Diocesan Boys' School
Primary Division

Annual School Report
2021-2022

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Achievement and Reflection of Annual School Plan 2021-2022

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

1. Curriculum & Assessment

1.1 Intended Outcomes/Targets

To develop and incorporate blended learning into the classroom to cater for learners' diversity

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
- HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices
- To incorporate at least one blended learning activity in each term to cater for learners' diversity

Success Criteria

- 80% of teachers will have attended at least 4 hours of training on topics related to blended learning.
- SoW clearly shows where blended learning activities have taken place to cater for learners' diversity.
- At least 80% of teachers agree that blended learning methods enhance students' educational experience.
- Professional exchange and peer observation have been conducted among all HoDs.

Report and Evaluation:

In the academic year 2021-2022, five school-based workshops were held as follows:

Hands-on usage of ActivPanel	8 September 2021
Kahoot, Whiteboard.fi & Nearpod	15 September 2021
Edpuzzle, Screeencastify & Explain Everything	29 September 2021
Blooket	1 December 2021
Using iPads to Facilitate Teaching	20 July 2022

The courses helped equip teachers in running the lessons in blended mode, employing the various tools and apps. It was reported 96.2 of all teachers agreed that blended learning methods could enhance students' educational experience, while 83.3% of all teachers have attended at least 4 hours of training on topics related to blended learning, which has fulfilled our previously set target for this school year.

The HoDs of the four core subjects and Mr. Tinnok Ng, Deputy Headteacher of Curriculum Development and Academic Affairs, completed peer lesson observations as follows:

Subject	**Date**	**Topic**	**Blended Learning Tools**
English	1 November 2022	G5: The Mystery of Peril Castle	Scanning of QR codes in the School Hall and answering questions
Chinese	25 October 2022	G1:四素句寫作	Uploading pictures on Nearpod and writing picture descriptions
Mathematics	12 October 2022	G6: Circumference Exploration	Using NearPod & Whiteboard.fi to investigate the circumference of semicircles
General Studies	7 October 2022	G5: Revision of Female Reproductive Systems	Using Whiteboard.fi to label a diagram

The blended learning strategies in the classes were shared in their own subject collaboration sessions.

The evaluation of other core subjects on the implementation of blended learning are listed below.

Department of English

The use of eLearning tools and the blended learning model is now embedded into the English Department curriculum. On the Scheme of Work, teachers highlight blended learning opportunities and create resources or online games using a variety of eLearning programmes.

English teachers have continued to use the blended learning approach in their daily lessons. Often, giving students choices with how they would like to work e.g. using Book Creator, Google Suite or paper. Many worksheets now have QR codes attached to them which take students to Nearpod slides and games which they can use to supplement and support their learning, both in the classroom and at home.

In addition to this, all students and parents have access to the Virtual Classroom where they can see notices from teachers and download worksheets and additional learning materials, thus, supporting self-directed learning. Students have access to an online reading library called Reading A-Z and are assigned 15 books per year to read.

Finally, to give the teachers a better experience and guidance of the blended learning environment, the English Department has been blended to foster a better understanding of how it might work in the classroom. This includes using Microsoft Teams and Zoom to share and collaborate. We have also included a section about Blended Learning in the English Department Subject Memorandum to further support teachers with the idea of blended learning in the classroom.

At the end of every teaching unit, students are asked to scan a QR code where they complete a survey about their learning. Teachers can use this information to help plan upcoming units as well as monitor students' progress.

This year, as part of our professional sharing in English subject collaborations we asked teachers to try and focus on blended learning. Below is a list of the topics covered this year by the English Department:

Mr. Alex Lam	Blooket and Ziplet
Ms. Jen Wan	Pear Deck
Mr. Nicholas Lindenmayer	Mote
Ms. Fiona Tsui, Ms. Katie Chan and Ms. Karen Leung	Apple Teacher Courses
Ms. Ksenia Girsova	Kami
Ms. Maggie Wu and Ms. Agnes Lee	Word Wall
Ms. Karen Li	Book Widgets

Department of Chinese

	混合式教學進修活動舉隅
校內	Hands-on usage of ActivePanel
	Kahoot, Whiteboard. fi & Nearpod
	Edpuzzle, Screencasitfy & Explain Everything
	Blooket
	參觀金巴崙長老會耀道小學: 混合式教學及校本中文課程
校外	傑出電子教學獎 2020/21 得獎者分享— 如何於小學中文科推行混合式學習分享會
	專家卓見—利用電子學習令學生投入課堂：我的策略分享
	資訊科技教育與學科有關系列：在小學運用 Quizlet 提升中國語文科課堂的互動教學
	香港教育大學：互動工作坊：新常態下的混合式教學
	資訊科技教育教學法系列：運用 Canva 設計平台提升學與教效能

Department of Mathematics

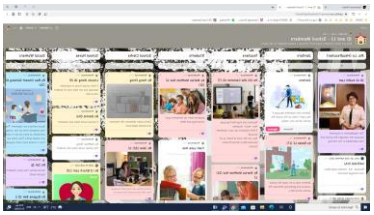
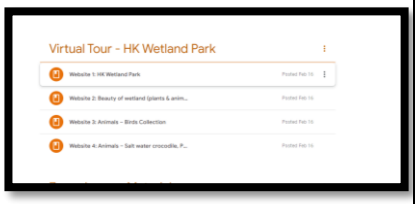
Blended Learning Activities

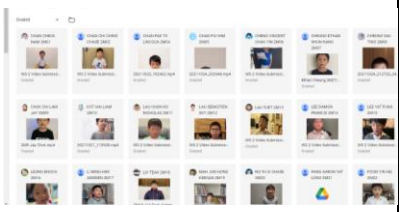
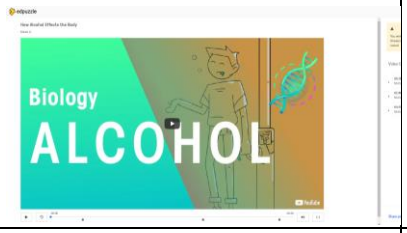
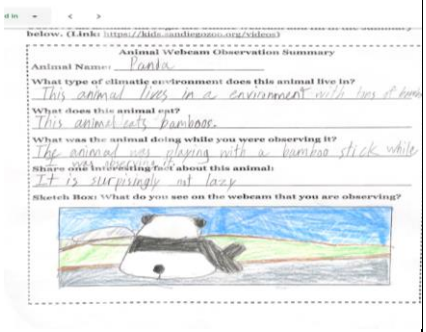
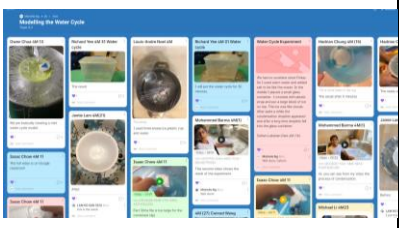
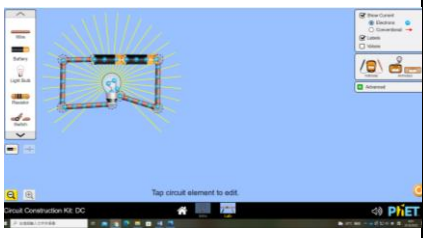
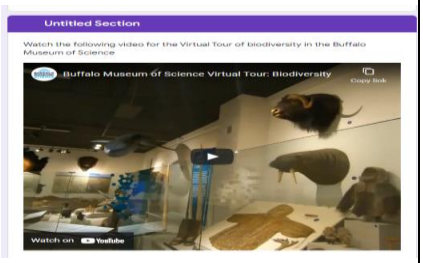
- Blended learning activities catered for learners' diversity were planned and marked clearly on SoW and CLP forms.
- Strategies involved engaging students to have more group discussions, working with teaching-aids to have more hands-on experiments and adopting flipped-classroom and lesson preparation were carried out to enable the low achievers to build up the basic concepts on Mathematics more easily.
- Topic-based Planetii Practice 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.
- Planetii quizzes were assigned to G.2 – G.6 students twice a year. Marks were counted towards the summative assessment scores.

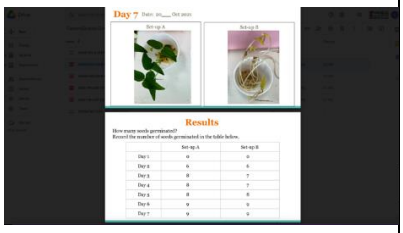
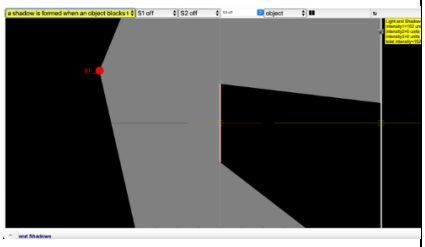
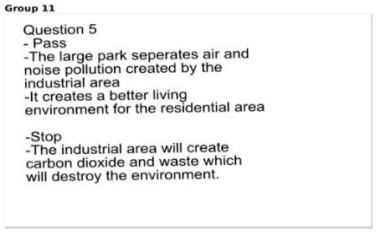
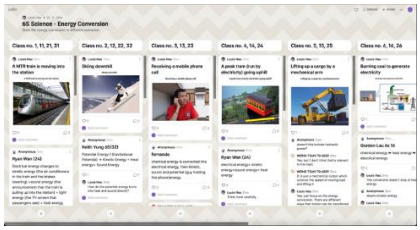
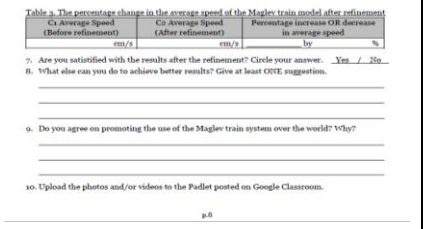
Feedback from Teachers

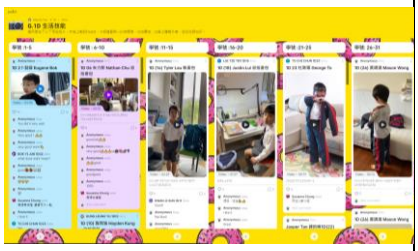
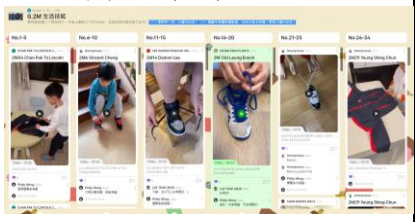
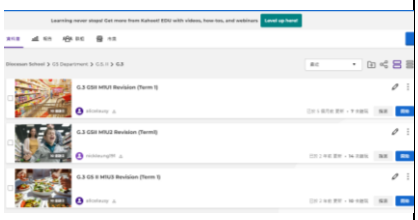
- A research was conducted on 2 June 2022. All Math teachers (100%) agreed that blended learning methods could enhance students' education experience.
- Teachers used different kinds of online teaching platforms such as Padlet, Nearpod, Plickers, Kahoot! regularly to check students' understanding and provided instant feedback to students.
- Opportunities were given to students to view other classmates' work and give constructive feedback for their peers. Self evaluation and peer evaluation were taken place through blended learning activities.
- Teachers adjusted the teaching plans and teaching materials based on students' performance.

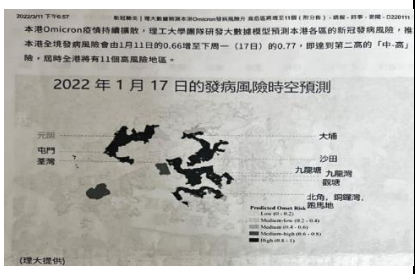
Department of General Studies

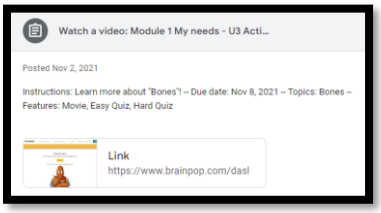
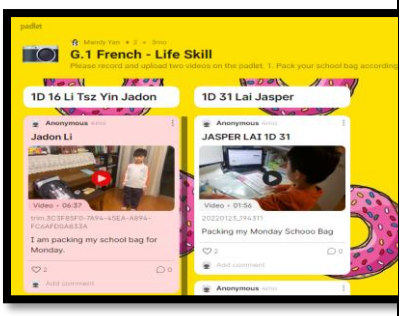
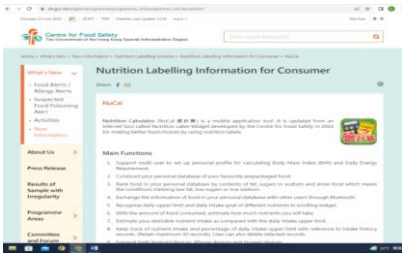
GS I/ Science			
	Term 1	Term 2	Term 3
G.1	Students discussed the importance and duties of school members. Then they shared their understanding on Padlet. 	Students took a virtual tour to Hong Kong Wetland Park and shared their findings and their favourite animals by completing a worksheet. 	Students studied properties of different materials and drew a Venn diagram to compare two chosen materials. 
G.2	After learning about the importance of doing exercises, safety and factors of doing exercises, students submitted a 1-minute video on Google Classroom to suggest a kind of sports activity suitable for an asthma	In the "Making a Toy Car" project, students researched the basics of wheels, forces and what affects speed. Then, they created their own electric toy car out of drink cartons in a Zoom lesson. Students were asked to conduct simple tests at	After learning the different categories of animals and how to be a responsible pet owner, students were asked to suggest the animal that is the most suitable for a primary school student to keep. Their responses were posted on Padlet.

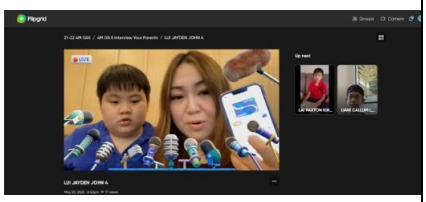
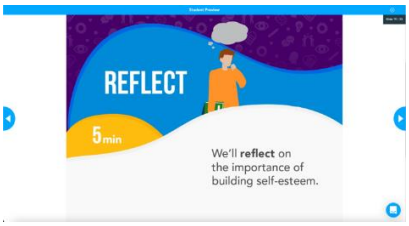
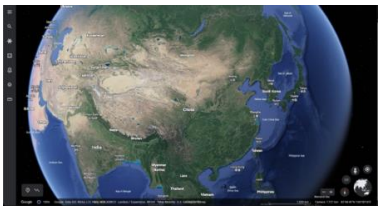
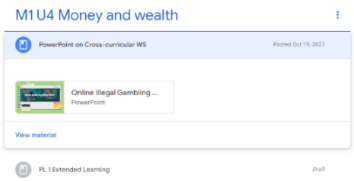
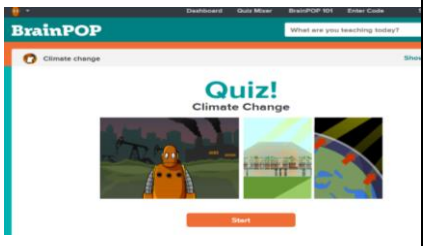
	patient based on the given information. Feedback was given in class and to individual students. 	home and submit videos / pictures to Google Classroom. 	
G.3	Students viewed an Edpuzzle video to learn the negative effects of harmful habits. Then they discussed and worked in pairs to design and promote an anti-campaign on harmful habits. 	Students explored the life of animals on Zoo live web-cams and shared their recordings on Google Classroom. 	Students chose a type of living things and introduced how they adapt to the environment on Padlet. 
G.4	Students were asked to demonstrate the water cycle experiment at home and took photos which were shared on Padlet. 	Students did an experiment on an online virtual laboratory to explore more about an electric circuit. 	Students attended the Biodiversity Virtual Tour and completed an online exercise on Google Classroom. 
G.5	Students were given 10 bean seeds to grow under two conditions to	Students did an experiment on an online virtual laboratory to find out the	Students attended the Virtual Open Day of the Hong Kong Observatory

	investigate if light is essential for germination. A Bean Plant Diary was kept with photos of their plants. 	properties of shadows in relation to the distance from the light source. 	and completed an online quiz on the duties and services provided by the Hong Kong Observatory. 
G.6	Students shared their thoughts on the impact of human activities in different scenarios in the textbook and expressed their ideas through the online platform. 	Student discussed the energy conversion in different situations using the Breakout room during Zoom. 	Students designed and created their own Maglev train. Afterwards they uploaded the photos or videos to the Padlet. 

GS II (Mainstream)			
	Term 1	Term 2	Term 3
G.1	在教授《認識身體》，老師讓學生瀏覽網站「親子口腔護理樂園」，學習護理口腔的知識，老師也在課堂中跟同學討論有關知識。 	同學拍下以下兩段短片，然後上載到 Padlet：(1) 根據星期一的時間表，收拾書包。(2) 穿上體育外套，並把拉鍊拉好。 	老師於預習十一著學生瀏覽網頁，嘗試了解中國人的節慶，然後回校於上課時討論。 
G.2	請同學拍攝一張所住的社區內的設施、自然景物或歷史名勝的相片，並加以簡單介紹，然後上載到 Padlet。老師再在課堂上與同學一齊認識不同社區的特色。同學亦可在 Padlet 互相留言評價。 	請同學拍下以下兩段短片，然後上載到 Padlet：(1) 綁鞋帶(2) 摺疊冬季體育運動服，包括外套及長褲。 	跨學科活動工作紙—少數民族及中國風貌（與中文及視藝科合作）：區旗及區徽遊蹤 
G.3	請同學找出三色回收桶可以回收的物品類型，然後上載到 Padlet。此外，同學亦需完成工作紙，認識膠樽的分類。 	老師於第一次評估前，利用 Google Classroom 請同學在家自行進行溫習，然後完成 Kahoot! 任務，再回校於上課時討論。 	跨學科活動工作紙—少數民族及中國風貌（與普通話科合作）：Nearpod Activity 

G.4	Description: 網上導賞團：學生參觀網上「工」不可沒 —— 香港工業展覽，增進對於 80 年代香港工業發展的認識，並且挑戰教育小冊子問題。  	Description: 剪報及分享：在網上新聞或報紙中找出「網絡大數據」相關的報導完成剪報。老師再與同學在課堂上一起分析及探討。  	Description: 在教授《信息與我》一課時，老師於 Google Classroom 上載一些個人資料私隱專員工署的連結，增加對保護個人資料的認識。讓學生利用課餘時間自行預習，然後在上課時進行討論。 
G.5	利用 Whiteboard.fi 平台，學生溫習女性生殖系統。學生需完成工作紙並分享學習成果。 	配合單元三第三及四課，同學瀏覽禁毒處網頁及參與賽馬會禁毒資訊天地虛擬參觀。  	跨學科活動：中國的地形、城市及景點—Nearpod 問答小遊戲。 
G.6	學生以醫院/診所所提供的服務、設施、收費或等候時間等範疇作為考慮因素，到 Padlet 分享他們在生病時會選擇到政府醫院、私家醫院還是私家診所看醫生，以及個人意見。 	在教授《社區健康》一課時，老師於 Google Classroom 上載一些政府部門的連結，如食物環境衛生署、食物安全中心等，讓學生利用課餘時間自行預習，然後在上網課時進行討論。  	老師於預習十一著學生瀏覽《基本法》網頁，嘗試了解《基本法》的條文，然後回校於上課時討論。 

GS II (French Stream)			
	Term 1	Term 2	Term 3
G.1	Students were asked to watch a BrainPOP video to learn about “bones” and complete a quiz afterwards. 	Students were told to take 2 videos to demonstrate life skills on Padlet. 	Students completed a Kahoot! Quiz after exploring the extra learning materials about HK monuments. 
G.2	Students took pictures and introduced their living community on Padlet before lessons. 	Students uploaded 2 videos and demonstrated life skills on Padlet. 	Students shared their feelings about pandas on Padlet. 
G.3	Students visited the websites provided and used the information and video guides to learn more about the importance of nutrition. 	BrainPOP videos were assigned for some topics as pre-lesson tasks. Student were told to watch the videos and complete some quizzes. Discussion was conducted in the lessons. 	Students scanned the QR code which took them to a website to research Hong Kong attractions. They then presented their chosen attraction to the rest of the class. 

G.4	Students completed an interactive learning package on Quizizz to learn more about the scientific principles and the contributions of vaccines to modern medicine. 	Students undertook a virtual tour to the History of Hong Kong Industry Exhibition to extend their lesson learning on the Hong Kong's industrial development in 1980s. 	Students conducted an interview with their parents on their occupations to learn more about how different industries contribute to Hong Kong's economy and uploaded photos to Flip grid. 
G.5	Students attended an interactive lesson via Nearpod to learn more about and reflect on the importance of self-esteem. 	Students undertook an online virtual tour to the HKJC Drug Info Centre to learn more about its services for our community. 	Students made use of Google Earth to explore the geographical locations of China and those of its neighboring countries. 
G.6	Students studied a PowerPoint on the topic of online gambling on Google Classroom. A worksheet was done as consolidation. 	Students undertook an online virtual tour to an exhibition about Hong Kong Security Law with interactive elements and mini-games. 	BrainPOP videos were assigned for some topics as pre-lesson tasks. Student were told to complete some quizzes. Discussion was conducted in the lessons. 

Major Concern: First Priority – Student Learning and Teaching

2.1 Intended Outcomes/Targets
To establish a cross-curricular integrated curriculum supported by a STEAM approach

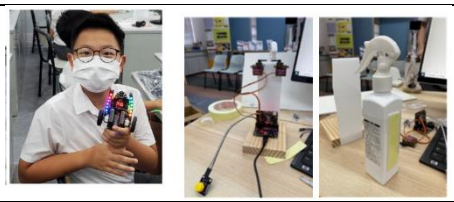
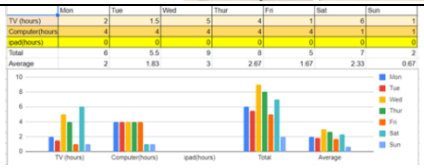
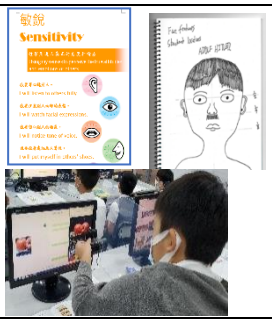
2.1.1 Strategies/Tasks
To carry out at least one STEAM activity across subjects in G.5 & G.6

Report and Evaluation:

	Success Criteria	Achieved
1.	At least 1 STEAM activity has been completed across subjects for **Grades 5 & 6**.	STEAM activities have been completed across subjects for **Grades 4, 5 & 6**.
2.	At least **70% of teachers** involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum.	A survey was conducted with all teachers involved in cross-curricular integrated curriculum supported by a STEAM approach. **100% of teachers** involved stated they Agree/Strongly Agree that cross-curricular activities by STEAM approach can enhance students' learning experiences. **100% of teachers** involved stated they Agree/Strongly Agree that cross-curricular activities by STEAM approach can enrich the curriculum.

Cross-curricular integrated curriculum supported by a STEAM approach:

Grade	Topic	Subjects involved	Student Work
4	Animal Adaptation	Science – Camouflage, Computer Studies - Scratch, Chinese - Living Habitats	
4	Musical Instrument	Science – Sound produced from vibrations, Music – Make your own instrument	

5	Automatic Alcohol Spray	Computer Studies – Microbit, Science – Make your own smart hand disinfectant	
6	Speed & Rate	Math – Calculation of Speed & Rate, Computer Studies – Generate Excel spreadsheet, Science – METH Lab Train	
6	Terracotta Warriors	National Security Education – Cultural Security, Chinese – Terracotta warriors in Xian, Computer Studies - CoSpaces	
6	Facial Recognition with AI	English – Reading comprehension on Fear, Science – Padlet in using facial recognition, Moral Ed - Sensitivity, VA – facial proportion, Computer Studies - Halocode	

Major Concern: First Priority - Student Support

3.1 Intended Outcome / Target:

To raise students' awareness of the importance of wellbeing

3.1.1 Strategies / Tasks:

To offer wellbeing programmes for students to enhance their emotional intelligence and resilience when facing adversity including:

- Service Learning - Kindness Week - Class Activities - Buzz and Bark - Game Zone

Evaluation Report

In the first term students from Grades 1 and 6 participated in a welcoming ceremony to help cultivate the students' sense of belonging to the school. In November, a school wide Kindness Week was held and the theme was "One Kind Word". Students watched videos made by the teachers everyday demonstrating how one kind word can change someone's day. During recess times students were invited to the "Kindness Booth" where they could record their own messages.

Special wellbeing activities were prepared for each class after the early summer holidays in the second term, and all classes in the school spent time over three days to complete the wellbeing activities.

Since returning to school, students had the opportunity to join Game Zone in the hall on a rotational basis where classes could join in with some games and fun activities. Students could also apply to spend their recess time talking with the Deputy Headteacher in the "Buzz and Bark" corner. They might apply to spend time with Dr. Paws, a small poodle for the Bark Corner session or just with the Deputy Headteacher for the Buzz Corner sessions. This has proven to be very popular with the students as the service was often oversubscribed.

Students were given the opportunity to attend a competition organised by the EDB, "Start the Day Full of Energy" where they could design a poster to encourage people to be positive. Details on how to enter the competition were posted on all Google Classrooms. We also received some wellbeing posters from the EDB from The Sayings of Wisdom collection.

In the third term, all students were issued with a clothes peg which they could use to place on a feelings thermometer poster to express their feelings and emotions for the day. Students were then encouraged to talk about how they were feeling and thought about how they could help those who had expressed feeling negative emotions.

Students had "quiet time" in assembly where some music was played and everyone in the school was encouraged to take time for a mindfulness activity. A PowerPoint slide using the acronym STOP was projected onto the screen to help give guidance during this session.

It was hoped that a service learning activity could be arranged with Impact Hong Kong to help homeless people living on the streets of Hong Kong. However, due to social distancing measure in place to combat the spread of Covid 19, this activity had to be cancelled.

Major Concern: Second Priority – Management & Organization; Partnership

1. School Management

1.1 Intended Outcome/Target:

To further enhance the school organization structure and staff professional development

1.1.1 Strategies /Tasks:

To provide opportunities for professional development through staff training, peer observation and panel sharing

Description and Evaluation:

Success Criteria

- At least 80% of teachers agree that the professional development opportunities offered can enhance their teaching practices and professionalism.

Sept 2021 – July 2022

- A survey was conducted in January 2022.
- Focus on Core Subjects: English, Chinese, Maths & GS
- 52 teachers' feedback was collected and data is listed below:

	English		Chinese		Math		GS	
No of responses	12		14		14		12	
	SA	A	SA	A	SA	A	SA	A
Staff Development Workshop	5	6	7	7	5	9	5	5
Peer Observation (CLP)	4	7	10	3	7	7	4	7
Sharing from Head and Panels of Department	5	6	9	5	4	9	4	7
Sharing among members of Department	6	6	8	6	4	9	5	6

*SA- Strongly Agree *A- Agree

	Number of staff agree	%
Staff Development Workshop	49/52	94.2%
Peer Observation (CLP)	49/52	94.2%
Sharing from Head and Panels of Department	49/52	94.2%
Sharing among members of Department	50/52	96.1%

<table>
<tr><th>Success Criteria</th><th>Sept 2021 – July 2022</th></tr>
<tr><td>◆ 80% of teachers have completed at least 15 hours of training provided by the school, eServices or other training providers.</td><td>◆ Data with reference to the CPD hours in Staff Self Apprasial Form
◆ Number of Staff (77 Staff)

<table><tr><th>Number of CPD hours</th><th>No. of Staff</th><th>%</th></tr><tr><td>Less than 15 hours</td><td>15</td><td>19.5%</td></tr><tr><td>16 – 50 hours</td><td>40</td><td>51.9%</td></tr><tr><td>51 – 99 hours</td><td>11</td><td>14.3%</td></tr><tr><td>More than 100 hours</td><td>11</td><td>14.3%</td></tr></table></td></tr>
</table>

Major Concern: Second Priority – Management & Organization; Partnership

2. Professional Leadership

2.1 Intended Outcome/Target:

To further promote teachers' professional interflow and collaboration

2.1.1 Strategies /Tasks:

To organize at least one professional development activity at school per term

Description and Evaluation:

<table>
<tr><th>Success Criteria</th><th>Sept 2021 – July 2022</th></tr>
<tr><td>◆ At least 80% of teaching staff find the professional development opportunities provided valuable.</td><td>◆ A survey was conducted in January 2022.
◆ Focus on Core Subjects: English, Chinese, Maths & GS
◆ 52 teachers' feedback was collected and the data is listed below:
<table>
<tr><td></td><td colspan="2">English</td><td colspan="2">Chinese</td><td colspan="2">Math</td><td colspan="2">GS</td></tr>
<tr><td>No of responses</td><td colspan="2">12</td><td colspan="2">14</td><td colspan="2">14</td><td colspan="2">12</td></tr>
<tr><td></td><td>Very Good</td><td>Good</td><td>Very Good</td><td>Good</td><td>Very Good</td><td>Good</td><td>Very Good</td><td>Good</td></tr>
<tr><td>The visit as a whole was good</td><td>7</td><td>5</td><td>10</td><td>4</td><td>7</td><td>7</td><td>3</td><td>8</td></tr>
<tr><td>The content was useful</td><td>7</td><td>4</td><td>9</td><td>5</td><td>7</td><td>7</td><td>5</td><td>7</td></tr>
<tr><td>The visit inspires me to apply new teaching materials or methods in the curriculum</td><td>7</td><td>4</td><td>10</td><td>4</td><td>7</td><td>7</td><td>3</td><td>5</td></tr>
<tr><td>Helpful to my professional development</td><td>6</td><td>6</td><td>9</td><td>5</td><td>6</td><td>8</td><td>4</td><td>7</td></tr>
</table>
<table>
<tr><td></td><td>Number of staff agree</td><td>%</td></tr>
<tr><td>The visit as a whole was good</td><td>51/52</td><td>98.1%</td></tr>
<tr><td>The content was useful</td><td>51/52</td><td>98.1%</td></tr>
<tr><td>The visit inspires me to apply new teaching materials or methods in the curriculum</td><td>47/52</td><td>90.4%</td></tr>
<tr><td>Helpful to my professional development</td><td>51/52</td><td>98.1%</td></tr>
</table></td></tr>
</table>

Major Concern: Second Priority – Management & Organization; Partnership

3. Partnership

3.1. Intended Outcomes / Targets

To organize more joint-school events

3.1.1 Strategies / Tasks

- To further strengthen the connection with other schools in Hong Kong and overseas
- Organise more joint-school events for building long-term relationship with partner schools

Success Criteria

Each department should have at least 1 professional exchange with another school or educational organizational.

Report and Evaluation:

Six school visits and exchange sessions were organized for DBSPD teachers. On 10 September 2021 (Fri), fifteen representatives from Maryknoll Convent School (Primary Section) visited our school's Secondary and Primary Divisions to gain insights on our campus facilities for the 21st century education. In December 2021, school visits and professional sharing were organized for the English, Chinese, Mathematics and General Studies Departments. The professional sharing (English subject) with St Stephen's Girls' Primary School, organized by EDB, originally scheduled for February 2022 was postponed and a Zoom meeting was organized on 28 April 2022 instead.

Date	Schools in Collaboration	Topics Shared
10 September 2021	Maryknoll Convent School (Primary Section)	To gain insights on a historical campus for the 21st century education
2 December 2021	Cumberland Presbyterian Church Yao Dao Primary School	Blended Learning & School-based Curriculum (Chinese)
3 December 2021	Si Yuan School of The Precious Blood	Blended Learning & School-based Curriculum (Mathematics)
6 December 2021	Scientia Secondary School	School-based Curriculum (National Education)
7 December 2021	Marymount Primary School	Blended Learning & School-based Curriculum (English)
28 April 2022	St. Stephen's Girls' Primary School	Blended Learning & School-based Curriculum (English)

Major Concern: Third Priority – Student Performance

1. Attitude and Behaviour

1.1 Intended Outcomes/Targets

To enhance students' cooperativeness and resilience

1.1.2 Strategies/Tasks

To enable students to learn about resilience and cooperation through whole school and grade level assemblies.

Report and Evaluation:

In the first term of the 2021-2022 academic year, morning assemblies were held in the hall every Monday, Wednesday and Friday. After school suspension and the early summer holidays mandated by the government, morning assemblies recommenced along with resumption of face-to-face classes.

- Whole School Morning Assembly (Monday & Friday)
  One grade level from G3-6 took turns to attend the assembly in the Hall, while other classes (G1-6) watched live broadcast in the classroom.

- Whole School Morning Assembly (Wednesday)
  The Morning Assemblies on Wednesday took place concurrently in the Covered Playground and the Hall.

  - G1-2 (Covered Playground):
    Since there were no Religious Education (RE) lessons in the half-day timetable, all RE Teachers took turns to teach the G1-2 students about the Christian faith during Wednesday morning assembly time. G1-2 grade levels took turns to attend the assembly at the Covered playground, while other grades had CP in the classrooms.

  - G3-6 (Hall):
    RE teachers, Christian teachers and Reverends from SKH were invited to hold the assembly and share bible messages every Wednesday. Only one grade attended the assembly in the Hall; other grades watched live broadcast in the classrooms.

- Grade Level Morning Assembly (Tuesday)
  To cater for the specific needs of students of the same grade, Grade Level Morning Assembly took place every Tuesday. Class teachers took turns to deliver messages of different moral values to students.

With reference to the APASO survey, the scores for the items "I care about others" and "I am considerate towards others" were 0.53 and 0.44 higher than the mean of Hong Kong schools, which showed our students' cooperativeness is satisfactory. However, according to our teachers' observation, the school still needs to carry on with its current strategies to enhance students' cooperativeness and resilience in future.

Major Concern: Third Priority – Student Performance

2. Participation and Achievement

2.1 Intended Outcomes/Targets

To enhance students' acceptance of their weaknesses

2.1.1 Strategies/Tasks

- To engage students in listening to and reading stories and articles about how people achieve breakthroughs in tough times
- To teach students about Growth Mindset in assemblies and The Power of Yet
- To provide opportunities for students to talk about and record their thoughts and feelings

Report and Evaluation:

1. The concept of Growth Mindset was shared by the School Social Worker in the Moral Education meeting at the beginning of the school year.

2. A shared folder with different teaching materials of positive values was created in March 2022. Teachers were encouraged to use the materials to share with students during online class period. The shared folder includes thought pieces, inspirational quotes, Bible verses and videos.

3. According to Moral Education Student Journals, the skills of positive thinking and resilience were taught.

4. Wellbeing activity time was scheduled in the timetable when school resumed in April 2022. A resources folder with useful materials was provided for teachers, which has mindfulness videos, mindful doodling, zentangle drawing, ice breaking games and suggested questions to help teachers plan their lesson, in order to provide opportunities for students to share their thoughts and feelings.

5. As reflected from the students' Moral Education Journal, students could understand that they should adopt positive thinking when encountering challenges. However, parents and teachers reflected that some students were easily influenced by the others emotionally or mentally. Hence, the concept of self-acceptance should be further promoted in future.

Major Concern: Third Priority – Student Performance

2. Participation and Achievement

2.2 Intended Outcome /Target:

To provide more support to students to share about their failures with others in a safe environment

2.2.1 Strategies/Tasks:

To provide opportunities for students to talk about and record their thoughts and feelings through discussion and journal work

Success Criteria

At least 70% of students consider they have the resources to overcome obstacles and challenges.

At least 80% of students are able to express their thoughts, experiences and goals clearly through journal writing.

Report and Evaluation:

Students were given the opportunities to share their thoughts and feelings through journal writing in their language lessons.

The results of the Stakeholders' Survey for students showed that 83% of students felt that they agreed or strongly agreed that they were confident enough to learn independently. This shows that students feel that they have enough resources to work on their own and overcome any challenges so that they can successfully complete tasks on their own.

Since the resumption of face-to-face lessons, teachers have reported that students have had difficulties adjusting to school life after a long period of virtual classes. Understandably the students have faced major changes in their learning environment during the pandemic, and this year is no exception. Teachers have continued to provide support to students and assist them however possible.

Journaling has also provided great insight to the students' daily lives. Most students have expressed their feelings and thoughts in their monthly journal writings, such as how it has been having Zoom classes compared to in-person classes. Teachers provided feedback to the journals and extended assistance to individual students according to their needs, such as referral to Guidance Teachers for follow-up.

Next year, students will participate in Religious Education and Moral Education lessons and woekshops which will provide more opportunities for students to express their thoughts and feelings. Students should be given more self-directed learning tasks to help them evaluate their weaknesses and work towards improving them.

Report on Use of Capacity Enhancement Grant 2021-2022

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 77 courses were offered in 2021-2022. 55 courses were 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	● To provide various choices of electives for students to broaden their knowledge and horizon. ● There were 21 sessions of around 1 hour each from Term 1 to Term 3 in 2021-2022. **Remarks: Zoom lessons will be conducted due to half-day school.**
Benefits Anticipated	● Boys are able to participate in electives providing basic and advanced knowledge in various areas (Art & Sport, Science, Language & Culture and Personal Development). ● Since all electives are provided for students free of charge, all boys have **equal** opportunities to participate in these programmes. **Remarks: Each elective is conducted in class-based instead of students' preference during zoom lessons.**
Implementation Schedule	Term 1 - 5 sessions The session on 8/10 was cancelled due to adverse weather. The session on 22/10 was cancelled due to G1 Interview. Term 2 - 6 sessions The session on 7/1 was cancelled due to class suspension. Term 3 - 6 sessions The session on 13/5 was cancelled due to adverse weather.
Performance Indicators	● Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities. ● Students' improvement in the knowledge of chess and sports activities. ● Students' capability in applying etiquette, personal management and money management in daily lives.

2. Programme Evaluation

Zoom lessons were conducted in the afternoon during half-day school (Covid-19). Each elective was conducted in class-based instead of students' preference.

a. The approved budget for running the Elective Programme of 2021-2022 was **$1,632,640 (material cost $200,475).**

Remarks: The material cost was calculated based on the number of classes attended particular electives which required provision of learning materials instead of the number of boys allocated to those electives.

b. About 780 students from G1 to G6 were allocated in the elective programmes conducted by out-sourced organizations each term **as planned this year**.

	Term 1	**Term 2**	**Term 3**
Budget	$518,630	$465,500	$448,035
Courses delivered by out-sourced organizations	**33**	**30**	**30**
No. of students enrolled in those electives (out-sourced)	**780** (G1-6 boys)	**780** (G1-6 boys)	**780** (G1-6 boys)

Students were given ample exposure to different areas of learning to explore their interests and strengths. As the elective curriculum is aimed to develop children's multiple intelligences, we hope more elective courses will continue to be developed for our students in the future.

Achievement & Reflection of English Department

Development Plan 2021 – 2022

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

1. **Student Learning & Teaching**
   1. **Curriculum & Assessment**
      - **1.1 Intended Outcomes/Targets**
        To develop and incorporate blended learning into the classroom to cater for learners' diversity
      - **1.2.1 Strategies / Tasks**
        Schemes of work and lesson plans will incorporate more blended learning activities.

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 use of eLearning tools and the blended learning model is now embedded into the English Department curriculum. On the Scheme of Work, teachers highlight blended learning opportunities and create resources or online games using a variety of eLearning programmes.

English teachers have continued to use the blended learning approach in their daily lessons. Often, giving students choices with how they would like to work e.g. using Book Creator, Google Suite or paper. Many worksheets now have QR codes attached to them which take students to Nearpod slides and games which they can use to supplement and support their learning, both in the classroom and at home.

In addition to this, all students and parents have access to the Virtual Classroom where they can see notices from teachers and download worksheets and additional learning materials, thus, supporting self-directed learning. Students have access to an online reading library called Reading A-Z and are assigned 15 books per year to read.

Finally, to give the teachers' a better experience and guidance of the blended learning environment, the English Department has been blended to foster a better understanding of how it might work in the classroom. This includes using Microsoft Teams and Zoom to share and collaborate. We have also included a section about Blended Learning in the English Department Subject Memorandum to further support teachers with the idea of blended learning in the classroom.

At the end of every teaching unit, students are asked to scan a QR code where they complete a survey about their learning. Teachers can use this information to help plan upcoming units as well as monitor students' progress.

This year, as part of our professional sharing in English subject collaborations we asked teachers to try and focus on blended learning. Below is a list of the topics covered this year by the English Department:

Mr. Alex Lam	Blooket and Ziplet
Ms. Jen Wan	Pear Deck
Mr. Nicholas Lindenmayer	Mote
Ms. Fiona Tsui, Ms. Katie Chan and Ms. Karen Leung	Apple Teacher Courses
Ms. Ksenia Girsova	Kami
Ms. Maggie Wu and Ms. Agnes Lee	Word Wall
Ms. Karen Li	Book Widgets

Major Concern: First Priority – Student Performance

1. Curriculum & Assessment

1.1 Intended Outcomes/Targets

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 and Evaluation:

All grade levels participate in at least two projects per year with at least one of them being a group project. On the marking rubric for the projects a mark is given for good cooperation and team work. In the SBC booklets discussion activities are included such as Think, Pair, Share where students can work together to discuss the answer to a question. In the grammar book, items are often started with a small game that can be played with a group or in pairs.

Due to social distancing measures it has been hard to do as much group work as we would like but the solution has been to make use of blended learning tools like Canva and Google Docs where students can work together without needing to gather together.

Evaluation of English Programme Plan 2021-2022

Activity	Period	Description	Evaluation
External Competitions	Sept 2021 - July 2022	1. Speech Festival (Solo/Choral speaking)	This year there were a total of 152 entries into the Hong Kong Schools' Speech Festival. We were awarded: • 16 First Place Awards • 20 Second Place Awards • 16 Third Place Awards
		2. Penmanship Competitions	The English Department joined the Penmanship Competition organized by the Education Employees General Union. 5 students won a prize including the 1st and 2nd Runner-up Prizes.
		3. Spelling Bee	Cancelled due to the pandemic.
		4. Various other competitions - Budding Poets - Global Leadership Link - Box of Hope 5. English Debate	• In the Budding Poets Competition 1 student received a Bronze Award and a Poet of the School Award. • Students from Grades 5 and 6 entered a Speech Competition organized by the Global Leadership Link titled: Let Students Talk About Education. The Grade 6 students were awarded the Outstanding Presentation Award and the Grade 5 students were awarded the First Runner- up Prize. • As part of the Box of Hope charity collection, 2 students won an award for the most beautifully decorated boxes. • The English Debate Team participated in the 9th St. Joseph's Primary School Debating Tournament and was awarded the First Runner-up. • The English Performing Arts Team entered the Hong Kong Schools' Drama Festival and won the following prizes: - Awards for Outstanding Performers (8 students) - Award for Outstanding Audio and Visual Effects - Award for Outstanding Cooperation - Award for Commendable Overall Performance.
Internal Competitions	Sept 2021 - July 2022	1. Inter-class Competitions	The following inter-class competitions took place this year: • Grade One: DBSPD Speech Festival - Spelling Bee • Grade Two: DBSPD Speech Festival - Show and Tell

			• Grade Three: DBSPD Speech Festival - Puppet Show • Grade Four: DBSPD Speech Festival - FlipGrid Videos • Grade Five: DBSPD Speech Festival - DBSPD's Got Talent • Grade Six: DBSPD Speech Festival - Radio Drama
		2. DBSPD Speech Festival	The Inter-schools Speech Festival was held before the First Assessment for all Grade Levels.
Open House	Sept 2021 - Feb 2022	1. English Department Showcase Room	Open House was cancelled this year due to the pandemic.
		2. Storytelling Room	Open House was cancelled this year 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.	This year, 45,470 books were read using the online platform Reading A – Z. 48,702 reading quizzes were completed.
Workshops, Talks, Outings (for students)	All year	**1. Student Activities** 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 5 attended a Radio Drama Masterclass where they learned the skills needed to put together a good radio drama. This included using voice and sound effects and also how to speak with expression and clarity when performing in such a way where the audience can only hear your voice.
		2. Lecture Series An activity to inspire students to be leaders with integrity and provide a chance to discuss various global issues.	Students in Grade 6 attended a talk by Ms. Lenore. The title of her lecture was Why Stories Matter. Grade 5 students also attended a lecture from Hong Kong Dolphin Watch and Plastic Free Seas to connect to their English topic of conservation. Students in Grades 4 – 6 attended an online Webinar hosted by children's author Sir Michael Morpurgo.
National Security Education	Sept 2021 – July 2022	To enhance students' sense of National Identity and arouse students' sense of belonging to the country.	The following activities took place: • **Grade 1:** Students learned about the customs and traditions practiced in Chinese Festivals. • **Grade 2:** Students learned about regional food delicacies of China.

			• **Grade 3:** Students learned to have a better understanding of past Chinese inventors and their inventions. • **Grade 4:** Students learned about the Chinese aerospace project. • **Grade 5:** Students completed a tourist information advertisement related to popular sight-seeing spots in China. • **Grade 6:** Students showed appreciation for Chinese poetry and literature.

Achievement and Reflection of Chinese Department Development Plan 2021-2022
2021-2022 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

1.1 To develop and incorporate blended learning into the classroom to cater for learners' diversity.
發展及融入混合式教學於恆常教學之中，以照顧學生的個別差異

1.1.1 To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.
透過參與講座及工作坊，提升教師在恆常教學中應用混合式教學的專業與效能

Success Criteria:
成功準則: 80%或以上老師能出席最少4小時關於混合式教學的進修課程。

Report & Evaluation:
報告及檢討：

根據問卷調查，全部老師能出席最少 4 小時關於混合式教學的進修課程。

	混合式教學進修活動舉隅
校內	Hands-on usage of ActivePanel
	Kahoot, Whiteboard. fi & Nearpod
	Edpuzzle, Screencasitfy & Explain Everything
	Blooket
	參觀金巴崙長老會耀道小學: 混合式教學及校本中文課程
校外	傑出電子教學獎 2020/21 得獎者分享— 如何於小學中文科推行混合式學習分享會
	專家卓見—利用電子學習令學生投入課堂：我的策略分享
	資訊科技教育與學科有關系列：在小學運用 Quizlet 提升中國語文科課堂的互動教學
	香港教育大學：互動工作坊：新常態下的混合式教學
	資訊科技教育教學法系列：運用 Canva 設計平台提升學與教效能

1.1.2 To incorporate at least one blended learning activity in each term to cater for learners' diversity.
每一個學期需以混合式教學模式進行最少一個有助照顧個別差異的學習活動。

Success Criteria:
成功準則:

1. 各級進度表有顯示混合式學習模式，並能照顧個別學習差異。
2. 80%或以上老師同意混合式學習模式能提升學生的學習經驗。

Report & Evaluation:
報告及檢討：

1. 各級進度表均有顯示混合式學習模式，並能照顧個別學習差異。各級共同備課計劃 (CLP)，詳情如下:

級別	課題	混合式學習	照顧個別學習差異
G1	認識四素句	- 以Nearpod形式預先學習分辨四素詞 - 學手上載照片，為課堂活動提供素材 - 運用 Nearpod 上載的照片於課堂造句，與日常生活聯繫，能提高學習興趣，並跟進學生學習情況。	- 以 Nearpod 為預習平台,學生可按需要反覆觀看，家長亦可從旁協助。 - 課堂進行協作學習活動，達致以強帶弱。 - 功課設挑戰題，能力高學生可在創作四素句之上加上感受，創作人感句。
G2	認識排比句	- 學生要完成網上練習，判斷 5 個排比句。 - 老師分析學生的回應,找出學生的難點,並作出跟進。	- 學生需完成工作紙，續寫排比句或寫作一個排比句。 -「續寫排比句」適合能力稍遜的學生，而挑戰題----「寫作排比句」適合能力較強的學生。
G3	感官描寫	老師運用混合式學習作螺旋教學及鞏固，有助結合及善用課堂與課餘時間自學，相得益彰。在課堂上，老師先配合課文教授多感官描寫，然後學生在課餘時間在家中觀看影片，並根據影片分析，找到片段中運用了哪些多感官，最後在課堂上跟學生訂正，環環緊扣，推動學習效能。	- 課堂上，老師安排學生以小組進行討論，藉着「以強帶弱」作協作分析及完成課堂工作紙。學生在工作紙上分析不同句子所運用的多感官描寫，然後按圖片寫作段落。 - 為照顧個別差異，普通班學生和 A 班學生在教學安排上則有所調整。普通班運用多感官描寫來看圖寫作段落，而 A 班學生則改為口頭造句。班本安排上，能力較佳的學生可完成挑戰題，發揮創意寫作；能力較弱的學生能向老師取字詞錦囊協助。此外，混合式學習的工作

			紙中會額外加入示例，並輔以填空的形式協助學生作答。
G4	奇妙的漢字	- 學生大多能在家中觀看短片，為學習課文奠定了基礎。 - 他們從短片中認識更多象形字及形聲字，豐富了課外知識，能在課堂上跟其他人分享。	- 能力較高的學生可以分辨到課本以外的漢字的造字方法，並發揮想像力，推測古人造字的原因。他們所說的原因合理，反映對造字方法的了解。 - 能力較弱的學生聆聽其他人的分享，加深對課題的了解。
G5	認識《廉頗和藺相如(下)》人物性格	- X 班學生能在網上先構思問題，然後於話劇時詢問演員，這能加快課堂節奏。 - 普通班學生在家中觀看影片作備課，好讓在演繹時更流暢。 - X 班學生非常投入使用 AnswerGarden 來分享答案，可是要留意學生運用語音時是否使用粵語，否則所打的東西便會變成奇怪文字。	- 預先安排好同學們演繹不同角色，當台下同學/教師詢問戲劇組學生時，其他演同角色的同學亦可以幫忙回答，互補不足。 - X班學生的學習動機及能力均較高,所以安排較多的自主學習活動;而普通班學生則安排字詞輸入活動為預習,以增強學生的學習信心。課堂設計的訪問活動能提升學生的投入程度，效果理想。
G6	重温及辨析說明手法	- 老師通過學生在線上進行 Google form 預習，了解到學生是否已掌握在課文所學習到的說明手法，有助老師在實體課堂時能作出合適的回饋。 - 老師要求學生觀看廣告片段並找出當中運用了的說明手法，比起一般的文字閱讀方式，更能提升學生的學習興趣。學生在課堂上亦能勇躍對影片的說明手法作出口頭分析，可見線上練習與課堂教學的結合能有效提升學生的學習動機和教學效能。	- 老師在授課前根據學生的作答情況，收集數據。在授課當日，運用數據結合教學難點，作針對性的教授(能照顧個別差異)。 - 通過一些影片作例子，要學生進行分組討論，分析分類說明和舉例說明的不同。 - 程度較高學生能以強帶弱，協助能力較弱的學生參與討論。

2. 根據問卷調查，全部老師同意混合式學習模式能提升學生的學習經驗。

1.1.3 HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices.
各科主席需進行最少一次跨學科觀課交流，並於本科會議上分享。

Success Criteria:
成功準則:

各科主席能完成專業交流及觀摩。

Report & Evaluation:
報告及檢討：

科主席於本年度與常識 II 及數學科進行跨學科觀課，並於本科會議上分享。

- 常識 II 的課堂採用 Whiteboard Fi 電子白板配合課堂教學。此外，為照顧學生學習差異，在課堂工作紙上印上 QR Code，為能力較弱的學生提供參考資料，幫助他們完成課堂活動；

- 數學科以 Nearpod 配合課堂教學，因數學科涉及較多的圖像，學生以手指繪畫難免未及清晰，因此教師其後請學生在筆記及工作紙上完成，再以拍照方式將回答上傳，同樣能讓教師查看全班同學的進度。

- 跨學科觀課交流，讓中文科老師了解其他科目如何使用電子設備輔助教學，理解學生的技術及課堂工具的限制，對發展本科運用混合式教學，獲益良多。

2. Student Learning and Teaching
學與教

2.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach.
運用STEAM 教學模式建構跨課程學習

2.1.1 To carry out at least one STEAM activity across subjects in G.5 & G.6.
五、六年級有最少一個運用STEAM教學模式設計的跨學科學習活動。

Success Criteria:
成功準則:

1. 五、六年級完成最少有一個運用STEAM教學模式設計的跨學科學習活動。

2. 70%或以上負責STEAM跨課程學習的老師同意STEAM跨課程學習能提升學生的學習經驗，並能優化課程。

Report & Evaluation:
報告及檢討：

1. 五年級運用 STEAM 教學模式設計的跨學科學習活動檢討

「自動潔手裝置」是由科學課、電腦課以及中文科一同合作完成，希望藉此讓學生學習編程、組裝零件的同時亦可以運用中文語言來向大眾說明「自動潔手裝置」的使用方法以及進行活動反思，從而提升學生的綜合能力。

可是，由於受疫情影響，學生在學習編程以及組裝方面稍有延遲，導致考試結束後才可以完成寫作部分，因此期望來年疫情能進一步受控，以避免學習進度受影響。整體而言，此活動可以豐富學生的學習經驗，同時提供更多機會讓他們利用中文表達自己。

2. 六年級運用 STEAM 教學模式設計的跨學科學習活動檢討

學生通過學習《遊兵馬俑博物館》一課，認識到兵馬俑是中國舉世聞名的古跡，亦明白到兵馬俑反映了古代中國人民高度的智慧和精湛的技術，增加了他們的民族認同和為此自豪。學生能從課文中分析各種兵馬俑的外形特點，並結合電腦科，設計出自己的兵馬俑博物館，把不同知識融會貫通。

五、六年級負責STEAM跨課程學習的老師，全部同意STEAM跨課程學習能提升學生的學習經驗，並能優化課程。

Evaluation of the Chinese Programme Plan 2021-2022

2021-2022 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。	校際朗誦節 (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。 (二) 活動對象: 小一至小六 (三) 推動時間: 九月至十二月 (四) 活動內容: - 老師邀請各級有興趣的學生參加獨誦比賽，並給予適當的訓練與指導。 - 部分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。 - 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。 (五) 活動檢討: - 共有 67 人次參加本屆的校際朗誦節，其中 5 位同學獲冠軍，9 位同學獲亞軍，7 位同學獲得季軍，3 位同學獲探本溯源盾，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
1M	13	林思瀚	詩詞獨誦冠軍/探本溯源盾
1P	4	陳淳醴	詩詞獨誦冠軍/探本溯源盾
1S	25	鄧溢昇	詩詞獨誦冠軍/探本溯源盾
4P	6	張晉熙	詩詞獨誦冠軍
4S	29	符從德	詩詞獨誦冠軍
1M	25	蔡珈宏	散文獨誦亞軍
1S	7	甘凡平	散文獨誦亞軍
1S	23	彭鈞澧	詩詞獨誦亞軍
2S	5	曹崇熙	詩詞獨誦亞軍
3P	25	彭梓維	詩詞獨誦亞軍
4P	18	梁天朗	詩詞獨誦亞軍
6D	2	陳政霖	詩詞獨誦亞軍
6P(X)	27	黃浚堯	散文獨誦亞軍
6P(X)	27	黃浚堯	詩詞獨誦亞軍
1P	5	陳奕翹	詩詞獨誦季軍
1S	11	林柏熹	詩詞獨誦季軍
1S	22	麥洛進	詩詞獨誦季軍
2D	15	李祉佑	詩詞獨誦季軍
3D	28	黃朗睿	詩詞獨誦季軍
5P	30	黃逸政	詩詞獨誦季軍
5S	22	蕭爾康	散文獨誦季軍

<table>
<tr>
<td>2. 硬筆書法比賽</td>
<td>十月</td>
<td>甄靄雯
沈慧慈</td>
<td>為了讓學生體認中華文化，並培養審美情趣，全校學生參加由教育工作人員總工會與香港書法家協會合辦的「第一屆香港中小學中英硬筆書法比賽」。</td>
<td>
<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>1S 林柏熹</td><td>1S 甘凡平</td><td>1M 林思瀚</td></tr>
<tr><td>中級組（小三至小四）</td><td>3M 劉承達</td><td>3M 劉承熹</td><td>4S 陳弘哲</td></tr>
<tr><td>高級組（小五至小六）</td><td>5P 陳俊睿</td><td>6P 陳亮圖</td><td>5S 劉進</td></tr>
</table>
- 全校學生參加由教育工作人員總工會與香港書法家協會合辦的「第一屆香港中小學中英硬筆書法比賽」。老師選出初級、中級、高級三組的冠、亞、季軍。
- 優勝者會獲得證書，其作品亦會寄往教育工作人員總工會參加全港公開賽。
- 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。
- 香港中小學中英硬筆書法比賽成績如下：
<u>小學組中級</u>
➢ 卓越獎　劉承熹
➢ 優異獎　陳弘哲
➢ 優異獎　劉承達

<u>小學組高級</u>
➢ 優異獎　陳俊睿
</td>
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<tr>
<td>3. 實地考察寫作計劃（五、六年級）</td>
<td>一月</td>
<td>五、六年級老師</td>
<td>五年級：
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。</td>
<td>- 老師在五月上旬安排兩周時間，鼓勵學生與家長自行到香港公園參觀，並根據五感完成寫作大綱。同時，老師亦配合「混合式學習」，在 GOOGLE CLASSROOM 發佈四維影片(VR)以及其他相關短片，讓學生可細意重温及更深入觀察各主要園區的特點，從而重點指導學生如何運用多感官描寫擬寫香港公園。接着，學生根據體驗在課堂上完成遊記寫作。透過檢視學生的寫作大綱，可見大部分學生大多能掌握視覺及聽覺來描寫，另外亦可以就景點來抒發感受。</td>
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<td></td>
<td>六年級：
活動日期：五月份
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。</td>
<td>- 老師在五月上旬安排兩周時間，鼓勵學生與家長自行到香港公園參觀，並根據五感完成寫作大綱。隨後，老師亦配合「混合式學習」，在 GOOGLE CLASSROOM 發佈四維影片(VR)，讓學生可細意重温及更深入觀察各主要園區的特點，從而重點指導學生如何運用多感官描寫擬寫香港公園。接着，學生根據體驗在課堂上完成遊記寫作。透過檢視學生的寫作大綱及作文，可見大部分內容比以往作文豐富，學生大多能掌握視覺及聽覺來描寫，並恰當地加入修辭手法來描寫景物。</td>
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<tr>
<td>4. 寫作比賽</td>
<td>四至五月</td>
<td>羅懿文
吳鳳婷</td>
<td>(一)活動目標：鼓勵學生發揮創意，推廣寫作風氣。
(二)活動對象：一至六年級
(三)推動時間：五至六月份
(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。
(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。</td>
<td>- 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。
- 該級的優勝作品已張貼於同級課室，讓同學觀摩。
- 成績如下：
<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
蔡珈宏</td><td>1D
曾宥琋</td><td>1J
陸子睿</td><td>1P
陳淳醴</td><td>1S
梁皓然</td><td>/</td></tr>
<tr><td>二年級</td><td>2M
黃俊熹</td><td>2D
潘諾</td><td>2J
林睿然</td><td>2P
高哲謙</td><td>2S
梁珀朗</td><td>/</td></tr>
<tr><td>三年級</td><td>3P
胡匡澄</td><td>3D
趙泓淳</td><td>3J
徐朗曦</td><td>3M
譚朗希</td><td>3S
陳熙堯</td><td>/</td></tr>
<tr><td>四年級</td><td>4D
潘守智</td><td>4J
黃鉦洋</td><td>4M
張嘉晉</td><td>4P
鍾百勤</td><td>4S
鄭正翹</td><td>/</td></tr>
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伍希樂</td><td>5D
吳峻翹</td><td>5J
郭家熙</td><td>5M
岑浚希</td><td>5P
陳俊睿</td><td>5S
徐焌傑</td></tr>
<tr><td>六年級</td><td>6S
鄭卓賢</td><td>6D
祝敖</td><td>6J
王諾禧</td><td>6M
楊浚一</td><td>6P
李朗皓</td><td>6X
林以湛</td></tr>
</table>
</td></tr>
<tr><td>5. 演講比賽
(四、五年級)</td><td>六月</td><td>黃樂桐
巫家帆</td><td>(一)活動目標：訓練學生演講能力，自信地表達意見。
(二)比賽內容：學生先完成演講稿，再在家拍攝短片。同學可以自由參加，不限名額。
(三)評判：
四、五年級科任老師
(四)獎項: 每級設冠軍、亞軍、季軍及優異獎</td><td>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。
2. 同學能欣賞優秀作品，向同儕學習。
3. 比賽尚在進行，第四十四週(6 月 27 至 7 月 4 日)會由評判觀賞短片，揀選勝出作品。
4. 四、五年級老師可於考試後，向同學播放得獎作品。
5. 參賽人數及得獎名單待定。</td></tr>
<tr><td>6. 故事演講比賽
(一、二年級)</td><td>七月</td><td>王文婕
陳美穎</td><td>- 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。

- 每班設「傑出演繹」獎，得獎者可獲書券及獎狀，以茲鼓勵。</td><td>1. 通過是次活動，提高了學生的演說技巧，培養其創意能力，及增加其自信心。
2. 獎狀及書券已於八月十二日結業禮時段頒發。
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。
4. 得獎名單如下：
<table>
<tr><td colspan="5">一年級:</td></tr>
<tr><td>1D 文思捷</td><td>1J 陳啟政</td><td>1M 林思瀚</td><td>1P 陳見灝</td><td>1S 陳奕臻</td></tr>
<tr><td colspan="5">二年級:</td></tr>
<tr><td>2D 麥芋</td><td>2J 吳庭鍏</td><td>2M 呂鐵</td><td>2P 方孜睿</td><td>2S 劉睿凱</td></tr>
</table>
</td></tr>
</table>

<table>
<tr>
<td>7. 看漢中文網</td>
<td>全學年</td>
<td>趙霜
郭嘉恩</td>
<td>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。</td>
<td>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。
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。
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。
4. 三月至四月安排學生在特別假期中完成，整體登入「看漢中文網」及完成練習的學生人次特別多，可以考慮來年安排「看漢中文網」作為平日課業。
5. 本校學生於看漢教育旗下的閱讀寶庫獎勵計劃中成績傑出，機構特頒發獎座及獎狀予以下同學：
<table>
<tr><td>3M(23)</td><td>麥曉麒</td><td>初小組</td><td>優異獎</td></tr>
<tr><td>1D(13)</td><td>林賢德</td><td>初小組</td><td>優異獎</td></tr>
<tr><td>2M(30)</td><td>葉翺謙</td><td>初小組</td><td>優異獎</td></tr>
<tr><td>4J(22)</td><td>陳照耀</td><td>高小組</td><td>冠軍</td></tr>
<tr><td>5J(15)</td><td>梁碩延</td><td>高小組</td><td>亞軍</td></tr>
<tr><td>5S(11)</td><td>劉進</td><td>高小組</td><td>優異獎</td></tr>
<tr><td>5M(7)</td><td>徐逸希</td><td>高小組</td><td>優異獎</td></tr>
<tr><td>4S(12)</td><td>林英傑</td><td>高小組</td><td>優異獎</td></tr>
<tr><td>5S(2)</td><td>陳浩哲</td><td>高小組</td><td>優異獎</td></tr>
<tr><td>4S(19)</td><td>譚靖晞</td><td>高小組</td><td>優異獎</td></tr>
</table>
</td>
</tr>
<tr>
<td>8. 工作坊及講座</td>
<td>全學年</td>
<td>羅家華</td>
<td>本校邀請了中文辯論隊的錢慧琦導師於 8 月 8 日及 8 月 9 日主持四場講座，對象是 5S、5X、6S 及 6X 同學，內容是辯論的技巧。</td>
<td>透過兩場講座，同學認識到辯論的技巧，包括:思維、組織、邏輯、表達、應變等。導師經驗豐富，講座的內容充實而實用，亦有邀請同學即場參與辯論活動，從活動中指出同學的強弱之處，大家從中學習。同學的表現投入、積極;此活動極能提升同學對辯論的興趣。</td>
</tr>
</table>

9. 必讀書/親子伴讀計劃	全學年	何潔生	- 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、角式扮演等)。 - 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。	- 聖誕節期間，一、四年級因其他活動安排，故不借閱必讀書。而二、三、五、六的借閱活動在假期中已順利完成，唯後來因疫情影響，農曆年假的借閱取消，而復活節的借閱活動則延至六月進行。為確保衛生，老師在收回圖書後會進行消毒。 - 此外，本年一、四年級已添購新必讀書供學生借閱，第一次已在六月進行。 - 一年親子伴讀計劃在十月開始，已進行一次實體及一次網上運用「nearpod」閱讀，學生反應理想；二年親子伴讀計劃將於暑假前進行。
10. 古文/詩歌欣賞	全學年	全體老師	- 學生學習古文或詩歌，透過文學的學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。 - 本年度配合教育局提供的「建議篇章」，製作成校本古詩文誦讀教材，讓學生多誦讀，感受作品的語言文字和思想內容之美。 - 一至二年級學習古詩及《弟子規》；三年級學習古詩及《三字經》；四年級學習古詩及諺語；五至六年級學習古詩及文言文。	- 各級按進度進行古詩文教學，同學於課堂內學習古文或詩歌，能擴闊他們對中華文化的認識，並培養良好的品德，建立正確的價值觀；高年級本年度能大量接觸古文，幫助他們適應初中課程。 - 六年級自製校本教材以「孝悌」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	- 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《枴杖狗》。 - 三年級選用《敵人派》。	- 一至三年級的指定圖書，由於故事內容有趣，圖畫亦具吸引力，因此各班學生的反應熱烈，積極投入課堂活動。 - 各級老師能以引領思維方式，引導學生理解故事內容，有助提高他們閱讀中文課外書的興趣。課堂上老師會向學生提問及講解故事內容，課後亦有相關的工作紙讓學生作延伸學習，因此能有助學生發展思維、閱讀及說話能力，並同時進行德育訓練。
12. 好書推介	全學年	黃嘉欣 黃慧瑩	(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。 (二)活動對象:小一至小六學生 (三)推動時間:全年 (四)活動內容: 各級按進度於全學年完成 2-3 次。科任每次在班中挑選出五份得獎佳作，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。科任亦會向得獎同學頒發小獎狀和磁石書籤，以茲鼓勵。	- 好書推介活動是全校性推展活動，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。 - 今年為了肯定同學們的熱心參與的認真態度，每個被選中的同學都會得到磁石書籤和小獎狀。 - 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。

13. 教師發展活動	全學年	何穎賢	**教師發展活動(一)** - 主題: 電影欣賞《媽媽的神奇小子》 - 日期: 二零二一年八月 **教師發展活動（二）** - 主題：混合式教學及校本中文課程 - 地點：金巴崙長老會耀道小學 - 日期：2021 年 12 月 2 日(星期四) - 時間：上午 10：00 至下午 12：45	- 老師通過欣賞《媽媽的神奇小子》這齣電影，認識了蘇樺偉的奮鬥事跡，讓教師可以跟學生分享其堅毅的精神及母愛的偉大。 - 全體中文科教師到金巴崙長老會耀道小學進行交流活動，在短短兩個多小時的過程中，老師們進入課室觀課，了解在繪本教學上如何應用電子教學平台作配合，並在學生大使的引領下，在校園參觀，認識校園電視台、STEAM Room、互動地板、廚餘機等設施。該校中文科主任及副校長分享了推動閱讀、校本中文課及實踐混合式教學，老師們從中獲得了寶貴的經驗。
14. 戲劇組	全學年	羅家華 何穎賢 朱譚月清	- 鑑於疫情關係，戲劇班於網上進行。 - 戲劇組同學參加了 2021-2022 香港學校戲劇節(廣東話組)網上舉行的比賽，劇目是《烏卒卒插班生》，主題是平等、共融。	- 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。 - 2021-2022 香港學校戲劇節的比賽結果如下: 1. 傑出影音效果獎 2. 傑出合作獎 3. 傑出演員獎：符從德、楊星宇、陳熙堯、黃耀之
15. 辯論隊	全學年	郭嘉恩 甄靄雯	- 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，並參加了「基本法多面體全港學生辯論賽」。 - 導師通過不同的課堂活動，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。	- 同學投入網上課堂活動，表現積極，增加對辯論的認識及興趣。 - 本校於五月二十八日參加第一場「基本法多面體全港學生辯論賽」，辯題為「網上購物能令人在預算下消費」，對賽學校為保良局田家炳小學，比賽結果：我方獲勝。 - 本校於六月十一日參加第二場「基本法多面體全港學生辯論賽」，辯題為「『全港性系統評估」』全面取消」，對賽學校為啟思小學，比賽結果：我方落敗。
16. 創意寫作	全學年	鄭頌慧 黃樂桐	1. 從四至六年級學生當中選拔十三名學生參加創意寫作課程，並邀外聘	1. 受疫情影響，創意寫作班於本年繼續是網上(Zoom)課堂。 2. 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

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td>導師高靜霞老師指導，參加 2 個寫作比賽。
2. 校本課程包括謎語創作、多感官描寫等，在課上輸入各種有趣的寫作素材及技巧，同學需在課上朗讀作品，也會在課後繳交寫作成果。
3. 外聘導師通過閱讀新詩、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。</td>
<td>改善其寫作能力。
3. 本年開始以 Google Classroom 網上繳交課業，大部分同學能按時完成，少數同學需老師提醒才繳交作品。
4. 於 11 月參加「道地 2021 年全港小學生創意徵文比賽」，參賽名單如下：
<table>
<tr><td>學生姓名</td><td>班別</td><td>學生姓名</td><td>班別</td></tr>
<tr><td>莫哲軒</td><td>4J</td><td>徐逸希</td><td>5M</td></tr>
<tr><td>陳凱言</td><td>4S</td><td>袁文韜</td><td>5S</td></tr>
<tr><td>鄭正翹</td><td>4S</td><td>林以湛</td><td>6D</td></tr>
<tr><td>陸政翹</td><td>4S</td><td>楊皓雲</td><td>6M</td></tr>
</table>
5. 於 12 月 10 日參加美荷樓網上導賞團，每位同學均獲贈圖書一本。當天工作人員以不同片段及相片介紹美荷樓，同學反應熱烈。
6. 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 2021-22「兩代情」徵文比賽」，因比截止日期為 8 月，老師仍在修改學生作品，故參賽名單待定。</td>
</tr>
<tr>
<td>17. 學校網頁</td>
<td>全學年</td>
<td>沈慧慈</td>
<td>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。</td>
<td>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。</td>
</tr>
</table>

Achievement & Reflection of Mathematics Department

Development Plan 2021 – 2022

Major Concern:

First Priority – Curriculum and Assessment; Learning and Teaching

1. Curriculum and Assessment

1.1. To develop and incorporate **blended learning** into the classroom **to cater for learners' diversity**.

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

1.1.2. To incorporate at least one blended learning activity in each term to cater for learners' diversity.

1.1.3. HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices.

Success Criteria:

1. 80% of teachers will have attended at least 4 hours of training on topics related to blended learning.

2. SoW clearly shows where blended learning activities have taken place to cater for learners' diversity.

3. At least 80% of teachers agree that blended learning methods enhance students' educational experience.

4. Professional exchange and peer observation have been conducted among all HoDs.

Report & Evaluation:

1. **Teachers' training on blended learning**

   This academic year, except for Ms. Lucy Lilly who has newly joined DBSPD in April, 17 out of 19 teachers (89.5%) have attended at least 4 hours of training on topics related to blended learning.

2.1 Blended Learning Activities

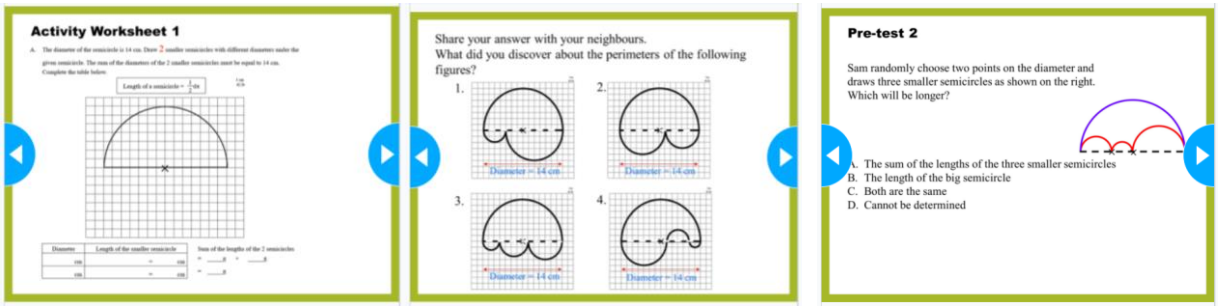
- Blended learning activities catering for learners' diversity were planned and marked clearly on SoW and CLP forms.
- Strategies involved engaging students to have more group discussions, working with teaching-aids to have more hands-on experiments and adopting flipped-classroom and lesson preparation were carried out to enable the low achievers to build up the basic concepts on Mathematics more easily.
- Topic-based Planetii Practice 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.
- Planetii quizzes were assigned to G.2 – G.6 students twice a year. Marks were counted towards the summative assessment scores.

2.2 Feedback from Teachers

- A survey was conducted on 2 June 2022. All Math teachers (100%) agreed that blended learning methods could enhance students' education experience.
- Teachers used different kinds of online teaching platforms such as Padlet, Nearpod, Plickers, Kahoot! regularly to check students' understanding and provided instant feedback to students.
- Opportunities were given to students to view other classmates' work and give constructive feedback for their peers. Self-evaluation and peer evaluation took place through blended learning activities.
- Teachers adjusted the teaching plans and teaching materials based on students' performance.

3. Professional Exchange and Peer Observation among All HoDs

- Professional exchange and peer observation were conducted among all HoDs in October 2021. Mrs. Grace Ko (HoD of Math Dept) invited Mr. Tinnok Ng (DHT), Ms. Tracy Riccio (HoD of Eng Dept) and Mrs. Vivian Chu (HoD of Chi Dept) to observe a G.6 Math lesson. The topic was "Circumference Exploration". NearPod & Whiteboard Fi were adopted. Students were able to investigate the circumference of semicircles and they could share their work and ideas to the whole class.
- More capable students could determine different values of the semicircle and they could try to prove their conclusions by using mathematical expressions. For weaker students, they could find the circumference of the semicircles and prove their findings with diagrams and simple written explanations.



Second Priority – Student Learning and Teaching

2. Student Learning and Teaching

2.1. To establish a cross-curricular integrated curriculum supported by a STEAM approach.

2.2. To carry out at least one STEAM activity across subjects in G.5 & G.6.

Success Criteria:

1. At least one STEAM activity has been completed across subjects.

2. At least 70% of teachers involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum.

Report & Evaluation:

1. STEAM activity in G.6: Maglev Train Model

- Students learnt rate and speed in November 2021 during Mathematics lessons. In Computer Studies lessons, students learnt to use MS Excel / Google Sheet to find out the speed by inputting the time and distance using formula. In English lessons, students learnt to write a report on heart rate and health. In July 2022, students did a project about Maglev Train Model during Science lessons.

<u>Evaluation:</u>

- Students were able to calculate the average time taken and distance of the trials.
- Students were able to calculate the average speed of the maglev train model.
- Students tested on their maglev train model and measured the time taken to cover a specific distance on track.
- Students were able to input the distance and time taken into MS Excel to determine the speed of their own maglev train model.

Evaluation of the Mathematics Programme Plan 2021-2022

Activity 1 Monthly Challenging Question

Teacher-in-charge: *Ms. Jessica Chan & Ms. Celia Chan

Programme Evaluation:

Objective(s):	To motivate students by challenging their minds. To arouse their learning interest in Math.				
Target:	G.1 – G.6				
Period:	October 2021 – May 2022				
Description:	4 Mathematics Challenging Questions were displayed monthly. Students who correctly answered two or more questions were awarded a bookmark.				
Evaluation:	Grade	1st Term (Oct - Nov 2021)	2nd Term (Dec 2021 - Jan 2022)	2nd Term (Feb-Mar 2022) CANCELLED (COVID-19)	3rd Term (May 2022)
	G.1	Participation: 98% Winners: 57 %	Participation: 80% Winners: 56%	/	Participation: 95% Winners: 87%
	G.2	Participation: 99% Winners: 89 %	Participation: 75% Winners: 74%	/	Participation: 89% Winners: 76%
	G.3	Participation: 97% Winners: 84%	Participation: 99% Winners: 35%	/	Participation: 94% Winners: 72%
	G.4	Participation: 94% Winners: 59%	Participation: 73% Winners: 55%	/	Participation: 75% Winners: 64%
	G.5	Participation: 78% Winners: 46 %	Participation: 68% Winners: 51%	/	Participation: 84% Winners: 72%
	G.6	Participation: 86% Winners: 63%	Participation: 74% Winners: 47%	/	Participation: 61% Winners: 42%
Remarks (s):	Comments collected from Teacher Survey:				
	• The level of difficulties of the questions were appropriate. Students enjoyed the activities and like the bookmarks very much. (G.1) • It was well organized in general. (G.2) • They participated actively and they love the design of the bookmarks. (G2) • Students participated actively and they love the design of the bookmarks. (G.3)				

	• The questions are interesting and challenging. Students enjoyed the activities. (G.3) • Students enjoyed doing MCQ very much as they were attracted by the colourful bookmarks. (G.3) • Good. Students enjoyed doing MCQs. Students loved the bookmarks very much. (G.3) • Good on the whole. (G.4) • The level of difficulty of the challenging questions were suitable. (G4) • Students were well-engaged in participating the monthly challenging questions. Some students were able to find the solutions on their own. (G.5) • G5 students were looking forward to do MCQs. They treasured the bookmarks given to them. (G.5) • The questions were challenging that could arouse students' interest. They loved those beautiful bookmarks. (G.5) • The questions are interesting and challenging, but some students were not capable to get all correct answers. (G.5) • Good to discuss with boys during lessons, but there was not enough time. (G.5) • Very interesting, please continue activity next year, thank you (G.6) • The questions are related to the topics they have learnt. Awards are given with 2 correct answers; which is very encouraging for students to initiate their next attempts. (G.6) • Fewer students would solve the monthly challenging questions on their own. Explanation is needed from teachers. (G.6)

Activity 2 Problem-Solving Strategies Training

Teacher-in-charge: *Ms. Ada Chu (G1-3) & *Ms. 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. Due to the pandemic, most of the grades rescheduled the problem-solving week to week 49 or 50.

Description:	G.1 - 6	Students solved two 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 problems. 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	- The problem set suited the level of Grade 1 students; the enabling prompts and extended prompts were useful to cater for the students' learning diversity. - Students were able to understand the questions and engaged in using different methods to solve the problems. (eg: drawing or listing) - Students could show their thinking steps and present their answers logically.
	G.2	- It encouraged pupils to solve problems by identifying what mathematics concept was needed and how it should be used. - It encouraged pupils to reflect on what methods and strategies they had used, and whether they had found all possible answers within the range given.
	G.3	- Students were able to demonstrate their understanding of multiples. - Enabling and extended prompts were useful to cater for individual learning differences. Most of the students could handle the questions. - The questions encouraged the students to use the table or listing method. Some students were able to use algebra method to solve the problem.
	G.4	- Students generally liked solving the problems 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 or with the help of drawing a table while some liked to present the solution in words.
	G.5	- Students were encouraged to solve problem with systematic graphical illustration or mathematical expression. - Most of them could find the solutions after enabling prompts were given. - Students were motivated on the tasks. Students were able to share their ideas and find out the mistakes through discussions.

	G.6	- Students were able to develop and learn different problem-solving strategies, including backward thinking, listing with tables, equations, tree diagrams etc. - There were different question types, like handshake problems, backward thinking and number of combinations. - Teachers could assign the easier task (number of combinations) to the students first, followed by the more difficult one (backward thinking).

Activity 3 Mathematics Projects

Teacher-in-charge: * Pency Wong (G1-3) & *Zoe 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 had to do at least 1 project per term. It could be group projects or individual projects.		
Description:	Grade	1st Term	2nd & 3rd Terms
	G.1	**Calendar Design** - 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** - 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	- The first draft of the projects was of high quality. - Due to the school suspension in January 2022, the final projects were done in June. - Teachers corrected the draft and students were able to produce their work on the A3 poster size paper.	- Students enjoyed planning their parties. - Most of the students could calculate the sum of their expenditure. - However, some of the students could not plan the reasonable quantities of the party items according to the number of guests to be invited.
Description:	G.2	**Treasure map design** - 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** - 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 actions required.
Evaluation:	G.2	- Students had to submit the draft and the final versions of the project so that teachers could evaluate students' learning progress. Marks and written comments were given as feedback. - The pre-project worksheet was well-designed which students could understand and complete the project more effectively.	- This individual project was completed in school. All students were able to set questions with accuracy and diversity. - Creativity and logical thinking skills were effectively developed in the process of designing the chessboards. - In general, students enjoyed doing the project and were very excited playing the game with their classmates.
Description:	G.3	**Curve Stitching – Christmas Card Design** - Students were required to design a Christmas card with curve stitching patterns - They could select their favourite templates provided by the teacher, then drew the	**Quadrilaterals Poster Design** - Students had to introduce 5 different types of quadrilaterals on their posters. - The properties of each type of quadrilaterals with pictures or

		curve stitching patterns with coloured pencils. - After that, they would cut it out and stick it on a coloured paper to make a Christmas card. They could also draw picture(s) and write Christmas blessing(s) to decorate the card.	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	- Students were able to complete at least 2 curve stitching patterns to make a Christmas card with Christmas blessings. - They enjoyed drawing a lot. - They were capable of appreciating the aesthetic aspect of mathematics	- All students were able to demonstrate their understanding of properties of different quadrilaterals. - Some students were able to demonstrate the relationship of different quadrilaterals by using Venn diagrams and tree diagrams. - Some students were able to use their creativity to design the poster and provide challenging questions for their classmates to guess.
Description:	G.4	**Making Shapes** - Students used right-angled isosceles triangles to form different kinds of shapes and then used these shapes to construct a picture.	**3-D Models** - Students were required to collect some 3-D shapes like tissue boxes and candy cans. - 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 4 sentences to describe their 3-D models.
Evaluation:	G.4	- Students enjoyed designing and coloring the pictures, and they were keen to have their work selected and publicly shown in Open House. - Most students were able to create 5 or more different	- It is better to check students' nets of cuboids and give them marks before they folded the nets. - Some students were unable to write 4 sentences properly to describe the 3-D models they

		shapes. Some students were very creative and demonstrated high order thinking skills. - Some students failed to spell the best names of the 2-D shapes, and there is room for improvement in their cutting and sticking skills.	had made. - We can encourage students to draw more nets and make more 3-D shapes instead of only 1 cuboid.
Description:	G.5	**Bar Chart Display** - Students had to work in groups and research the number of visitors of two to three landmarks in two different years chosen by themselves. - Students used the collected data to create bars with different lengths and colours to make a compound bar chart on a display board. - Students added travel information to decorate the bar chart display.	**Volume of a box (A4 paper)** - Students were required to make an open-topped box with the largest capacity with an A4 paper (21cm × 29.7 cm) by cutting off same-sized squares out of the corners and folding the paper with their teammates.
Evaluation:	G.5	- Students could finish the bar chart display with high quality and accuracy. - Students could practice how to construct bar charts in a suitable scale from their collected data. - It was a cross-curricular activity with GS that deepened students' understanding of Chinese culture by learning more details about the landmarks in China. - Students were actively engaged in the process and they enjoyed doing this project.	- Most students were able to apply the Polya's problem solving principles when they were solving the problem. - Students were able to think of different methods and carry out the procedure, such as folding a paper box, calculating with the algebraic expression and writing their results with a table. - Most students were able to evaluate their own method used and brainstorm another method to solve the problem.
Description:	G.6	**Wheel of Fortune** - Students were required to apply their knowledge of angles and circles, also make use of the measurement skills	**Data Analysis – Discount Comparison** - Students were required to do research to compare the prices and special discounts

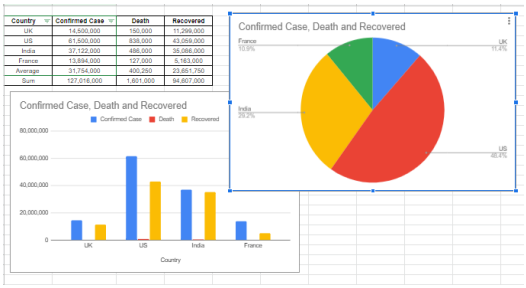
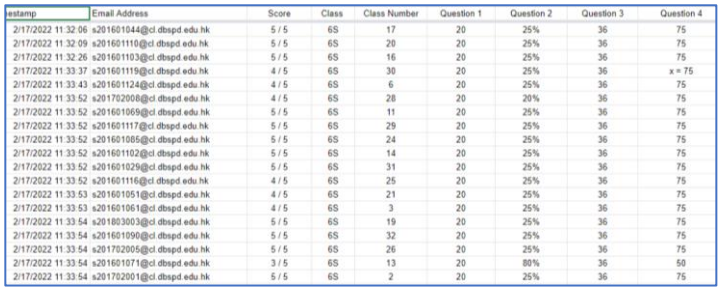
		and collaboration skills to design a mathematical game.	offered for a product from 3 different shops. - Then they had to find out the selling price and make decisions on which shop they should choose.
Evaluation:	G.6	- Most students were able to design different mathematical games with a colourful and attractive wheel of fortune. - More capable students produced a perfect circle and well-designed game. - However, some students were not able to cut the largest circle with the paper provided.	- Most students were able to do research and compare the prices and the offers given for their chosen products. - Students could list out the details of discounts offered and then performed the calculation on discount accurately. - A few students were creative when making their videos. - However, some students submitted videos that exceeded the required length in which marks were deducted.

Activity 4 E-learning/ STEM

Teacher-in-charge: *Ms. Pauline Ip

Programme Evaluation:

Objective(s):	1. To promote students' independent learning skills and IT skills. 2. To incorporate blended learning in our daily teaching and learning.	
Target:	G.1 – G.6	
Period:	Whole year	
Description:	G1-6	- Use of multiple subscribed services to do flipped and online learning, Planetii, Nearpod, Kahoot, Brainpop, Plickers. etc. to create interesting and engaging Zoom lessons during school suspension. - Use of IT skills in Math projects and cross-curricular activities, eg. Excel in making charts

		- Use of Google Classrooms to give out and complete homework online. - Use of Planetii in quiz. - Use of flipped classroom /independent learning & IT in education indicated in the scheme of work. - Use of iPads for online quiz & teaching/learning during lessons.
Evaluation:	G.1-6	- Successful as students' learning interests and engagement levels were enhanced during Zoom lessons. - Successful as students' IT skills and confidence levels have improved progressively. - Teachers have mastered the techniques to conduct motivating and effective online Zoom lessons. - Teachers were positive when trying new learning platforms, such as Whiteboard.fi to collect real time feedback from students during Zoom or face-to-face lessons.
Students' Work		 Cross-curricular STEAM Activities with Computer Studies in Generating Google Spreadsheets.
		 Use of Google Forms to do Mental online during Zoom lessons.

Activity 5 Mathematics Team Training

Teacher-in-charge: *Mr. Anthony Lau, Mr. Billy Ma & Ms. Celia Chan

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:	Math Team is a whole-year and competition-based training programme. Students need to fulfill basic requirements and attend a selection test to join the Math Team. Math Team members need to attend training before lessons (7:30-8:10 / 8:15-8:55) and represent the school to join external Math competitions. This year, we have Mr. Anthony Lau (Part-time Consultant), Mr. Leo Lui (Out-sourced Tutor) and Ms. Celia Chan (Math TA) to support the Math Team training. The school subsidized 100% of the training fees. For students who attended less than 80% of the training sessions were required to pay $1000 (50% of the training fees). Contents of the training programme are as follows: <u>G1</u> • Number Puzzle 填數字 • Finding the Missing Figure 填符號 • Number Pattern 規則數 • Count the Figures 數圖形 • Continuing the Pattern 圖形推理 • Simple Magic Square 簡單幻方 • Applying Odd and Even 奇偶應用 • Observing and Comparing 組合連線 <u>G2</u> • Sum-Difference Puzzle 和差問題 • Sum-Product Puzzle 和倍問題

	• Number Puzzle in Column Form of Four Operations 四則運算豎式巧填 • Odd and Even Numbers 奇偶數 • Prime Numbers and Composite Numbers 質數與合成數 • Basic Reasoning 簡單推理 <u>G3</u> • Difference- Multiple Puzzle 差倍問題 • Smart Calculations I 四則運算巧算 1 • Age Problems 年齡問題 • Clock Problems 時鐘問題 • Chicken with Rabbit Cage 鷄兔同籠 • Unit Fractions 單位分數 <u>G4</u> • Smart Calculations II 四則運算巧算 2 • Divisibility 整除及帶餘數除法 • HCF and LCM 最大公因數及最小公倍數問題 • Average 平均數 • Areas of 2-D Shapes 平面圖形面積 • Period 周期 <u>G5</u> • Fraction Problems 分數問題 • Engineering Problems 工程問題 • Travel Problems 行程問題 • Rate and Ratio 比和比例 • Concentration Problems 濃度問題 • Newton Problem 牛吃草問題 <u>G6</u> • Pigeonhole Principle 抽屜原理 • Long and Short 盈虧問題 • Logic 邏輯問題 • Principle of Inclusion-Exclusion 容斥問題 • Sequence 數列

	• Optimization 優化 • Number Theory 數論初階
Evaluation:	For effectiveness of the programme, refer to students' performance in various competitions. Attendance: G1: 98% G2: 98% G3: 99% G4: 98% G5: 97% G6: 98%

Activity 6 External 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 2021 to June 2022
Description:	• 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 7 Open House

Teacher-in-charge: *Mrs. Grace Ko & Ms. Celia 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 2022
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: *Ms. Maggie Wu & Mrs. Grace Ko

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 2022
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: *Ms. Macy Lai, Ms. Ingrid Wong & Ms. Teresa Chan

Programme Evaluation:

Objective(s):	To provide opportunities for students to challenge themselves and receive recognition. To help students' psychological development through striving for success and accepting failure. 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 2022, AIMO Open 2022, 29th Hong Kong Primary Math Olympiad Competition, Hong Kong Math Creative Problem Solving, and 8th Annual Hong Kong Primary Mathematics Challenge. The competitions were held from December 2021 to July 2022. For some of the competitions, 4 students were chosen to be the school representatives. Other members or non-math team members could also take part in the competition as individual participants.	
Evaluation:	1.	Competition: **Hua Xia Cup 2022** Organizer: The Hong Kong Mathematical Olympiad Association, HKMOA Date: 8-9/1/2022 (First round) 23 – 24 /4/2022 (Semi-final) 24/7/2022 (Final) **A. First round [Online]** A total of 227 students participated in this competition. A total 225 students passed the online test: ● G.1: 63 students ● G.2: 56 students ● G.3: 32 students ● G.4: 30 students ● G.5: 30 students ● G.6: 14 students

		B. Semi-final A total of 121 students participated in this competition. ● Champion Awards – 2 students ● Outstanding Awards – 5 students ● 1st Class Awards - 33 students ● 2nd Class Awards – 53 students ● 3rd Class Awards - 28 students **C. Final** A total of 80 students participated in this competition. ● Outstanding Awards – 2 students ● 1st Class Awards – 17 students ● 2nd Class Awards – 28 students ● 3rd Class Awards – 25 students
	2.	Competition: **Asia International Mathematics Olympiad (AIMO)** Organizer: The Hong Kong Mathematical Olympiad Association, HKMOA Date: 26 & 27/2/2022 (First round), 22 & 29/5 /2022 (Semi-final) **A. First round [Online]** A total of 207 students participated in this competition. A total 204 students passed the online test: • G.1: 44 students • G.2: 58 students • G.3: 35 students • G.4: 25 students • G.5: 26 students • G.6: 16 students **B. Semi-final (for Grade 2 – 6)** A total of 87 students participated in this competition. • Gold Awards – 21 students • Silver Awards – 39 students

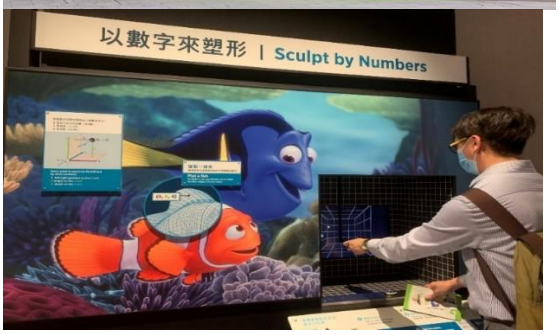
		• Bronze Awards – 27 students **C. Final round (for Grade 1 only)** A total of 25 students participated in this competition. • Gold Awards – 3 students • Silver Awards – 15 students • Bronze Awards – 6 students
	3.	Competition: **8th Annual Hong Kong Primary Mathematics Challenge (2021-2022) for Grade 5 and Grade 6 only** Organizer: ● The Hong Kong Catholic Diocesan Schools Council (Secondary Section) ● Department of Mathematics and Information Technology of The Education University of Hong Kong (EdUHK) Date: 4/12/2021 • Gold Awards – 3 students • Silver Awards – 3 students • Bronze Awards – 2 students
	4.	Competition: **16th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools** Organizer: Education Bureau Hong Kong Federation of Education Workers Date: 18 /6 /2022 ● Gold Awards
	5.	Competition: **29th Hong Kong Primary Mathematical Olympiad Competition** Organizer: Hong Kong Mathematical Olympiad School Date: Researched from 20/2/2022 to 17 / 7 /2022 • Team Award: ✧ Champion Award in Grade 1 – 2 ✧ 2nd Runner up in Grade 3 – 4 • Individual Awards: ✧ Gold Awards – 38 students ✧ Silver Awards – 55 students ✧ Bronze Awards – 28 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:	17 November 2021	3 December 2021
Description:	A visit to **"The Science Behind Pixar" Exhibition** at Science Museum was organized on 17 November 2021. 16 colleagues joined the visit while other teachers had visited the exhibition on their own before this visit. "The Science Behind Pixar" exhibition, developed by the Museum of Science, Boston, in collaboration with Pixar Animation Studios, offered visitors an unparalleled insight into how science, technology, engineering, art and maths (STEAM) concepts were ingeniously merged together to create the lively characters and realistic scenes teachers saw on screen. The exhibition was organised into eight sections, each focusing on a step of Pixar's technical process. Besides informative and enlightening videos, teachers could experience different roles within the production pipeline, through interactive elements providing a behind-the-scenes immersive look at those processes.	A school Visit to **Si Yuan School of the Precious Blood** was organized on 3 December 2021. The objectives were to know more about the development of IT in Math Learning and how students present their understanding to teachers and students through **Seesaw**. A workshop was prepared and our teachers experienced how to use **Seesaw** to create slides with voice recording to explain the solutions of a Math problem to others. Such experience enabled teachers to try using this apps in their lessons. Teachers from Si Yuan School also introduced some online games for learning Math and we had a school tour at the end.
Evaluation:	The exhibition was attractive and interesting. Teachers could see many fun and engaging interactive exhibits, models and videos. Teachers thought that the arrangement for this activity was good. Date, time and location were appropriate with shuttle bus provided. They enjoyed this	Teachers found the school visit interesting and useful. The examples of videos created by students demonstrated how students showed their understanding to the class effectively. Teachers agreed that the visit was helpful to their professional development.

	visit.	
	 	 

Achievement & Reflection of General Studies Department
Development Plan 2021 – 2022

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

1. Curriculum & Assessment

1.1 To develop and incorporate blended learning into the classroom to cater for learners' diversity.

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

1.1.2 To incorporate at least one blended learning activity in each term to cater for learners' diversity.

1.1.3 HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices.

Success Criteria:

- 80% of teachers will have attended at least 4 hours of training on topics related to blended learning.
- SoW clearly shows where blended learning activities have taken place to cater for learners' diversity.
- At least 80% of teachers agree that blended learning methods enhance students' educational experience.
- Professional exchange and peer observation have been conducted among all HoDs.

Report & Evaluation:

100% of teachers have attended at least four hours of training on topics related to blended learning. Details of the training courses were listed below.

Name of Teacher	Blended Learning Workshop / Seminar / Educational Apps Introduction	Date of workshop / visit	No. of hours	Fulfilled (√)
Ms. Jackie Lau (Department Head)	Hands-on usage of ActivPanel Workshop	8/9/2021	1	√
	Kahoot Whiteboard.fi, Nearpod Co-teaching	15/9/2021	1	
	Edpuzzle, Screencastify and Explain Everything workshop	29/9/2021	1	
	資訊科技教育教學法系列：在新常態下運用創新教學法以提升學與教效能	8/10/2021	2	

	Curriculum Planning and Instruction in Primary GS- STEM Education, Chinese History and Culture Education, National Security Education	12/10/2021	3	
	賽馬會「校本多元」計劃「拓展選擇」學校領導及科組領導工作坊（常識科）	4/11/2021	2	
	在學校推展國家安全教育系列：小學國家安全教育—全校課程規劃	30/11/2021	3	
	Blooket and its Application in Context	1/12/2021	1	
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	8/6/2022	2	
Ms. Michelle Ng (Panel Chairperson of G. 4-6 Science)	Kahoot - Whiteboard.fi Nearpod - o-teaching	15/9/2021	1	
	Edpuzzle - Screencastify & Explain Everything	29/9/2021	1	
	Blended Learning Workshop on Blooket	1/12/2021	1	
	IT in Education Pedagogical Series: Use of 360-degree Panoramic Videos, Photos and Virtual Reality Technology to Enhance the Learning and Teaching Effectiveness	13/12/2021 - 10/1-2022	2	√
	STEM Education Learning, Teaching and Assessment Series: Workshop on Computational Thinking and Unplugged Activities (Refreshed) - Online Course	13/1/2022	3	
	HKEDA X 教城網上研討會】全球教育新趨勢：混合式學習及學習管理系統」	26/1/2022	1.5	
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	8/6/2022	2	
Ms. Sally Yuen (Panel Chairperson of GS II)	Kahoot - Whiteboard.fi; Mearpod - Co-teaching	15/9/2021	1	
	全方位學習經歷的校本規劃講座	17/9/2021	1.5	
	Edpuzzle - Screencastify & Explain Everything	23/9/2021	1	
	STEM Education Enriching Knowledge Course for Teachers of Primary Schools (Health and Living)	8/10/2021	3	
	Briefing Session on the Primary STEM Project Exhibition 2021/22	19/10/2021	2.5	√
	Cultivating Media and Information Literacy: Teaching Students to Distinguish the Authenticity of News and Information	28/10/2021	2	
	現代常識〈講題二〉從「現代嫦娥奔月」到火星探索——中國航天科技發展史	11/11/2021	1	
	Blended Learning Workshop on Blooket	1/12/2021	1	

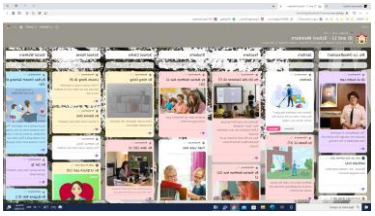
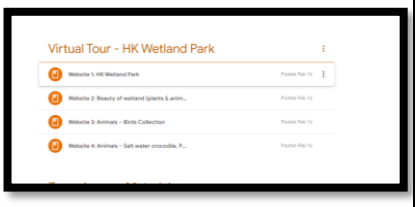
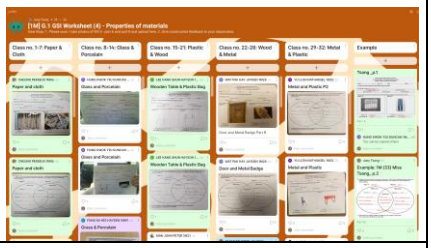
	STEM Education Enriching Knowledge Course for Teachers of Primary Schools (The Natural and Technological World)	12/11/2021	3	
	Implementation of National Security Education in Schools Series: National Security Education in Primary Schools Whole-school Curriculum Planning (Blended Mode)	30/11/2021	3	
	Staff Development Blended Learning Workshop on Blooket, a new e-Learning tool	1/12/2021	1	
	賽馬會「校本多元」計劃「拓展選擇」學校領導及科組領導工作坊（常識科）	10/12/2021	2	
Mr. Louis Hau (Panel Chairperson of G. 1-3 GS I)	Kahoot Whiteboard.fi, Nearpod Co-teaching	15/9/2021	1	√
	Edpuzzle, Screencastify and Explain Everything workshop	29/9/2021	1	
	Blooket and its Application in Context	1/12/2021	1	
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (HKSASPS) (Blended learning)	12/5/2022 16/5/2022	3	
Ms. Susanna Chung (GS II)	Hands-on usage of ActivPanel Workshop	8/9/2021	1	√
	Kahoot Whiteboard.fi, Nearpod Co-teaching	15/9/2021	1	
	Edpuzzle, Screencastify and Explain Everything workshop	29/9/2021	1	
	Blooket and its Application in Context	1/12/2021	1	
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	8/6/2022	2	
Ms. Jen Wan (GS I)	Hands-on usage of ActivPanel Workshop	8/9/2021	1	√
	Blended Learning Workshop: Blooket and its Application in Context	1/12/2021	1	
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	8/6/2022	2	
Ms. Kathy Lo (GS I)	Turing Tumble Workshop	31/5/2022	2	√
	Joint School Sharing with St. Stephen Girls' Primary School	28/4/2022	2.5	
Ms. Laura Millman (GS I)	Turing Tumble Workshop	31/5/2022	2	√
	Cubelet Workshop	8/6/2022	2	
Ms. Karen Li (GS I)	Kahoot Whiteboard.fi, Nearpod Co-teaching	15/9/2021	1	√
	Edpuzzle - Screencastify & Explain Everything	29/9/2021	1	
	Blended Learning Workshop on Blooket	1/12/2021	1	

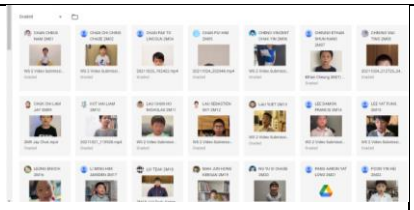
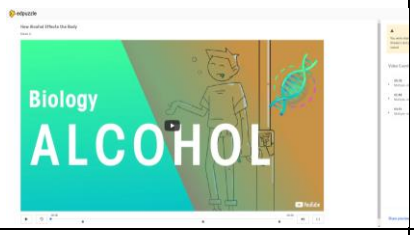
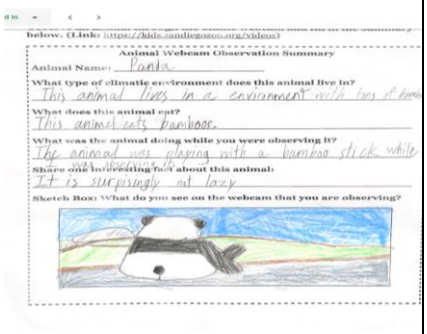
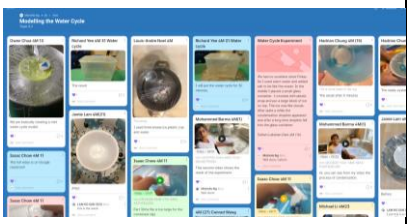
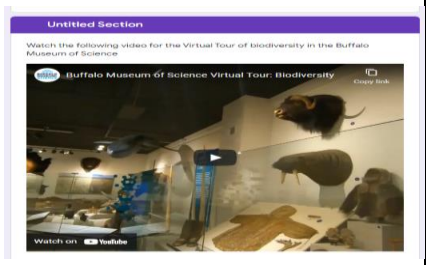
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	8/6/2022	2	
Ms. Joey Tsang (GS I, GS II (F))	Implementation of National Security Education in Schools Series: National Security Education in Primary Schools — Whole-school Curriculum Planning (Blended Mode)	30/11/2021	2.5	√
	Blooket and its Application in Context	01/12/2021	1	
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	7/6/2022	2	
Mr. Ivan Liu (Science, GS II (F))	Using Web-based Learning Courses to Support Gifted/ More Able Students to Pursue Self- directed Learning	6/10/2021	3	
	IT in Education Pedagogical Series: Using Innovative Pedagogies to Enhance Learning and Teaching Effectiveness under the New Normal	8/10/2021	2	
	Language Learners become Filmmakers: Connecting STEM, Digital Literacies, and Language Arts	9/12/2021	1.5	
	IT in Education Pedagogical Series: Use of 360-degree Panoramic Videos, Photos and Virtual Reality Technology to Enhance the Learning and Teaching Effectiveness	13/12/2021	2	√
	IT in Education Subject-related Series: Effective Use of Information Technology to Promote Self-directed Learning of General Studies in Primary Schools	20/1/2022	1.5	
	STEM Education Learning, Teaching and Assessment Series: Using Scratch 3.0 to Develop Computational Thinking among Upper Primary Students of General Studies in Primary Schools	28/1/2022	6	
Mr. Edward Wong (GS I, Science)	Blended Learning Workshop: Blooket and its Application in Context	1/12/2021	1	√
	School Visit	6/12/2021	2	
	Department Workshop: Turing Tumble	31/5/2022	2	
	Department Workshop: Cubelet	8/6/2022	2	
Mr. Billy Ma (Science)	Kahoot Whiteboard.fi, Nearpod Co-teaching	15/9/2021	1	√
	Edpuzzle - Screencastify & Explain Everything	29/9/2021	1	
	Blended Learning Workshop on Blooket	1/12/2021	1	
	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School	16/5/22	1.5	

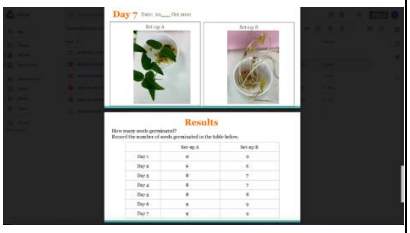
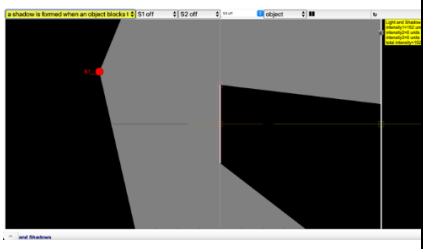
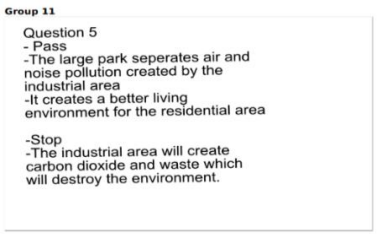
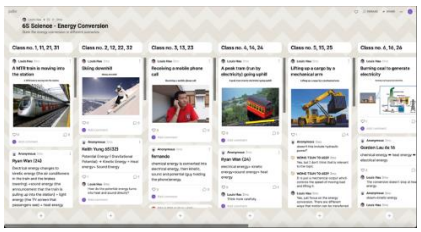
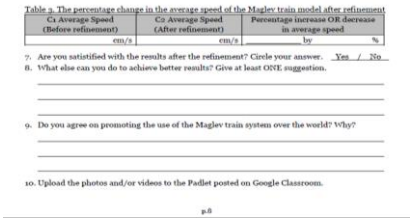
	Lesson Observation & Post-observation Meeting (HKSASPS) (Blended learning)			
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	8/6/2022	2	
Ms. Lucy Lilley (Science, GS II (F))	Quality Education Fund Thematic Network Science in ACTION: Facilitating STEAM education in Primary/Secondary School Lesson Observation & Post-observation Meeting (HKSASPS) (Blended learning)	12/5/22 8/6/22	3	√
	Turing Tumble Workshop	31/5/2022	2	
	Cubelet Workshop	8/6/2022	2	
Ms. Mandy Yan (GS II)	常識科的教學策略和學與教資源的有效運用—中國歷史與中華文化	3/1/2022	2.5	√
	Blooket Workshop	01/12/2021	1	
	參觀金巴崙長老會耀道小學：混合式教學及校本中文課程	02/12/2021	3	
Ms. Alice Lau (GS II)	Blended Learning Workshop: Blooket and its Application in Context	1/12/2021	1	√
	IT in Education Technological Series: Using e-Learning Tools to Enhance Classroom Interaction	17/03/2022	1	
	IT in Education Technological Series: Using e-Learning Tools to Promote Reading and Enhance Information Literacy Education	29/03/2022	1	
	IT in Education Technological Series: Production of Pre-recorded Teaching Videos and Multimedia Resources	1/5/2022	2	
Ms. Astrid Chiu (GS II)	Kahoot - Whiteboard.fi; Nearpod - Co-teaching	15/9/2021	1	√
	Blended Learning Workshop: Blooket and its Application in Context	1/12/2021	1	
	參觀金巴崙長老會耀道小學：混合式教學及校本中文課程	02/12/2021	3	
Mr. Nick Leung (GS II)	Blended Learning Workshop on Blooket	1/12/2021	1	√
	STEM and IT in Education Learning and Teaching Series:(1) Use of Information Technology to Enhance Learning Effectiveness in PE	21/01/2022	3	
Mr. Philip Wong (GS II)	全方位學習巡禮：紀律部隊及輔助部隊	27/08/2021	2.5	√
	「築．動．歷史」系列（一）：「歷史建築與日常教學」專題講座暨「築．動．歷史」全港中學生比賽簡介會	10/01/2022	2	

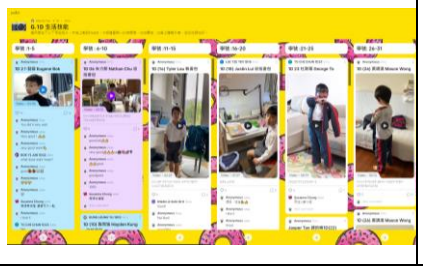
Mr. Calvin Chan (GS II)	Blended Learning Workshop on Blooket	1/12/2021	1	√
	STEM and IT in Education Learning and Teaching Series:(1) Use of Information Technology to Enhance Learning Effectiveness in PE	21/01/2022	3	
Mr. Michael Yuen (TTA)	Turing Tumble Workshop	31/5/2022	2	√
	Cubelet Workshop	8/6/2022	2	

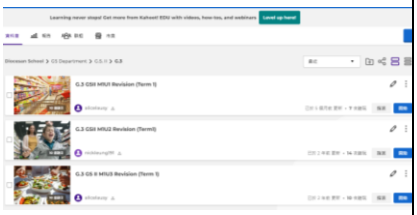
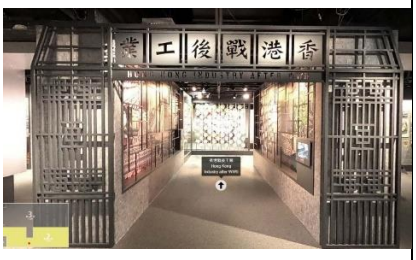
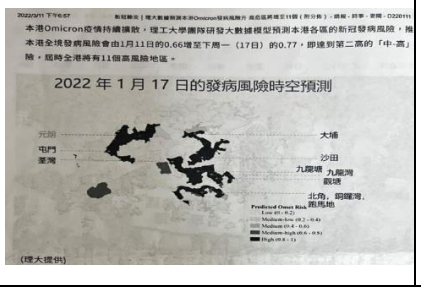
This year at least one blended learning activity was set in the Scheme of Work in each term to cater for learners' diversity. 100% of teachers agreed that blended learning methods could enhance students' educational experience. Examples of the activities were listed in the following table.

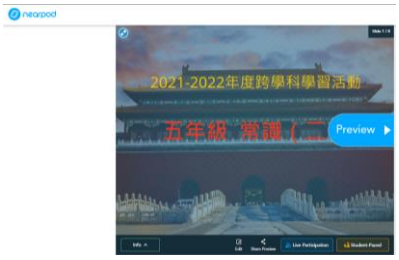
GS I/ Science			
	Term 1	Term 2	Term 3
G.1	Students discussed the importance and duties of a school member. Then they shared their understanding on Padlet. 	Students took a virtual tour to Hong Kong Wetland Park and shared their findings and their favourite animals by completing a worksheet. 	Students studied properties of different materials and drew a Venn diagram to compare two chosen materials. 
G.2	After learning about the importance of doing exercises, safety and factors of doing exercises, students submitted a 1-minute video on Google Classroom to suggest a kind of sports activity suitable for an asthma patient based on given information. Feedback was given in class and to individual students.	In the "Making a Toy Car" project, students researched the basics of wheels, forces and what affects speed. Then, they created their own electric toy car out of drink cartons in a Zoom lesson. Students were asked to conduct simple tests at home and submit videos / pictures to Google Classroom.	After learning the different categories of animals and how to be a responsible pet owner, students were asked to suggest the animal that is the most suitable for a primary school student to keep. Their responses were posted on Padlet.

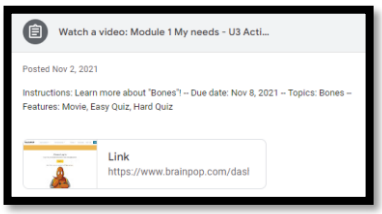
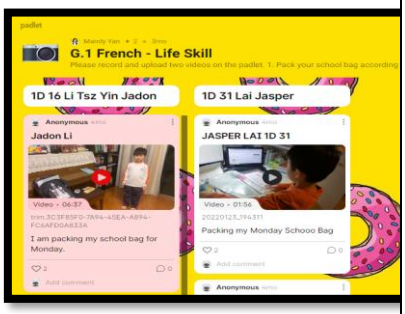
			
G.3	Students viewed an Edpuzzle video to learn the negative effects of harmful habits. Then they discussed and worked in pairs to design and promote an anti-campaign on harmful habits. 	Students explored the life of animals on Zoo live web-cams and shared their recordings on Google Classroom. 	Students chose a type of living things and introduced how they adapt to the environment on Padlet. 
G.4	Students were asked to demonstrate the water cycle experiment at home and took photos which were shared on Padlet. 	Students did an experiment on an online virtual laboratory to explore more about an electric circuit. 	Students attended the Biodiversity Virtual Tour and completed an online exercise on Google Classroom. 
G.5	Students were given 10 bean seeds to grow under two conditions to investigate if light is essential for germination. A	Students did an experiment on an online virtual laboratory to find out the properties of shadows in	Students attended the Virtual Open Day of the Hong Kong Observatory and completed an online quiz on the duties and services

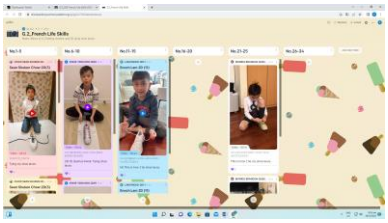
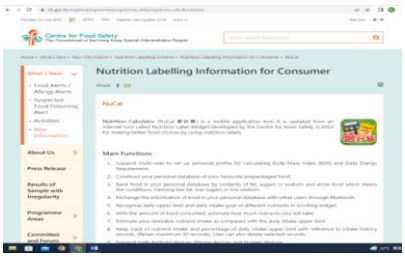
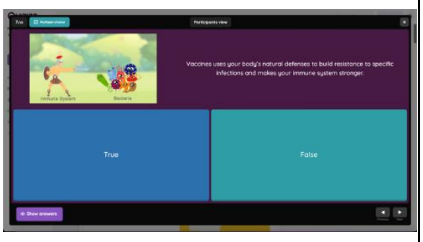
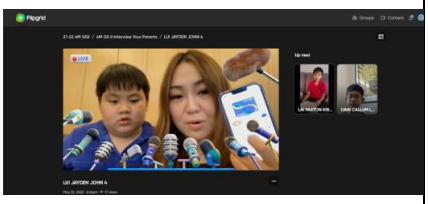
	Bean Plant Diary was kept with photos of their plants. 	relation to the distance from the light source. 	provided by the Hong Kong Observatory. 
G.6	Students shared their thoughts on the impact of human activities in different scenarios in the textbook, and expressed their idea through an online platform. 	Student discussed the energy conversion in different situations using the Breakout room during Zoom. 	Students designed and created their own Maglev train. Afterwards they uploaded the photos or videos to the Padlet. 

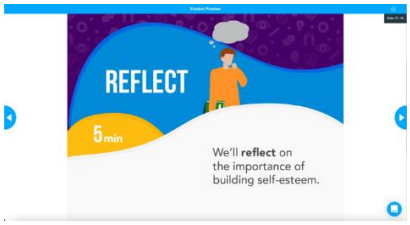
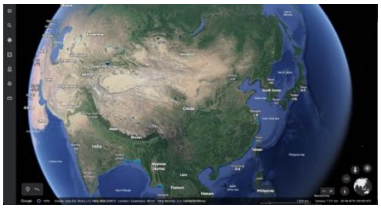
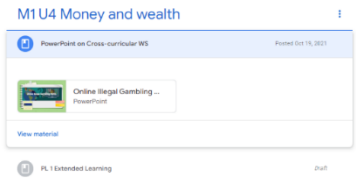
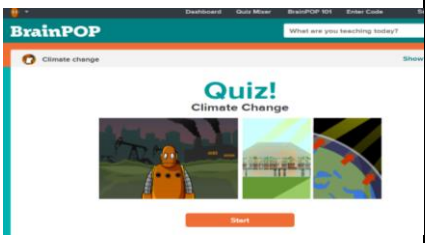
GS II (Mainstream)			
	Term 1	Term 2	Term 3
G.1	在教授《認識身體》，老師讓學生瀏覽網站「親子口腔護理樂園」，學習護理口腔的知識，老師也會在課堂中跟同學討論有關知識。 	同學拍下以下兩段短片，然後上載到 Padlet： 1)根據星期一的時間表，收拾書包。 2) 穿上體育外套，並把拉鍊拉好。 	老師於預習十一著學生瀏覽網頁，嘗試了解中國人的節慶，然後回校於上課時討論。 

G.2	請同學拍攝一張所住的社區內的設施、自然景物或歷史名勝的相片，並加以簡單介紹，然後上載到 Padlet。老師再在課堂上與同學一齊認識不同社區的特色。同學亦可在 Padlet 互相留言評價。 	請同學拍下以下兩段短片，然後上載到 Padlet： （1）綁鞋帶 （2）摺疊冬季體育運動服，包括外套及長褲。 	跨學科活動工作紙—少數民族及中國風貌（與中文及視藝科合作）：區旗及區徽遊蹤 
G.3	請同學找出三色回收桶可以回收的物品類型，然後上載到 Padlet。此外，同學亦需完成工作紙，認識膠樽的分類。 	老師於第一次評估前，利用 Google Classroom 請同學在家自行進行溫習，然後完成 Kahoot！任務，再回校於上課時討論。 	跨學科活動工作紙—少數民族及中國風貌（與普通話科合作）：Nearpod Activity 
G.4	Description: 網上導賞團：學生參觀網上「工」不可沒 —— 香港工業展覽，增進對於 80 年代香港工業發展的認識，並且挑戰教育小冊子問題。 	Description: 剪報及分享：在網上新聞或報紙中找出「網絡大數據」相關的報導完成剪報。老師再與同學在課堂上一起分析及探討。 	Description: 在教授《信息與我》一課時，老師於 Google Classroom 上載一些個人資料私隱專員工署的連結，增加對保護個人資料的認識。讓學生利用課餘時間自行預習，然後在上課時進行討論。 

G.5	利用 Whiteboard.fi 平台，學生溫習女性生殖系統。學生需完成工作紙並分享學習成果。 	配合單元三第三及四課，同學瀏覽禁毒處網頁及參與賽馬會禁毒資訊天地虛擬參觀。 	跨學科活動：中國的地形、城市及景點—Nearpod 問答小遊戲。 
G.6	學生以醫院/診所所提供的服務、設施、收費或等候時間等範疇作為考慮因素，到 Padlet 分享他們在生病時會選擇到政府醫院、私家醫院還是私家診所看醫生，以及個人意見。 	在教授《社區健康》一課時，老師於 Google Classroom 上載一些政府部門的連結，如食物環境衛生署、食物安全中心等，讓學生利用課餘時間自行預習，然後在上網課時進行討論。 	老師於預習十一著學生瀏覽《基本法》網頁，嘗試了解《基本法》的條文，然後回校於上課時討論。 

GS II (French Stream)			
	Term 1	Term 2	Term 3
G.1	Students were asked to watch a BrainPOP video to learn about “bones” and completed a quiz afterwards. 	Students were told to take 2 videos to demonstrate life skills on Padlet. 	Students completed a Kahoot! Quiz after exploring the extra learning materials about HK monuments. 

G.2	Students took pictures and introduced their living community on Padlet before lessons. 	Students uploaded 2 videos and demonstrated life skills on Padlet. 	Students shared their feelings about pandas on Padlet. 
G.3	Students visited the websites provided and used the information and video guides to learn more about the importance of nutrition. 	BrainPOP videos were assigned for some topics as pre-lesson tasks. Student were told to watch the videos and answered some quizzes. Discussion was conducted in the lessons. 	Students scanned the QR code which took them to a website to research Hong Kong attractions. They then presented their chosen attraction to the rest of the class. 
G.4	Students completed an interactive learning package on Quizizz to learn more about the scientific principles and the contributions of vaccines to modern medicine. 	Students undertook a virtual tour of the History of Hong Kong Industry Exhibition to extend their lesson learning on the Hong Kong's industrial development in 1980s. 	Students conducted an interview with their parents on their occupations to learn more about how different industries contribute to Hong Kong's economy and uploaded to Flip grid. Photo: 
G.5	Students attended an interactive lesson via	Students undertook an online virtual tour to the	Students made use of Google Earth to explore the

	Nearpod to learn more about and reflect on the importance of self-esteem. 	HKJC Drug Info Centre to learn more about its services for our community. 	geographical locations of China and those of its neighboring countries. 
G.6	Students studied a PowerPoint on the topic of online gambling on Google Classroom. A worksheet was done as consolidation. 	Students undertook an online virtual tour to an exhibition about Hong Kong Security Law with interactive elements and mini-games. 	BrainPOP videos were assigned for some topics as pre-lesson tasks. Student were told to complete some quizzes. Discussion was conducted in the lessons. 

HoDs of the Chinese and GS Departments engaged in cross-subject lesson observations to focus on blended learning method of teaching on 7 and 25 October 2021. They shared the use of Whiteboard.fi and Nearpod platforms.

2. Student Learning and Teaching

2.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach.

2.1.1 To carry out at least one STEAM activity across subjects in G.5 & G.6.

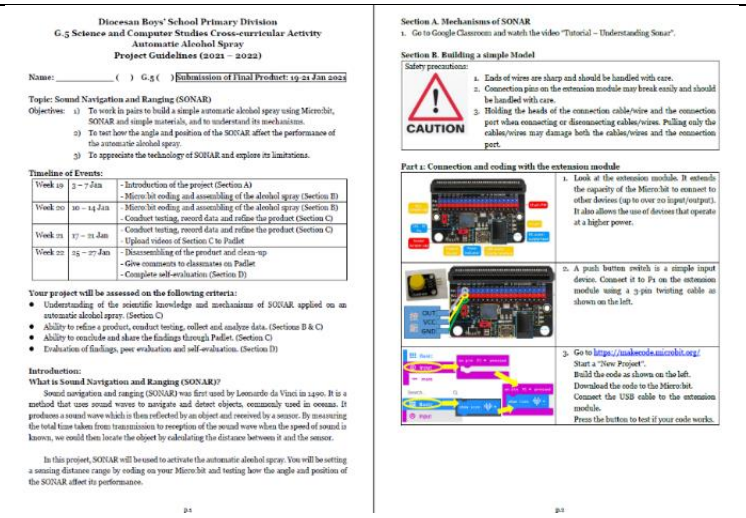
Success Criteria:

- At least one STEAM activity has been completed across subjects.
- At least 70% of teachers involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum.

Report & Evaluation:

80% of teachers involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum. Examples of STEAM activities across subjects in G.5 and G.6 were shown in the following table.

	STEAM Activity Across Subjects
G.5	To understand the operations and applications of Sound Navigation and Ranging (SONAR) in our daily life, students embarked on a STEAM cross-curricular activity with the Departments of Chinese and Computer Science to construct an automatic alcohol spray. During Computer Science lessons, students have finished writing the programme of the automatic alcohol spray, which then be assembled during Science lessons. In Science, students were guided to conduct a scientific inquiry to investigate the optimal angle and position of the SONAR on the spray bottle to achieve its best performance. After construction of the spray bottle, students wrote an informational article introducing the product, as part of the Chinese writing curriculum.



Diocesan Boys' School Primary Division
G.5 Science and Computer Studies Cross-curricular Activity
Automatic Alcohol Spray
Project Guidelines (2021 – 2022)

Name: _____ ( ) G.5 ( ) **Submission of Final Product: 19-21 Jan 2022**

Topic: Sound Navigation and Ranging (SONAR)

Objectives:
1) To work in pairs to build a simple automatic alcohol spray using Microbit, SONAR and simple materials, and to understand its mechanisms.
2) To test how the angle and position of the SONAR affect the performance of the automatic alcohol spray.
3) To appreciate the technology of SONAR and explore its limitations.

Timeline of Events:

Week 19	3 – 7 Jan	- Introduction of the project (Section A) - Microbit coding and assembling of the alcohol spray (Section B)
Week 20	10 – 14 Jan	- Microbit coding and assembling of the alcohol spray (Section B) - Conduct testing, record data and refine the product (Section C)
Week 21	17 – 21 Jan	- Conduct testing, record data and refine the product (Section C) - Upload videos of Section C to Padlet
Week 22	24 – 27 Jan	- Disassembling of the product and clean-up - Give comments to classmates on Padlet - Complete self-evaluation (Section D)

Your project will be assessed on the following criteria:

- Understanding of the scientific knowledge and mechanisms of SONAR applied on an automatic alcohol spray. (Section C)
- Ability to refine a product, conduct testing, collect and analyze data. (Sections B & C)
- Ability to conclude and share the findings through Padlet. (Section C)
- Evaluation of findings, peer evaluation and self-evaluation. (Section D)

Introduction:

What is Sound Navigation and Ranging (SONAR)?

Sound navigation and ranging (SONAR) was first used by Leonardo da Vinci in 1490. It is a method that uses sound waves to navigate and detect objects, commonly used in oceans. It produces a sound wave which is then reflected by an object and received by a sensor. By measuring the total time taken from transmission to reception of the sound wave when the speed of sound is known, we could then locate the object by calculating the distance between it and the sensor.

In this project, SONAR will be used to activate the automatic alcohol spray. You will be setting a sensing distance range by coding on your Micro:bit and testing how the angle and position of the SONAR affect its performance.

p.1

Section A. Mechanisms of SONAR

1. Go to Google Classroom and watch the video "Tutorial – Understanding Sonar".

Section B. Building a simple Model

Safety precautions:

CAUTION

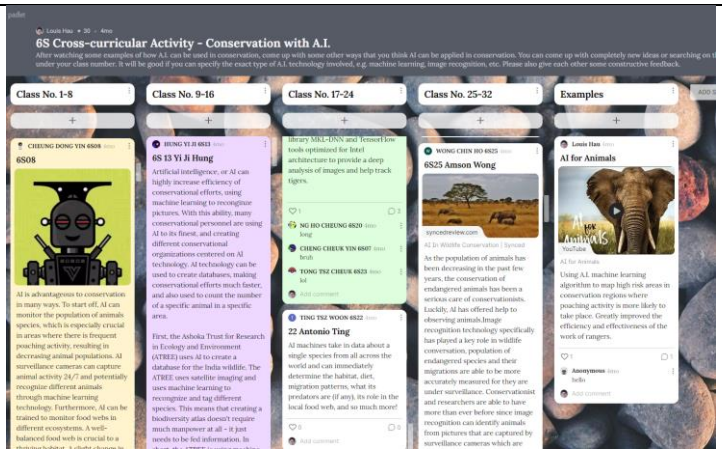
1. Ends of wires are sharp and should be handled with care.
2. Connection pins on the extension module may break easily and should be handled with care.
3. Holding the heads of the connection cable/wire and the connection port when connecting or disconnecting cables/wires. Pulling only the cables/wires may damage both the cables/wires and the connection port.

Part 1: Connection and coding with the extension module

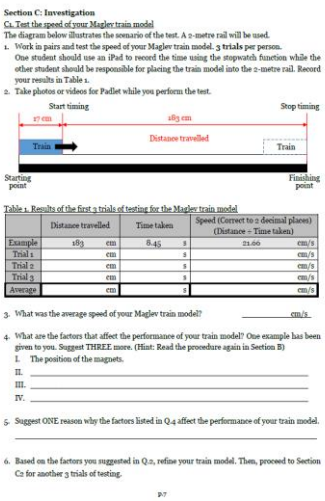
1. Look at the extension module. It extends the capacity of the Micro:bit to connect to other devices (up to over 20 input/output). It also allows the use of devices that operate at a higher power.
2. A push button switch is a simple input device. Connect it to P2 on the extension module using a 3-pin twisting cable as shown on the left.
3. Go to https://makecode.microbit.org/
   Start a "New Project".
   Build the code as shown on the left.
   Download the code to the Micro:bit.
   Connect the USB cable to the extension module.
   Press the button to test if your code works.

p.2

G.6	Students were introduced to what A.I. is and had hands-on experience on it in a series of activities. In Computer Studies lessons, students used Halocode to perform facial and voice recognition. In Science, students have done a Padlet research on the application of A.I. to conserve the nature. In English, students learned to recognize emotions and ways to handle it. In Visual Arts, students learned about facial proportional general standard, facial features characteristic shapes and then drew a character of their own choice with added emotions. In Moral Education, students learned to recognize and be sensitive to others' feelings.



Students were introduced to the concept of rate and speed earlier in Mathematics and had hands-on experience on a Maglev Train Model project in July. In Computer Studies lessons, students learned to use MS Excel / Google Sheet to find out the speed by inputting the time and distance using formula. In English, students learned to write a report on heart rate and health. In Science lessons, students tested on their maglev train model and measured the time taken to cover a specific distance on track.



Section C: Investigation

C1. Test the speed of your Maglev train model

The diagram below illustrates the scenario of the test. A 2-metre rail will be used.

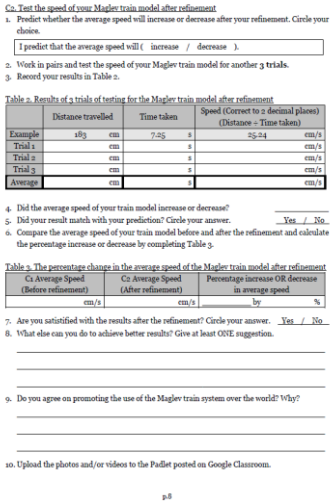
1. Work in pairs and test the speed of your Maglev train model. **3 trials per person.** One student should use an iPad to record the time using the stopwatch function while the other student should be responsible for placing the train model into the 2-metre rail. Record your results in Table 1.
2. Take photos or videos for Padlet while you perform the test.

Table 1. Results of the first 3 trials of testing for the Maglev train model

	Distance travelled		Time taken		Speed (Correct to 2 decimal places) (Distance ÷ Time taken)	
Example	183	cm	8.45	s	21.66	cm/s
Trial 1		cm		s		cm/s
Trial 2		cm		s		cm/s
Trial 3		cm		s		cm/s
Average		cm		s		cm/s

3. What was the average speed of your Maglev train model? _____ cm/s
4. What are the factors that affect the performance of your train model? One example has been given to you. Suggest THREE more. (Hint: Read the procedure again in Section B)
   I. The position of the magnets.
   II. _____
   III. _____
   IV. _____
5. Suggest ONE reason why the factors listed in Q.4 affect the performance of your train model.
   _____
6. Based on the factors you suggested in Q.2, refine your train model. Then, proceed to Section C2 for another 3 trials of testing.

p.7



C2. Test the speed of your Maglev train model after refinement

1. Predict whether the average speed will increase or decrease after your refinement. Circle your choice.
   I predict that the average speed will (increase / decrease).
2. Work in pairs and test the speed of your Maglev train model for another **3 trials.**
3. Record your results in Table 2.

Table 2. Results of 3 trials of testing for the Maglev train model after refinement

	Distance travelled		Time taken		Speed (Correct to 2 decimal places) (Distance ÷ Time taken)	
Example	183	cm	7.25	s	25.24	cm/s
Trial 1		cm		s		cm/s
Trial 2		cm		s		cm/s
Trial 3		cm		s		cm/s
Average		cm		s		cm/s

4. Did the average speed of your train model increase or decrease? _____
5. Did your result match with your prediction? Circle your answer. Yes / No
6. Compare the average speed of your train model before and after the refinement and calculate the percentage increase or decrease by completing Table 3.

Table 3. The percentage change in the average speed of the Maglev train model after refinement

C1 Average Speed (Before refinement)		C2 Average Speed (After refinement)		Percentage increase OR decrease in average speed	
	cm/s		cm/s	by	%

7. Are you satisfied with the results after the refinement? Circle your answer. Yes / No
8. What else can you do to achieve better results? Give at least ONE suggestion.
   _____
   _____
   _____
9. Do you agree on promoting the use of the Maglev train system over the world? Why?
   _____
   _____
   _____
10. Upload the photos and/or videos to the Padlet posted on Google Classroom.

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Evaluation of General Studies Programme Plan 2021-2022

Programme Summation:

In the 2021-2022 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)	1. To help students develop a sense of pride and identification with our home country through participating in a series of activities. 2. To ensure students have a better understanding about the National Day.
Target	G.1 – 6
Period	23 to 30 Sept 2021
Description	1. In order to arouse students' interest in learning the development of China and Chinese history, intra-class competitions were held. 2. A board display exhibition was held in the covered playground. Students could refer to the information on the board display for the answers to the questions in the competition. 3. A PowerPoint slideshow was prepared for Grade 1. The competition was done by GS II teachers in class. 4. A Google Form was posted onto Google Classroom for Grades 2-6 students starting on 23 Sep 2021 at 9 a.m. for the competition. 5. Prizes were given to the top 5 scorers with the least time spent from each class. 6. GS II teachers have encouraged the students to participate in the competition.
Evaluation	1. Students actively participated and enjoyed the activities. 2. The display boards were too large and could not enter the elevator of the school. It is recommended to enquire the size of the boards before borrowing them in the future.

Activity 2	**Extended Learning Weeks**
Objective(s)	1. To enable students to learn about various topics to supplement the regular curriculum. 2. To conduct STEAM activities to supplement the G.S. I/ Science curriculum.
Target	G.1 – 6
Period	27 June to 13 July 2022

Description / Evaluation	The Extended Learning Weeks were cancelled due to the face-to-face class suspension.

Activity 3	**Environmental Education Programme**
Objective	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.1 – 6
Period	Whole Year
Description	1. Topics related to Environmental Education were taught in GS I and Science lessons. 2. Various activities were done in class, including project, poster design, current issue reflection and experiment.
Evaluation	1. Students benefited from the activities. 2. The activities enriched students' learning experience under each topic.

Activity 4a	**Other Learning Experiences – GS Field Trips (Replaced by Virtual Tours)**
Objective	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	1 Nov 2021 – 1 Apr 2022
Description	1. Virtual tours were organized for students this year due to the COVID-19 pandemic and face-to-face class suspension to replace the physical field trips. 2. Students were required to finish a worksheet, quiz or mini-game for consolidation. 3. A virtual tour to Hong Kong Wetland Park was conducted for G.1 students to learn about wetland animals and plants in Hong Kong. 4. 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. 5. A virtual tour to San Diego Zoo was conducted for G.3 students to learn about the different animals and plants in different environments. 6. A virtual tour to Hong Kong Museum of History was conducted for G.4 students to learn about the development of different industries in Hong Kong. 7. A virtual tour to Hong Kong Observatory Open Day 2021 "The Ocean, Our Climate and Weather" was conducted for G.5 students to learn about the duties and services provided by the Hong Kong Observatory. 8. A virtual tour to Online Exhibition of the 1st Anniversary of the Promulgation of the Hong Kong National Security Law was conducted for G.6 students to learn about the importance of the Hong Kong National Security Law, its legal system and enforcement mechanisms, major provisions, the work of the disciplined forces in safeguarding national security and the effectiveness of the Hong Kong National Security Law.
Evaluation	1. The virtual tours gave students another learning experience and stimulated students' motivation on relevant topics while physical field trips were unfeasible.

	2. The Department will continue the virtual tours when physical field trips are unfeasible.

Activity 4b	**Other Learning Experiences – Life Education Activity Programme (L.E.A.P) (Cancelled due to COVID-19 Pandemic)**
Objective	1. To enable students to have a 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	21 Feb – 11 Mar 22
Description	● 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: ➢ 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 the face-to-face class suspension.

Activity 4c	**Other Learning Experiences – G4-6 Bio Tech Mobile Lab**
Objective	1. To give students hands-on experience on microbes. 2. To improve students' sense of personal hygiene. 3. To help protect students from COVID and other infectious diseases.
Target	G.4 – 6
Period	13 -17 Dec 21
Description	● An outsourced organization "Sik Sik Yuen Biotechnology Mobile Laboratory Program" was invited to conduct workshops for our students. ● They offered various teaching materials and lessons conducted in a mobile laboratory with tools and equipment under normal situation. ● Due to the COVID-19 pandemic, lessons were trimmed and conducted in the General Studies Room. ● Workshops were organized with the themes as follows: ➢ G.4 – Glow Hands ➢ G.5 – DNA Extraction ➢ G.6 – Bacteria Culture ● Students were given a hand-out with notes. They were also asked to record their experimental results and findings on it.
Evaluation	1. Students were engaged in the programme activities. 2. Hands-on experience enabled students to have a better understanding of concepts. 3. Students' awareness of personal hygiene was improved.

Activity 5	**G.S. Room Improvement and Resource Building**
Objective(s)	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. To 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	Some consumables, such as batteries, clay, split pins, candles, labels, bamboo sticks and tapes were purchased for GS I and Science Projects.
Evaluation	It was good to provide more teaching aids and materials for teachers to conduct projects with students.

Activity 6	**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 2021-2022. ● All GS teachers participated in at least 4 hours of staff development activities on blended learning, which has fulfilled the success criteria stated in the Annual School Plan. ● All GS teachers visited Scientia Secondary School on 6 Dec 2021 to learn how school-based National Education could be conducted. Facilities such as a well-quipped Chinese Cultural Room, indoor flag poles and a mooting courtroom were visited. After that, Dr. Wong Ching Yung, Principal of Scientia Secondary School shared his experience on School-based National Education. ● A number of school visits and lesson observations were conducted under the QTN project for Grades 5-6 science teachers. ● The following IT exploration and STEM workshops were conducted:

Date	**IT exploration and STEM Workshops**
8 Sep 2021	ActivPanel
15 Sep 2021	Kahoot / Nearpod
29 Sep 2021	Edpuzzle
1 Dec 2021	Blooket
31 May 2022	Turning Tumble
8 June 2022	Cubelet

Evaluation	1. Seminars and Workshops ● 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, especially on blended learning, National Security Education and STEAM Education. 2. School Visits ● The school-based National Security Education sharing by Scientia School was very impressive. ● Teachers benefited and gained new insights and inspiration on National Security Education.

Activity 7	**GS School Team - External Competitions**
Objective	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	1. All G.4 to G.6 students were asked to participate in "The 14th Hong Kong Cup Diplomatic Knowledge Contest" online competition during GS II Zoom lessons from 3 to 9 March 2022. • The School received the "Most Active Participation School Award" and "Merit in all Primary Schools Award". • The top five scorers of the school were: 5D (27) WONG SHUN HANG 5J (25) XU YIN TAT 6D (4) CHAN YIK TING RYAN 6S (23) TONG TSZ CHEUK 6S (25) WONG CHIN HO 2. Five G.6 students joined the Law Quiz Competition and they entered the first round of competition. 3. Twenty students were selected to join the Science Olympiad Competition but it was cancelled due to COVID-19 pandemic.
Evaluation	The competitions enriched students' learning experience.

Activity 8	**Cross-curricular Activities**
Objective	1. To deepen students learning and assess their learning. 2. To enable students to apply knowledge and skills acquired in different KLAs to complete authentic tasks, so as to facilitate and assess students' learning. 3. To develop proper attitudes on relevant topics across KLAs.

<table>
<tr><td>Target</td><td>G.1 - 6</td></tr>
<tr><td>Period</td><td>Whole School Year</td></tr>
<tr><td>Description</td><td>
1. Different grade levels conducted various teaching activities together with other departments.
2. For each level, at least one cross-curricular activity was organized by either G.S. I, Science or G.S. II each year.
3. Cross-curricular activities with a STEAM approach was conducted in Grades 4-6.

<table>
<tr><td rowspan="4">G.1</td><td>Theme:</td><td>Learning about Traditional Chinese Culture & Holidays (NSE)</td></tr>
<tr><td>When:</td><td>Terms 2 to 3</td></tr>
<tr><td>Departments:</td><td>English, Chinese, Mathematics and GS II</td></tr>
<tr><td>Goals:</td><td>1. To plan different activities to celebrate Chinese New Year.
2. To learn more about the lunar calendar.</td></tr>
<tr><td></td><td>Activities:</td><td>• Students designed their own calendar.
• They also included different activities for Chinese New Year celebration in the calendar.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td rowspan="4">G.1</td><td>Theme:</td><td>National Anthem (NSE)</td></tr>
<tr><td>When:</td><td>Term 3</td></tr>
<tr><td>Departments:</td><td>GS II, Music and PTH</td></tr>
<tr><td>Goals:</td><td>1. To be able to read the lyrics accurately in both Putonghua and Cantonese.
2. To learn and sing along the melody of the National Anthem.</td></tr>
<tr><td></td><td>Activities:</td><td>• Students learned the lyrics of the National Anthem in both Putonghua and Cantonese.
• They also learned to sing the National Anthem.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td rowspan="4">G.1</td><td>Theme:</td><td>Family Tree (NSE)</td></tr>
<tr><td>When:</td><td>Term 2</td></tr>
<tr><td>Departments:</td><td>English and GS I</td></tr>
<tr><td>Goals:</td><td>1. To learn the titles of different family members.
2. To be able to express the relationships among family members through visuals.
3. To reflect on one’s interaction with a family member/relative.</td></tr>
<tr><td></td><td>Activities:</td><td>• Students made a family tree that shows the relationships among family members.
• They also reflected on their interaction with a family member/relative.</td></tr>
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</table>
</td></tr>
</table>

G.2	Theme:	**Hong Kong Itinerary (NSE)**
	When:	Term 3
	Departments:	Chinese, GS II and VA
	Goals:	1. To be able to identify buildings in Hong Kong that have the regional emblem. 2. To be able to write about the appearance of the buildings and their functions. 3. To compose a leaflet design based on the topic.
	Activities:	• Students designed an itinerary for a local day tour. • They wrote a diary entry describing their experience from the tour. • They also designed a leaflet based on the itinerary.
G.3	Theme:	**Ethnic Groups & Scenery of our Country (NSE)**
	When:	Term 3
	Departments:	GS II and PTH
	Goals:	To be able to identify different ethnic groups in China by their costumes and general locations.
	Activities:	• Students learned about the costumes of different ethnic groups in China. • They also matched the ethnic groups to their locations.
G.4	Theme:	**A Comparison between Zheng He & Christopher Columbus (NSE)**
	When:	Term 3
	Departments:	English and GS II
	Goals:	1. To learn about important explorers during 15th-17th Century. 2. To conduct an exhaustive analysis and understand more of the purpose, route and supplies of his exploration.
	Activities:	• Students composed a fact sheet on Zheng He. • They also read the biography about Christopher Columbus, and wrote a fictional letter from the perspective of a resident of a place where Zheng He explored.
G.4	Theme:	**Animal Adaptations (STEAM)**
	When:	Term 2
	Departments:	Chinese, Science, VA and Computer Studies
	Goals:	1. To learn how different animals adapt to the environment. 2. To learn how to write in first-person and use personification to describe an animal. 3. To be able to use colours and patterns to camouflage animals.
	Activities:	• Students learned about animal adaptations in

			Science lessons. • They then wrote a Chinese composition titled "The Testimony of an Animal". • They also composed an artwork about animal camouflage.
	G.4	Theme:	**Keeping a Good Blood Pressure with Healthy Lifestyle**
		When:	Term 1
		Departments:	Mathematics, GS II and PE
		Goals:	1. To learn how to measure blood pressure and maintain the standard pressure. 2. To learn how to present data collected by using bar chart. 3. To be able to use appropriate colours to make a clear bar chart. 4. To be able to use Google Sheet to make a bar chart with description.
		Activities:	• Students learned about the factors that affect their health. • They measured their blood pressure and made a bar chart presenting the data collected.
	G.4	Theme:	**Musical Instrument (STEAM)**
		When:	Terms 1 and 2
		Departments:	Science and Music
		Goals:	1. To understand how sounds are made by the 4 basic categories of musical instruments. 2. To create and present a homemade musical instrument. 3. To be able to explain the science concept of how different pitches of sound are made in the musical instrument. 4. To be about to conduct scientific experiment with the homemade musical instrument.
		Activities:	• Students researched on ideas of making a homemade musical instrument, created one, and presented the instrument by a simple performance. • They also presented to their class the science concept of their homemade musical instrument.
	G.5	Theme:	**Chinese Landscape, Cities & Tourist Attractions (NSE)**
		When:	Term 3
		Departments:	English, Chinese, Mathematics, GS II and VA
		Goals:	To learn about the landscape, cities, tourist attractions of mainland China and its origin and history.
		Activities:	• Students read about the origin and history of

			mainland China and completed writing tasks on the topic. • They studied the topic in depth and completed a project on it. • They then made bar charts on an area of their studies. • They also composed a postcard design on one of the tourist attractions.
	G.5	Theme:	**Automatic Alcohol Spray (STEAM)**
		When:	Terms 2 and 3
		Departments:	Chinese, Science and CS
		Goals:	1. To understand the operations and applications of Sound Navigation and Ranging (SONAR) in our daily life. 2. To build a simple automatic alcohol spray using Mirco:bit.
		Activities:	• Students learned to code for the motors and SONAR sensor in CS lesson. • They then assembled the hardware in Science lessons. • They also wrote an informational article introducing the product, as part of the Chinese writing curriculum.
	G.5	Theme:	**The Effect of Surface Area on Rate of Evaporation**
		When:	Term 1
		Departments:	Mathematics and Science
		Goals:	1. To learn about the effect of surface area of a liquid on its rate of evaporation. 2. To learn how to set up a fair experiment. 3. To be able to present and analyse experiment data using a bar chart.
		Activities:	• Students learned the effect of surface area on the rate of evaporation and set an experiment to investigate on the topic. • They also made a bar chart to present the experiment data.
	G.5	Theme:	**Shadow Puppet Theatre & Stain Glass**
		When:	Term 2
		Departments:	Science and VA
		Goals:	1. To investigate effects of light on different objects, around objects & in an environment. 2. To learn and understand the reflective nature of

			objects. 3. To explore artistic qualities and effects of light and different shadow effects.
		Activities:	• Students investigated the science of light, object and shadow. • They also made a shadow puppet show after composing a puppet theatre box with a stained-glass backdrop/ foreground and shadow puppets.
	G.6	Theme:	**Speed / Rate (STEAM)**
		When:	Terms 2 and 3
		Departments:	Mathematics, Science, PE and CS
		Goals:	1. To learn about how speed and rate are determined. 2. To learn how to enter data and formulas into Excel. 3. To learn about the heart rate and health.
		Activities:	• Students ran a fixed distance and the times were recorded. • They then learned how to calculate the speed of an object. • They also input the Mathematical formula learned in Maths lessons and the time they recorded in PE lessons into Excel.
	G.6	Theme:	**Understanding the Internet & Online Gambling (NSE)**
		When:	Term 1
		Departments:	Chinese, GS II and CS
		Goals:	To learn about Internet safety and the consequence of online gambling.
		Activities:	• Students identified the benefits and consequence of Internet. • They also learned about the threat of online gambling.
	G.6	Theme:	**Facial Recognition with AI (STEAM)**
		When:	Term 1
		Departments:	English, Science, ME, VA and CS
		Goals:	1. To learn recognising one's emotions. 2. To learn about marine debris. 3. To understand how to be sensitive to others' feelings. 4. To learn about facial expressions. 5. To learn using technology to do facial recognition.
		Activities:	• Students read about the topic and did Hour of Code on AI for Oceans.

			• They then explored the topic “Sensitivity” in Moral Education lessons. • They also made a mask on facial expressions and operated Halocode on facial expression.
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 French Department Programme Plan 2021-2022

Programme Summation

The French workplan 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 as on the half-day timetable G1 students do not have Elementary French.

Programme Evaluation

Plan 1: How to learn better	
Objective	To develop students' independence and consistency in their learning attitude towards French language
Target	All French s\Stream students
Period	Whole year
Description	• Homework consistency • Self-questioning about learning and identifying better learning strategies suitable for students • Focus on targets to be achieved • Make the best use of the Virtual Classroom and Google Classroom
Evaluation	Having experienced the pandemic in the previous years, students have become familiar with the changes in teaching and learning. Different techniques are continuously suggested in order to make learning visible and structured, thus helping them learn more effectively.

Plan 2: Develop Reading Practice	
Objective	To create an auditory environment at home and reinforce consistency in home learning with reading practices
Target	All French Stream students
Period	Whole year
Description	• Enlarge language structure & vocabulary overview • Adaptation of readers with Audio Pen (iPen/Ting) still in optional completion of a reading booklet • Development of an online library through Google Classroom and Virtual Classroom of each level • Usage of Seesaw where students read and record themselves reading
Evaluation	More than 100 books from the French library are equipped with the audio pen stickers. In addition, in order to promote reading at home during school suspension, about 50 titles were adapted to a reading and listening format thanks to the use of Book creator. Each junior level has on their

	Virtual Classroom an access to a selection of books adapted to their level. For senior grades on an advanced level, students worked on reading practice via Seesaw and reading comprehension through Google Forms. Grades 5 & 6 worked on novel study.

Plan 3: French Stream Events (House Open and AFLE/ Activities)	
Objective	• To strengthen students' abilities by participating in competitions such as French Speech Competition and Dictation Competition. • To recognize 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	• Speech Festival • Open House • Dictation Competition
Evaluation	G3 to G6 students were invited to take part in the online French Speech Competition and they obtained very good results. School Open House and French Dictation Competition did not take place this year due to 5th wave of the pandemic in Hong Kong.

Plan 4: DELF Prim Exams	
Objective	To validate students' proficiency in French Language at a primary level
Target	Grade 3 (P) French Stream students
Period	June
Description	• Grades 2 & 3 for DELF Prim A1.1 • Grades 4 & 5 for DELF Prim A1 • Grade 6 for DELF Prim A2
Evaluation	Despite the change of the school calendar this year, quite many students managed to register for the language proficiency diploma with the Alliance Française. Students obtained excellent results and four of them got perfect scores.

Plan 5: Teachers Professional Development	
Objective	To develop teacher's skills in Teaching and Learning French Language that will especially feed the Blended Learning implementation strategies
Target	Teachers of the Department
Period	March to August
Description	• Maximizing the usage of IT tools provided by the school in the implementation of Blended Learning practices in the French Department

	• Develop understanding of the latest practices in French Teaching for young learners in a distance learning context • Develop the newest approach in teaching grammar to young learners • Integrating different uses of the creative writing • More strategies to understand the Flipped Classroom and benefits for teaching French as Foreign Language (FLE)
Evaluation	Mrs. Morley took part in Training with Adelaide Tilly specialized in teaching FLE (and "La Fabuleuse semaine du FLE" to young learners and followed training programme to get students being active learners in an online setting and understanding how to better adapt grammar teaching approach to young learners. These training workshops confirmed that already, good strategies of teaching are applied and it is also the possibility to develop more and being inspired. Mrs Calderon took part in the annual AFLE (Association of French Teachers in Hong Kong) workshop about games and learning. Also, Mrs Calderon register for a summer training with BELC online (from France Education International) about the implementation of the Flipped Classroom and how to use it on a Blended Learning setting.

Evaluation of Putonghua Department Programme Plan 2021-2022
2021-2022 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，讓學生了解及自學，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「你知道它們讀輕聲嗎？」及「新年祝福語」。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	1.因受到疫情的影響，「第 73 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，並按時提交比賽錄影，直接上載到朗誦協會網站。全校共收到 64 份報名參賽表格，共獲得 21 個獎項(詳見下表)。 2.學校推薦六位學生參加了由教育局主辦的「2021-2022 非華語學生中文才藝比賽」，希望非華語學生有更多的機會學習中文和並了解中華文化。 3.學校推薦四位同學參加了由「香港中華文化發展聯合會」主辦的「普通話電台經典名句廣播劇比賽 2022」。在老師的指導下，學生們利用課餘時間努力練習，雖然第一次參與此類比賽，但學生能夠做出優異的表現，現階段成功晉級決賽。賽果有待二零二二年九月公布。 4.學校推薦同學參加了「第二十四屆全港中小學普通話演講比賽 2022」，取得了比較理想的成績。
活動檢討	疫情下，各項朗誦比賽需要考慮學生個人興趣、能力及家長的支持等方面。今年雖然沒有安排教師對參加獨誦的同學進行訓練，但成績頗為理想，且獲獎數目穩定。

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	本年度原訂安排一至四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	由於受疫情的影響，今年只安排了一、二年級的同學在復課後的第三十八至四十五週進行一次龍虎榜活動。絕大多數同學都積極參加該活動，超過八成五學生按時交回龍虎榜，並能完成全部內容。達標學生會收到小禮物作為獎勵。

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	活動因受到疫情的影響而取消。

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	「童心．童話福袋」
活動目標	提高基礎漢語科一至四年級學生的閱讀量，增加中文詞匯，培養獨立學習的能力。
活動情況	學生利用長假期通過有聲書和點讀筆於家中獨立閱讀中文書籍，並要完成閱讀記錄。
活動檢討	活動結束後的問卷顯示，學生和老師認為有聲圖書可以促進學生的學習。

活動項目 7	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	• 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，科主席把工作坊、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。本科組的一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。 • 本年度邀請了不同的機構，為老師舉辦專題講座，主題包括了解非華語學生學習中的困難、建構校園共融等。

活動項目 8	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	• 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。電子課件的使用和開發，令非華語生在學習中文上有所裨益。 • 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，今年為非華語學生購置了輔助中文的圖書和字卡。

活動項目 9	**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	今年主要收集由各大學及教育局舉辦的非華語教學研討會資料、校園共融學習資料、香港少數族裔現狀和文化參考資料、以及出版社舉辦的新教材及新課程的參考教材及資源套。

第七十三屆香港學校朗誦節

獨誦：報名表格：64
共獲獎：21
冠軍：7
亞軍：5
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	14	李晉熹	散 437	87	冠軍
2	1M	18	凌澤光	詩 337	87	冠軍
3	2P	12	何子熙	詩 337	87	冠軍
4	3S	9	朱礎揚	詩 336	87	冠軍
5	4P	13	洪翊天	散 436	87	冠軍
6	4S	29	符從德	詩 336	87	冠軍
7	6S	13	洪一極	散 435	87	冠軍
亞軍						
編號	班別	學號	學生姓名	項目編號	成績	名次
1	2P	14	高哲謙	詩 337	88	亞軍
2	4J	15	梁証恆	詩 336	89	亞軍
3	4J	19	麥洛桁	詩 336	89	亞軍
4	4P	18	梁天朗	詩 336	86	亞軍
5	4S	29	符從德	散 436	86	亞軍

季軍						
編號	班別	學號	學生姓名	項目編號	成績	名次
1	1D	24	曾宥琋	詩 337	85	季軍
2	1J	5	張天朗	詩 337	83	季軍
3	2J	13	廖俊誠	詩 337	85	季軍
4	2M	7	張淳鏗	詩 337	85	季軍
5	2S	24	柏禮文	詩 337	84	季軍
6	3J	32	於建希	詩 336	83	季軍
7	4P	13	洪翊天	詩 336	84	季軍
8	4P	18	梁天朗	散 436	87	季軍
9	6S	13	洪一極	詩 335	85	季軍

2021-2022 非華語學生中文才藝比賽

編號	班別	學號	學生姓名	項目	名次
1	4M	25	莫俊家	硬筆書法	季軍
2	1S	1	布斯樂		優異
3	2S	24	柏禮文		參與證書
4	3D	9	林峻廣		參與證書
5	5D	17	張萬杰		參與證書
6	6D	6	朱恩正		參與證書

普通話電台經曲名句廣播劇比賽 2022

編號	班別	學號	學生姓名	項目	名次
1	4P	31	尉遲桐佑	昔孟母，擇鄰處，子不學，斷機杼	待公布
2	4S	29	符從德		
3	5J	9	郭家熙		
4	5J	25	許彥達		

第二十四屆全港中小學普通話演講比賽 2022

編號	班別	學號	學生姓名	項目	名次
1	4S	17	任修遠	九龍區中小組	優異星獎
2	4S	29	符從德	全港總決賽 九龍區中小組	季軍

Evaluation of Music Department Programme Plan 2021-2022

Programme Evaluation:

Plan 1: Dizi Music and Erhu Music Intensive Training Classes	
Objective(s)	- 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 participating in music activities. - To help students pursue a life-long interest and appreciation of music.
Target	G.3 – G.4
Period	From October 2021 to June 2022
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	- Due to the COVID-19 Pandemic, the training was cancelled. - We have selected some students to join the training next school year. - 2 students have started individual lessons to learn the Erhu. - 1 student has started learning the Dizi.

Plan 2: Dizi Music and Erhu Music Advanced Intensive Training Classes	
Objective(s)	- 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 participating in music activities. - To help students pursue a life-long interest and appreciation of music.
Target	G.4– G.5
Period	From October 2021 to June 2022
Description	Invite potential G.4 & G.5 students to attend Advanced Intensive Training Classes to upgrade their techniques and skills in playing the Dizi and Erhu.
Evaluation	Due to the COVID-19 pandemic, the training was cancelled.

Plan 3: Music Appreciation	
Objective(s)	- To enable students to gain enjoyment and satisfaction through participating 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	- G6 students were required to watch the online concert or musical. - G.6 students were required to submit a music report. - Students enjoyed sharing their music. - Students have learned from sharing of their peers.

Plan 4: Taking Part in Hong Kong Youth Music Interflows & Hong Kong School Music Festival and Other Competitions	
Objective	- To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitudes. - To help students pursue a life-long interest and appreciation of music. - To enable students to gain enjoyment and satisfaction through participating in music activities.
Target	G.1-G.6
Period	October 2021 to March 2022
Description	Teachers selected potential students (G2-G6) to participate in School Orchestras and Ensemble Groups.
Evaluation	- More than 200 students were involved in the 74th Hong Kong Schools Music Festival solo competitions. - More than 75% of our students were awarded merit or above in the Schools Music Festival. - 12 students of Chinese Orchestra, and 20 students of the String Orchestra participated in the Hong Kong Youth Interflows 2021. - The School achieved very good results in the Hong Kong Youth Interflows 2021. The Chinese Orchestra and String Quartet got Gold Award and the String Orchestra got Silver Award.

Plan 5: Music Performance	
Objective(s)	- To enable students to gain enjoyment and satisfaction through participating 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	- The DBS Homecoming Concert was held on 12/8 and 13/8 at the DBS Auditorium. - The String Orchestra, Chinese Orchestra, Saxophone Ensemble and Senior School Orchestra (String players and percussion players only) and Junior School Orchestra performed in the concert. - 25 G.6 students organized a Vocal Ensemble and performed in the concert. - On 18/8/2022, a Mini Concert was held at the DBS Auditorium. The Senior School Orchestra, Wind and Brass Ensemble and Saxophone Ensemble performed in concert. - Mr. Timothy Sun was invited to be the guest performer. - Over 300 parents attended the concert. - Parents' feedback was positive and they enjoyed the concert very much.

Plan 6: Music Captains	
Objective(s)	- To enable students to gain enjoyment and satisfaction through participating in musical activities. - To enrich students' music learning experience which is also one of the key tasks identified in "Moral and Civic Education"
Target	G.6
Period	Whole School Year
Description	6 potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	- 6 Music Captains were selected to assist the Music Department. - They took up the role as the MCs in the Prize Winners' Concert 2022, Homecoming Concert 2022 and DBSPD Mini Concert. - All of the Music Captains were very responsible and helpful. - They gained confidence and experience in public speaking.

Plan 7: Music Project	
Objective(s)	- To enable students to gain enjoyment and satisfaction through participating 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.3-6
Period	Whole Year
Description	Music performances presented by students of the music activities.
Evaluation	As the Homecoming Concert was held in August, students had the chance to perform and share their music. No additional music projects were required to be carried out this school year

Evaluation of Physical Education Department
Programme Plan 2021-2022

Programme Evaluation:

Plan 1: Swimming Gala	
Objective	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: 3, 6 & 7 September 2021 Finals: 28 September 2021
Description	The Inter-House Swimming Gala application was open to all PD students. The Heats Competition was held in the DBS outdoor swimming pool whilst the Finals Competition was jointly organized by the PD & SD in the Kwun Tong Indoor Swimming Pool. The Selection Trials were organized by the SD and only the finalists attended.
Evaluation	The Swimming Gala Heats and Finals were cancelled due to the COVID-19 pandemic.

Plans 2: Sports Day	
Objective	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: 13-15 December 2021 Finals: 14 February 2022
Description	The Inter-House Sports Day application was open to all PD students. Students could participate in different track or field competitions at the finals competition which was organized at Kowloon Bay Sports Ground.
Evaluation	The Sports Day Heats Competition was held in December. Due to the COVID-19 pandemic, the Finals Competition was cancelled. The winners were determined by their results achieved in the Heats Competition.

Plan 3: Alternative Sports	
Objective	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 2021 to January 2022
Description	G.1 & 3 – Rope Skipping G.2 & 4 – Wushu G.5 & 6 – Dragon and Lion Dance
Evaluation	This programme was held in P.E. lessons, but the Open House performances were cancelled due to the COVID-19 pandemic.

Evaluation of Visual Arts Department Programme Plan 2021-2022

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 and 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 their 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	To help students make connections between art, nature, science, history and culture
Period	Throughout the year
Description	**G.1-3** • 3 VA cross-curricular topics, all included National Security Education (NSE) • Departments cross-curricular with: PTH, RE, CHIN, MUSIC **G.4-6** • 8 VA cross-curricular topics, with 4 NSE topics, 3 STEM topics and 1 non-NSE and STEM. • Departments cross-curricular with: ENG, CHIN, SCI, GS, PTH, CS, ME • 3 cross-curricular topics were collaborated last academic year 2020-2021
Evaluation	The Cross-Curricular Activities were successful and can be re-collaborated with other departments in the new academic year.

Plan 2: Art in School Partnerships	
Objective	To develop the boys' artistic potential through various media explorations & presentation
Period	Terms 2-3
Description	**G.1-3** • Stop motion animation presentation of student's Chinese painting. Artist: Angela Wong **G.4-6** • Design 'Neon Wire Light', Company: Myosotis Flower • Design 'Public Seating', Company: Art Loop • Design 'Tie Dye Lantern', Company: YMCA • Art 'Toy Reborn Installation', Company YMCA

Evaluation	Partnerships broaden students' understanding and experiences in Visual Arts, although there were some minor issues working with companies.

Plan 3: Collaborative Art Projects	
Objective	Project Learning/Collaborative Learning
Period	Terms 1-2
Description	**G.1-3 Projects**: our nature, culture and beliefs **G.4-6 Projects**: based on the exhibition theme 'Let There Be Light'
Evaluation	There are some successful collaborative projects in which students truly benefited in team building. They created art that showed the original identity of each group.

Plan 4: Art Appreciation	
Objective	To build students' knowledge and understanding of the visual world
Period	Throughout the year
Description	**Topic in Focus** **G1-3** Our nature, culture and beliefs, Elements of Art and Design **G4-6** Each grade had an artwork studies topic that lasted for 1 to 2 months: • 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
Evaluation	Due to the epidemic, art lessons conducted online had to focus less on producing artwork and more on art appreciation.

Plan 5: Sketchbook (Visual Diary)	
Objective	To develop creativity, imagination, building skills and processes
Period	Throughout the year
Description	Students used sketchbooks as a means to: • Develop ideas for projects • Outdoor drawing sessions • Draw for leisure outside of class time
Evaluation	Sketchbooks have been useful as an aid in building art skills, idea generation and giving feedback to students. There are 2 issues identified: students could be wasteful of sketchbook pages and the small sketchbook size only allows students to draw in small scale and thus they were not confident in drawing large scale objects.

Plan 6: Students' Art Exhibitions	
Objective	To display students' artworks inside and outside school premises to share their art with others and help promote self-reflection and critical thinking skills on artwork they have created
Period	Throughout the year
Description	Displays in school Online: Website and Padlet app Open House (cancelled) Exhibitions: Internal and external
Evaluation	**G.1-3** This year's art exhibition 'Global Citizen's V' was displayed on an online website. Positive comments were collected about the online website. **G.4-6** This year's art exhibition 'Let There Be Light' held in June was rather successful despite the epidemic. The event received 323 family visiting groups.

Plan 7: Art Competition	
Objective	To help students gain exposure and experience in art competitions
Period	Terms 1-2
Description	<u>Internal</u> School Magazine Advert Design <u>External</u> Topics of competitions entered were about preservation of nature and care for our community

Evaluation	The organizers of external competitions benefited students' learning regardless of whether students won the competition. As they would organize workshops for students to build their VA skills and hold public exhibitions of artwork created by participating students.

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities in relation to art
Period	Terms 1-3
Description	Students visited art exhibition and attended art workshops
Evaluation	Due to the epidemic, only 1 museum trip was organized. However, this was made up by many companies coming to school to run art workshops for students.

Plan 9: Extra-Curricular Art Classes	
Objective	To develop student's artistic potential through various media explorations
Period	Terms 1-3
Description	**Multimedia Art Classes** Comic Drawing & 3D Printing, Flip Book Animation, iMovie Editing Stop-motion Animation in Lego, Digital Sticker **Traditional Art Classes** Chinese Painting, Ceramics, Drawing, Mix Media Drawing, Architecture New: Photography
Evaluation	**G1-2** Online ECA VA art classes were arranged for G.1 & G.2 in Term 3. Attendance was optional; and attendance of each class varied from 50 to 100 students per lesson. **G3-6** Due to the pandemic, there were no regular ECA classes, however five 1-4 days workshops were organized afterschool and on the weekend. These classes were popular; some workshops were oversubscribed and lots had to be drawn to choose the students. The maximum number of students in each of these classes was 26.

Plan 10: Teaching & Learning Initiatives	
Objective	To improve the quality of teaching and learning in VA lessons
Period	Terms 1-3
Description	Major concerns for the school year 2021/2022 **Blended Learning** **G1-3** Use Google Classroom to exchange ideas, make use of digital survey **G4-6** Videos and images were shared online for students to access via Padlet and Google Classroom. **Learner Diversity** Projects were conducted with diversified learning tasks and methods of displaying learning.
Evaluation	**Blended Learning** **G1-3** Students were familiar with the Google Classroom platform. **G4-6** G.4 students were more responsive to doing work outside of class e.g. Padlet in posting artwork. 80 percent of the students posted their work without needing reminders, while only 30-40 percent of Grades 5-6 posted their work without needing reminders. **Learner Diversity** We have made efforts in producing a diversified range of art projects that would suit varying student abilities and interests to cater for learner diversity e.g. There were projects which focused more on creative thinking, and others focusing on varying motor skills in art media.

Evaluation of Religious Education Department
Programme Plan Evaluation 2021-2022

2021-2022 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:	在半日制時間表下，學生沒有宗教課，故此未能認識該班的宗教科老師，因此較難推行個人牧養工作。

2. 新生調適活動

(一)	活動目標:	宗教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。
(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:	在半日制時間表下，學生沒有宗教課，故此這項活動未能進行。

3. 崇拜

(一)	活動目標:	配合節期，邀請牧師到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜。
(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:	因疫情停課關係，復活節崇拜取消，全年共進行四次崇拜活動。其中六年級學生參與實體崇拜，一至五年級學生則在家以 Zoom 模式參加開學禮及在課室觀看現場直播。 本年度共有十名五、六年級學生接受培訓並於崇拜時穿上禮袍，擔任輔祭(Altar Servers)，好讓崇拜的禮儀更為莊重、流暢。

4. 早會

(一)	活動目標:	透過早會分享宗教信息，讓師生在一天工作和學習開始之前，聆聽主道，安靜禱告，以平靜安穩的心開展新一天。
(二)	活動對象:	全校師生
(三)	推動時間:	逢星期一、三、五早上
(四)	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。逢星期三，三至六年級早會由聖公會牧師、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；一至二年級早會則由宗教科老師負責，希望藉此讓學生認識信仰。
(五)	活動檢討:	活動進展良好，校長、牧師和同工在早會分享不同主題的信息。期間因疫情停課，早會暫停，復課後以實體早會形式進行。

5. 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:	因疫情關係，活動時間有所改動。一年級組別有 20 個親子組合參加，家長及學生的反應良好，建議來年繼續舉辦此活動及每次仍安排兩位老師當席。

6. 家長團契

(一)	活動目標:	於每次親子聖經班之後，由聖公會池牧師主領。通過考查聖經及活動，尋求神在家長身上所定的使命。
(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。期望通過查考查聖經及遊戲活動，

		以引導並鼓勵家長認識和追求信仰。
(五)	活動檢討:	因疫情關係，活動時間有所改動。家長投入活動，建議來年繼續舉辦此項活動。

7. 開放日

(一)	活動目標:	與德育科共同展示有關的學生活動照片及作品，並透過活動向參觀的孩童及家長傳遞福音信息。
(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:	因疫情關係，活動取消。

8. 專題展板

(一)	活動目標:	擬訂不同主題(或按節期)，張貼相關的內容於展板上，以加強學校的宗教氣氛，並傳達基督教信仰。
(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「主耶穌愛我」。
(五)	活動檢討:	受疫情停課影響，只能完成一次的專題展板，希望來年多使用展板，加強學校的宗教氣氛。

9. 聖經朗誦節

(一)	活動目標:	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。
(二)	活動對象:	全校
(三)	推動時間:	2022 年 4 月
(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:	受疫情停課影響，未能宣傳及安排學生經學校報名參加是

		項活動。惟本年度有一位同學(1J 張天朗）報名參加聖經朗誦節比賽，並在獨誦小一組普通話分組賽中獲得季軍。建議明年繼續鼓勵同學參加該活動,讓他們牢記神的話語。

10.福音聚會

(一)	活動目標:	為小六學生舉行福音聚會，透過講員分享信息及相關演出，希望他們相信並接受耶穌基督為個人救主。
(二)	活動對象:	小六學生
(三)	推動時間:	五月至六月
(四)	活動內容:	未有安排是次活動。
(五)	活動檢討:	因疫情停課，教學時間有所改動，故此未能安排是次活動。

11.聆聽箱

(一)	活動目標:	設置聆聽箱，以收集同學對課題及信仰的疑問。老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。
(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:	因疫情關係，實體上課時間較少，偶有收到同學的信息，惟需要來年加強宣傳，盼望聆聽箱能作為學生與老師溝通的橋樑。

12.教師祈禱會

(一)	活動目標:	逢星期四早上(8:00-8:20)舉行教師祈禱會，內容包括默想、分享及祈禱，歡迎所有教師參與。
(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，彼此支持。

13. 教師退修營

(一)	活動目標:	透過舉辦退修活動，讓老師能在神面前安靜默想、禱告，在主裏重新得力。
(二)	活動對象:	宗教科及基督徒老師
(三)	推動時間:	2021 年 12 月
(四)	活動內容:	教師退修
(五)	活動檢討:	因疫情停課，教學時間有所改動，故此未能安排是次活動。

14. 教師團契

(一)	活動目標:	歡迎所有老師參加教師團契，藉著詩歌、生活見證及經文分享，盼望老師之間彼此支持及鼓勵，更多老師認識信仰。
(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:	本學年於去年聖誕節舉行了一次教師團契，共有 10 位同工參加，當中有唱詩、分享年終感恩事項及抽獎活動。盼望來年有更多機會舉行。

15. 聖公會活動

(一)	活動目標:	協助傳達相關活動事宜，讓師生及家長得悉教會活動的詳情，有助推動教會活動。
(二)	活動對象:	全校
(三)	推動時間:	全年
(四)	活動內容:	本年度為香港聖公會聖約翰座堂以賣獎券形式籌款。
(五)	活動檢討:	家長及學生反應積極，是次活動共籌得約十四萬港元，教會感謝學校的支持及協助。

Evaluation of Library Studies Department Programme Plan 2021-2022

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	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	1. Management of School Library (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) 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 (a) English, Chinese and French books (b) Magazines (c) Online resources
Evaluation	1. The size of the library collection continued to expand this year to over 29,000 items. The library collection has 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: 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	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	**1. Storytelling Sessions** • Due to the Covid-19 pandemic, in order to make sure it was safe for everyone on the school campus, parents were invited to produce storytelling videos. There were 117 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. **2. Heifer Read to Feed Programme** Ms. Ivy Wong was the teacher-in-charge of the programme this year since Ms. Cherry Tai had left. **3. Library Cards for All Children Scheme** 38 G.1 and G.2 students applied for the HKPL Library Cards through the School. **4. Newspapers and Magazines Subscription** 5 newspapers and magazines from 3 publishers were available for subscription. All the newspapers and magazines were subscribed online or parents subscribed by submitting their order forms to the publishers directly. For newspapers, only electronic newspapers were available. For magazines, all the magazines were posted to students' home directly. The following activities were cancelled due to the Covid-19 pandemic: • Author Visit/ Talk • Reading Programme • Books Borrowing Ranking Charts • 4.23 World Book Day Celebration • Book Fair

Plan 3: Student Librarians Training	
Objective	1. To nurture selected student librarians to have the responsibility and a sense of belonging to the School 2. To provide students with library skills training
Target	Selected Student Librarians
Period	Whole School Year
Description	Student librarians were recruited, and training was provided so that they could: • 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 4: 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. However, there were no book displays in the Library since the Library was closed due to the Covid-19 pandemic.

Evaluation of Computer Studies Department
Programme Plan 2021-2022

Programme Summation:

In the school year 2021/22, students had a lot of opportunities to learn Computer Studies meaningfully. They have built up a positive learning attitude and habit towards the use of computers and Information Technology. Students were exposed to more National Security Education related topics and basic knowledge of computer programming. Students also had lots of practice on e-learning throughout the year.

Programme Evaluation:

1. IT Directors/ IT Captains	
Objective(s):	• 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 2021 – July 2022
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 2nd recess on Monday, Tuesday, Wednesday, and Thursday. Students from G5 were selected as team leaders.
Evaluation:	Due to pandemic situation, the computer rooms were closed in recess this year, and students were unable to perform their duties.

2. External Competitions	
Objective(s):	• 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. • To give students more exposure to outside competitions.
Target:	G4 to G6 students
Period:	Sept 2021 – July 2022
Description:	**Hong Kong Primary Schools Olympiad in Informatics**
Evaluation:	Result of the competition: • 32 students from Grades 4-6 enrolled in the Heat Event with 3 students successfully entering into the Finals. • Due to the pandemic, the competition organisers changed the competition to an online format and cancelled the Gold, Silver and Bronze awards. All participants received the Merit Prize instead.
Description:	**International Coding Elite Challenge 2022**
Evaluation:	Students who did well in the Python Programming ECA were invited to join the international competition among students from Hong Kong, Macau and Taiwan. Out of the 24 students who participated, 7 students were awarded the top tier rank of Top Coders and 6 students were awarded the second-tier rank of Outstanding Coders.
Description:	**World Robot Olympiad Competition**
Evaluation:	16 Grade 5-6 students in the Gifted Program Robotics were entered into the World Robot Olympiad Competition. The competition was conducted online and the students won the Best Robot Performance Award and the Best Coding Design Award. 15 students won the Gold Award and 1 student won the Silver Award.

3. STEM Learning Activities	
Objective(s):	• 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:	G5 to G6 students
Period:	Sept 2021 – June 2022
Description:	The funding of $1.9 million was received through the successful application of QEF. The funds were then spent on the following: • Development of School Based Materials (Booklets on Micro:bit, Halocode and drones) • Purchase of drones, safety cages, insurance, plastic partitions and face shields. • G.5 students learnt to code using micro:bit. • G.6 students learnt Halocode and Google AI Voice Kit. • G.1-4 students did not have STEM lessons due to the pandemic.
Evaluation:	Grade 5 students learned to code using micro:bit, while Grade 6 students learned to code using Halocode. Grade 6 students also learned about the applications of AI and ethical issues involving the use of AI. Both Grades 5 and 6 students learned how to code a drone to fly in a specific path and about the vast potential of using drones in the future.

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 2022
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:	Nov 2021 – July 2022
Description:	**Python Programming (CodeCombat)**
Evaluation:	A programming course on Python using the platform CodeCombat was organized for 24 Grades 3-4 students from November 2021 to January 2022. The course was paid for by parents and was very well received by parents and students. All CS teachers were thanked for their help in supervising these classes even during the Christmas and New Year Holidays.
Description:	**Thunkable & AI**
Evaluation:	An after-school Zoom ECA for Grades 3-5 students on Coding with AI was organized. The ECA was free for all students and the costs were covered by funding from successful application for the "Knowing More about IT in Primary Schools" Government Grant. $293,000 were provided from the grant. The ECA was completed with high participation from the students.

6. Cross-curricular Activities	
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:	Oct 2021 to July 2022
Description:	Graded 4-6 CS teachers worked with teachers of other departments to ensure students could successfully undergo cross-curricular activities.
Evaluation:	Grade 4 students focused on the theme of *Animal Adaptations* and made use of the knowledge from Science lessons about camouflage and Chinese lessons about animal descriptions to design a maze to return an animal back to its habitat using Scratch. Grade 5 students worked on creating a Smart Alcohol Hand Sanitizer in Science lessons. CS teachers were able to support the students by teaching students how to program a micro:bit computer chip to recognize when a hand is in front of the sensors and activate the motors. The project was completed in July. Grade 6 students had a number of cross-curricular activities. 1) Students made use of their knowledge about the Terracotta Warriors learned in Chinese lessons to create an online museum exhibit on Chinese culture. 2) Students learned about the operations of facial recognition using Halocode, including identifying facial characteristics of people in fear. Fear and Emotions were covered in students' English lessons and Facial expressions were also covered in VA lessons. 3) Students had to build a model car in Science lessons and measure the time it took to travel a fixed distance. Students then created a Google Sheet with relevant formulas in CS lessons and added the collected data to calculate the speed of their model car.

Evaluation of Moral Education Department
Programme Plan 2021-2022

Programme Summation & Evaluation:

Due to the pandemic, post-test through the Assessment Program for Affective and Social Outcomes (APASO) was done from the end of May to early June 2022. In response to the School Annual Plan, the user-defined survey with the sub-scales "Care for Others" and "General Satisfaction" was 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, the mean scores of "Care for Others" decreased in G.4, G.5 and G.6 but the mean scores remained unchanged for G.3. Analysis of individual questions of the subscale showed that there was a deterioration in the following two questions: "I like to help others" and "I keep in touch with my relatives". This implied that students showed less care to others. The reason might be due to students not having a chance to show care to others during the long school suspension period.

As compared with the results obtained at the beginning of school year, there were a deterioration in all grades on "General Satisfaction". However, the overall mean score obtained at the end of school year increased. The item analysis indicated the greatest deterioration was found on the items "I like being at school.", "I feel happy at school." and "I get enjoyment from being at school." It implied that students did not get used to following the school rules after school resumption in late April 2022.

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 - November 2021
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. 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 2021 – June 2022
Description: In order to enhance students' understanding on the definition and the influence of bullying, two online talks were held for G.3-4 and G.5-6 students respectively on 25 January 2022.
Evaluation: It was planned to organize some developmental talks, activities and workshops for students. Due to the pandemic, two online talks were replaced by face-to-face talks or activities. According to the questionnaire conducted, over 90 % students understood more about the definition and the influence of bullying.

3. Parents' Workshops

Objective(s): To conduct workshops to promote effective parenting skills amongst parents
Target: All Parents of Our Students
Period: November 2021 – June 2022
Description: The child-parent relationship has a major influence on most aspects of child development. The School had plans to conduct parents' workshops for our parents. It was planned to organize 2 three-session workshops, one for parents of G.1-3 students and another for parents of G.4-6 students.

Evaluation:

- Facing the continued school suspension, students were not required to attend school and there have been reduced opportunities for social activities and going out. Parents and students' daily routines were affected and some might easily generate negative emotions and stress. Therefore, the School invited a social worker from Po Leung Kuk to deliver two talks which were "Effective parent-child communication to encounter cyber risks" for Grades 4-6 parents and "Internet and Time Management" for Grades 1-3 parents in March 2022.
- About the "Effective parent-child communication to encounter cyber risks" Talk, there was 116 Grades 4-6 parents participating in the talk. Forty-one participants gave their feedback about the talk. Over 90% of them considered the talk helpful, and they understood more about the emotional needs of adolescents as well as the communication skills through the talk.
- About the "Internet and Time Management" Talk, there was 129 Grades 1-3 parents participating in the talk. Thirty-nine participants gave their feedback about the talk. Over 90% of them considered the talk helpful, and they understood more about their child over the use of internet and time management through the talk.
- To enhance parent education, a Parenting Efficacy Project was held for

parents of G.1-6 students between May and July 2022, in collaboration with City University of Hong Kong, St. James' Settlement, Centre for Fathering and the Pastoral Care Committee. The project consisted of a student questionnaire, a parents' talk and three parents' focus group of 7 sessions. For the student questionnaire, 759 parents gave consent for their child to complete a questionnaire and the result indicated that as compared with other Hong Kong students, the scores of DBSPD students in the following three questions were lower: "Gotten angry or mad or hit others when teased", "Gotten angry or mad when you lost a game" and "Become angry or mad when you don't get your way".

4. 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: May – June 2022
Description: The School has been participating in the Read to Feed programme organised by Heifer International – Hong Kong for many years. The programme provides an opportunity for students to understand the need of poor people in China and to take helping actions. This year, students could also help children from low-income families in Hong Kong through the programme.
Evaluation: As face-to-face lessons were suspended in January and April 2022, the programme was scheduled and held after the special vacation. A promotional video about the Heifer-HK was shown to students during Moral Education lessons to encourage them to participate in the programme before launching the event. 118 students enrolled in the programme and 88 of them completed the programme. A total amount of $ 76,430 was raised as donation to the organization, and collection of donations was arranged in June 2022. The students also shared their reflection through completing a worksheet after participating in this activity. Overall speaking, the numbers of students enrolled and completed the progamme increased as compared with the previous years.

5. Talk on Healthy Use of Computer

Objective(s): To organize talks and workshops to promote moral values and social skills amongst students
Target: G.5-6 Students
Period: June & July 2022
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 cancellation of the Extended Learning Week, the talk was cancelled.

Evaluation of Electives Department Programme Plan 2021-2022

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 77 courses to students in 2021-2022, and 55 courses were to be delivered by out-sourced organizations.

Zoom lessons were conducted in the afternoon in half-day school (due to Covid-19) in 2021-2022. Electives were assigned according to class basis instead of students' preference. The planning information below is for reference only.

	Plan	Evaluation
1	To further develop a more **challenging and comprehensive curriculum** to unleash the full potential of students To maintain a balance of courses of different learning areas to be provided in the electives curriculum	There were 77 courses on offer in 2021-2022 as planned. They could be classified into four main areas: Art & Sport, Language & Culture, Science and Personal Development. ● New elements in elective curriculum: Cyber-reality Science Venture, Science Explorer, DIY Fotomo 立體相模型, Orienteering, Architecture Appreciation, 兒童繪本 and Softball. ● 7 Art courses provided basic art and design knowledge, such as Drawing, 3D Sculpture, 中國畫, Collage Art, Tie Dye , Art of Paper and DIY Fotomo 立體相模型. ● 11 Sports courses provided different learning areas, such as Rope Skipping, Taekwondo, Hockey, Squash, Molkky and Dodgebee, Squash 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. ● 22 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. ● 26 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. **Only 61 electives were offered in class-based (1-2 lessons) during zoom mode.**

<table>
<tr><td>2</td><td>To emphasize life-wide learning (students learn in real context and authentic setting).

The experiential learning experiences enable students to acquire knowledge that is not covered in regular classroom learning</td><td>The following real and authentic learning situations were planned to facilitate students' learning:<table><tr><th>Electives</th><th>Activities / Outings</th></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><tr><td>Toy Science</td><td>Students play giant bubbles / boomerang in the field</td></tr><tr><td>天文實驗班</td><td>Outing to the Hong Kong Space Museum</td></tr><tr><td>Science Adventure Builder</td><td>Outing to the Zero Carbon Building</td></tr></table>
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.
No outings were arranged due to Covid 19 and Zoom lessons.</td></tr>
<tr><td>3</td><td>To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations</td><td>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.</td></tr>
<tr><td>4</td><td>To let students choose the electives that best suit their learning styles</td><td>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.

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.

Each elective was conducted in class-based instead of students' preference during Zoom lessons.</td></tr>
<tr><td>5</td><td>To further develop students' self-learning skills</td><td>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:</td></tr>
</table>

<table>
<tr><td></td><td></td><td>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.</td></tr>
<tr><td>6</td><td>To promote STEAM education</td><td>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.

<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>Physics Experiments</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>
</td></tr>
</table>

Appendix 1

Financial Position of Diocesan Boys' School
2020/21 School Year

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

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	57%	*N.A.*
School Fees	*N.A.*	38%
Donations, if any	*N.A.*	2%
Other Income, if any	*0%*	3%
Total	57%	43%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	76%	
Operational Expenses (including those for Learning and Teaching)	11%	
Fee Remission / Scholarship	4%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.63 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	8.42 months of the annual expenditure	
# *in terms of equivalent months of annual overall expenditure*		

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%.*

☑ *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).*

Appendix 2

Students' Achievements 2021/2022
(From September 2021 to June 2022)

A. English Department

1. Box of Hope Design Competition (November 2021)
1) Ernest Mok
2) Ethan Cheung

2.1. Hong Kong Schools Speech Festival 2021 (December 2021) THIRD
1) Ma Oscar Hong Ki
2) Paryani Parth
3) Lee Si Zhi Marcus
4) Chan Nathan
5) Bao Vincent Qicheng
6) Lam Mun Fung
7) Wong Shy How Jayden
8) Wong Ching Ho Adam
9) Poon Ho Chun Zachary
10) Hung Yi Tian
11) Leung Tin Long
12) Andrew James Man
13) Luk Yu Shing Ashton

2.2. Hong Kong Schools Speech Festival 2021 (December 2021) SECOND
1) Abraham Chung Tak Woo
2) Tang Yat Sing Eugene
3) Lee Chun Hei
4) Cheung Ethan Shun Hang
5) Lam Sze Hon Sean
6) Ho Chit Him
7) Lee Travis
8) Teoh Chun Hin Jake
9) Chu Cho Yeung
10) Fung Chin Wang Miles
11) Shen Arthur
12) Chung Preston
13) Hung Yi Tian
14) Sung Hei Lun
15) Teoh Chun Sum Shawn
16) Lee Max Si Hong
17) Yeung Tsz Leung Edan
18) John Peter Man
19) Luk Yu Hei Sheldon
20) Luk Yu Hei Sheldon (different category)

2.3. Hong Kong Schools Speech Festival 2021 (December 2021) FIRST

1) Li Tsz Yeung Lucas
2) Lam Pak Hei
3) Lam Jonas Daniel
4) Cheung James Tin Long
5) Lo Pok Chi Boaz
6) Pang Tsz Wai
7) Leung Ching hang
8) Ip Spencer Ngo Ying
9) Dani Callum Lakshan Manoj
10) Abraham Chung Tak Woo
11) Lui Ho Lung
12) Chao Jin Xo Jaedon
13) Leung Shek Yin
14) Tsang Hin Shing Gabriel
15) Wong Shu How Jayden
16) Leung Tin Long

3. Penmanship Competition (February 2022)

- **Territory Champions: Jeremy Ou and Lau Chun**

Category	Place	Class	Winners
Grades 1 to 2	Champion	2J	Jeremy Ou
	1st runner up	2D	Kwok Ying Nok
	2nd runner up	1M	Fung Ho Him
Grades 3 to 4	Champion	4M	Charlie Cheung
	1st runner up	4S	Kingsley Cheng
	2nd runner up	3J	Paddy Tsang
Grades 5 to 6	Champion	5S	Lau Chun
	1st runner up	5M (X)	Hayden Chui
	2nd runner up	6M	Justin Young

4. Budding Poets Award (February 2022)

- Willis Leung (Bronze Award and Poet of the School Award)

5. Global Leadership Link: Let's Talk About Education Presentation Competition

- **First Runners Up (Team B)**
  1) Engelbert Chung
  2) Xu Yin Tat Matthew
  3) Ethan Woo Yin Chit
  4) Kyle Chan

Outstanding Presentation Award (Team A)

1) Christopher Lee
2) Ng kai Yu
3) Lo Chin Hin
4) Jeremy Qian Junyao

6. Hong Kong Schools Drama Festival

- **Award for Best Audio and Visual Effects**
- **Award for Outstanding Cooperation**
- **Commendable Overall Performance**
  1) Isaac Cheung
  2) Charles Shum
  3) Callum Dani
  4) Alvis Choi
  5) Jamie Lam
  6) Quentin Lam
  7) Kristofer Rasmussen
  8) Aidan Ren
  9) Jaden Tam,
  10) Nicholas Szeto
  11) Caspar Wong
  12) Cameron Chiu
  13) Miles Siu
  14) Cyrus Yuan
  15) Ryan Chan
  16) Jared Kwan
  17) Christopher Ko
  18) Max Lee
  19) Adrien Li
  20) Ian Lok,
  21) Atlas Poon
  22) Alvin Lam
  23) Cedric Chak
  24) Jake Ip

- **Outstanding Performer Award:**
  1) Jaden Tam
  2) Nicholas Szeto
  3) Max Lee
  4) Ian Lok
  5) Atlas Poon
  6) Jake Ip
  7) Alvin Lam
  8) Miles Siu

7. English Radio Drama Competition – Semi-Final

1) Max Lee
2) Jake Ip
3) Adrien Li
4) Atlas Poon
5) Alvin Lam

8. Hong Kong Secondary Schools Debating Competition (Primary Section) Grand Finals

- **First Runners Up (Team A)**
  1) Kurtis Ling
  2) Daniel Cheung
  3) Edan Yeung
- **First Runners Up (Team B)**
  1) Ethan Lai
  2) Marc-Andre Noel
  3) Daryl Ng

9. 9th Primary Schools Debate Tournament 2022 (Hosted by St. Joseph's Primary School) Grand Final

- **First Runners Up**
  1) Darryl Ng
  2) Daniel Cheung
  3) Kurtis Ling
  4) Edan Yeung
  5) Andrew Man

B. <u>Chinese Department</u>

1. Hong Kong School Drama Festival 2021-2022

- Award for Outstanding Audio and Visual Sound Effects
- Award for Outstanding Cooperation
- Award for Outstanding Performers – Chan Hei Yiu Felix, Huang Michael, Woo Abraham Chung Tak & Yeung Sing Yu Rex

2. 校際朗誦節

- 5 位同學獲冠軍，9 位同學獲亞軍，7 位同學獲季軍

得獎學生：

班別	學號	姓名	成績
1M	13	林思瀚	詩詞獨誦冠軍/探本溯源盾
1P	4	陳淳醴	詩詞獨誦冠軍/探本溯源盾

1S	25	鄧溢昇	詩詞獨誦冠軍/探本溯源盾
4P	6	張晉熙	詩詞獨誦冠軍
4S	29	符從德	詩詞獨誦冠軍
1M	25	蔡珈宏	散文獨誦亞軍
1S	7	甘凡平	散文獨誦亞軍
1S	23	彭鈞澧	詩詞獨誦亞軍
2S	5	曹崇熙	詩詞獨誦亞軍
3P	25	彭梓維	詩詞獨誦亞軍
4P	18	梁天朗	詩詞獨誦亞軍
6D	2	陳政霖	詩詞獨誦亞軍
6P(X)	27	黃浚堯	散文獨誦亞軍
6P(X)	27	黃浚堯	詩詞獨誦亞軍
1P	5	陳奕翹	詩詞獨誦季軍
1S	11	林柏熹	詩詞獨誦季軍
1S	22	麥洛進	詩詞獨誦季軍
2D	15	李祉佑	詩詞獨誦季軍
3D	28	黃朗睿	詩詞獨誦季軍
5P	30	黃逸政	詩詞獨誦季軍
5S	22	蕭爾康	散文獨誦季軍

3. 中國青少年語言文化學會舉辦

- 2021-2022 年全國青少年語文知識大賽「菁英盃」
  初賽三等獎: 6M 林日澧

4. 小皇冠童書館 X 小麥文化「感謝有你」全港小學生中文寫作比賽 2022

- 得獎學生:

獎項	獲獎學生	班別	學號
低小組別—亞軍	高哲謙	2P	14
低小組別—季軍	吳庭鍏	2J	16
中小組別—亞軍	吳天予	4D	17
中小組別—優異	陳弘哲	4S	5

5.「紫荊文化盃」我愛我家創作大賽之全港小學生創意閱讀報告比賽

- 「我愛我家」主題閱讀組高小文字組 (小四至小六)
  得獎者:
  冠軍 4S 鄭正翹

6. 香港賽馬會社區資助計劃 : 美荷樓香港精神學習計劃

- 2021-22「兩代情」徵文比賽
  小學組 優異獎

獲獎學生	班別	學號
潘守智	4D	19
張晉森	4M	7
林以湛	6D	14

C. Mathematics Department

1. Hua Xia Cup 2022

A. First round [Online]

A total of 227 students participated in this competition.
225 students passed the online test

- G.1: 63 students
- G.2: 56 students
- G.3: 32 students
- G.4: 30 students
- G.5: 30 students
- G.6: 14 students

B. Semi-final

A total of 246 students participated in this competition.

- Champion Awards – 2 students
- Outstanding Awards – 5 students
- 1st Class Awards - 33 students
- 2nd Class Awards – 53 students
- 3rd Class Awards - 28 students

C. Final

A total of 80 students participated in this competition.

- Outstanding Awards – 2 students
- 1st Class Awards - 17 students
- 2nd Class Awards – 28 students
- 3rd Class Awards - 25 students

2. Asia International Mathematics Olympiad (AIMO)

A. First round [Online]

A total of 207 students participated in this competition.
204 students passed the online test.

- G.1: 44 students
- G.2: 58 students
- G.3: 35 students
- G.4: 25 students
- G.5: 26 students
- G.6: 16 students

B. Semi-final (Grade 2 - 6)

A total of 87 students participated in this competition.

- Gold Awards – 21 students
- Silver Awards – 39 students
- Bronze Awards – 27 students

C. Final round (Grade 1 only)

A total of 25 students participated in this competition.

- Gold Awards – 3 students
- Silver Awards – 15 students
- Bronze Awards – 6 students

3. 8th Annual Hong Kong Primary Mathematics Challenge (2021-2022) for Grade 5 and Grade 6 only

- Gold Awards – 3 students
- Silver Awards – 3 students
- Bronze Awards – 2 students

4. The Sixteenth Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools

- Gold Awards

5. 29th Hong Kong Primary Mathematical Olympiad Competition

- Team Award:
  - ✧ Champion Award in Grade 1 – 2
  - ✧ 2nd Runner up in Grade 3 – 4

- Individual Awards:
  - ✧ Gold Awards – 38 students
  - ✧ Silver Awards – 55 students
  - ✧ Bronze Awards – 28 students

D. French Department

1. 11th French Speech Competition

Category Prose Reading

- P4 1st runner-up Matthew Chu
  2nd runner-up Callum Dani
- P6 1st runner-up Markus Chu
  2nd runner-up Andreas Tsang

Category Solo Poetry

- P4 Honours Matthew Chu, Callum Dani
- P6 Honours Markus Chu
  Merit Sage Fischer, Andreas Tsang

2. Grand Oratoire Speech Festival (French Consulate in Hong Kong)

- Champion P6 Markus Chu
- Distinction P4 Matthew Chu

3. DELF Prim A1.1, A1 and A2 exams

A1.1

- Honours P2 Quintus Kwok,
  P3 Sheldon Yan, Rhys Po and Nathan Yu

A1

- Honours P4 Ian Mok,
  P5 Aziz Mohammed and Cedric Wong
- Merit P4 Luke Chen, Louis-André Noel
  P5 Anoch Cheng

A2

- Honours P6 Markus Chu, Sage Fisher, Nathan Mok and Andreas Tsang
- Merit P4 Owen Chua, Callum Dani,
  P6 Marc-Andre Noel and Jayden Poon

E. General Studies Department

1. The Hong Kong Cup Diplomatic Knowledge Contest

- Merit Award in Primary Schools
- Best Participation School Award
- Top Five Scorers: Wong Shun Hang (5D), Xu Yin Tat (5J),
  Chan Yik Ting Ryan (6D), Tong Tsz Cheuk (6S), Wong Chin Ho (6S)

2. The Hong Kong Primary School All-round Challenge

- Merit Prize in GS Subject: Cheung Chit Tim (1P), Chan King Him Seth (2P), Hsieh Ting Yan Bernard (2P), Or Chung Yat (3P), Tian Yui Hei (3S)

3. Domestic Hygiene Everyone Can Do It Coloring and Drawing Competition

- Merit Prize: Kong Ian (2J)

F. Computer Studies

1. Hong Kong ICT Awards (HKICT Awards)

- Student Innovation Award (Primary School Stream) – Certificate of Merit

2. World Robot Olympiad Competition

- Best Robot Performance Award
- Best Coding Design Award
- 15 Gold Awards
- 1 Silver Award

3. Hong Kong ICT Awards (HKICT Awards)

- Student Innovation Award (Primary School Stream) – Certificate of Merit

4. World Robot Olympiad Competition

- Best Robot Performance Award
- Best Coding Design Award
- 15 Gold Awards
- 1 Silver Award

5. Hong Kong Primary Schools Olympiad in Informatics (HKPSOI)

- 3 Merit Prizes

6. International Coding Elite Challenge 2022 (ICE Challenge)

- 7 Top Coders
- 6 Outstanding Coders

G. PE Department

Team	Organization	Awards
Badminton	**Hong Kong Badminton Association**	● 2021 Hong Kong Inter-Schools Badminton Championships - Champion

	Hong Kong Schools Sports Federation	● All HK Jing Ying Badminton Competition - Boys' Single, Champion – **<u>6D Lam Yee Cham</u>**
		● Kowloon South Area Inter-Primary Schools Badminton Competition - 1st Runner-up
Fencing	**Hong Kong Fencing Association**	● Bank of China Development Program Kowloon District Inter-Primary Schools Fencing Competition - Boys' Overall Foil, 2nd Runner-up - Boys' Overall Epee, 1st Runner-up - Boys' Overall Sabre, 2nd Runner-up
Table Tennis	**Hong Kong Schools Sports Federation**	● Kowloon South Area Inter-Primary Schools Table-Tennis Competition - Boys' A Grade, Champion - Boys' B Grade, Champion
	Hong Kong Table-Tennis Association	● Heng Seng Inter-Schools Table-Tennis Cup 2022 - Boys' Overall, 3rd Runner-up
Tennis	**Hong Kong Schools Sports Federation**	● All HK Inter-Primary Schools Tennis Competition - Boys' A Grade Single, 2nd Runner-up
Volleyball	**Volleyball Association of Hong Kong**	● All Hong Kong Beach Volleyball Competition - 1st runner-up

H. <u>Environmental Protection</u>

- **Speech Context for Global Youth Forum 2021**
  - ✧ Chiu Yin Hei Trevor (5M) – First Prize Winner