"> • Unfortunately, as the RE Department was supposed to lead the topic and all RE classes were cancelled due to the pandemic; the cross-curricular activity was also cancelled.

Plan 2: Art In School Partnerships	
Objective	To develop the students’ artistic potential through various media explorations & presentations
Target	All students
Period	Throughout the year

Description	<p><u>YMCA</u> – Organized 2 trips and educational cross-curricular activities:</p> <ul style="list-style-type: none"> • Park Ecology Tour & Bird Hat Making Workshop • Village Ecology Tour & Natural Dye Workshop <p><u>School Magazine Committee</u> – Advertisement design ‘School Maze’</p> <p><u>PTA & Graduation theme: ‘Be a Star’</u> – Mosaic star with quote</p>
Evaluation	This year we did not invite any companies to the school premises for in-house workshops due to the pandemic. However we collaborated with other committees, for example, the school community (PTA), and other external organizations.

Plan 3: Collaborative Art Projects	
Objective	Project Learning/Collaborative Learning
Target	All students
Period	Throughout the year
Description	<p><u>Each grade’s collaborative art projects</u></p> <ul style="list-style-type: none"> • <u>G.6:</u> Totems (digital art) • <u>G.5:</u> Shadow Puppets (craft & video), Stain glass buildings (craft & video) • <u>G.4-6</u> Class Maze Design (digital art) • <u>G5-6</u> Space & Optical Illusions (drawing & video)
Evaluation	<p>More digital projects than previous years were created collaboratively. Online group projects via zoom were different from face to face - more people were able to be involved in one piece of art simultaneously.</p> <ul style="list-style-type: none"> • Online: 9 people / whole class drew on the digital whiteboard • Face to Face: 2-6 people group to be manageable

Plan 4: Art Appreciation	
Objective	To building students’ knowledge and understanding of the visual world
Target	All students
Period	Throughout the year
Description	<p><u>Topic in Focus</u></p> <p>Each grade had a focus artwork studies topic that lasted for 1 to 2 months. Major themes explored each grade:</p> <ul style="list-style-type: none"> • G.4: Patterns in nature and man-made objects • G.5: Architecture & the living environment • G.6: Portraits, the human figure & philosophy • G.5-6: Optical illusions in Art & Design <p><u>Online Art Appreciation</u></p> <p>Students played ‘Drawing Games’ to support their learning.</p> <ul style="list-style-type: none"> • Object Association • Picture with 3 Lines • Memory Drawing

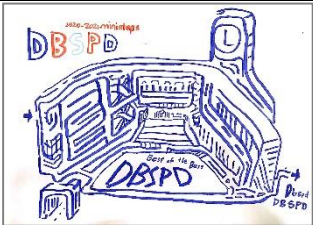

	<u>Art Making Videos</u> Art demonstration and explanation videos from online resources and videos made by teacher.
Evaluation	<u>Topics in Focus</u> Topics are age appropriate and suited to their learning. <u>Online Art Appreciation</u> Drawing games made online learning more interactive and student centered. <u>Art Making Video</u> Art demonstration videos made for online purpose have become a common practice for face to face class. The core reason is students appreciate the enlarged screen image being more visible than teacher's life demonstration.

Plan 5: Sketchbook (Visual Diary)	
Objective	To develop creativity, imagination, building skills and processes
Target	Students, teachers, parents and the general public
Period	Throughout the year
Description	Students use sketchbooks & as a means to: <ul style="list-style-type: none"> • Develop ideas for projects • Outdoor drawing sessions • Drawing for leisure during non-art lesson times • Students have a projects sketchbook & a leisure drawing journal
Evaluation	Sketchbooks have been useful as an aid for building drawing & painting skills, drafting art project ideas and also giving feedback to students' idea development.

Plan 6: Students' Art Exhibitions	
Objective	To display students' artworks inside and outside of school premises to share their art with others, and help promote self-reflection and critical thinking skills on artworks they have created
Target	All Grades 4-6 students
Period	Throughout the year
Description	<u>Displays in School</u> 5 th Floor Corridors: <ul style="list-style-type: none"> • G.5: I love HK Tote Bag Design • G.5: The Island 2 nd Floor Corridors: <ul style="list-style-type: none"> • G.4 Notan Papercut • G. 5 Trees & the Seasons • G. 6 Castle & Dragon • 1 st Floor Lift Lobby: <ul style="list-style-type: none"> • G.5: The Island

	<p>Inside Lift:</p> <ul style="list-style-type: none"> G.4: Sky Creatures, at lift lobby (Term 1) <p><u>Online Art</u> Padlets:</p> <ul style="list-style-type: none"> G.4 Whole grade padlet G.5 Whole grade padlet G.6 Each class a padlet <p>Zoom:</p> <ul style="list-style-type: none"> Students held up work and were highlighted/pinned 9 at a time Website: under construction <p><u>Open House</u> Date: 7 February 2021 (Cancelled)</p>
Evaluation	<p><u>Displays in School</u> Artwork displayed in areas with more traffic flow or frequent pass were more beneficial to students' reflection on their art making.</p> <p><u>Online Art</u> <u>Padlet for posting artworks:</u></p> <ul style="list-style-type: none"> It was a good platform for formative and peer assessments for teachers and students. Younger students (G.4) enjoyed uploading photos of their art than older students (G.5-6) G.4-5 enjoyed grade level padlet which allowed them to see other classes' art projects. Not all students made the effort to post on padlet. It was because they viewed their own work quality as low or that they were modest. The option to email to teachers was given to those students. <p><u>Zoom to pin artworks:</u></p> <ul style="list-style-type: none"> It was a good platform for formative and peer assessments for teachers and students.

Plan 7: Art Competition	
Objective	To get students exposed in art competitions and to gain experience in competitions
Target	All G 4-6 groups
Period	Terms 1-3
Description	<p><u>Internal</u></p> <ul style="list-style-type: none"> G.4-5 Maze Design (Term 2) Winners: 4D 27 Ethan Woo, 5M 22 Chester So

	  <p>4D 27 Ethan Woo 5M 22 Chester So</p> <p><u>External</u></p> <ul style="list-style-type: none"> • G.4 Concern for Animal Feelings, Society for the Prevention of Cruelty to Animals (SPCA) • G.5 & 6 Children's Dream HK (after Pandemic), The Hong Kong Federation of Youth Groups • G.4-6 'Wild Life Colouring Contest', World Green Organization
Evaluation	Competition selected for students were based on their interest. Students are asked to work on their competition work during VA class time and as homework. All students were given the opportunity to do the competition. Teachers were able to give advice for amendments to improve students' work only when they were able to hand in their work earlier than the deadline.

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities in relation to art
Target	All G.4-6 students
Period	Terms 1-3
Description	<p><u>Explore Our Community Program by YMCA</u></p> <ul style="list-style-type: none"> • G.5-6 VA Trip: 'Pok Fu Lam Village Ecology Tour & Tie Dye Workshop', 22 May 2021 (Sat) • G.4 VA Trip: 'TST Kowloon Park Ecology Tour & Bird Hat Making', 29 May 2021 (Sat)
Evaluation	<ul style="list-style-type: none"> • Both teachers and students enjoyed the trip and found the cross-curricular themed trips educational. • Due to limited quota (16 students each trip) it was helpful to ask students to fill in a questionnaire (via google form) to aid the selection process. • Survey after the trip included questions that gave qualitative data about students' learning and thoughts about the trip. • The survey also showed that the majority of participating students & parents were grateful about trip arranged. • Video interviews were made as a form of self-reflection of the learning process.



Plan 9: Extra-curricular Art Classes	
Objective	To develop students' artistic potential through various media explorations
Target	All G.4-6 students (also G.1-3)
Period	Terms 1-3
Description	<p>The following after school art classes were planned to offer to students this year:</p> <ul style="list-style-type: none"> ECA Art Classes in previous academic year: Chinese Painting, Ceramics, Drawing, Mix Media Drawing, Architecture New ECA Art Class: photography
Evaluation	Due to the pandemic, there were no ECA classes organized this year.

Plan 10: Student Support	
Objective	To develop students' communication, organization & leadership skills
Target	G.4-6
Period	Whole Year
Description	<p><u>Art Department Helper/Ambassadors</u> Students were given responsibilities to help the VA department:</p> <ul style="list-style-type: none"> In art class & recess: lesson preparation and making groups Design of website: G.4-6 VA; G.6 students: advice/help <p><u>Student Discipline</u></p> <ul style="list-style-type: none"> Misbehaved students were required to write reflection letter/apology letter
Evaluation	<p><u>Art Department Helper/Ambassadors</u> It was difficult to assign recess time for students to come to the art room as the teacher's timetable was condensed into half day and might not be back in art room during recess.</p> <p><u>Students Discipline</u> Reflection letters helped the teacher to see more clearly students' point of view. It was also a means for students to do self-reflection on their own behaviour.</p>

Plan 11:Teaching & Learning Initiatives	
Objective	To improve the quality of teaching and learning in VA lessons
Target	G.4-6
Period	Whole Year
Description	<p><u>Curriculum - IT in Education & Blended Learning</u></p> <p><u>Action:</u></p> <ol style="list-style-type: none"> 1. Students were given demonstration videos and learning materials before art lessons. Response: 20-30 percent of students were willing/able to put time into pre-lesson preparation at home. 2. Students were given access of videos shown in lessons. Response: It helped students reinforce their learning, especially for students who were keen to improve their art making and understanding. 3. Use of google classroom and padlet as platforms to communicate with students. <p><u>Assessment</u></p> <p><u>Formative</u></p> <ul style="list-style-type: none"> • Traditional: Verbal, drawn and written feedback • New: 1. During Zoom lessons, the whole class used screen writes as replies to teacher's questions 2. Teacher pinned students' work and give comments. <p><u>Summative</u></p> <ul style="list-style-type: none"> • Traditional: Sketchbook & Complete artworks • New: Video interview, online google forms
Evaluation	<p><u>Curriculum - IT in Education & Blended Learning</u></p> <p>The majority of students have yet to develop routine habits of blended learning.</p> <p><u>Assessment</u></p> <p>Trials of using IT for formative and summative assessments have been successful. It sped up the process of giving teacher's feedback to students and increased the opportunities for peer feedback. These new practices have enhanced student's reflective and learning process.</p>

Evaluation of Religious Education Department Programme Plan 2020-2021 年度宗教科工作計劃檢討報告

1. 個人牧養工作

(一)	活動目標:	宗教科老師將向有需要學生提供個人情緒及心靈支援。
(二)	活動對象:	全體學生
(三)	推動時間:	全年
(四)	活動內容:	有需要的學生經由老師轉介或宗教科老師主動接觸，得到宗教科老師的關懷和鼓勵，以禱告將自己交托上帝。
(五)	活動檢討:	半日制下，學生沒有宗教課，學生沒有機會認識宗教科老師，因此較難推行個人牧養工作。

2. 新生調適活動

(一)	活動目標:	讓小一新生認識學校是一所基督教學校，盡快投入校園生活。
(二)	活動對象:	小一
(三)	推動時間:	九月至十月
(四)	活動內容:	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。
(五)	活動檢討:	半日制下，學生沒有宗教課，此項活動未能進行。

3. 歌唱比賽

(一)	活動目標:	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。
(二)	活動對象:	一、二年級學生
(三)	推動時間:	六月
(四)	活動內容:	本科與音樂科合作，安排在試後活動時間進行班際詩歌分享

(五)	活動檢討：	因疫情導致停課，活動取消。
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4. 親子聖經班

(一)	活動目標：	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。
(二)	活動對象：	一至四年級學生及家長
(三)	推動時間：	全年
(四)	活動內容：	計畫由池嘉邦牧師夫婦每月到校為一至二年級及三至四年級學生和家長分別主持一次聚會。內容包括詩歌、遊戲及短講。聚會時間為早上 8:00-8:30。
(五)	活動檢討：	由於疫情關係，活動需要取消。

5. 崇拜

(一)	活動目標：	透過崇拜禮儀，讓學生參與及感受對上主的敬拜和感恩。
(二)	活動對象：	全校
(三)	推動時間：	九月、十二月、四月、五月及七月
(四)	活動內容：	崇拜
(五)	活動檢討：	<p>因疫情關係，不能進行集體週會活動，實體崇拜改為錄影或直播進形式進行。全年共進行 5 次崇拜活動。REV. CHAN 到校主持開學禮並介紹本年度新入職老師和各科主任。部分班別根據崇拜程序，即使是觀看崇拜錄影，亦會站立，以及按照程序唱詩。不過，錄播崇拜會有收音不清的問題，聽不清學生朗讀經文的情況尤為明顯。</p> <p>本年度有六名六年級學生接受培訓並於各崇拜時穿上禮袍，擔任輔祭(Altar Servers)，好讓崇拜的禮儀更為莊重。</p>

6. 開放日

(一)	活動目標：	讓到訪的嘉賓了解本校推行宗教教育的情況。
(二)	活動對象：	全校
(三)	推動時間：	一月
(四)	活動內容：	開放日介紹本科課程及活動，各級同學的課業作品也在場地中以不同形式展示。此外藉此向參觀的孩童及家長述說福音內容。
(五)	活動檢討：	疫情關係，無法進行。

7. 聖經朗誦節

(一)	活動目標：	鼓勵同學參與漢語聖經協會舉辦的聖經朗誦節，透過朗誦聖經，願神的話在同學心中萌芽生長。
(二)	活動對象：	全校
(三)	推動時間：	2021 年下學期
(四)	活動內容：	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。
(五)	活動檢討：	雖然受疫情影響，本年度仍有兩位同學（3D 梁天朗及 3D 張天銘）報名參加聖經朗誦節比賽。他們均按協會要求，提交比賽影片作賽。其中 3D 梁天朗在獨誦小三組普通話分組賽中獲得季軍，3D 張天銘在獨誦小三組普通話分組賽中獲得優異獎。建議明年繼續鼓勵同學參加該活動，讓他們牢記神的話語。

8. 專題展板

(一)	活動目標：	透過展板內容，宣揚基督教信仰，建立正面價值觀。
(二)	活動對象：	教師及學生
(三)	推動時間：	全年
(四)	活動內容：	擬訂不同主題，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。 第一學期展板主題是「珍惜時間」，第二學期則以「小孩進天國」作主題。
(五)	活動檢討：	所有教師分組輪流佈置展板，除了可減輕個別教師的工作壓力，亦可讓展板的內容更豐富多樣。

9. 福音營

(一)	活動目標：	透過舉辦福音日營，幫助學生肯定生命的價值與意義，並向慕道學生傳揚福音。
(二)	活動對象：	小六學生
(三)	推動時間：	五月十三日
(四)	活動內容：	活動於昇天節當日在宣道園舉行。
(五)	活動檢討：	因疫情停課，活動取消。

10. 飢饉活動

(一)	活動目標:	透過飢饉活動，讓學生體驗貧富不均的社會現象，從而作出反思，學習關心貧窮人。
(二)	活動對象:	小六學生
(三)	推動時間:	/
(四)	活動內容:	學生透過參與互動討論，從而了解本地貧窮人口所面對的生活問題；隨後安排學生以兩片白麪包充飢，體驗貧窮人的生活。
(五)	活動檢討:	由於疫情關係，學生不能在校用膳，同時半日課時間表亦不設聖經課，所以活動被取消。

11. 跨學科活動

(一)	活動目標:	透過跨學科活動，培養學生的共通能力，並把基督教教義與其他知識融合，以深化教導。
(二)	活動對象:	全體學生
(三)	推動時間:	全年
(四)	活動內容:	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。
(五)	活動檢討:	疫情關係，只有三、四年級可以進行。進行形式為：該週的早會影片分享會與跨學科學習主題掛勾，並給予有關活動課業給學生。

12. 早會

(一)	活動目標:	讓師生透過早會的內容，以聖經的教導洗滌心靈，預備一天的教與學。
(二)	活動對象:	全校師生

(三)	推動時間:	逢星期一、三、五早上
	活動內容:	逢星期一、五，由校長親自主領，六年級學生領袖負責帶領誦讀主禱文；逢星期三則由聖公會牧師、宗教科老師或基督徒老師配合校本活動及特訂主題輪流主領。
(五)	活動檢討:	疫情關係，全年沒有實體早會，改由老師或聖公會牧師製作片段，然後班主任於星期三早上播放。片段的果效和質素獲得正面評價，如：有老師反映片段信息切合學生需要，也有非基督徒老師讚揚片段內容發人深省，肯定了各位老師的努力和貢獻。

13. 聆聽箱

(一)	活動目標:	透過設置聆聽箱，從而關心學生的信仰及成長需要。
(二)	活動對象:	全校學生
(三)	推動時間:	全年
	活動內容:	設置聆聽箱，以收集同學對課題、信仰及成長等的疑問。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。教師會藉此輔導有需要的學生，關心他們的信仰狀況及成長需要。如有需要更會轉介學校社工作進一步輔導跟進。
(五)	活動檢討:	多年的宣傳已收到成效，今年疫情關係，實體上課時間較少，但仍偶爾收到同學的信息，如：表示想到 playroom 玩耍、詢問被同學欺凌、如何處理人際關係等問題，可見聆聽箱仍能作為學生與老師溝通的橋樑。

14. 聖公會活動

(一)	活動目標：	協助聖公會相關活動之事務傳達，讓老師及同學得悉教會活動的詳情，增加對聖公會的歸屬感。
(二)	活動對象：	全校
(三)	推動時間：	全年
(四)	活動內容：	本年度香港聖公會籌款活動、教省教育日崇拜及聖公宗教師進修會皆因疫情緣故取消。
(五)	活動檢討：	疫情關係，無法進行。

15. 教師祈禱會

(一)	活動目標：	讓教師透過祈禱，學習感恩和交託；同時藉着分享，建立教師之間彼此關心、守望的平台。
(二)	活動對象：	全體教師
(三)	推動時間：	全年
(四)	活動內容：	逢星期四早上 8:00-8:20 舉行，內容集中在分享及祈禱，同事之間為着學校、社會及個人禱告。
(五)	活動檢討：	雖然教師的日常工作十分忙碌，但祈禱會的存在確能有效地凝聚基督徒教師互相守望的力量，增進和支持彼此的感情。

16. 教師退修營

(一)	活動目標：	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。
(二)	活動對象：	宗教科及基督徒老師
(三)	推動時間：	2020 年 12 月

(四)	活動內容：	教師退修
(五)	活動檢討：	因疫情關係，活動取消。

17. 添置圖書及教具

(一)	活動目標：	加深老師對本科的認識。
(二)	活動對象：	全體教師
(三)	推動時間：	全年
(四)	活動內容：	購買有關的聖經書籍、教學軟件及光碟，讓老師借用。
(五)	活動檢討：	已點算所有教材，並在「學校資產」內作出修正。

18. 家長團契

(一)	活動目標：	為學生家長信仰支援及分享分擔的平台，期望從家庭出發，以成熟的信仰生命陪伴孩子成長。
(二)	活動對象：	家長
(三)	推動時間：	全年
(四)	活動內容：	計畫於每次親子聖經班後進行，由聖公會池牧師及師母主領；學校社工亦參與。期望通過查考聖經及遊戲活動，以引導並鼓勵家長認識和追求信仰。
(五)	活動檢討：	由於疫情關係，活動需要取消。

19. 魔術佈道

(一)	活動目標:	以福音魔術與學生分享信仰，希望他們相信並接受耶穌基督為個人救主。
(二)	活動對象:	全校學生
(三)	推動時間:	五月
(四)	活動內容:	福音魔術
(五)	活動檢討:	因疫情停課，活動取消。

20. 教師團契

(一)	活動目標:	邀請未信主的老師來參加教師團契，盼望更多同工得著福音的好處。
(二)	活動對象:	全校老師
(三)	推動時間:	全年
(四)	活動內容:	詩歌、見證分享及查考聖經。
(五)	活動檢討:	因疫情關係,本年度只舉辦了兩次教師團契，第二次有一位未信同事參加,盼望出年有更多機會舉行。

Evaluation of Library Studies Department Programme Plan 2020-2021

Programme Summation & Evaluation:

The School Library plays an essential role in guiding students to be life-long learners. Through promoting the interests in reading and equipping students with the skills to search information, students are able to benefit from the enriched life that comes with the habit of reading and the ability to solve problems through reading.

Plan 1: Reading Environment and Resources	
Objective	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stocktaking (f) Decorate the library (g) Update information in Library WebOPAC (h) Organize and manage the student librarians (i) Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> (a) English, Chinese and French books (b) Magazines (c) Online resources
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 28,000 items. The library collection had nearly reached the maximum capacity of the library. As part of the collection was getting out-dated, worn out items would be taken out for write-off. 2. Library was closed due to the Covid-19 pandemic.

Plan 2: Library Education	
Objective	To enhance students' information literacy skills and reading incentives
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. G.1-G.4 students were introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1 and G.2 students had story time and learnt simple library skills. 3. G.3 and G.4 students learnt the usage of electronic books, the way to use both printed and online encyclopaedia and the classification methods of library materials (Dewey Decimal Classification and Chinese Books Classification). 4. G.5 and G.6 students take turns to visit the Library during Reading Period.
Evaluation	Due to the half-day school arrangement for this school year, Library Studies lessons were available for G.1 and G.2 classes only. The library curriculum was revised this school year to suit the Zoom lessons and face-to-face learning needs and interests of our students. Teaching resources and worksheets were selected and designed to enhance learning effectiveness and motivation of students.

Plan 3: Cross-Curricular Collaboration	
Objective	<ol style="list-style-type: none"> 1. To develop our school library to be an information and media centre which provides diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. Various cross-curricular activities were held with other Departments throughout the year. 2. The schemes of work of different departments were used as references to understand the special needs of each subject in order to support teaching and learning.
Evaluation	Collaboration with Moral Education Department <ul style="list-style-type: none"> ● Grade Level: G.1 – G.2 ● Activity : HEIFER “Read to Feed” ● Students learnt how HEIFER helped poor people in the world.

Plan 4: Reading Activities	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. Author Visit/ Talk 2. Reading Programme 3. Storytelling Sessions 4. Heifer Read to Feed Programme 5. Library Cards for All Children Scheme 6. Newspaper and Magazines Subscription 7. Books Borrowing Ranking Charts 8. World Book Day Celebration Week 9. Book Fair
Evaluation	<ol style="list-style-type: none"> 1. Author Visit/Talk Famous children books writer, Candy Yen(嚴淑女) from Taiwan was invited to share some stories with our boys through pre-recorded video in July and August 2021. 2. Reading Programme <ul style="list-style-type: none"> • G.1 to G.2: Reading passports were provided. • G.3 to G.6 :Reading challenges sheets were provided. • End-of-year Prizes: 80 Gold prizes, 128 Silver prizes and 203 Bronze prizes were given out. 411 Prizes were given out in total. 3. Storytelling Sessions <ul style="list-style-type: none"> • Due to the Covid-19 pandemic, parents were invited to produce storytelling videos in order to make sure it was safe for everyone on the school campus. There were 66 G.1 and G.2 parents who participated in this activity. • The videos were shown to G.1 and G.2 classes during the Library lessons. Students enjoyed watching the storytelling videos very much. 4. Heifer Read to Feed Programme <ul style="list-style-type: none"> • 79 students participated in this programme • The video provided by Heifer was shown to students 5. Library Cards for All Children Scheme 41 G.1 and G.2 students applied for the HKPL Library Cards through the School. 6. Newspapers and Magazines Subscription <ul style="list-style-type: none"> • 5 newspapers and magazines from 3 publishers were available for

	<p>subscription. All the newspapers and magazines were subscribed online or parents subscribed by submitting their order forms to the publishers directly.</p> <ul style="list-style-type: none"> For newspapers, only electronic newspapers were available. For magazines, all the magazines were posted to students' home directly. <p>The following activities were cancelled due to the Covid-19 pandemic:</p> <p>7. Books Borrowing Ranking Charts</p> <p>8. 4.23 World Book Day Celebration</p> <p>9. Book Fair</p>
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Plan 5: Student Librarians Training	
Objective	<ol style="list-style-type: none"> To nurture selected student librarians to have the responsibility and a sense of belonging to the School To provide students with library skills training
Target	Selected Student Librarians
Period	Whole School Year
Description	<p>Student librarians were recruited, and training was provided so that they could:</p> <ul style="list-style-type: none"> ➤ assist in the daily operation of the Library ➤ keep the Library clean and tidy ➤ make sure the students behave themselves in the Library ➤ help fellow students in using the Library ➤ show students how to use the Library ➤ direct the way for fellow students to locate books on the shelves
Evaluation	As the Library was closed due to the Covid-19 pandemic, student librarians were not recruited this year.

Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole School Year
Description	Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.
Evaluation	Display boards introducing English books, Chinese books and different authors were posted outside the Library.

Evaluation of Computer Studies Department Programme Plan 2020-2021

Programme Summation:

In the school year 2020/21, students had a lot of opportunities to learn Computer Studies meaningfully. They had built up a positive learning attitude and habit towards the use of computers and Information Technology. Students were exposed to more STEAM learning experiences and basic knowledge of computer programming. Students also practised a lot of e-learning during the school suspension.

Programme Evaluation:

1. IT Directors/ IT Captains	
Objective(s):	<ul style="list-style-type: none"> To help students develop fine qualities and skills, such as leadership and cooperation. To help students develop a sense of responsibility and heightened awareness about ethical issues when using computer and Information Technology.
Target:	G4 to G5 students
Period:	Sept 2020 – July 2021
Description:	Students were selected as IT Directors and IT Captains to assist the IT Officers in maintaining order and discipline in the Computer Room during the 2 nd recess on Monday, Tuesday, Wednesday, and Thursday. Students from G5 were selected as team leaders.
Evaluation:	<ul style="list-style-type: none"> Due to pandemic situation, the computer rooms were closed in recess this year, therefore IT Directors and IT Captains were not recruited.

2. External Competitions	
Objective(s):	<ul style="list-style-type: none"> To equip students with knowledge and daily life skills related to computer operations. To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects. To foster students' independent thinking, creativity and problem-solving skills. To develop students' self-learning, research and life-long learning skills. To stimulate students' interest in learning computer technology. To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology. To help students develop fine qualities and skills, such as leadership and cooperation. To help students develop a sense of responsibility and heightened awareness about ethical issues when using computer and Information

	Technology. <ul style="list-style-type: none"> To give students more exposure to outside competitions.
Target:	G1 to G6 students
Period:	Sept 2020 – July 2021
Description:	Hong Kong Primary Schools Olympiad in Informatics 2020/21
Evaluation:	Result of the competition: <ul style="list-style-type: none"> Four students entered the Final Round of competition of the Hong Kong Primary Schools Olympiad in Informatics (HKPSOI) after the Heats Event. The Final Competition was cancelled due to the pandemic. Students received certificates of participation from the organizer.
Description:	International Coding Elite Challenge 2021 (Hong Kong & Macau)
Evaluation:	Results of the competition: <ul style="list-style-type: none"> Champion Two Gold Awards Students achieved excellent results in the competition.
Description:	香港青少年科技創新大賽 (第十五屆宋慶齡少年兒童發明獎評獎活動)
Evaluation:	Result of the competition: One Grade 5 student was nominated to represent Hong Kong by the organizers of the 23 rd HK Youth Science & Technology Innovation Competition.

3. STEM Learning Activities	
Objective(s):	<ul style="list-style-type: none"> To equip students with knowledge and daily life skills related to computer operations. To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects. To foster students' independent thinking, creativity and problem -solving skills. To develop students' self-learning, research and life-long learning skills. To stimulate students' interest in learning computer technology. To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology. To help students develop fine qualities and skills, such as leadership and cooperation.
Target:	G1 to G6 students
Period:	Sept 2020 – June 2021
Description:	<ul style="list-style-type: none"> G.5-6 students learnt to program Micro:bit and Thunkable (Similar to App Inventor) G.6 students learnt Halocode and Google AI Voice Kit. G.1-4 students did not have STEM lessons due to the pandemic.

Evaluation:	Students achieved meaningful learning and developed interests in AI, technology and coding.
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4. Seminar (Internet Safety)

Objective(s):	To help students develop a sense of responsibility and heightened awareness about ethical issues when using computer and Information Technology.
Target:	G1 to G3 students
Period:	June 2021
Description:	An Internet Safety Seminar
Evaluation:	The seminar was cancelled due to the pandemic.

5. Extra-curricular Activities

Objective(s):	To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects.
Target:	G5 - G6 students
Period:	Oct 2020 – Apr 2021
Description:	ECA classes and competitions
Evaluation:	Activities were cancelled due to the pandemic.

6. Cross-curricular Activities with G.S. Department

Objective(s)	To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects.
Target:	G4 to G6 students
Period:	Feb 2021 to May 2021
Description:	Collaboration lessons with the G.S. Department
Evaluation:	The collaboration was cancelled due to suspension of face-to-face classes.

Evaluation of Moral Education Department Programme Plan 2020-2021

Programme Summation & Evaluation:

Due to the pandemic, data collection through the Assessment Program for Affective and Social Outcomes (APASO) was not carried out at the end of last school year. The same user-defined survey with the sub-scales “Inappropriate Assertiveness” and “Social Concern” was re-used this year to evaluate the development of values and caring attitude amongst students.

As compared with the results obtained at the beginning of school year, students reported more inappropriate behaviours by the end of school year (mean score increased from 1.35 to 1.42). The same pattern was observed in all grade levels. However, analysis of individual questions of the subscale showed that there were improvements on certain social behaviours. G.3 students and G.5 students were less likely to “hurt other’s feeling on purpose” (mean score reduced from 1.14 to 1.11) and “hurt others when teasing them” (mean score reduced from 1.31 to 1.23), respectively. These improvements may reflect that students care more about others’ feelings.

There were also improvements on students’ “Social Concern”. As compared with the score obtained at the beginning of school year, the overall mean score obtained at the end of school year increased by 0.03 to 3.41. Similar degree of improvements were observed amongst all grade levels. Item analysis indicated the greatest improvement was found on the item “It makes me unhappy if my friends are not doing well at school.” Students are likely to be more empathetic and concerned more about others’ performance at school.

Programme Evaluation:

1. G.1 Adaptation Workshop

- Objective(s): To organize talks and workshops to promote moral values and social skills amongst students
- Target: G.1 Students
- Period: September 2020 – November 2020
- Description: It was planned to invite a social worker from an NGO to conduct a workshop to help G.1 students understand the differences between kindergarten and primary school, and how they could tackle the changes.
- Evaluation: Due to time constraint under the half-day timetable and to avoid mass gathering during the pandemic, the workshop was cancelled.

2. Teachers’ and Parents Workshops on Emotional Intelligence

- Objective(s): To incorporate emotional intelligence into the G.1-3 curriculum so as to enhance students’ competence in identifying, expressing and managing their own emotions, as well as recognising, communicating and handling others’ emotions
- Target: Teachers and Parents of G.1-3 Students
- Period: September 2020 – March 2021
- Description: A teachers’ workshop was held on 9 October 2020. The author of the picture book series “Little Mushroom: Emotional Intelligence for Children – Family Edition” was invited to conduct the workshop. On the other hand, a parents’ online talk entitled “Be an EQ Parent – Foster Your Children’s

Emotional Intelligence” was held on 27 March 2021. The same speaker hosting the teachers’ workshop was invited to deliver this talk.

Evaluation: Fifty-six teachers attended the teachers’ workshop. Teachers reflected on the importance of emotional intelligence education and exchanged ideas on the learning and teaching strategies for emotional intelligence education. 89.1% of teachers considered that the workshop helped them understand emotional intelligence education whilst 81.8% of teachers understood more about the relevant learning and teaching methodologies through the workshop.

Forty parents participated in the online parents’ talk. The speaker shared with parents six steps of emotional intelligence and strategies to promote children’s emotional intelligence at home. Feedback was received from 15 parents after the talk. All of them considered that the workshop helped them understand more about the importance of emotional intelligence and the strategies to nurture children’s emotional intelligence.

3. Developmental Talks, Activities and Workshops

Objective(s): To organize talks and workshops to promote moral values and social skills amongst students

Target: All Students

Period: November 2020 – April 2021

Description: It was planned to organize an educational talk for G.3-6 students to help them understand the problems with mobile phone games. In addition, an activity for G.2 students was planned to foster helping attitudes and caring behaviour.

Evaluation: Due to time constraint under the half-day timetable and to avoid mass gathering during the pandemic, the talk and activity were cancelled.

4. Parents’ Workshops

Objective(s): To conduct workshops to promote effective parenting skills amongst parents

Target: All Parents of Our Students

Period: November 2020 – June 2021

Description: An online talk was held for parents of G.4-6 students on 8 May 2021. A social worker from Po Leung Kuk was invited to deliver the talk. Developmental needs and characteristics of adolescents were highlighted. In addition, strategies to recognize the verbal and non-verbal messages from teenage children and parenting tips to enhance communication with them were shared with parents.

Evaluation: It was planned to organize 2 three-session workshops, one for parents of G.1-3 students and another one for parents of G.4-6 students. Due to the pandemic, the workshop for parents of G.1-3 students was cancelled whilst the workshop for parents of G.4-6 students was replaced with an online talk.

Ninety-three parents participated in the talk. Thirty-three participants gave their feedback about the talk. Over 80% of them considered the talk helpful and they understood through the talk more about the emotional needs of adolescents as well as how to handle children’s negative emotions.

5. Read to Feed Programme

Objective(s): To organize experiential activities and service programmes to promote pro-social behaviour amongst students

Target: G.1-2 Students

Period: March – April 2021

Description: The School has been participating in the Read to Feed programme organised by Heifer International – Hong Kong for many years. The programme provided an opportunity for students to understand the need of poor people in China and to take some helping actions. This year, students could also help children from low-income families in Hong Kong through the programme.

Evaluation: As there were face-to-face lessons in November 2020, the programme was moved up to be held from 16 November 2020 to 3 January 2021. A promotional video about the Heifer-HK was shown to students during library lessons to encourage them to participate in the programme before launching the event. 162 students enrolled in the programme and 79 of them completed the programme. A total amount of \$ 51,966 was raised as donation to the organization. As face-to-face lessons were suspended in January and February 2021, collection of donations was arranged in March 2021. Overall speaking, the numbers of students enrolled and completed the programme decreased as compared with the previous years. The pandemic may be a possible factor. More promotion is likely required next year.

6. Talk on Healthy Use of Computer

Objective(s): To organize talks and workshops to promote moral values and social skills amongst students

Target: G.1-3 Students

Period: May 2021

Description: The talk was jointly organised with the C.S. Department. It aimed at enhancing students' awareness of the importance of healthy use of computer.

Evaluation: Due to time constraint under the half-day timetable and to avoid mass gathering during the pandemic, the talk and activity were cancelled. It will be re-organised next year.

7. Service Learning and Life Education Tour

Objective(s): To organize experiential activities and service programmes to promote pro-social behaviour amongst students

Target: G.4-6 Students

Period: July 2021

Description: It was planned to organize a tour for 18 G.4-6 students to visit some social service units in Taiwan.

Evaluation: The tour was cancelled due to the pandemic.

Evaluation of Electives Department Programme Plan 2020-2021

Programme Summation & Evaluation:

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. It was planned to offer 78 courses to students in 2020-2021, and 55 courses were to be delivered by out-sourced organizations.

Since no electives lessons could be allocated in half-day school due to Covid-19, the planning information below is for reference only.

Plan		Evaluation								
1	<p>To further develop a more challenging and comprehensive curriculum to unleash the full potential of students</p> <p>To maintain a balance of courses of different learning areas to be provided in the electives curriculum</p>	<p>There were 78 courses on offer in 2020-2021 as planned. They could be classified into four main areas: Art & Sport, Language & Culture, Science and Personal Development.</p> <ul style="list-style-type: none">• New elements in elective curriculum: Korean Culture, Architecture Appreciation, Fun with Balloons and Tie Dye.• 6 Art courses provided basic art and design knowledge, such as Drawing, 3D Sculpture, 中國畫, Collage Art, Tie Dye and Art of Paper.• 11 Sports courses provided different learning areas, such as Rope Skipping, Taekwondo, Hockey, Yoga, Squash, Molkky and Dodgebee and Archery.• 11 Language courses offered basic language and cultural knowledge, such as Japanese, French, African Culture, German, Chinese Food Culture and Chinese Handmade Traditional Toys & Play Culture.• 21 courses adopting the scientific approach were specially designed. Creative Innovator, VR & AR, Paper Circuit, Science Workshops, Toy Science, 天文實驗班, Science Adventure Builder, Advanced Astronomy Exploration, 3D Printing, CoSpaces Advanced VR, Food Science, Zoology for Kids, etc. were planned to provide students with a rare and precious chance to get to know more about astronomy and science.• 29 courses such as Outdoor Survival Skills, Fair Trade Club, Team Building Workshop, Stormy Chefs, Money Management, Etiquette and Domino Builders could enhance students’ personal development.								
2	<p>To emphasize life-wide learning (students learn in real context and authentic setting). The experiential learning</p>	<table><tr><td colspan="2">The following real and authentic learning situations were planned to facilitate students’ learning:</td></tr><tr><td>Electives</td><td>Activities / Outings</td></tr><tr><td>Etiquette</td><td>Students practise table manners in Outback Steakhouse</td></tr><tr><td>Rock Climbing</td><td>Outing to the Spotlight Recreation Club (博藝會)</td></tr></table>	The following real and authentic learning situations were planned to facilitate students’ learning:		Electives	Activities / Outings	Etiquette	Students practise table manners in Outback Steakhouse	Rock Climbing	Outing to the Spotlight Recreation Club (博藝會)
The following real and authentic learning situations were planned to facilitate students’ learning:										
Electives	Activities / Outings									
Etiquette	Students practise table manners in Outback Steakhouse									
Rock Climbing	Outing to the Spotlight Recreation Club (博藝會)									

	experiences enable students to acquire knowledge that is not covered in regular classroom learning	Toy Science	Students play giant bubbles / boomerang in the field
		天文實驗班	Outing to the Hong Kong Space Museum
		Science Adventure Builder	Outing to the Zero Carbon Building
		<ul style="list-style-type: none"> Tutors/Teachers of the Science related electives (Science Workshop, Science Adventures, Paper Circuit, 天文實驗班, Science Adventure Builder and Advanced Astronomy Exploration) were identified to organize different experiments to develop students' science processing knowledge, interest and skills. Tutors of the African Culture Elective, Japanese & French are native speakers of those languages. 	
3	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations	<ul style="list-style-type: none"> 55 courses were planned to be delivered by out-sourced organizations. We hope to give students a lot of exposure and opportunities to interact with tutors from the out-sourced organizations. Students should be grouped into the Electives with schoolmates of other levels and classes. This experience would enhance their interpersonal skills. 	
4	To let students choose the electives that best suit their learning styles	<p>The Electives courses for each student would first be allocated by an Elective Selection Programme, and then modified manually by teachers to ensure the allocations fit students' learning styles.</p> <p>The Electives should be allocated with reference to students' priority listed on their application form. Each student would be assigned to at least one of his first three choices of an Elective course in one of the main learning domains.</p>	
5	To further develop students' self-learning skills	<p>We support students to become effective independent learners. Electives such as Learn from Games, LEGO, Be a SMART Learner, Basic Outdoor Survival Skills, Room Escape Challenge and Maths Problem Solving Strategies, etc. should be offered to develop their skills which are categorized as follows:</p> <ol style="list-style-type: none"> 1. Social Skills: To work, learn and recreate collaboratively with others. 2. Thinking Skills: To create meaning, gain understanding, make judgments, make good decisions, self-analyse and reflect. 3. Information Skills: To be empowered and to recognize, reflect and apply information where necessary. 4. Self-management Skills: To manage themselves as an individual or in group situations, and focus on the task in hand and work through distractions. 	

		5. Self-learning Skills: To initiate, plan, carry out, evaluate and adjust learning activities autonomously.																																																																																																																																																
6	To promote STEAM education	<p>Students’ STEAM learning experiences would be broadened through the provision of various electives to cater for their interests and abilities, and to unleash their potentials in STEAM-related areas.</p> <table><tr><th>Electives</th><th>Science</th><th>Technology</th><th>Engineering</th><th>Art</th><th>Maths</th></tr><tr><td>Mathematical Games</td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Maths Problem Solving Strategies</td><td></td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Science Adventures</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>天文實驗班</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>Toy Science</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>Paper Circuit</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Science Adventure Builder</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Advanced Astronomy Exploration</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>Creative Innovator</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>Science Workshop I</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Science Workshop II</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>3D Printing</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>Food Science</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>Zoology for Kids</td><td>✓</td><td></td><td></td><td></td><td></td></tr><tr><td>VR & AR</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Creative Computing with Scratch Programming</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Coding: Swift Playground</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CoSpaces Advanced VR</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Learn from Games</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>Introduction to Machine Learning</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>Physics Experiments</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr><tr><td>Urban Design</td><td></td><td>✓</td><td></td><td>✓</td><td></td></tr><tr><td>3D Sculpture</td><td></td><td>✓</td><td></td><td>✓</td><td></td></tr></table>	Electives	Science	Technology	Engineering	Art	Maths	Mathematical Games					✓	Maths Problem Solving Strategies					✓	Science Adventures	✓					天文實驗班	✓					Toy Science	✓					Paper Circuit	✓	✓	✓			Science Adventure Builder	✓	✓	✓			Advanced Astronomy Exploration	✓					Creative Innovator	✓	✓	✓		✓	Science Workshop I	✓				✓	Science Workshop II	✓	✓	✓		✓	3D Printing	✓	✓	✓		✓	Food Science	✓					Zoology for Kids	✓					VR & AR	✓	✓				Creative Computing with Scratch Programming	✓	✓				Coding: Swift Playground	✓	✓				CoSpaces Advanced VR	✓	✓				Learn from Games	✓	✓	✓		✓	Introduction to Machine Learning	✓	✓	✓		✓	Physics Experiments	✓	✓	✓		✓	Urban Design		✓		✓		3D Sculpture		✓		✓	
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Physics Experiments	✓	✓	✓		✓																																																																																																																																													
Urban Design		✓		✓																																																																																																																																														
3D Sculpture		✓		✓																																																																																																																																														

**Financial Position of Diocesan Boys' School
2019/20 School Year**

[Consolidated - Primary Division and Secondary Division (exclude Boarding School)]
(figures are based on audited account)

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	56%	N.A.
School Fees	N.A.	37%
Donations, if any	N.A.	3%
Other Income, if any	0%	4%
Total	56%	44%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	75%	
Operational Expenses (including those for Learning and Teaching)	12%	
Fee Remission / Scholarship ¹	4%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year *	0.78 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year *	7.79 months of the annual expenditure	
<i>* in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works, if any:

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

² It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Students' Achievements 2020/2021 (From September 2020 to June 2021)

A. English Department

“Let student talk about Education” International Conference 2021

- Outstanding Team Award
- Outstanding Presentation Award

B. Chinese Department

1. 「聽聽寫寫學歷史——穿梭時空來創作」徵文比賽

- 二等獎：5S 凌天祈
- 嘉許獎：5S 鄭卓賢, 5P 陳亮圖, 5S 尹日熙

2. 《大偵探福爾摩斯》朗讀劇比賽

- 「朗讀之星」學生大獎亞軍： 5D 陳政霖

3. 看漢中文網

- 小學星輝大獎

4. 校際朗誦節

- 5 位同學獲冠軍，8 位同學獲亞軍，6 位同學獲季軍

得獎名單如下：

班別	學號	姓名	成績
1J	17	雷友曦	詩詞獨誦冠軍
3D	28	符從德	詩詞獨誦冠軍
3D	28	符從德	散文獨誦冠軍
3M	6	張晉熙	詩詞獨誦冠軍
4P	22	蕭爾康	散文獨誦冠軍
1P	4	曹崇熙	詩詞獨誦亞軍
1S	27	王書豪	詩詞獨誦亞軍
2D	25	彭梓維	詩詞獨誦亞軍
3D	16	梁天朗	詩詞獨誦亞軍
3D	16	梁天朗	散文獨誦亞軍
3M	24	貝正罡	詩詞獨誦亞軍
4J	28	黃逸政	詩詞獨誦亞軍
5P(X)	27	黃浚堯	散文獨誦亞軍
2M	24	鄧仲希	詩詞獨誦季軍
3P	21	陸禹丞	散文獨誦季軍
3S	8	叶傲迎	詩詞獨誦季軍

5P	3	鄭正朗	詩詞獨誦季軍
5P(X)	27	黃浚堯	詩詞獨誦季軍
6P	31	黃逸軒	詩詞獨誦季軍

5. 新雅文化第一屆小學生短片創作及寫作大賽

- 優異獎及網絡最具人氣獎：

3J(4)鄭正翹 3J(11)鍾百勤

C. Mathematics Department

1. Hong Kong International Mathematical Olympiad Heat Round 2021 (Hong Kong Region), HKIMO

- Overall Champion
- Gold Award - 42 students
- Silver Award - 66 students
- Bronze Award - 56 students

2. 15th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools

- Gold Award

3. Hong Kong International Mathematical Olympiad Heat Round 2021 (HK Region) (Semi-final)

- Gold Award - 25 students
- Silver Award - 21 students
- Bronze Award - 17 students
- Merit Award - 1 student

4. Hua Xia Cup 2021

D. First round [Online]

A total of 189 students passed the online test

- G.1 - 55 students
- G.2 - 38 students
- G.3 - 27 students
- G.4 - 32 students
- G.5 - 17 students
- G.6 - 20 students

E. Semi-final

- Team Award:
 - ✧ Champion Award - 1 student
- Individual Awards:
 - ✧ Outstanding Award - 4 students
 - ✧ 1st Class Award - 35 students
 - ✧ 2nd Class Award - 33 students
 - ✧ 3rd Class Award - 15 students

F. Final

- Outstanding Awards - 2 students
- 1st Class Awards - 15 students
- 2nd Class Awards - 23 students

- 3rd Class Awards - 29 students
5. **Asia International Mathematics Olympiad (AIMO)**
 - A. **First round [Online]**

A total of 136 students passed the online test

 - G.1 - 35 students
 - G.2 - 27 students
 - G.3 - 24 students
 - G.4 - 19 students
 - G.5 - 17 students
 - G.6 - 12 students
 - B. **Semi-final**
 - Gold Award - 20 students
 - Silver Award - 24 students
 - Bronze Award - 9 students
 - C. **Final – (Grade one only)**
 - Gold Award - 11 students
 - Silver Award - 8 students
 - Bronze Award - 3 students
 - D. **Final – (Grades two to six)**
 - Competition will be held in August.
 6. **Hong Kong International Mathematical Olympiad 2021 (Hong Kong Region), HKIMO**
 - A. **Heat Round**
 - Team Award:
 - ✧ Overall Champion
 - Individual Awards:
 - ✧ Gold Award - 42 students
 - ✧ Silver Award - 66 students
 - ✧ Bronze Award - 56 students
 - B. **Semi-final**
 - Gold Award - 25 students
 - Silver Award - 21 students
 - Bronze Award - 17 students
 - Merit Award - 1 student
 - C. **Final**
 - Competition will be held in late August.
 7. **Hong Kong Mathematical Games Open 2021 (HKMGO)**
 - 1st Runner up - 1 students
 - Silver Awards - 2 students
 8. **7th Annual Hong Kong Primary Mathematics Challenge (2020-2021)**
 - Outstanding Awards - 19 students
 9. **28th Hong Kong Primary Mathematical Olympiad Competition**
 - Competition will be held in July

D. French Department

1. 10th French Speech Competition

Category Prose Reading

- P3 Champion - Callum Lakshan Dani
2nd Runner-up - Curtis Yung
Merit Prizes - Matthew Chu and Owen Chua
- P4 Champion - Cedric Wong
Merit Prize - Aziz Mohammed
- P5 Champion - Andreas Tsang
2nd Runner-up - Markus Chu

Category Solo Poetry

- P3 Champion - Callum Lakshan Dani
2nd Runner-up - Matthew Chu
Merit Prize - Owen Chua
- P4 2nd Runner-up - Cedric Wong
- P5 Champion - Sage Fischer

2. DELF Prim A1.1 and A1 Exams

- Honours Level - 90% of participants
- Merit Level - 10% of participants
- Perfect Score - Marc-André Noel and Andreas Tsang

E. PE Department

2021 Hong Kong Inter-schools Badminton Championships

- Champion

F. Computer Studies Department

1. International Coding Elite Challenge 2021, Hong Kong & Macau Region

- Champion - 3J Cheng Ching Kiu Kingsley
- Gold Award - 5S Chan Cary Sirui
- Gold Award - 3P Lai Yau Chai Marcus

2. 23rd HK Youth Science & Technology Innovation Competition

- Merit Prize - 6P Lam Lancelot