Diocesan Boys' School
Primary Division

Annual School Report
2022-2023

Table of Content

	Page
Achievement & Reflection of Annual School Plan	3
Report on the Use of Capacity Enhancement Grant	26
Achievement & Reflection of English Department Development Plan & Evaluation of English Programme Plan	27
Achievement & Reflection of Chinese Department Development Plan & Evaluation of Chinese Programme Plan	34
Achievement & Reflection of Mathematics Department Development Plan & Evaluation of Mathematics Programme Plan	54
Achievement & Reflection of General Studies Department Development Plan & Evaluation of General Studies Programme Plan	87
Evaluation of French Department Programme Plan	96
Evaluation of Putonghua Department Programme Plan	99
Evaluation of Music Department Programme Plan	104
Evaluation of Physical Education Department Programme Plan	107
Evaluation of Visual Arts Department Programme Plan	109
Evaluation of Religious Education Department Programme Plan	115
Evaluation of Library Studies Department Programme Plan	123
Evaluation of Computer Studies Department Programme Plan	128
Evaluation of Moral Education Department Programme Plan	132
Evaluation of Electives Department Programme Plan	135
Appendix 1 - Annual Financial Position: Financial Summary for the 2021/2022 School Year	137
Appendix 2 – Student Achievements for the 2022/2023 School Year	138

Achievement and Reflection of Annual School Plan 2022-2023

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

1. **Curriculum & Assessment**
   - **1.1 Intended Outcomes/Targets**
     - To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more categories to cater for learners' diversity.

     Strategies/Tasks
     - To design cross curricular projects to enrich the school curriculum with collaborative effort from different subject departments.
     - To prepare diverse learning materials for catering for learners' diversity, especially in teaching languages.

Success Criteria

- Students will take part in at least one cross curricular activity throughout the year with G.4 – 6 focusing on STEAM which identifies a problem and works towards a solution.

Report and Evaluation:

<u>Department of English</u>

All Grade Levels took part in at least one cross curricular project which introduced STEAM elements where possible. We also tried to implement some reading across the curriculum by choosing texts that had a STEAM element to it e.g. Snowflake Lia was about the beauty and symmetry of snowflakes. The following Cross Curricular Projects took place this year:

Grade Level	Name of Activity	Subjects Involved
Grade One	Family Trees and Relationships	English, General Studies I and French
Grade Two	Creative Adventure Story	English, Mathematics, Computer Studies, General Studies I
Grade Three	**Create Your Own Robot**	Trial run for next year but STEAM approach was used
Grade Four	**Habitats for Animals**	English and General Studies
Grade Five	**Build A Hand Sanitizer Spray**	English, Science and Computer Studies
Grade Six	**Empathy Project – Creating an Invention for Visually Impaired People**	English, Moral Education, General Studies, Chinese and Religious Education
Bolded: STEAM Projects	**Symmetry Project** – Logos and Snowflakes	English and Mathematics

Department of Chinese

一至三年級	通過專題研習一年級《我的小商店》、二年級《十二生肖》及三年級《偉大的發明家》學習解難，學生在老師引導下學習搜集與題目相關資料，並完成任務。
四年級	通過專題研習《環境保護》，學生能認識人類對大自然生態造成的破壞，探討人類實踐環保的重要性及方法。
五年級	通過專題研習《我們眼中的香港》，學生探究香港的名勝古蹟，透過遊跡經歷，了解香港有哪些值得向遊客推介的景點。
六年級	通過專題研習《香港的貧窮問題》，學生探究香港的貧窮問題，嘗試找解決及建議辦法。通過跨學科活動，探究互聯網所帶來的問題。

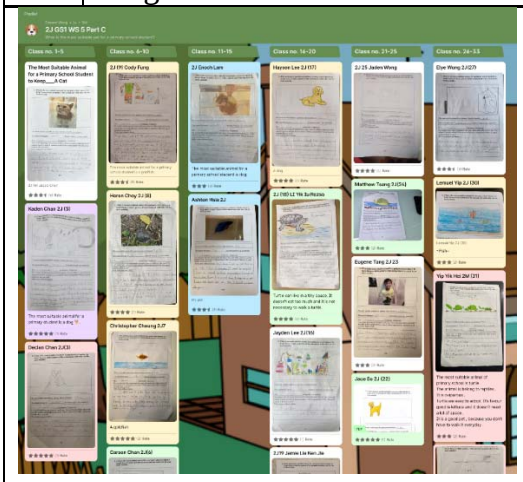
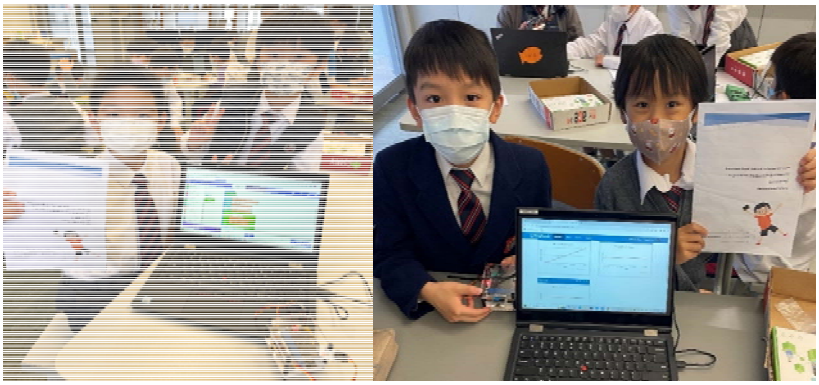
Department of Mathematics

Grade	Subjects Involved	Description
G1	Math, CS (STEAM)	**2-D Shapes** Students learnt the different properties of 2-D shapes in Math lessons. Then they were asked to use one whole set of tangram pieces (7 pieces) to create a picture and name it. After that, they learnt different ways to form shapes on the computer and then created pictures with 2-D shapes by utilising different IT skills.
G2	Math, CS	**Animals Treasure Hunt** The Math cross curricular project "'Saving Baby Ostrich' Map Design" required students to apply the knowledge of the four directions to create a treasure map for saving ostrich babies. The task aligned well with the story 'the lion and the ostrich', in an English unit about Baby Animals, which students were asked to design a treasure map to help the jackal to hide the ostrich babies. Students then used ScratchJr to create animations to describe the features, diet and life cycle of the animals.
G3	Math, Eng, Chi	**Chinese Inventors** Students first watched videos in English lessons to learn about 3 different great inventions from China. Then they researched on one Chinese invention and wrote about how it influenced our lives. Finally, they presented their ideas in a TED talk format. In Chinese lessons, students researched on personal information of one Chinese inventor. Then they analyzed the personalities of the inventor they had chosen. In mathematics lessons, students did a survey to find out the most favorite Chinese inventor of their class and constructed a

		bar chart to present the collected data.
G4	Math, LS, Chi (STEAM)	**Keep a Good Blood Pressure Level with Health** Students learned about the meaning of blood pressure and the importance of maintaining blood pressure within the normal range in GS II lessons. Then, they measured their blood pressure before and after exercise in PE lessons. The data was passed to Math teachers for students to plot bar charts based on the different ranges of blood pressure.
G5	Math, GSII	**How temperature affects the rate of sugar dissolves** Students recorded the time taken to dissolve the sugar completely in water samples of different temperatures in Science lessons. The data was passed to Math teachers to ask students to plot a broken line graph to show the change in dissolving time needed against temperature of the water.
G6	Math, GSI	**A. Logo design for a toy packing** Students were asked to design a 2-D logo that was rotationally symmetrical in Math lessons. The logo could be axially symmetrical at the same time. Students had to record the number of times that logo overlapped after the shape was being rotated one complete cycle. The design was then used in English lessons, which students included the logo for a toy company business plan they wrote.
	Math, GSI, CS, PE	**B. Maglev Train Model** Students had learnt the concepts of speed, rate and percentage change in the Mathematics lesson. In Science lesson, they learnt the history and mechanics of Maglev trains through researching and making their own models. They then improved their design in order to make the models travel faster. After recording the results, they used Google Form and Google Sheets to summarize and analyse the data collected. At the end, they decorated their train with different materials in VA lessons.

Teachers involved in STEAM activities agreed that cross-curricular integrated curriculum supported by a STEAM approach could enhance students' learning experiences and enrich the curriculum. Students could develop different skills through various activities and they enjoyed the learning tasks very much. Examples of STEAM activities across subjects in G.1 to G.6 were shown in the following table.

	Topics	Departments Involved
G.1	Family Tree Project	English, GS, French
G.2	Animals treasure hunt	English, Math, GS, CS
G.3	Smart Observatory	GS, CS
G.4	Habitats for animals	Chinese, Science, CS
G.5	Alcohol Spray Project	English, Science, CS
G.6	Maglev Train Model	Math, Science, CS, PE

	
G.2 Animals treasure hunt Students' sharing on Padlet about best pets to be kept by primary school students	G.3 Smart Observatory: Micro:bit Code (left) and weather information on Thingspeak online platform (right)

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

1. Curriculum & Assessment

1.2 Intended Outcomes/Targets

- To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel.

Strategies/Tasks

- Introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students.
- Students can use eLearning tools such as Flip or Padlet to give peer feedback in different ways.

Success Criteria

- Students will make use of different strategies to give peer feedback. E.g. orally, online etc.

Report and Evaluation:

Department of English

The English Department made use of different strategies to encourage peer feedback with good results. The strategies used are listed out below:

Grade Level	Strategies Used
Grade One	Students made use of Padlet to share their writing and speeches. Classmates were encouraged to "give a heart" to the work they liked and were also able to give written feedback underneath the work.
Grade Two	Students used the heart function on Padlet to show which pieces of work they liked when using Padlet. They also gave oral feedback in class when presentations and work sharing took place. Finally, they used Flip to give oral feedback to individual presentations.
Grade Three	Grade Three gave feedback using a simple rubric to their classmates and then shared their evaluations with their partner during speaking and presentation activities. They also used simple rubrics and checklists when writing to give feedback to help improve their partners' work.
Grade Four	Grade Four made use of eLearning tools such as Flip and Padlet to give oral and written feedback during speaking and writing tasks. Google Forms were also used for reflection purposes.
Grade Five	Grade Five used peer feedback forms after writing compositions to help students improve their work and learn from each other. Students also conducted discussions and sharing sessions after comprehension work and other important classroom tasks.
Grade Six	Students made use of Google Forms to evaluate their own performance and that of their peers when working in groups. They also used Padlet to respond to each other's work in writing. Grade Six students also reflected on their favourite parts of their writing and explained what was good about it. E.g. Students were asked to find and highlight a powerful or meaningful sentence.

Department of Chinese

一年級	-在《好書推介工作紙》中，同學在 Padlet 平台上展示作品，並請學生透過讚賞標示功能讚好佳作。
二年級	在《回顧 2022 及新年展望》活動中運用 Padlet 平台展示同學錄製的短片，並請同學以讚賞標示功能鼓勵同儕之間互相欣賞。
三年級	-在《說話練習(三)》活動中運用 Padlet 平台展示同學錄製的短片，並請同學以讚賞標示功能鼓勵同儕之間互相欣賞。 -在讀本複習中，請同學自行評價自己的學習成果。
四年級	在寫作練習《動物的自述》中，同學在 Padlet 平台展示作品，並進行同儕互評，學習寫出具正面及建設性的評語。
五年級	在小練筆(二)段落寫作中，同學在 Padlet 平台展示作品，並請學生作短評及回饋。
六年級	學生先自選一道題目作 1 分鐘口頭報告，然後把錄影片段上載至 Padlet。接着，由另一位學生在觀看錄影後給予短評及回饋。

Department of Mathematics

Grade	Descriptions	Format
G.1	Students used one whole set of tangram pieces (7 pieces) to create a picture on worksheets. Then they uploaded their work on Padlet. Some students could view other's art work as examples before they made their own pictures. Students were able to give "❤" and gave positive feedback to their classmates.	Maths activities
G.2	Students formed in groups of 4 and designed their own menus with different items of 4 categories (soup, main course, drinks and dessert) and set the prices. They designed their own menus with a combination of items that could add up to exactly $100 in total. Then they uploaded the menus on Padlet. Students read other's menus and tried to select items that cost exactly $100. Students were encouraged to give "❤" and gave positive feedback to their classmates.	CLP

G.3	Before the topic was taught, students had to watch a video and finish a quiz in BrainPOP in order to check their understanding on the topic. During the lesson, students were given some rubber bands and were asked to form different types of quadrilaterals on an isometric geoboard. Then they drew the quadrilaterals formed on an activity worksheet and uploaded their work on Padlet. Students could view classmates' work and were able to give "❤" and constructive feedback to their classmates. Also, they had to tick the boxes on a checklist to see if they understand the properties of different types of quadrilaterals.	CLP
G.4	Students designed a shape of which the perimeter can be found using the skills they learned in the lesson (moving some sides to 4 main directions to form a square or a rectangle). Students reviewed their partners' work and gave scores on Nearpod. After designing the shapes, students conducted self-reflection on their work and checked if all requirements were met, and whether any improvements could be made.	CLP
G.5	Students were asked to create some word problems involving division of fractions and used diagrams to show their understanding. Students then uploaded their work to Padlet for classmates' feedback. Students could share their creative work with classmates and were able to give constructive feedback.	CLP
G.6	Students created rotational symmetrical patterns using the link provided by teachers during lesson. Then students took photos of their artwork and uploaded them on Padlet for peer evaluation. Students were able to post constructive and positive comments on the Padlet when they were appreciating the work of their classmates. Students made use of the "two stars and a wish" for the comments.	CLP

Department of General Studies

Students uploaded their works on Padlet to promote peer feedback and self-reflection. G.1 – 3 students gave hearts to good works while G.4 – 6 students would give constructive comments to evaluate classmates' works. Students found it useful to reflect their own works and other classmates' works. They also agreed that it gave good opportunities for them to learn from each other. Examples of learning activities with self and peer online evaluation were shown in the table below.

	GS I/ Science	GS II
G.1	CLP: Favourite festivals	Life Skills: Packing school bags and zipping P.E. jackets
G.2	Task: Suitable pets for primary students	Life Skills: Tying shoelaces and folding jackets
G.3	Task: Energy saving method to keep warm	Activity: Recycling bins classification
G.4	Project: Identification keys of animals	News Sharing: Personal Information Safety
G.5	Project: Automatic alcohol spray	News Sharing: Individual Visit Scheme
G.6	CLP: Lever simulation experiment	CLP: Gender stereotype

G.1: Favourite Festivals

G.5 News Sharing

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

2. Student Support

2.1 Intended Outcomes/Targets

- To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills.

Strategies/Tasks

- To incorporate activities that promote different life skills into the curriculum.

Success Criteria

- Students will be introduced to different self-directed learning tools such as choice boards, note taking etc.

Report and Evaluation:

<u>Department of English</u>

The English Department made use of the following strategies to encourage self-directed learning, self-management skills and life skills:

Grade Level	Strategies Used
Grade One	Students were given differentiated, levelled tasks. Students were free to choose whichever task best suited them. Students shared their work on Padlets and were asked to respond to the work posted, encouraging students to read more and learn from their peers.
Grade Two	Students completed projects where they had to pay attention to time management, task prioritization, and effective communication in groups in order to produce a Readers' Theatre drama.
Grade Three	Grade Three were given levelled choices of learning resources to use where students could choose which ones they would like to use when preparing for classroom tasks. Students were also encouraged to use the "CUPS" and "ARMS" system to help remind themselves to self-check and edit their written work.
Grade Four	Grade Four teachers used Assessment As Learning Tools to help encourage reflection and self-directed learning. Two stars and a wish were utilized in order to provide peer feedback. Students also used Google Forms to set and evaluate goals. Students in Grade Four used the process writing method for some compositions which encourages reflection and improvement. Students built up their own writing portfolios which could be used to track their improvement across the English Subject.
Grade Five	Students were given Choice Boards when researching different topics. Students also used Padlets where they could share their own tips and strategies. Students also completed projects and activities which relied on team work to help build self-management skills.
Grade Six	Students used Choice Boards for researching and writing. Students set learning goals for themselves and evaluated how well they performed based on their chosen goals. Students did some career planning for building self-management skills by thinking about the different personal qualities needed to carry out different types of jobs and careers.

Department of Chinese

一年級	學生曾運用 Google Form、Padlet、nearpod 等模式進行網上學習活動(讀本複習、短片錄影、親子伴讀有聲書等)。
二年級	
三年級	
四年級	在教授古詩《鳥鳴澗》後，學生可選擇透過四格漫畫、錄音或影片方式講述詩歌內容及抒發感受，並上傳到 Padlet。
五年級	學生可自選以小冊子或海報形式繳交「我們眼中的香港」專題研習。
六年級	在《邁進資訊科技新時代》預習活動中，學生需訪問兩位同學或家人，了解他們對使用互聯網的看法，然後以錄音/拍照/電腦輸入文字形式把訪問結果上傳到 Padlet。

Department of Mathematics

1. Topic-based Planetii Practice was created and assigned for self-directed learning.
2. Brain-pop videos and exercises were assigned and uploaded to Google classroom. Students could watch and do the exercises if they were interested.
3. Video clips, online math manipulatives with related questions that can be accessed from MC ebooks and MC apps were provided to motivate students for self-directed learning.
4. Note taking skills were taught in Maths lessons. Students were encouraged to jot notes when necessary.

Department of General Studies

Different learning tasks were given to students to promote students' independent thinking skills, self-directed learning capabilities and self-management skills. Teachers provided QR codes or website links to students in pre-lesson worksheets, Google forms and Google Classroom so that students could explore and choose to work on different learning platforms and tasks. Students enjoyed working on their own pace and they could revisit the learning tasks any time to suit their own needs. Examples of tasks are shown below.

C. Extended Learning
Watch the BrainPop videos "Time zones" and "Seasons" on Google Classroom and complete the review quizzes.

Edpuzzle links:
PL 9- The Earth orbits the Sun
https://edpuzzle.com/media/6447890a73b0624302f8bf37
PL 9- Why are there seasons on Earth
https://edpuzzle.com/media/64478c6b5170d442cf44e9be

與父母一起瀏覽以下網頁，學習理財的正確方法。

網頁	錢家有道 https://www.ifec.org.hk/web/tc/other-resources/online-games.page	

與父母一起觀看以下教育電視節目，學習本地文化習俗及欣賞中華文化的優秀傳統。

教育電視	龍情(大坑舞火龍) https://emm.edcity.hk/media/%E9%BE%8D%E6%83%85%20(%E5%A4%A7%E5%9D%91%E8%88%9E%E7%81%AB%E9%BE%8D)/0_rstnkkcy/187438543	

Major Concern: Second Priority – Management & Organization; Partnership

1. Professional Leadership

1.1 Intended Outcomes/Targets

- To reinforce the pedagogical exchange with other schools for keeping abreast of the new trend of teaching and education development.

Strategies/Tasks

- To organize more joint-school events to strengthen the links with other schools for continued professional growth of teachers.

Success Criteria

- Participate in the "Quality Education Fund Thematic Network on Science in Action" Scheme.
- At least one lesson observation is conducted and one pedagogical exchange among teachers is organized in each participating school of the Scheme.

Report and Evaluation:

The school has participated in the "Quality Education Fund Thematic Network on Science in Action" Scheme this academic year. New STEAM projects were designed for Grade 1 and Grade 4. The Grade 3 STEAM project was revised. Preparation Meetings, Workshops, Collaborative Lesson Planning, Lesson observations and a QTN sharing session were arranged to allow pedagogical exchange among teachers of each participating school. Details are as follows:

Date	Time	Venue	Topic
16 Sep 2022 (Fri)	16:00 - 16:30	Zoom	Preparation Meeting 1
27 Oct 2022 (Thu)	15:00 - 16:30	Immaculate Heart Of Mary School	Workshop 1 (SMART Observatory Kit Set)
7 Nov 2022 (Mon)	11:50 - 12:20	Zoom	Preparation Meeting 2
16 Nov 2022 (Wed)	15:00 - 16:30	3/F N301, Man Kwan Pak Kau College	EC Meeting 1
18 Nov 2022 (Fri)	17:00 - 18:00	Zoom	Collabrative Lesson Planning Meeting 1
23 Nov 2022 (Wed)	20:30 - 21:30	Zoom	Collabrative Lesson Planning Meeting 2
16 Dec 2022 (Fri)	15:00 - 17:30	General Studies Room, 3/F, DBSPD	Workshop 2 & Curriculum Planning Meeting (Setting up of Remote Laboratory)
19 Dec 2022 (Mon)	14:30 - 16:30	General Studies Room, 3/F, DBSPD	Workshop 3 & Curriculum Planning Meeting (Husky Lens)
21 Dec 2022 (Wed)	15:00 - 17:00	General Studies Room, 3/F, DBSPD	Workshop 4 (Setting up of Remote Laboratory)
29 Dec 2022 (Thur)	10:00 - 12:00	General Studies Room, 3/F, DBSPD	Workshop 5 (Setting up of Remote Laboratory)

11 Jan 2023 (Wed)	11:30 - 13:00	General Studies Room, 3/F, DBSPD	Lesson Observation & Post-observation Meeting for G3 “SMART Observatory” project
11 May 2023 (Thu)	13:15 - 14:45	Homantin Government Secondary School, 8 Perth St, Ho Man Tin	Lesson Observation & Post-observation Meeting for project on “Environment Monitoring System on Water Filter” project
12 May 2023 (Fri)	13:40 - 15:10	Christian Pui Yan Primary School, 2 Tin Yip Road, Tin Shui Wai, N.T.	Lesson Observation & Post-observation Meeting on “Maglev Train” project
19 Jun 2023 (Mon)	14:15 - 16:45	Man Kwan Pak Kau College	STEM & AI Fair & QTN Sharing Session

Major Concern: Second Priority – Management & Organization; Partnership

1. Professional Leadership

1.2 Intended Outcomes/Targets

- To further promote teachers' professional interflow and collaboration by organizing more professional development activities.

Strategies/Tasks

- To provide more platforms for teachers to get exposure to new ideas through engaging in various staff training programmes.

Report and Evaluation:

1. Each of the four core subject departments invited external educational institutions or organizations to conduct at least one professional development workshop for panel members.

English Department		
Capitalizing on Technology for Tackling Learner Diversity	Dr Paul Sze The Chinese University of HK	8 Sept 2022
Assessment Literacy & Practices	Yuen Yi Lo & Project Team The University of HK	21 Nov 2022
School Based Curriculum Development	Catherine Chan Stanford House	2 Dec 2022
Chinese		
有效將遊戲融入語文教學設計	賴文清 現代教育研究有限公司	20 June 2023
Mathematics		
Higher Order Thinking & Exploratory Mathematical Activities	Mr. Hung Chun Wah Former Senior Lecturer of HK Baptist University	4 May 2023
General Studies		
Space Exploration – Past, Present & Future	Mr. Wong Yiu Wah Former Assistant Curator of HK Science Museum & Space Museum	31 Jan 2023

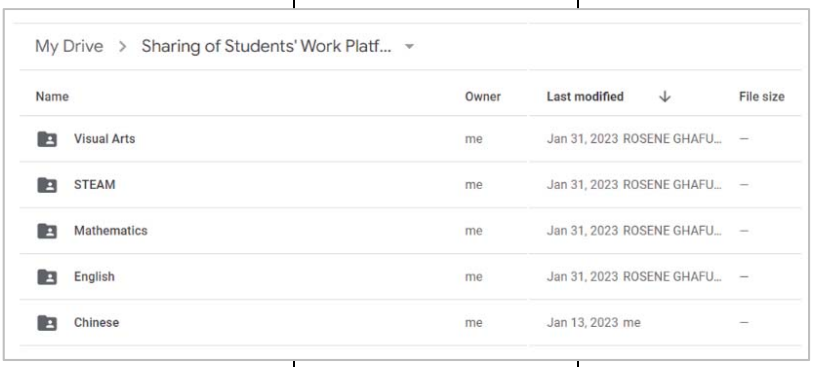
2. At least one lesson observation for each core subject (Chinese, English, Math and General Studies) was conducted between the school's Secondary Division and Primary Division.

English	**Tracy Riccio** participated in lesson observation	7 Oct 2022
Chinese	**Candice Wong & Astrid Chiu** participated in lesson observation	1 Nov 2022
Mathematics	**Billy Ma** participated in lesson observation	24 Oct 2022
General Studies	**Michelle Ng** participated in lesson observation	28 Mar 2023

3. A platform has been set up to share resources and student work between the school's Secondary Division and Primary Division.

Google drives were set up for sharing and viewing of documents.

Platform	Contents	PD	SD
English Chinese Mathematics STEAM Visual Arts	Grade 6 Worksheets, Students' works & projects.	Pauline Ip Tinnok Ng Tracy Riccio Vivian Chu Grace Ko Jackie Lau Eva Chui	Ng Kay Kong – Dean of Studies Rosene Ghafur – Coordinator of Curriculum (G7 & 8) Ng Kwong Wing – Coordinator of Curriculum (G9 & 10) Edward Wong Ip Keung – Coordinator of Curriculum (G11 & 12) Charles Woo Pak Hung – Innovation & Design
National Security Education	• Annual Work Plans & Reports • Committee documents • Internal Policy Manuals	Pauline Ip	Cho Ka Wai – Dean of Culture



Major Concern: Second Priority – Management & Organization; Partnership

2. Partnership

2.1 Intended Outcomes/Targets

- To further strengthen the connection with others schools in Hong Kong and/or overseas.

Strategies/Tasks

- To organise more joint-school events for building long term relationships with partner schools.

Evaluation

Success Criteria	Sept 2022 – July 2023
At least one executive meeting involving the Deputy Headteachers / Vice Principals of partner schools will be held to share views on the future direction of education and school development.	As of February 2022, five school visits and exchange sessions were organized for DBSPD teachers. On 11 October 2022 , Mr Tinnok Ng visited Pui Ching Primary School to gain insights on the campus facilities for the 21st century education, and how extra-curricular activities are conducted. On 27th February 2023, Ms. Pauline Ip visited Yuen Long Merchants Association Secondary School to observe a lesson in National Security through sharing their experience in visiting the Palace Museum. On 19th April 2023, Ms. Pauline Ip visited Pui Kiu College to observe a lesson in National Security Education and visited their campus. On 18 May 2023, Ms. Pauline Ip visited La Salle Primary School to observe a lesson on how Information Technology is implemented in teaching and learning, and visited the school campus. On 19 June 2023, the EDB organized a Joint School Professional Development Activity on fostering students' self-directed learning and whole-person development for our school and St. Rose of Lima's School. Teachers from both schools shared their experience in implementing self-directed learning and whole-person development at a curriculum level and

	their own classroom experience. They also sat together and collaborated on a unit plan based on excerpts of a textbook to apply the strategies learnt in the workshop.
Assign at least one teacher to share the school's teaching practices with teachers of other schools at a dissemination seminar organized by the EDB or external educational institutions.	Mr Alex Lam shared his insights and experience in utilising e-learning platforms in English language writing from current school practice with St. Rose of Lima's School during the Joint School Professional Development Activity organised by the EDB (19 Jun 2023). He also shared similar school practices with E-portfolio writing in external events including Learning and Teaching Expo 2022 (13 Dec 2022), Research Poster Presentation by CUHK Library (17 May 2023), International Conference on Learning and Teaching for Future Readiness 2023 (18 May 2023), International Conference on Open and Innovative Education 2023 (5 Jul 2023) and Hong Kong Association for Applied Linguistics Conference 2023 (15 Jul 2023).

Major Concern: Third Priority – Student Performance

1. Attitude and Behaviour

1.1 Intended Outcomes/Targets

- To help students establish appropriate etiquettes and interpersonal skills through blended learning.

Strategies/Tasks

- To introduce blended learning with a focus to help students learn how to refine their etiquettes and interpersonal skills.

Success criteria

• Students will acquire communication skills which they can use in mediation to facilitate collaborative learning and refine their interpersonal skills.
• Students will practise mediation techniques on Zoom to get to understand each other when conflict occurs.

Progress Report:

As everyone is unique and different, students might find it challenging to get along well with everyone in the school. In this regard, the school invited a speaker from the Ark Life Education House of the St. James Settlement to deliver a talk on emotional management on 8 September 2022. All G1-6 students attended the talk. The speaker shared some techniques to help students regulate their emotions and students had a chance to practice them in the talk. As such, students were able to express their feelings clearly and thus the conflict could be resolved easily. The result of the evaluation questionnaire showed that 86% of our students had more awareness of their emotions and they knew how to identify their emotions accordingly.

Meanwhile, a follow up in-class activity was held for all G4 students on 14 September 2022. 5 social workers from the St. James Settlement entered each class to help students practice and adopt healthy ways to resolve interpersonal problems through role-play activities. As such, students were more aware of their emotional needs and were able to evaluate their problems clearly, so that they could consider a number of solutions that were less impulsive, so as to avoid or reduce conflict with others. According to the evaluation questionnaire, 83% of our students understood the right way to respond to conflicts.

In addition, a 5-session "Peer Mediator Training Workshop" was held every Monday in October 2022, from 1:30 – 3:30pm. 20 G4-6 students joined this workshop and they were led by a social worker of the Hong Kong Family Welfare Society. Before the workshop began, students were required to complete a 4-session online self-learning course through iPads to gain some understanding on the knowledge and skills of mediation and conflict resolution. When school resumed, the workshop was conducted via in-person mode, students had to apply the skills to resolve the conflict in everyday life through role-play and drama activities, which the social worker would give feedback to facilitate students' learning. Evaluation showed that students had positive changes after the workshop. For instance, 95% students knew how to ventilate their emotions positively, 90% students would try to understand people's thoughts, feelings and needs when they talked to others, 100% students would use mediation techniques to handle peer conflict and 80% students would use mediation techniques to handle family conflict. With regard to communication skills, students learnt to use active listening, understanding the needs behind the emotions and finding a common concern when they needed to resolve conflict among others.

Major Concern: Third Priority – Student Performance

2. Participation and Achievement

2.1 Intended Outcomes/Targets

- To enhance students' learning motivation and help them take more initiatives in various activities.

Strategies/Tasks

- To provide opportunities for students to take up more responsibilities in their study and be more proactive in participating in school life for a holistic development.

Progress Report:

1. The Big Brother Programme was expanded to include all G6 students this year by pairing students in G1 and G6. The roles of the big brothers are to:

- Take part in school activities, e.g. the Welcoming Ceremony, and assist the Little Brothers (G1 students) to enjoy and take part in the activities proactively.
- Be a role model – teach the Little Brothers the right values and how to behave.
- Pay a visit to their Little Brother at recess

2. G5-6 students were assigned the role as a teacher assistant to help supervise G1-2 students on their academic work. Each teacher assistant had to perform his duty once a week at recess.

Evaluation:

The Big Brother Programme helped the little brothers (G1) adapt to primary school life in a loving and caring environment. It groomed the big brothers (G6) to be independent, caring and responsible leaders through serving others.

It also nurtured a culture of love and care in the DBSPD community by strengthening the bonding between the boys. The younger students also learnt the unique DBS spirit and character from their big brothers.

Suggestions:

Responsible teachers should arrange corridor duty during the second recess to supervise the Big Brother and Teacher Assistants to make sure they are fulfilling their responsibilities.

More reminders can be given during Grade Level Assemblies in Terms 2 and 3 to remind the G6 Big Brothers to behave and be a role model at all times.

More formal training and standardized guidelines can be provided to Teacher Assistants before they commence their duty next year.

To recognize the Teacher Assistants' work, the teacher assistant role should be elevated to an official student post, which will be displayed on the report card. An official badge can be produced for the Teacher Assistants to help them develop a sense of ownership over their role and take pride in their service.

Major Concern: Third Priority – Student Performance

2. Participation and Achievement

2.2 Intended Outcomes/Targets

- To develop a more inclusive school environment through engaging students in more group interactions and community service projects.

Strategies/Tasks

- To develop a positive learning climate by helping our students to embrace the diversity among all students through engaging in cares and service programmes.

Progress Report:

The Be A CARE Leader Programme was expanded to include more activities in the service learning and personal growth domains this year to help students achieve the goals.

71 students (47 in G5 and 24 in G6) were awarded the Bronze Award; 18 students (11 in G5 and 7 in G6) were awarded the Silver Award; 1 student in G5 was awarded the Gold Award and 1 student in G5 was awarded the Diamond Award this year.

The following activities have been organised under the service learning domain:

Date	**Event**	**Organizer**	**Hours of Service**	**No. of Students involved**
27 Oct 2022	Casual Wear Day	Community Chest/ PTA	--	761 students Raised $135,200
11-15 Nov 2022	Box of Hope	Box of Hope /PTA	1	80 students
10 Dec 2022	Distributing lunchboxes to people experiencing homelessness (Sham Shui Po)	May's Angel	3	28 students 28 parents
24 Mar 2023	Read and play with kindergarten children (Liang Lang Church Causeway Bay)	Project M2	1.5	30 students
22 Apr 2023	Flag Selling (Mongkok)	Lutheran Church	1+	81 students 81 parents
6 May 2023	Taking care of abandoned pets in an animal shelter (Wai Chun Hin)	AVS	2	29 students

24 Jun 2023 (G5)	Elderly Visit at Elderly Centre (Western Garden Neighbourhood Elderly Centre)	AVS	2	20 students
6 Jul 2023 (G6)	Elderly Visit at Elderly Centre (Ma On Shan)	AVS	2	20 students
23 Jun 2023 (G5)	Wet Market Food Recycling Experiential Tour (Shek Kip Mei)	People Service Centre	3	16 students
28-30 Jun 2023 (G5)	Extended Learning Week: Elderly Centre Visit	Mighty Oaks	4.5	All G5 students
30 Jun 2023 (G6)	Wet Market Food Recycling Experiential Tour (Shek Kip Mei)	People Service Centre	3	16 students
8 July 2023	Kayaking and Beach Cleaning (Sai Kung) AM	Explore Nature	1	29 students 29 parents
8 July 2023	Kayaking and Beach Cleaning (Sai Kung) PM	Explore Nature	1	38 students 38 parents

The following activities have been organised under the personal growth domain:

Date	Event	Organiser	Hours of Service	No. of Students involved
8 Sep 2022	Workshop on managing emotion	Noah's Ark	1	All G5-6
28 Sep 2022	Workshop on Understanding Emotions and Showing Empathy	AVS	1	All G5-6
3, 10, 17, 24, 31 Oct 2022	Peer Mediator Training	Hong Kong Family Welfare Society	7.5	20 students (G.4-6)
2 Nov 2022	Coding Workshop	The Hour of Code	1.5	82 students
8 Nov 2022	Dialogue in the Dark Workshop	Dialogue in the Dark	1	All G6
12 Nov 2022	Workshop on Empathy and Counteracting Cyberbullying	Jockey Club Project Well-being	3	40 students
14 Jan 2023	Knit with Love (Training session)	PTA	1	All G6
23 Mar 2023	Read and play with kindergarten children	Project M2	1	30 students
27 Mar 2023	Taking care of abandoned pets in an animal shelter (Wai Chun Hin)	AVS	2	29 students
20 June 2023	Elderly Visit at Elderly Centre (Western Garden Neighbourhood Elderly Centre)	AVS	1.5	20 students
23 Jun 2023	Elderly Centre Visit	Mighty Oaks	1	All G5
8 July 2023	Kayaking and Beach Cleaning (Sai Kung)	Explore Nature	1.5	30 students 30 parents

Evaluation:

All activities were meaningful and popular amongst students. Many students were interested in them and the activities were all oversubscribed.

Suggestions:

The activities can be rerun next year but open up 2 time slots which can accommodate one grade per time slot to increase the total number of students participating.

More teachers should be deployed to organise the activities, e.g. selecting students and logging activities.

A year plan can be implemented to allow students and parents to plan their time ahead.

Report on Use of Capacity Enhancement Grant 2022-2023
Electives Programme

1. Programme Summation

Electives are specially designed courses which offer students the opportunity to diversify their curriculum.
A total of 60 courses were organized in 2022-2023. 53 electives were delivered by out-sourced organizations. 7 electives were conducted by our teachers.

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.
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.
Implementation Schedule	9 lessons were held on zoom mode from 7 October 2022 to 6 January 2023; while 11 lessons were held face-to-face from 10 February 2023 to 9 June 2023.
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 in half-day school.
Each elective was assigned to a whole class instead of individual students according to their preferences.

a. The approved budget for running the Elective Programme of 2022-2023 was **$1,582,150.**

b. About 770 students from G1 to G6 were allocated in the elective programmes conducted by both out-sourced organizations and our teachers each term **as planned this year**.

	Term 1	**Term 2**	**Term 3**
Budget	$526,610	$485,170	$450,450
Courses delivered by out-sourced organizations	**35**	**30**	**30**
No. of students enrolled in those electives (out-sourced)	**770** (G1-6 boys)	**770** (G1-6 boys)	**770** (G1-6 boys)

Students are 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 2022 – 2023

Summary:
Individual Grade Levels took part in cross curricular activities where the themes connected the subjects together using a STEAM, Values Education or National Education Approach. Teachers have implemented and reflected upon the success of the activities in addition to planning how the lessons can be improved over the coming years.

English teachers have continued to give students opportunities to self-reflect and give peer feedback to each other through the English Composition Writing lessons and many classes have made use of eLearning tools to help with this.

All Grade Levels have tried to promote students' self-directed learning and independent thinking capabilities through giving the students choices to help cater for their different interests and learning styles as well as providing opportunities for note taking and research to allow students the opportunity to organise themselves and take charge of their learning independently.

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. They are also invited to read more books suitable for their reading level and interests on their own.

This year as part of our professional sharing in English subject collaboration meetings, the Department asked all teachers to attend the following sharing sessions and workshops:

- Workshop on using Affinity to create Choice Boards
- Workshop on Capitalizing Technology for Tackling Learners' Diversity
- Assessment as Learning Workshop
- Self-directed Learning Sharing Session with St. Rose of Lima's School
- Presentation from MEOPP.com

Teachers also shared in English Collaboration meetings how IT tools can be used to promote self-directed learning with the students and also programmes such as Affinity Publisher which can be used to create Choice Boards for the students.

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

1. **Curriculum & Assessment**

1.1 Intended Outcomes/Targets

- To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more categories to cater for learners' diversity

Strategies/Tasks

- To design cross curricular projects to enrich the school curriculum with collaborative effort from different subject departments
- To prepare diverse learning materials for catering for learners' diversity, especially in teaching languages

Success Criteria

- Students will take part in at least one cross curricular activity throughout the year with G.4 – 6 focusing on STEAM which identifies a problem and works towards a solution.

Report and Evaluation:

All Grade Levels took part in at least one cross curricular project which introduced STEAM elements where possible. We also tried to implement some reading across the curriculum by choosing texts that had a STEAM element to it e.g. Snowflake Lia was about the beauty and symmetry of snowflakes. The following cross curricular projects took place this year:

Grade Level	Name of Activity	Subjects Involved
Grade One	Family Trees and Relationships	English, General Studies I and French
Grade Two	Creative Adventure Story	English, Mathematics, Computer Studies, General Studies I
Grade Three	**Create Your Own Robot**	Trial run for next year but STEAM approach was used
Grade Four	**Habitats for Animals**	English and General Studies
Grade Five	**Build A Hand Sanitizer Spray**	English, Science and Computer Studies
Grade Six	**Empathy Project – Creating an Invention for Visually Impaired People** **Symmetry Project** – Logos and Snowflakes	English, Moral Education, General Studies, Chinese and Religious Education English and Mathematics

Bolded: STEAM Projects

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

1. Curriculum & Assessment

1.2 Intended Outcomes/Targets

- To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel

Strategies/Tasks

- Introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students.
- Students can use eLearning tools such as Flip or Padlet to give peer feedback in different ways.

Success Criteria

- Students will make use of different strategies to give peer feedback. E.g. orally, online etc.

Report and Evaluation:

The English Department made use of different strategies to encourage peer feedback with good results. The strategies used are listed out below:

Grade Level	Strategies Used
Grade One	Students made use of Padlet to share their writing and speeches. Classmates were encouraged to "give a heart" to the work they liked and were also able to give written feedback underneath the work.
Grade Two	Students used the heart function on Padlet to show which pieces of work they liked when using Padlet. They also gave oral feedback in class when presentations and work sharing took place. Finally, they used Flip to give oral feedback to individual presentations.
Grade Three	Grade Three gave feedback using a simple rubric to their classmates and then shared their evaluations with their partner during speaking and presentation activities. They also used simple rubrics and checklists when writing to give feedback to help improve their own work and their partners' work.
Grade Four	Grade Four made use of eLearning tools such as Flip and Padlet to give oral and written feedback during speaking and writing tasks. Google Forms were also used for reflection purposes.
Grade Five	Grade Five used peer feedback forms after writing compositions to help students improve their work and learn from each other. Students also conducted discussions and sharing sessions after comprehension work and other important classroom tasks.
Grade Six	Students made use of Google Forms to evaluate their own performance and that of their peers when working in groups. They also used Padlet to respond to each other's work in writing. Grade Six students also reflected on their favourite parts of their writing and explained what was good about it. E.g. Students were asked to find and highlight a powerful or meaningful sentence.

Major Concern: Second Priority – Student Support

2. Student Support

2.1 Intended Outcomes/Targets

- To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills

Strategies/Tasks

- To incorporate activities that promote different life skills into the curriculum

Success Criteria

- Students will be introduced to different self-directed learning tools such as Choice Boards, note taking etc.

Report and Evaluation:

The English Department made use of the following strategies to encourage self-directed learning, self-management skills and life skills:

Grade Level	Strategies Used
Grade One	Students were given differentiated, levelled tasks. Students were free to choose whichever task best suited them. Students shared their work on Padlets and were asked to respond to the work posted, encouraging students to read more and learn from their peers.
Grade Two	Students completed projects where they had to pay attention to time management, task prioritization, and effective communication in groups in order to produce a Readers' Theatre drama. Students also learned to identify their strengths and choose the suitable difficulty level for reaching certain goals in compositions.
Grade Three	Grade Three were given levelled choices of learning resources to use where students could choose which ones they would like to use when preparing for classroom tasks. Students were also encouraged to use the "CUPS" and "ARMS" system to help remind themselves to self-check and edit their written work.
Grade Four	Grade Four teachers used Assessment As Learning Tools to help encourage reflection and self-directed learning. Two stars and a wish were utilized in order to provide peer feedback. Students also used Google Forms to set and evaluate goals. Students in Grade Four used the process writing method for some compositions which encourages reflection and improvement. Students built up their own writing portfolios which could be used to track their improvement across the school year.
Grade Five	Students were given Choice Boards when researching different topics. Students also used Padlets where they could share their own tips and strategies. Students also completed projects and activities which relied on team work to help build self-management skills.
Grade Six	Students used Choice Boards for researching and writing. Students set learning goals for themselves and evaluated how well they performed based on their chosen goals. Students did some career planning for building self-management skills by thinking about the different personal qualities needed to carry out different types of jobs and careers.

Report and Evaluation of English Programme Plan 2022-2023

Activity	Period	Description	Evaluation
External Competitions	Sept 2022 - July 2023	1. Speech Festival (Solo/Choral speaking)	This year there were a total of 225 entries into the Hong Kong Schools' Speech Festival. We were awarded: 24 First Place Awards, 25 Second Place Awards and 20 Third Place Awards.
		2. Penmanship Competitions	The English Department joined the Penmanship Competition organized by the Hong Kong Federation of Education Workers. DBSPD achieved Champion in three different age categories plus 1st and 2nd runner up. Two students received the Finalist Awards.
		3. Spelling Bee	Cancelled due to the pandemic.
		4. Various competitions - Budding Poets - Global Leadership Link - Box of Hope - English Debate	• In the Budding Poets Competition 1 student received an Honorable Mention and a Poet of the School Award. • Students from 6X joined this event. Team B received the Champion Award and Team A received the Outstanding Presentation Award. • As part of the Box of Hope charity collection, 1 student won an award for the most beautifully decorated box. This year 653 boxes were collected and sent to the charity. • The English Debate Team participated in the 10th St. Joseph's Primary School Debating Tournament and was awarded the Best Speaker of the match. We also competed in the Hong Kong Secondary Schools Debating Competition and won both Grand Finals (A Team and B Team). • The English Performing Arts Team entered the Hong Kong Schools' Drama Festival and won the following prizes: Awards for Outstanding Performers (11 students), Award for Outstanding Audio and Visual

			Effects, Award for Outstanding Cooperation and Award for Commendable Overall Performance. • We also entered the Hong Kong Schools' English Radio Drama Competition organized by My Smart ABC and received the Merit Prize.
Internal Competitions	Sept 2022 - July 2023	1. Inter-class Competitions	The following inter-class competitions took place this year: Grade One: Spelling Bee Grade Two: Spelling Bee Grade Three: Readers' Theatre Competition Grade Four: Flipgrid Presentation Competition Grade Five: Raft Building Contest Grade Six: Readers' Theatre Competition and Graduation Speech Competition **All classes took part in the DBSPD Speech Festival.**
		2. DBSPD Speech Festival	The Inter-school Speech Festival was held before the First Assessment for all Grade Levels.
Open House	Sept 2022 - Feb 2023	1. English Department Showcase Room	The theme for this year's Open House was Paddington Bear.
		2. Storytelling Room	The storytelling and English activity went ahead and the theme was Where The Wild Things Are.
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, 22,013 books were read using the online platform Reading A – Z. 22,457 reading quizzes were completed.

Workshops, Talks, Outings (for students)	All year	**1. Student Outings** This activity is for learning outside of the classroom.	Grade Two –Museum Outing Grade Three – Bus Depot Grade Four – Wetland Park
		2. Student Lectures and 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.	Grade One – Fire Department Talk Grade Two – Baseball Workshop Grade Three – Shark Talk Grade Four – Death Education Talk Grade Six – Empathy Talk Author Talk (Lenore Look)
National Security Education	Sept – 2022 – July 2023	To enhance students' sense of National Identity and arouse students' sense of belonging to the country.	The following activities took place: **Grade 1:** Students learnt about different festive attires, cuisines and customs (e.g. eating mooncakes at Mid-Autumn Festival) around the world. They wrote a postcard, detailing the features of the Dragon Boat Festival. **Grade 2:** After gaining more knowledge of Chinese food items (e.g. Peking Duck) via readers and My English Booklet, they wrote about their favourite Chinese dish and designed a recipe for cooking the dish. **Grade 3:** After the students had learnt about the Chinese inventors and their personality traits in Chinese lessons, they viewed videos detailing the various inventions these inventors made. They would then chose one invention and wrote about its significance to their daily life or even the world. **Grade 4:** Students wrote a fact file and had a class discussion about China's space achievements. **Grade 5:** Students completed a tourist information advertisement related to popular sight-seeing spots in China. Students completed a small project on My English Booklet and a writing about endangered Chinese animals. **Grade 6:** Students showed appreciation for Chinese poetry and literature. Students appreciated Chinese architecture related to bridges.

Achievement and Reflection of Chinese Department Development Plan 2022-2023
2022-2023 年度中文科重點發展項目檢討

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 Intended Outcomes/Targets

To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity.
運用 STEAM 模式整合跨學科課程及開展多元化教學策略，以照顧學生的學習多樣性。

1.1.1 Strategies / Tasks

To design cross-curricular projects to enrich the school curriculum with collaborative effort from different subject departments.
科組協作設計跨學科學習活動，以豐富校本課程。

To prepare diverse learning materials for catering for learners' diversity, especially in teaching languages
通過多元化的適異性教學設計，照顧學生學習差異。

Success Criteria:
成功準則:
學生最少參與一次STEAM模式的跨學科活動。

- 一至三年級學生在老師引導下學習解難
- 四至六年級學生能探究問題並提出解決方案

Report & Evaluation:
報告及檢討：

一至三年級	通過專題研習一年級《我的小商店》、二年級《十二生肖》及三年級《偉大的發明家》學習解難，學生在老師引導下學習搜集與題目相關資料，並完成任務。
四年級	通過專題研習《環境保護》，學生能認識人類對大自然生態造成的破壞，探討人類實踐環保的重要性及方法。
五年級	通過專題研習《我們眼中的香港》，學生探究香港的名勝古蹟，透過遊跡經歷，了解香港有哪些值得向遊客推介的景點。

六年級	通過專題研習《香港的貧窮問題》，學生探究香港的貧窮問題，嘗試找解決及建議辦法。通過跨學科活動，探究互聯網所帶來的問題。

關注事項(一)：課程與評估；學生支援及教與學

1. Curriculum & Assessment
課程與評估

1.2 Intended Outcomes/Targets

To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel.
提供更多同儕互評及自評的機會，以提升學生的能力和自信心。

1.2.1 Strategies / Tasks

To introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students.
發展電子學習平台，讓學生展示才能，並透過同儕互評，加強學生的互動及自信心。

Success Criteria:
成功準則:
在第二、三學期最少一次透過電子學習平台，進行同儕互評及自我反思。

- 高年級學生運用Padlet作短評及回饋;
- 低年級學生運用Padlet的讚賞標示功能進行同儕互評

Report & Evaluation:
報告及檢討：

一年級	-在《好書推介工作紙》中，同學在 Padlet 平台上展示作品，並請學生透過讚賞標示功能讚好佳作。
二年級	在《回顧 2022 及新年展望》活動中運用 Padlet 平台展示同學錄製的短片，並請同學以讚賞標示功能鼓勵同儕之間互相欣賞。
三年級	-在《說話練習(三)》活動中運用 Padlet 平台展示同學錄製的短片，並請同學以讚賞標示功能鼓勵同儕之間互相欣賞。 -在讀本複習中，請同學自行評價自己的學習成果。

四年級	在寫作練習《動物的自述》中，同學在 Padlet 平台展示作品，並進行同儕互評，學習寫出具正面及建設性的評語。
五年級	在小練筆(二)段落寫作中，同學在 Padlet 平台展示作品，並請學生作短評及回饋。
六年級	學生先自選一道題目作 1 分鐘口頭報告，然後把錄影片段上載至 Padlet。接着，由另一位學生在觀看錄影後給予短評及回饋。

關注事項(二)：學生支援

2. Student Support

學生支援

2.1 Intended Outcomes/Targets

To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills.

提升學生的獨立思考、自主學習、自我管理能力及建立人際關係的技巧。

2.1.1 Strategies / Tasks

To incorporate activities that promote different life skills into the curriculum of various subjects.

在各科推行不同的學習活動，以發展學生的生活技能。

Success Criteria:

成功準則:

學生每年最少學習一項自主學習技能。

- 高年級學生自行選擇交其中一份功課的形式
- 低年級學生能參與各種媒介的活動，找出不同的學習模式

Report & Evaluation:

報告及檢討：

一年級	學生曾運用 Google Form、Padlet、nearpod 等模式進行網上學習活動(讀本複習、短片錄影、親子伴讀有聲書等)。
二年級	
三年級	
四年級	在教授古詩《鳥鳴澗》後，學生可選擇透過四格漫畫、錄音或影片方式講述詩歌內容及抒發感受，並上傳到 Padlet。
五年級	學生可自選以小冊子或海報形式繳交「我們眼中的香港」

	專題研習。
六年級	在《邁進資訊科技新時代》預習活動中，學生需訪問兩位同學或家人，了解他們對使用互聯網的看法，然後以錄音/拍照/電腦輸入文字形式把訪問結果上傳到 Padlet。

Evaluation of the Chinese Programme Plan 2022-2023

2022-2023 年度中文科週年活動計劃檢討

<table>
<tr><th>活動</th><th>期限</th><th>負責人</th><th>活動內容</th><th>活動檢討</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. 校際朗誦節</td><td>九至十二月</td><td>朱譚月清
鄭頌慧
王綺筠</td><td>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。</td><td>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:
<table>
<tr><th>班別</th><th>姓名</th><th>成績</th></tr>
<tr><td>1M</td><td>謝明恩</td><td>詩詞獨誦冠軍/探本溯源盾</td></tr>
<tr><td>2D</td><td>蔡珈宏</td><td>詩詞獨誦冠軍/探本溯源盾</td></tr>
<tr><td>2D</td><td>蔡珈宏</td><td>散獨誦冠軍/探本溯源盾</td></tr>
<tr><td>2J</td><td>陳啟政</td><td>散文獨誦冠軍/探本溯源盾</td></tr>
</table>
</td></tr>
</table>

					2J	鄧溢昇	詩詞獨誦冠軍/探本溯源盾	
					2S	陳淳醴	詩詞獨誦冠軍/探本溯源盾	
					3J	廖俊誠	詩詞獨誦冠軍	
					3M	林學凜	宗教作品朗誦冠軍/探本溯源盾	
					3M	林學凜	詩詞獨誦冠軍	
					5S	梁天朗	詩詞獨誦冠軍	
					1D	古朗頤	詩詞獨誦亞軍	
					1J	廖俊賢	散文獨誦亞軍	
					1J	廖俊賢	詩詞獨誦亞軍	
					1P	陳爾翹	詩詞獨誦亞軍	
					1P	黃煒傑	詩詞獨誦亞軍	
					2D	林柏熹	詩詞獨誦亞軍	
					2M	曾宥琋	詩詞獨誦亞軍	
					2S	陳淳醴	散文獨誦亞軍	
					2S	林思瀚	詩詞獨誦亞軍	
					3P	李祉佑	散文獨誦亞軍	
					5D	符從德	散文獨誦亞軍	
					1J	王展昊	詩詞獨誦季軍	
					1M	謝明恩	散文獨誦季軍	
					1P	陳爾翹	散文獨誦季軍	
					2M	蔡博宇	散文獨誦季軍	
					2P	陳見灝	詩詞獨誦季軍	
					2P	甘凡平	散文獨誦季軍	
					2P	吳浚榳	詩詞獨誦季軍	
					2S	彭鈞澧	詩詞獨誦季軍	

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<tr>
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<table>
<tr><td>3J</td><td>曹崇熙</td><td>詩詞獨誦季軍</td></tr>
<tr><td>4M</td><td>彭梓維</td><td>詩詞獨誦季軍</td></tr>
<tr><td>5M</td><td>張晉熙</td><td>詩詞獨誦季軍</td></tr>
<tr><td>5S</td><td>梁天朗</td><td>散文獨誦季軍</td></tr>
<tr><td>6D</td><td>武言哲</td><td>散文獨誦季軍</td></tr>
</table>
</td>
</tr>
<tr>
<td>2.硬筆書法比賽</td>
<td>十月至十二月</td>
<td>黃慧瑩
(王綺筠)</td>
<td>為了讓學生體驗及加深認識中華文化，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「第二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>2J 夏曉宏</td><td>2M 林賢德</td><td>2D 李光洵</td></tr>
<tr><td>中級組（小三至小四）</td><td>4S 劉承熹</td><td>4J 劉承達</td><td>3P 林睿然</td></tr>
<tr><td>高級組（小五至小六）</td><td>5S 陳弘哲</td><td>5M(X) 鄭正翹</td><td>6S 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：
小學組中級
優異獎　劉承熹
</td>
</tr>
<tr>
<td>3.實地考察寫作計劃
（五、六年級）</td>
<td>二月至四月</td>
<td>陳美穎
吳鳳婷</td>
<td>五年級:
活動日期：二月二十八日(星期二)
各班老師及家長義工帶領學生重點遊覽香港公園的霍士傑温室、雀鳥展覽館、太極園、瀑布及人工湖。
學生回校後需完成一篇遊記。</td>
<td>
<u>事前準備:</u>
五年級考察地點為香港公園。是次考察由五年級老師擔任導賞員，負責老師事前先遊覽考察地點，並開會共決須向學生重點講解的地方，並重新編寫相關工作紙。
<u>1.時間方面:</u>
-時間充裕，學生能仔細遊覽五個主要景點，回校後亦能按時午膳。
<u>2.遊覽過程:</u>
</td>
</tr>
</table>

				-全級分為六班(包括 X 班)，分別按不同次序跟隨科任老師遊覽各景點。綜觀整個遊覽過程，時間亦算充裕，學生反應良好，亦能認真地觀察和抄寫筆記。 3. 課程配合: -是次考察為課堂的延伸活動，學生已掌握遊記的寫作手法及技巧。教師先針對教學重點設計工作紙，並引導學生一邊觀察一邊完成，以助學生豐富寫作內容及加強對寫作重點的掌握。 4. 人手方面: -共有 6 位老師同行；各班均邀請一名家長義工隨隊協助照顧學生。 5. 檢視學生作品: 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，學生大多能掌握多感官及步移法的描寫手法，並恰當地加入修辭手法來突出景物的特徵。 建議:可讓學生帶點乾糧，中途預留十分鐘時間，讓他們歇息一下。
			六年級： 活動日期：五月二十九日 教師帶領全體六年級學生遊覽九龍寨城公園，以寫作一篇遊記作為活動紀錄及評估。	事前準備: ● 六年級考察地點為九龍寨城公園。是次考察由六年級老師擔任導賞員，每班均邀請家長義工陪同。老師們事前已自行遊覽了考察地點，記下了須向學生重點講解的地方。 ● 學生需預先在家中觀看相關短片，完成部份工作紙題目，並在遊覽當天完成餘下部份。 考察當天: ● 活動當天交通安排妥善，但因天氣十分炎熱，對學生的遊覽情況有所影響。 ● 由老師擔任導賞員，可以集中講解九龍寨城公園的景色，並在遊覽過程中教授學生「五感」、「步移法」等寫遊記的手法，有助學生完成寫作。 跟進工作: 活動後，學生需回校完成一篇遊記。按老師的檢討回饋，學生是次的

<table>
<tr><td></td><td></td><td></td><td></td><td>寫作表現尚好，但普遍內容欠缺仔細的描述，建議來年修改工作紙，指導學生加強局部描寫的內容。</td></tr>
<tr><td>4.寫作比賽</td><td>三至五月</td><td>甄靄雯
吳芯儀</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>-冠軍獎狀及書券於六月十六日早會時頒發，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>1P
顧善元</td><td>1D
何梓瑋</td><td>1J
沈昀熙</td><td>1M
梁以諾</td><td>1S
潘梓熙</td><td>/</td></tr>
<tr><td>二年級</td><td>2D
林柏熹</td><td>2J
源晧</td><td>2M
曾宥琋</td><td>2P
陳奕翹</td><td>2S
陸子睿</td><td>/</td></tr>
<tr><td>三年級</td><td>3D
梁以諾</td><td>3J
陳知行</td><td>3M
陳焯楠</td><td>3P
李啓晉</td><td>3S
蟻熙</td><td>/</td></tr>
<tr><td>四年級</td><td>4J
莊承恩</td><td>4M
李俊禧</td><td>4P
陳熙堯</td><td>4S
譚朗希</td><td>4D
簡樂謙</td><td>/</td></tr>
<tr><td>五年級</td><td>5X
邱一鐊</td><td>5D
簡樂知</td><td>5J
譚舜行</td><td>5M
梁証恆</td><td>5P
張晉森</td><td>5S
楊星宇</td></tr>
<tr><td>六年級</td><td>6X
武言哲</td><td>6D
鄧善謙</td><td>6J
麥靖朗</td><td>6M
林希信</td><td>6P
徐熙哲</td><td>6S
葉崇謙</td></tr>
</table></td></tr>
</table>

<table>
<tr>
<td>5.演講比賽
(四、五年級)</td>
<td>六月</td>
<td>郭嘉恩
閆妮</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：老師在各班進行遴選，每班選出一位代表參賽。
(三)評判：
羅校長及葉副校長
(四)獎項：每級設冠、亞、季軍各一名及優異獎兩/三名;優勝者會獲得書券及證書，以作鼓勵。</td>
<td>1. 通過是次活動，提高了學生的演講能力及技巧，增加其自信心。
2. 獎狀及書券已於比賽當日頒發。
3. 司儀在等待評判計算分數時，可訪問在場的中文科老師，對參賽者的表現給予評語。
4. 得獎名單如下：
<table>
<tr><th>四年級:</th><th>五年級:</th></tr>
<tr><td>冠軍: 4S 黃柏騫
亞軍: 4P 陳熙堯
季軍: 4D 郭昊璋
優異: 4J 黎以謙
優異: 4M 李俊禧</td><td>冠軍: 5S 林昊燊
亞軍: 5P 莫哲軒
季軍: 5X 謝禮巽
優異: 5D 符從德
優異: 5J 丁進澄
優異: 5M 陳叡德</td></tr>
</table>
</td>
</tr>
<tr>
<td>6.故事演講比賽
(一、二年級)</td>
<td>七月</td>
<td>王文婕
沈慧慈</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，然後在課堂上演講、分享。各班老師挑選一名班代表參與比賽。

- 每級設冠、亞、季及優異獎，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. 已頒發獎狀及書券。
3. 2D 蔡珈宏因病缺席。
4. 得獎名單如下：
<table>
<tr><th>一年級:</th><th>二年級:</th></tr>
<tr><td>冠軍: 1D 劉康傑
亞軍: 1P 陳爾翹
季軍: 1S 許博然
優異: 1J 廖崇碩
優異: 1M 周竣柏</td><td>冠軍: 2P 陳尚知
亞軍: 2J 蘇庭逸
季軍: 2M 蔡博宇
優異: 2S 李沚洋</td></tr>
</table>
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<tr>
<td>7.看漢中文網</td>
<td>全學年</td>
<td>趙霜</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</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</td>
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<td></td>
<td>優秀的學生，並鼓勵參與率較低的同學。</td>
<td>語文。
4. 看漢教育旗下的閱讀寶庫獎勵計劃成績名單如下：
<table>
<tr><td>閱讀初小組(冠軍)</td><td>1D(29)余風</td></tr>
<tr><td>閱讀高小組(冠軍)</td><td>5X(2)陳照耀</td></tr>
<tr><td>閱讀高小組(優異)</td><td>4J(23)麥曉麒</td></tr>
<tr><td>閱讀高小組(優異)</td><td>6X(15)梁碩延</td></tr>
<tr><td>閱讀高小組(優異)</td><td>4D(19)羅朗哲</td></tr>
<tr><td>閱讀高小組(優異)</td><td>6S(17)吳翰林</td></tr>
<tr><td>閱讀校內成績大獎(初級組第一名)</td><td>1D(29)余風</td></tr>
<tr><td>閱讀校內成績大獎(初級組第二名)</td><td>3S(32)葉翺謙</td></tr>
<tr><td>閱讀校內成績大獎(初級組第三名)</td><td>2M(10)林賢德</td></tr>
<tr><td>閱讀校內成績大獎(高級組第一名)</td><td>5X(2)陳照耀</td></tr>
<tr><td>閱讀校內成績大獎(高級組第二名)</td><td>4J(23)麥曉麒</td></tr>
<tr><td>閱讀校內成績大獎(高級組第三名)</td><td>6X(15)梁碩延</td></tr>
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<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 6 月 12 日主持一場講座，對象是 5S、5X 同學，內容是辯論的技巧。

本校邀請了小主播專業教育機構有限公司的鄺晶晶及洪綺敏導師於 7 月 4 日及 7 月 5 日主持兩場小記者訓練工作坊，對象是 6S、6X 同學，目的是訓練學生的粵音正音及基本新聞寫作竅門。

本校於六月二十八日邀請了讀書人書店的怪獸叔叔到校為二年級同學進行閱讀講座及為一、二年級舉行書</td>
<td>-透過講座，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。

-透過工作坊，同學認識到正確的粵音，避免懶音的出現，亦認識到基本新聞寫作的技巧。兩位導師經驗豐富，工作坊的內容充實又有趣，亦有邀請同學即場示範報告新聞，並進行錄影，同學的表現興奮、投入。

-怪獸叔叔為同學介紹《慢吞吞的店》及《又破又舊的麪包車》兩本圖書及選書的要訣，並通過問答環節送圖書給同學，反應十分熱烈。另外，一、二年級在有蓋操場參加書展，同學踴躍選購圖書，兩級購書人次為</td>
</tr>
</table>

			展。 中、小學聯合活動於七月四日至七日期間舉行，中學部梁芷韻老師及中學學長到六年級課室進行讀書會活動。	295 人。 -六年級同學於試後於網上平台閱讀指定圖書《我們都是這樣在屋邨長大的》。讀書會於試後活動期間分班在課室舉行，由導師引導同學閱讀圖書其中一些章節，又利用網上平台 Kahoot 進行遊戲，另外中學學長加入小組帶領「五感」活動，同學表現投入。同學需於暑假期間閱讀整本圖書，並於九月遞交閱讀報告。
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。	今學年回復疫情前的安排，各班科任分別於 12、1 及 4 月三個長假期借出三套必讀書供學生輪流閱讀，並完成相關跟進活動。 一年級親子伴讀計劃及二年級圖書教學亦已完成。 由於部分必讀書已購買多時，不少出現折舊的情況，二、四、五及六年級均建議添購新必讀書，供學生借閱。
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 吳芯儀	(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: 各級於全學年完成 3 次。科任每次在班中挑選出不多於五份得獎佳作，然後在各班課室張貼佳作，並於 Padlet 上傳全級佳作，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，(每班不多於五份)張貼於各個課室內並上傳至 Padlet，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。 -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： 1.本年度嘗試把佳作上傳至 Padlet，但各班 Padlet 上的「心心」數量不多，反映大部分同學及家長未必會特意上 Padlet 觀摩其他同學佳作，因此，可考慮停用此平台分享佳作。 2.本年度開始儲存佳作書目，此書目有助老師挑選必讀書，也可讓家長獲取參考書目。明年可繼續以此方式記錄，記錄數年後便可再作篩選及整理，統整出一份更完整的參考書目列表。 3.磁石書籤存貨已用完，明年可設計新的磁石書籤或更換獎品。

13.教師發展活動	全學年	何穎賢	教師發展活動(一) 主題: 參觀故宮博物館 日期: 2022 年 12 月 1 日(星期四) 教師發展活動(二) 主題: 水仙頭切割工作坊 日期: 2022 年 12 月 20 日(星期二) 教師發展活動 (三) 主題：有效將遊戲融入語文教學設計 地點：校內 日期：2023 年 6 月 20 日(星期二) 時間：下午 1：30 至下午 3：00 教師發展活動(四) 主題: 中小學觀課交流及會議 日期: 2022 年 11 月 1 日(星期二) 2023 年 4 月 28 日(星期五)	-全體中文科老師前往西九龍文化區的故宮博物館參觀。老師欣賞了特別展覽「馳騁天下—馬文化藝術」，並到館內的常設展館參觀，認識各項中國歷史文化藝術，同時也認識了館內的設施，對於日後帶隊參觀也有幫助。 -十二月二十日舉行了水仙頭切割工作坊，為六年級水仙頭切割活動做準備。本科邀請了五年級黃鉦洋家長擔任導師，為中文科老師及十多名家長義工講解水仙的種植方法及切割方法。 -六月二十日本科邀請了現代教育研究社的賴文清老師到校主持工作坊，題目為「有效將遊戲融入語文教學設計」。賴老師帶領老師體驗各項遊戲設計在課堂上的應用，老師們投入參與，活動富實用性及趣味，對教學甚有幫助。 -十一月一日及四月二十八日中、小學老師先後進行觀課。 6M 班黃嘉欣老師及 6X 班趙霜老師通過協作教學教授說明文的中心句及文章結構，中學部共五位老師出席。四月下旬，五位小學部老師前往中學部觀課，分別觀摩林麗君老師及曾麗雲老師任教的精英班及輔導班，課題為《曾子殺豬》。 -九月九日為全校中、小學教師發展日，當天中文科老師分成兩組參加研討會，交流教學及課程設計方面的心得，促進了溝通和了解。 -七月六日為中、小學會議，科主任及科主席交換課程資訊及檢討本科聯合活動。
14.戲劇組	全學年	朱譚月清 黃嘉欣 沈慧慈	-從三至六年級學生當中選拔二十一名學生參加才藝班，並邀外聘導師周家輝先生指導戲劇訓練。 -戲劇組同學參加了 2022-2023 香港	-雖然戲劇比賽於網上進行，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。 2022-2023 香港學校戲劇節的比賽結果如下: 1.傑出影音效果獎

			學校戲劇節 (廣東話組)網上舉行的比賽，劇目是《縣官審石頭》。	2.傑出合作獎 3.傑出演員獎：楊星宇、何亦騫 4.評判推介演出獎 -由於獲得評判推介演出獎，同學有機會踏足舞台作公開演出，獲得了寶貴的演出經驗。
15.辯論隊	全學年	甄靄雯 閆妮	1. 從四至六年級學生當中選拔十七名學生參加辯論隊，並邀外聘導師錢慧琦老師指導，並會參加「保良局主辦第十三屆全港小學校際辯論賽」、「基本法多面體全港學生辯論賽」。 2. 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。	1. 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。 2. 本校於十月二十九日參加第一場「保良局主辦第十三屆全港小學校際辯論賽」，辯題為「使用電動車對保護地球利大於弊」，對賽學校為聖公會聖約翰曾肇添小學，比賽結果：我方落敗。 3. 本校於五月二十七日參加「基本法多面體全港學生辯論賽」外圍賽，辯題為「提升香港學生對中華文化自豪感，體驗式學習比課堂知識更重要」，對賽學校為路德會聖馬太學校(秀茂坪)，比賽結果：我方得勝。 4. 本校於六月十日參加「基本法多面體全港學生辯論賽」初賽，辯題為「本港小學應將測考上限定為兩測兩考」，對賽學校為北角循道學校，比賽結果：我方落敗；最佳辯員：6J 梁子諺。 5. 本校有三位同學於十二月參加了「細世盃演講比賽」，初賽需要上傳演講片段。五月時收到大會的通知，三位同學皆入圍七月十五日的總決賽，比賽地點為中華基督教會基智中學。 6. 本校有三位同學於四月二十二日參加了「三地童聲盃」演講說故事比賽初賽，有一位同學(5X 張晉熙)入圍六月二十四日的總決賽。張晉熙於六月二十四日取得香港區總季軍，並於七月八日出席於基智中學舉行的三地總決賽。 7. 張晉熙亦代表學校出席七月三日於立法會舉辦的「三地童聲盃之鄧家彪議員的演講交流活動」。

<table>
<tr>
<td>16.創意寫作</td>
<td>全學年</td>
<td>鄭頌慧
郭嘉恩</td>
<td>1. 從四至六年級學生當中選拔十六名學生參加創意寫作課程，並邀外聘寫作機構「卓悅教育」派出導師指導同學。本年因學校有額外撥款，故安排了學生在寫作課程外，亦參加了「小主播課程」，學習寫新聞稿、粵語正音及體驗新聞報道活動。本年參加了「香港賽馬會社區資助計劃 — 美荷樓香港精神學習計劃 2022-23『兩代情』徵文比賽」。

2. 校本課程包括人物描寫活動、校園景點描寫活動等，在課上輸入各種有趣的寫作素材及技巧，同學在課上觀摩同學作品，也會在課後繳交寫作成果。

3. 外聘導師通過教授各種記敘手法、寫作手法、修辭手法，來提升學生的寫作能力。導師能以引領思維方式訓練學生理解不同的寫作技巧，同學亦會以堂上和課後的寫作練習，來實踐所學。</td>
<td>1. 受疫情影響，創意寫作班於上學期繼續為網上(Zoom)課堂，直到下學期 2 月份開始以實體形式上課。
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改善其寫作能力。
3. 本年繼續以 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. 寫作班同學已於 5 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 2022-23『兩代情』徵文比賽」，截止日期為 5 月 17 日。
參賽同學名單如下：
<table>
<tr><th>學生姓名</th><th>班別</th><th>作品題目</th></tr>
<tr><td>簡樂謙</td><td>4D</td><td>《爸爸兒時的秘密基地》</td></tr>
<tr><td>羅海風</td><td>4J</td><td>《爸爸兒時的秘密基地》</td></tr>
<tr><td>吳幽</td><td>4M</td><td>《爸爸兒時的秘密基地》</td></tr>
<tr><td>譚朗希</td><td>4S</td><td>《媽媽兒時的秘密基地》</td></tr>
<tr><td>羅雋喬</td><td>4S</td><td>《祖母兒時的秘密基地》</td></tr>
<tr><td>劉承熹</td><td>4S</td><td>《媽媽兒時的秘密基地》</td></tr>
<tr><td>黃鉦洋</td><td>5D</td><td>《爸爸兒時的秘密基地》</td></tr>
<tr><td>源政軒</td><td>5D</td><td>《媽媽兒時的秘密基地》</td></tr>
<tr><td>鄭正翹</td><td>5M</td><td>《網上學習的日子》</td></tr>
<tr><td>莫哲軒</td><td>5P</td><td>《祖母兒時的秘密基地》</td></tr>
<tr><td>陳凱言</td><td>5S</td><td>《爸爸兒時的秘密基地》</td></tr>
<tr><td>林昊燊</td><td>5S</td><td>《網上學習的日子》</td></tr>
<tr><td>曾皓楠</td><td>5S</td><td>《爸爸兒時的秘密基地》</td></tr>
<tr><td>曾傲柏</td><td>5S</td><td>《媽媽兒時的秘密基地》</td></tr>
<tr><td>袁文韜</td><td>6S</td><td>《爸媽兒時的秘密基地》</td></tr>
</table>
5. 本年度學生作品集將以《校園的一角》為題，老師於課堂上請同學</td>
</tr>
</table>

				拍下校園中令其最難忘的景點，再寫一篇相關的文章，集結成文。
17. 學校網頁	全學年	王綺筠	學期開始，更新成員和本年活動的資料，並把照片上載於學校網頁。	-學校網頁已定期更新本科的活動資料及照片，以展示本校學生的優秀成果。

Achievement & Reflection of Mathematics Department

Development Plan 2022 – 2023

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

1. **Curriculum & Assessment**

1.1 Intended Outcomes/Targets

- To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more categories to cater for learners' diversity.

Strategies/Tasks

- To design cross curricular projects to enrich the school curriculum with collaborative effort from different subject departments.
- To prepare diverse learning materials for catering for learners' diversity, especially in teaching languages.

Success Criteria:

Students will take part in at least one cross-curricular activity throughout the year focusing on STEAM.

Higher Grade Levels:

G.4 - 6 students will identify a problem and work towards a solution.

Lower Grade Levels:

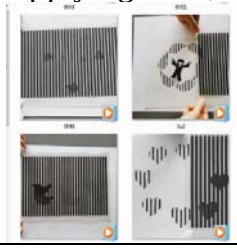
G.1 - 3 students will work towards a solution for a given cross-curricular topic.

Evaluation:

Grade	Subjects Involved	Description
G1	Math, CS (STEAM)	**2-D Shapes** Students learnt the different properties of 2-D shapes in Math lessons. Then they were asked to use one whole set of tangram pieces (7 pieces) to create a picture and name it. After that, they learnt different ways to form shapes on the computer and then created pictures with 2-D shapes by utilising different IT skills.
G2	Math, CS	**Animals Treasure Hunt** The Math cross curricular project "'Saving Baby Ostrich' Map Design" required students to apply the knowledge of the four directions to create a treasure map for saving ostrich babies. The task aligned well with the story 'the lion and the ostrich', in an English unit about Baby Animals, which students were asked to design a treasure map to help the jackal to hide the ostrich babies. Students then used ScratchJr to create animations to describe the features, diet and life cycle of the animals.
G3	Math, Eng, Chi	**Chinese Inventors** Students first watched videos in English lessons to learn about 3 different great inventions from China. Then they researched on one Chinese invention and wrote about how it influenced our lives. Finally, they presented their ideas in a TED talk format.

		In Chinese lessons, students researched on personal information of one Chinese inventor. Then they analyzed the personalities of the inventor they had chosen. In mathematics lessons, students did a survey to find out the most favorite Chinese inventor of their class and constructed a bar chart to present the collected data.
G4	Math, LS, Chi (STEAM)	**Keep a Good Blood Pressure Level with Health** Students learned about the meaning of blood pressure and the importance of maintaining blood pressure within the normal range in GS II lessons. Then, they measured their blood pressure before and after exercise in PE lessons. The data was passed to Math teachers for students to plot bar charts based on the different ranges of blood pressure.
G5	Math, GSII	**How temperature affects the rate of sugar dissolves** Students recorded the time taken to dissolve the sugar completely in water samples of different temperatures in Science lessons. The data was passed to Math teachers to ask students to plot a broken line graph to show the change in dissolving time needed against temperature of the water.
G6	Math, GSI	**A. Logo design for a toy packing** Students were asked to design a 2-D logo that was rotationally symmetrical in Math lessons. The logo could be axially symmetrical at the same time. Students had to record the number of times that logo overlapped after the shape was being rotated one complete cycle. The design was then used in English lessons, which students included the logo for a toy company business plan they wrote.
	Math, GSI, CS, PE	**B. Maglev Train Model** Students had learnt the concepts of speed, rate and percentage change in the Mathematics lesson. In Science lesson, they learnt the history and mechanics of Maglev trains through researching and making their own models. They then improved their design in order to make the models travel faster. After recording the results, they used Google Form and Google Sheets to summarize and analyse the data collected. At the end, they decorated their train with different materials in VA lessons.

STEAM Cross-Curricular:

Grade 6 Endurance Run	**Math, CS & PE**	Use of Excel to record, and manipulate data to generate charts and to do data analysis
Grade 6 Optical Illusion	**VA & Science & Math**	Applying lines, angles & geometry to create drawings 

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

1. Curriculum & Assessment

1.2 Intended Outcomes/Targets

- To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel.

Strategies/Tasks

- Introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students.

Success Criteria:

Students will conduct online peer feedback and self-reflection at least once in the second and third terms.

Higher Grade Levels:

E.g. Make constructive feedback on work posted on Padlet using Assessment for Learning sentence starters.

Lower Grade Levels:

E.g. Make use of the heart button on Padlet to identify exemplary work.

Evaluation:

Grade	Descriptions	Format
G.1	Students used one whole set of tangram pieces (7 pieces) to create a picture on worksheets. Then they uploaded their work on Padlet. Some students could view other's art work as examples before they made their own pictures. Students were able to give "❤" and gave positive feedback to their classmates.	Maths activities
G.2	Students formed in groups of 4 and designed their own menus with different items of 4 categories (soup, main course, drinks and dessert) and set the prices. They designed their own menus with a combination of items that could add up to exactly $100 in total. Then they uploaded the menus on Padlet. Students read other's menus and tried to select items that cost exactly $100. Students were encouraged to give "❤" and gave positive feedback to their classmates.	CLP
G.3	Before the topic was taught, students had to watch a video and finish a quiz in BrainPOP in order to check their understanding on the topic. During the lesson, students were given some rubber bands and were asked to form different types of quadrilaterals on an isometric geoboard. Then they drew the quadrilaterals formed on an activity worksheet and uploaded their work on Padlet. Students could view classmates' work and were able to give "❤" and constructive feedback to their classmates. Also, they had to tick the boxes on a checklist to see if they understand the properties of different types of quadrilaterals.	CLP

G.4	Students designed a shape of which the perimeter can be found using the skills they learned in the lesson (moving some sides to 4 main directions to form a square or a rectangle). Students reviewed their partners' work and gave scores on Nearpod. After designing the shapes, students conducted self-reflection on their work and checked if all requirements were met, and whether any improvements could be made.	CLP
G.5	Students were asked to create some word problems involving division of fractions and used diagrams to show their understanding. Students then uploaded their work to Padlet for classmates' feedback. Students could share their creative work with classmates and were able to give constructive feedback.	CLP
G.6	Students created rotational symmetrical patterns using the link provided by teachers during lesson. Then students took photos of their artwork and uploaded them on Padlet for peer evaluation. Students were able to post constructive and positive comments on the Padlet when they were appreciating the work of their classmates. Students made use of the "two stars and a wish" for the comments.	CLP

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

2. Student Support

2.1 Intended Outcomes/Targets

- To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills.

Strategies/Tasks

- To incorporate activities that promote different life skills into the curriculum.

Success Criteria:

Students will be introduced to different self-directed learning skills, such as choice boards, note taking skills, SMART goals at least once in the school year.

Ss of Higher Grades will be allowed to choose their medium of submission for one assignment.

Ss of Lower Grades will gain exposure to multimedia tasks to identify various learning styles.

Evaluation:

1. Topic-based Planetii Practice was created and assigned for self-directed learning.
2. Brain-pop videos and exercises were assigned and uploaded to Google classroom. Students could watch and do the exercises if they were interested.
3. Video clips, online math manipulatives with related questions that can be accessed fom MC ebooks and MC apps were provided to motivate students for self-directed learning.
4. Note taking skills were taught in Maths lessons. Students were encouraged to jot notes when necessary.

Evaluation of the Mathematics Programme Plan 2022-2023

Activity 1 Monthly Challenging Question

Teacher-in-charge: *Ms. Jessica Chan & Mr. Enoch Yip

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, November			
Description:	3 Mathematics Challenging Questions are displayed monthly. Students who correctly answered two or more questions will be awarded a bookmark.			
Evaluation:	Grade	1st Term (October, November)	2nd Term (Dec-Jan & Feb-Mar)	3rd Term (May, June)
	G.1	Participation: 95 % Winners: 76 %	Participation: 96 % Winners: 86 %	Participation: 97 % Winners: 93 %
	G.2	Participation: 92% Winners: 85 %	Participation: 94 % Winners: 84 %	Participation: 93 % Winners: 80 %
	G.3	Participation: 86% Winners: 76%	Participation: 79 % Winners: 60 %	Participation: 84 % Winners: 62 %
	G.4	Participation: 75% Winners: 56%	Participation: 88 % Winners: 82 %	Participation: 82 % Winners: 77 %
	G.5	Participation: 66% Winners: 49 %	Participation: 86 % Winners: 76 %	Participation: 86 % Winners: 73 %
	G.6	Participation: 78% Winners: 61%	Participation: 78 % Winners: 72%	Participation: 83 % Winners: 69 %
Remarks (s):	Comments collected from Teacher Survey:			
Term 2-3:	• Students enjoy discussing with classmates a lot, it **promotes collaboration** and **communication** among peers. (G2) • Students enjoyed the challenge and looked forward to receiving the **beautiful bookmarks**. (G4) • Students **loved the challenging questions** and always looked forward to the next challenge. (G6) • Students **enjoyed** the activity and liked the **bookmarks** a lot. (G4) • Feb/Mar Q3 had many possible answers. (G2) • Feb/ Mar Q3 was **too easy** (G5) • Questions can **arouse students' interest** in Mathematics. However, we do not have much time to let students do the questions in class due to the tight teaching schedule. (G6) • Good. (G4) • Students **enjoyed the discussions** with peers on doing the MCQ.			

	They like the **bookmarks** too! (G5) • Students **like doing the MCQ** and they like the **bookmarks** very much. (G1) • They **love the challenging questions**, thanks. (G3) • They **love the reward cards**. Thanks. (G1) • Most students **are able** to find out the answers. (G1 & G2) • Not Enough Time and **too challenging** for A class students. (G4) • Most of them could handle and finish the questions **on their own**. (G6)
Term 1:	• Students **love** the **awards** (bookmarks) of MCQ. They feel encouraged to try the challenging questions. (G4) • The programme is running smoothly. It also **motivates** students. (G4) • The boys **enjoy** solving the challenging questions. (G2) • Very good! (G4) • They **love** the **reward cards** so much. (G1) • Very **interesting** activity for students, please continue. (G5) • Students **enjoy** them very much. (G5) • Students **love** that so much. One boy even said the questions were not challenging enough. (G3) • Students **enjoy** doing the questions very much. They can also learn from each other when solving questions together (G2) • The questions are a bit too **easy for x-class**. (G6) • Students like doing the MCQ and they like the **bookmarks** very much! (G1) • Students are **eager** to complete the MCQs. They tend to **discuss** the questions with their peers. (G6) • Some questions are quite **challenging** for the boys. (G5) • They enjoy the challenging questions (G3) • Students **welcomed** the challenge. (G6) • Students think the questions are **interesting**. (G5) • They found the questions **challenging** and most of them were willing to do them. (G4) • Can we try to let students do the MCQ **online**? (G5)

Activity 2 Problem-Solving Strategies Training

Teacher-in-charge: *Ms. Yuri Imamura (G1-3) & *Mr. Ronald Tsang (G4-6)

Programme Evaluation:

Objective(s):	To enhance students' problem-solving ability through different approaches	
Target:	G.1 – G.6	
Period:	Problem-solving week was held at Week 42.	
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	- Three different types of problem-solving questions were introduced. 1. Sudoku 2. Tree planting 3. Animals and legs puzzles - Some problem-solving strategies were taught including drawing pictures, tabling, listing and deriving a formula. - Enabling prompts were prepared for students who need extra guidance. Extended prompts were also provided for students who want to do more challenged questions. - The problem sets suit the level of grade 1 students; the enabling prompts and extended prompts are useful to cater for students' learning diversity. - Students could show their thinking steps and present their answers logically.
	G.2	- Two different types of problem solving were introduced to students. - 1. Grouping 2. Weight - Enabling prompts and Extended prompts were provided for students to cater for learning diversity. All students were able to finish questions in level one. Many students used mind mapping, drawing pictures or their own ways to solve the extended task. - The problem-solving worksheets were all well-designed to present students with an appropriate challenge.

	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. - Many students drew pictures or used listing method to solve the problem while a small number of students used algebra method to solve the problem. - There were not enough lessons for students to complete all the worksheets.
	G.4	- Students generally liked solving the problems about expanding fractions and 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	- A variety of problem types were presented, like finding maximum free drinks, finding the heavier melon and number of sheep through the windows. - Students were encouraged to solve problems with systematic graphical illustrations or mathematical expressions. - Most of them could find the solutions after enabling prompts were given. - Students were motivated to work on the tasks. Students were able to share their ideas and find out the mistakes through discussions.
	G.6	- A variety of problem types were presented, like handshake problems, backward thinking problems and number of combinations of a food menu. - Students were able to develop and learn different problem-solving strategies in different scenarios, including backward thinking, listing with tables, equations, tree diagrams etc. - Most students were able to finish the easier tasks including the extended questions (number of combinations and backward thinking) on their own.

Activity 3 Mathematics Projects

Teacher-in-charge: * Tiffany Kwok (G1-3) & *Michelle Ng (G4-6)

Programme Evaluation:

Objective(s):	To facilitate students' problem-solving skill and creativity. It also stimulates students' interest in learning mathematics.		
Target:	G.1 – G.6		
Period:	Students have to do at least 1 project per term. It could be group projects or individual projects.		
	Grade	1st Term	2nd & 3rd Terms
Description:	G.1	**Calendar Design** - Students designed a calendar of January. - They were required to indicate 4 activities or events on the calendar. - Students had to write four sentences based on the calendar students designed.	**Money** - Students had to create a shop and draw 5 items for sale on the shelf. They had to set the prices for each item. The price of each item should be set between $5.00 to $20.00. - Students had to find a friend to visit their shop and invite him to buy 3 different items from their shop. - Finally, they had to calculate the total amount for the payment.
Evaluation:	G.1	- Some of the calendars were well-designed. - Most students were able to write 4 sentences based on their calendar designed. - Some students' works were displayed during the Open House. - Teachers could encourage students to write sentences in different structures. - Suggested to modify the project. Ask students to design a calendar and plan for 4 family activities in that particular month rather than	- Students enjoyed creating their own shops. - The items they drew for sale were creative and interesting. The artwork was nice and colourful. - Most of the students could set the prices correctly and calculate the total payment accurately by using the column forms. - Most students were engaged in the project. They introduced and recommended some items sold at the shops to their friends. They had great fun.

		just attending after-school activities or tutorials.	
Description:	G.2	**"Saving Baby Ostrich" map design** - Students were instructed to design a 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 ostrich babies on two different spots and set 2 routes with clear directions to guide the jackal, mongoose and mother ostrich to find the babies. - 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.	**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	- The pre-project worksheet was well-designed which students could understand how to create the routes and complete the project more effectively. - Students found it interesting and they enjoyed designing the map.	- 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 they will play the board game in the extended learning weeks.
Description:	G.3	**Curve Stitching – Christmas Card Design** - Students were required to design a Christmas card with curve stitching patterns. - They selected their favourite templates provided by	**Quadrilaterals Poster Design** - Students had to introduce 5 different types of quadrilaterals on their posters. - The properties of each type of quadrilaterals with

		teachers, then designed the curve stitching patterns with coloured pencils. - After that, they cut it out and stuck 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.	pictures or photos must be included. - Comparison among the properties of different quadrilaterals had to be made. - Students had to set 2 relevant and challenging questions with answers provided.
Evaluation:	G.3	- Students were able to complete at least 2 curve stitching patterns to make a Christmas card with Christmas blessings. - They enjoyed drawing a lot. - Teachers agreed that students could appreciate their classmates' work through peer sharing.	- Students were able to demonstrate their understanding of properties of different quadrilaterals. - Students were able to demonstrate the relationship of different quadrilaterals by using Venn diagrams and tree diagrams. - Students were able to use their creativity to design the poster and provide challenging questions.
Description:	G.4	**Making Shapes** - Students used right-angled isosceles triangles to form different kinds of 2-D 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 doing project and they were keen to have their work selected and publicly shown on the Open House Day. - Most students were able to	- 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

		create 5 or more different shapes. Some students were very creative and created beautiful pictures. - 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.	to describe the 3-D models they 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 of 4-5 and investigate a topic on resident population of different districts in Hong Kong. - Students used the collected data to construct a 2D vertical bar chart individually. - Students then constructed a 3-D bar chart in groups with the materials provided.	**Time spent in DBSPD** - Students had to record the duration they stayed in DBSPD in a week, find out the average time and then construct a broken line graph accordingly.
Evaluation:	G.5	- Students could practice how to construct bar charts in a suitable scale based on their data collected. - Students were actively engaged in the process and they enjoyed doing this project. - Except a few students who could not do the group project due to the COVID situation, most students could produce high quality 3-D bar charts with high accuracy. - Students' team cooperation skills were enhanced.	- Students could do the recording of their arrival and departure time accurately. - Some students were weak at calculating the duration and average time they stayed at DBSPD. - Most students could complete the broken line graphs correctly. Only a few students were unable to label the broken line graph and plot the graph correctly.
Description:	G.6	**Logo Design** - Students were required to design a toy company logo which is rotationally symmetrical.	**Data Analysis – Discount Comparison** - Students were required to do research to compare the prices and special discounts

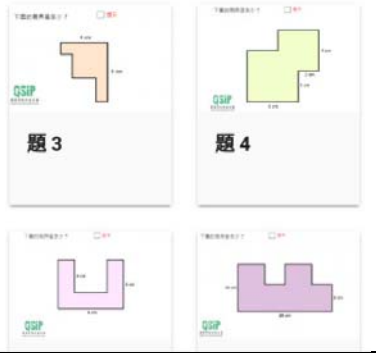
		- Students were asked to brainstorm their toy company and brand with the shapes that represent the company. - They then showed their work on Padlet and gave positive comments to their peers.	offered for a product from 3 different shops. - Then they had to find out the selling price and make decisions on which shop they should choose.
Evaluation:	G.6	- Most students were able to design beautiful logos which are rotationally symmetrical. - Students enjoyed doing this project and some of them even worked on different designs. - Students were able to give positive comments to their peers.	- 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. - More students chose to record the video in the retail shop this year.

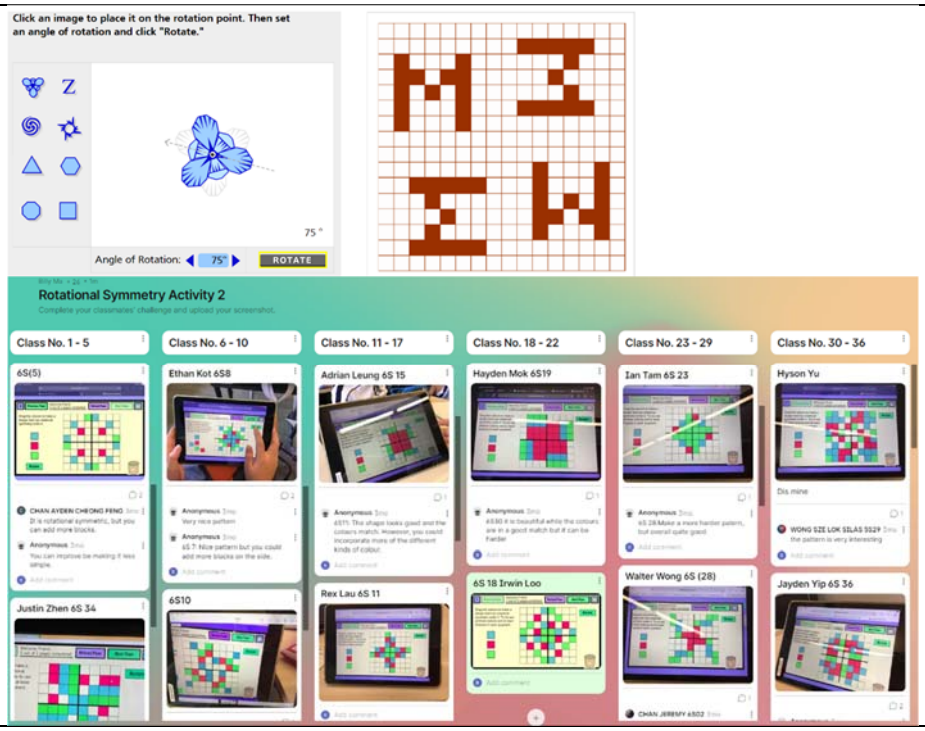
Activity 4 E-learning

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 promote independent and self-directed online learning, such as Planetii, Nearpod, Kahoot and Brainpop. · Use of IT skills in Math projects and Cross-curricular STEAM based activities, eg. making Charts using Excel · Use of Google Classrooms to complete homework online. · Use of Planetii in quiz and daily practice for G2 – 6 students. · Use of Padlet for peer evaluation among students. · Use of iPads for online quiz & teaching/learning during lessons.

Evaluation:		• Successful as students' learning interests and engagement levels were enhanced. • Successful as students' IT skills and confidence levels have improved progressively. • Teachers could master the techniques to conduct effective lessons. • Teachers were positive when incorporating e-learning platforms. • Students' understanding of each topic was effectively consolidated and reinforced with Plantii practise exercises issued to them after each unit.
Students' Work	G4	• G4 students made use of Geogebra set in Nearpod to find perimeters of different shapes during CLP. 
	G5	• Students used data analysis programs to analyze general statistics and generate charts of HK, such as the age group distribution across different districts.
	G6	G6 students used Geogebra to do rotational symmetric patterns. And students used Padlet to share their own design work.

Activity 5 Cross-curricular Activities/STEAM

Teacher-in-charge: *Louis Hau

Programme Evaluation:

Objective(s):	To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity.	
Target:	G.1 – G.6	
Period:	Whole year	
Description:	G.1	**CCA 1.1: 2-D Shapes (STEAM)** Objectives: 1. Understand the different properties of shapes and be able to identify and make 2-D shapes with triangles, quadrilaterals, pentagons, hexagons, and circles. (Math) 2. Learn the different ways to form shapes on the computer and combine shapes to create pictures by utilizing different IT skills. (CS) As different shapes can be found in our daily lives in the form of a picture, an object, or even a person. It is therefore important for students to be able to identify these shapes.
Evaluation:		- The students enjoyed creating their own pictures using different shapes. The activities were creative and interesting.

		- The artwork was nice and colourful. Most students were engaged in creating their product and had great fun.
Description:	G.2	**CCA 2.2: Animals treasure hunt (STEAM) (Reported in Term 2)** Objectives: 1. Apply four directions in daily life (Math) 2. Write creative stories (English) 3. Learn the interface and the basis of Scratch Jr (CS) The Math cross curricular project "'Saving Baby Ostrich' Map Design" required students to apply the knowledge of the four directions to create a treasure map for saving ostrich babies. The task aligned well with the story 'the lion and the ostrich', in an English unit about Baby Animals, which students were asked to design a treasure map to help the jackal to hide the ostrich babies. Students then used ScratchJr to create animations to describe the features, diet and life cycle of the animals.
Evaluation:		- The activity was spread out in lessons of the three involved subjects which helped Maths teachers focus their lesson time on teaching the four directions. - Students also applied their skills in finding directions in the activity. - The activity was successful.
Description:	G.3	**CCA 3.3: Chinese Inventors** Objectives: 1. Complete a piece of writing about the influence of an important Chinese inventor in English lessons. (English) 2. Find out the characters of the Chinese inventor in Chinese lessons. (Chinese) 3. Do a survey to collect data and construct a bar chart to find the most popular Chinese inventor in class. (Mathematics) As numerous important inventions from ancient China have influenced our lives and/or the world, this cross-curricular theme allows students to learn more about famous Chinese inventors and their inventions.
Evaluation:		- The students completed a survey in class together and practiced their skills in making bar charts. - The activity was successful.
Description:	G.4	**CCA 4.5: Keep a Good Blood Pressure Level with Health (Reported in Term 2)**

		Objectives: 1. Enhance students' awareness of blood pressure; (GS II & PE) 2. How to measure blood pressure; (GS II & PE) 3. How to present the collected data by using bar chart; (Math) 4. How to keep the standard pressure (GS II) 5. How to use appropriate colour to make a clear bar chart (Math) Students learned about the meaning of blood pressure and the importance of maintaining blood pressure within the normal range in GS II lessons. Then, they measured their blood pressure before and after exercise in PE lessons. The data was passed to Math teachers for students to plot bar charts of the number of students having their blood pressure falling into different ranges and categories.
Evaluation:		- The activity allowed students to synergize their learning across the subjects which deepened students' understanding in the topic. - Students also applied their skills in handling and presenting data in bar chart in the activity. - The activity was successful.
Description:	G.5	**CCA 5.4: Change of temperature when heating ice (Reported in Term 2)** Objectives: 1. Learn about how temperature affects the rate sugar dissolves; (Science) 2. Learn to observe the point where all sugar dissolved in water. (Science) 3. Learn to present and analyse experimental data on a broken line graph (Math) Students recorded the time taken to dissolve the sugar completely in water samples of different temperatures in science lessons. The data was passed to Math teachers to ask students to plot a broken line graph to show the change in dissolving time needed against temperature of the water.
Evaluation:		- The activity promoted synergy across subject departments to allow students to see relevance of the skills and knowledge they have learned in Science and Math subjects. - The activity was successful.

Description:	G.6	**CCA 6.4: Logo design for a toy packing (Reported in Term 2)** Objectives: 1. To learn the concept of 2-D shapes with rotational symmetry and axially symmetry. (Math) 2. To learn to write a persuasive essay. (English) Students had to design a 2-D logo that is rotationally symmetrical in Math lessons. The logo can be axially symmetrical at the same time. Students had to record the number of times that logo overlapped after the shape was being rotated one complete cycle. The design was then used in English lessons, which students included the logo for a toy company business plan they wrote.
Evaluation:		- The activity allowed students to synergize their learning across the subjects which deepened students' understanding in the topic. - The activity was successful.
Description:		**CCA 6.5: Maglev Train Model (STEAM)** Objectives: 1. Understand the history and mechanics of Maglev trains through researching and building a simple Maglev train model. (Science) 2. Investigate the factors that affect the speed of the train model, appreciate the creation of Maglev trains and explore their limitations. (Science) 3. Apply skills and concepts in percentage increase and decrease in testing the train model. (Mathematics) 4. Practice on the use of Google Form and Google Sheets in summarizing and analyzing test data. (CS) 5. Design a train cover to hide batteries and cables so the train model has a nice appearance. (VA)
Evaluation:		- The activity allowed students to synergize their learning across the subjects which deepened students' understanding in the topic. - The activity was successful.

Activity 6 Math Orienteering

Teacher-in-charge: *Billy Ma

Programme Evaluation:

Objective(s):	To facilitate students' problem-solving skill and creativity. It also stimulates students' interest in learning mathematics.
Target:	G.1 – G.6
Period:	Students have to do at least 1 project per term. It could be group projects or individual projects.
Description:	- The Math Orienteering was cancelled because of reduced lesson time after the quiz period of G6.
Evaluation:	- Nil

Activity 7 Mathematics Team Training

Teacher-in-charge: *Mr. Billy Ma & Mr. Anthony Lau

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:	The 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. Simon Wun, Ms. Ma Siu Na (Out-sourced Tutor) and Mr. Enoch Yip (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). Content of the training programme are as follows: G1 • 數量妙算 • 配配有幾對 • 哪個不一樣? • 齊來學數字 • 有幾多個數 • 如何加起來? • 之後是甚麼? • 硬幣小認識 • 移多補少 • 不夠減、找幫手 • 看數字 找規律 • 填算式考考你 • 圖案之和 • 單位的重要

		• 你會怎樣填? • 分割圖形? • 不夠分 有餘數 • 要切幾多刀 • 加法巧算 • 減法巧算	• 圖形的排列 • 組合數字(一) • 合十妙算 • 加數妙計 • 乘法初階 • 組合數字(二)
	G2	• 大大小小 • 微妙的數字關係 • 單與雙 • 數數立體圖形 • 數字不見了 • 組合問題 • 數字妙問	• 倍數妙用 • 分數初探 • 四則運算豎式巧填 • 奇偶數 • 質數與合成數 • 簡單推理
	G3	• 差倍問題 • 四則運算巧算 1 • 年齡問題 • 鷄兔同籠 • 整除及帶餘數除法	• 最大公因數及最小公倍數問題 • 巧破平均數 • 倍數及和差問題 • 容斥問題
	G4	• 時鐘問題 • 單位分數 • 平面圖形面積 • 周期問題 • 分數問題 • 工程問題(一) • 工程問題(二)	• 邏輯問題 • 齊來解方程(一) • 齊來解方程(二) • 方程應用 • 分數的應用 • 分數的拆分(一) • 分數的拆分(二)
	G5	• 排列的規律(一) • 組合問題 • 抽屜原理(一) • 植樹問題 • 圖形再探索	• 比的應用 • 圖形層層疊 • 推理問題 • 分數和百分數的應用題(一) • 分數和百分數的應用題(二)

		• 表面積妙問 • 填算式 • 組合與枚舉問題(一) • 繁分數	• 速巧算問題 • 幾何圖形探索 • 尾數問題
	G6	• 數字問題 • 最大與最小問題 (一) • 最大與最小問題 (二) • 包含與排除進階 • 統籌問題 • 假設問題	• 「比」的應用題 • 帶有餘數的除法及同餘問題 • 行程問題 • 算術謎 • 濃度問題 • 牛吃草問題
Evaluation:	For effectiveness of the programme, refer to students' performance in various competitions. Attendance up to the 1st term (Jan) / 2nd term (May): G1: 94% / 97% G2: 97% / 93% G3: 94% / 92% G4: 97% / 96% G5: 88% / 91% G6: 92% / 93%		

Activity 8 External Competitions

Teacher-in-charge: *Ms. Macy Lai & Mr. Lau

Programme Evaluation:

Objective(s):	To provide opportunities for students to challenge themselves and receive recognition. To help students' psychological development through striving for successes and accepting failures. To promote trust and team spirit among team members.	
Target:	All students	
Period:	Throughout the whole school year	
Description:	All students were invited to participate in competitions selected by the School. 15 competitions were introduced to the students, which included Hua Xia Cup 2023, AIMO Open 2023, PAP International Mathematics Invitation Competition, The Sixteenth Annual Hong Kong Joint Primary School Mathematics Competition 2022-2023 (Kowloon City District), The 30th Hong Kong Primary Math Olympiad Competition, Hong Kong Math Creative Problem Solving, and 9th Annual Hong Kong Primary Mathematics Challenge and Mathematics Elite Cup Championship for Guangdong-Hong Kong-Macau Greater Bay Area (HK & O.S. Division), etc. The competitions were held from November 2022 to July 2023. 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: **Mathematics Elite Cup Championship for Guangdong - Hong Kong-Macau Greater Bay Area (HK & O.S. Division)** Organizer: ● Hong Kong Education Development Association ● Educational Development Association of Guangdong-Hong Kong-Macao Bay Area ● GBA Hong Kong Expo and Global Innovation Alliance Date: 26/11/2022 • Champion Award – 6 students • Gold Award – 27 students • Silver Award – 18 students • Bronze Award – 24 students • Merit Award – 1 student

	2.	Competition: **9th Annual Hong Kong Primary Mathematics Challenge (2022-2023) 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: 3/12/2022 • Gold Award – 6 students • Silver Award – 1 student
	3.	Competition: **Hua Xia Cup 2023** Organizer: ● The Hong Kong Mathematical Olympiad Association, HKMOA Date: 7-8/1/2023 (First round), 11-12/3/2023 (Semi-final), 21/5/2023 (Final) **A. First round [Online]** A total of 234 students participated in this competition. A total 232 students passed the online test. ● G.1: 53 students ● G.2: 44 students ● G.3: 53 students ● G.4: 34 students ● G.5: 23 students ● G.6: 25 students **B. Semi-final** ● Champion Award – 1 student ● Outstanding Award – 7 students ● 1st Class Award – 54 students ● 2nd Class Award – 60 students ● 3rd Class Award – 30 students **C. Final** ● Champion Award – 1 student ● Outstanding Award – 7 students ● 1st Class Award – 27 students ● 2nd Class Award – 40 students ● 3rd Class Award – 27 students

	4.	Competition: **PAP International Mathematics Invitation Competition** **「環亞太杯」國際數學邀請賽 (香港區)** Organizer: HKGEA Date: 10/11/2022 ● 1st Class Award – 36 students ● 2nd Class Award – 22 students ● 3rd Class Award – 7 students
	5.	Competition: **The Sixteenth Annual Hong Kong Joint Primary School Mathematics Competition 2022-2023 (Kowloon City District) for School Representatives only** Organizer: ● The Rhenish Church Pang Hok Ko Memorial College ● The Department of Applied Mathematics of The Hong Kong Polytechnic University (PolyU) Date: 10 /12/2022 ● Team Award: Overall Champion
	6.	Competition: **26th SKH Primary Mathematics Olympiad Competition for School Representatives only** Organizer: Sheng Kung Hui Primary School Council Principal Conference Date: 14/1/2023 A total of 4 students participated in this competition. Individual Award: • Champion Award – 1 student • 4th place – 1 student • Gold Award – 1 student • Silver Award – 1 student Team Award: • Overall 2nd place
	7.	Competition: **30th Hong Kong Primary Mathematical Olympiad Competition** Organizer: Hong Kong Mathematical Olympiad School Date: 19/2/2023

		Individual Award: ● Gold Award – 57 students ● Silver Award – 76 students ● Bronze Award – 51 students Team Award: ● Grades 1 – 2: 2nd Runner up ● Grades 3 – 4: Champion Award ● Grades 5 – 6: 1st Runner up
	8.	Competition: **16th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools** Organizer: ● Education Bureau ● Hong Kong Federation of Education Workers Date: 18 /2 /2023 First Round: ● Gold Award Final Round: ● Merit Award
	9.	Competition: **48th Hong Kong Primary Mathematics Elite Contest 2023** Organizer: Po Leung Kuk Date: 11/3/2023 A total of 9 students participated in this competition. ● 1st Class Award - 4 students ● 2nd Class Award – 3 students
	10a.	Competition: **AIMO Open Contest 2023 (港澳盃) (Final) for Grade 1** Organizer: The Hong Kong Mathematical Olympiad Association, HKMOA Date: 25/2/2023 ● Champion Award – 1 student ● Gold Award – 5 students ● Silver Award – 11 students ● Bronze Award – 6 students

	10b.	Competition: **AIMO Open Contest 2023 (港澳盃) (Semi-final) for Grades 2-3** Organizer: The Hong Kong Mathematical Olympiad Association, HKMOA Date: 26/2/2023 ● Champion Award – 1 student ● Gold Award – 20 students ● Silver Award – 41 students ● Bronze Award – 37 students
	11.	Competition: **Hong Kong Hua Luo-geng Cup Mathematics Invitation Competition 2023 (Final)** Organizer: Hong Kong Hua Luo-geng Cup Mathematics Competition Association Date: 13/5/2023 A total of 4 students participated in this competition Individual Award: ● Champion Award – 1 student ● Silver Award – 1 student ● Bronze Award – 1 student Team Award: ● 2nd runner up
	12.	Competition: **Mathematics Without Borders International Tournament (數學無疆界國際賽初賽 2023)** Organizer: The Hong Kong Mathematical Olympiad Association, HKMO Date: 22/10/2022 A total of 14 students participated in this competition ● Gold Award – 4 students ● Silver Award – 1 student ● Bronze Award – 6 students
	13.	Competition: **International Talent Mathematics Contest (世界資優數學錦標賽 2023) ITMC** Organizer:

		The Hong Kong Mathematical Olympiad Association, HKMO Date: A total of 16 students participated in this competition ● Gold Award – 2 students ● Silver Award – 8 students ● Bronze Award – 5 students ● Merit Prize – 1 student
	14.	Competition: **Global Junior Math Aptitude Test 2023 (全球少年數學能力測試 2023)** Organizer: The Hong Kong Mathematical Olympiad Association, HKMO Date: A total of 11 students participated in this competition ● Gold Award – 3 students ● Silver Award – 3 students ● Bronze Award – 3 students ● Merit Prize – 2 students
	15.	Competition: **Hong Kong Mathematics Kangaroo Contest** Organizer: Coordinated globally by Association Kangourou Sans Frontières Run by Magic Square Association in Hong Kong & Macau Date: 25/3/2023 ● First Prize – 3 students ● Second Prize – 6 students ● Third Prize – 11 students ● Peak Award – 28 students ● Elite Award – 17 students ● Merit Award – 14 students

Activity 9 External Assessment **(2023 ICAS Math in English)**

Teacher-in-charge: *Ms. Ingrid Wong & Ms. Teresa Chan

Programme Evaluation:

<table>
<tr><td>Objective(s):</td><td>To get a better understanding of students' general mathematical ability compared with overall Hong Kong students' performance</td></tr>
<tr><td>Target:</td><td>G.3 – G.5</td></tr>
<tr><td>Period:</td><td>7 March 2023 (G.3,4) & 8 March 2023 (G.5)</td></tr>
<tr><td>Description:</td><td>

The ICAS in mathematics is not compulsory for all students, only students who have enrolled in the assessment sit for the test with iPads in the classroom. The participants' assessment results would be used for analysis of the average standards of our students.
According to the results, students in our school received 20 High Distinction, 111 Distinction, 108 Credit, 28 Merit and 48 Participation certificates.
Please refer the table below to understand the award categories.

<table>
<tr><th>Award Certificate</th><th>For each year level in the state or country/region</th></tr>
<tr><td>High Distinction</td><td>The top 1% of participants</td></tr>
<tr><td>Distinction</td><td>The next 10% of participants</td></tr>
<tr><td>Credit</td><td>The next 25% of participants</td></tr>
<tr><td>Merit</td><td>The next 10% of participants</td></tr>
<tr><td>Participation</td><td>For all remaining participants</td></tr>
</table>

Please refer to the table below to learn more about the average scores of our boys.

<table>
<tr><td rowspan="2"></td><td colspan="2">Average Score</td></tr>
<tr><td>DBSPD</td><td>Hong Kong</td></tr>
<tr><td>Primary 3</td><td>28.7</td><td>23.6</td></tr>
<tr><td>Primary 4</td><td>29.3</td><td>22.7</td></tr>
<tr><td>Primary 5</td><td>27.4</td><td>20.6</td></tr>
</table>
</td></tr>
<tr><td>Evaluation:</td><td>We could use the assessment results to compare the overall standards of our students with Hong Kong students' average results to obtain a general picture of our students' mathematical ability.</td></tr>
</table>

Activity 10 Open House

Teacher-in-charge: *Ms. Teresa Chan

Programme Evaluation:

Objective(s):	To showcase our strengths in learning and teaching as well as students' performances at external competitions and challenging activities.
Target:	G.1 – G.6
Period:	13 January 2023 afternoon (Preparation) 15 January 2023 afternoon (Open House)
Description:	In classrooms 3D and 3J, banners about G1 to G6 projects were set up and over 100 outstanding projects from each grade were displayed for mutual sharing. Mathematics activities and games like Facto Mahjong, Logix and Tangram were provided to arouse students' interest in learning Mathematics.
Evaluation:	Guests enjoyed playing the games. They battled with our Math helpers and were awarded with math souvenirs. They were impressed by our students' works. The rooms were packed with visitors throughout the afternoon. The mathematics teachers and student helpers have contributed to the success of the Open House event.

Activity 11 Mathematics Talks / Seminars

Teacher-in-charge: *Ms. Sally Yuen & Mr. Lau

Programme Evaluation:

Objective(s):	To stimulate students' interest in learning Mathematics, to build up positive learning attitude and habit, as well as to foster students' sense of confidence in Mathematics.
Target:	G.5 – G.6
Period:	3 July 2023 (9:00 a.m. to 10:30 a.m.)
Description:	Dr. Leung Hing Keung, a former lecturer at the Hong Kong Institute of Education and an experienced scholar in the area of Mathematics, gave a Math Talk to our G.5-6 students on 3 July 2023. He shared a number of interesting maths-related topics such as: Speed and Light Year, Fibonacci Pattern of the Rabbit, Golden Ratio and High-heel Shoes.
Evaluation:	Dr. Leung presented a very interesting talk in which students enjoyed very much and were eager to solve the problems mentioned.

Activity 12 Extended Learning Weeks

Teacher-in-charge: *Ms. Ada Chu

Programme Evaluation:

Objective(s):	To foster students' whole-person development through fun activities and educational experiences.	
Target:	G.2 – G.6	
Period:	5 July 2023	
Description:	G5-6	Math Talk A Math talk conducted by Dr. Leung Hing Keung, a former lecturer at the Hong Kong Institute of Education. *(For details, please refer to Activity 11.)*
	G3-6	Math Magic Show A Magic Show was presented by an international champion magician, Mr. Louis Yan. Mr. Hung Kei Chun Eric (超 B), a radio host from RTHK, was invited as the MC for the magic show.
Period:	5 July 2023	

Description:	G2	Math Board Game Students designed their board games with various Math questions during Math lessons. They introduced and played the board games with their peers.
Evaluation:		Magic Show The MC set the stage for a professional magic show performed by Mr. Louis Yan. A lot of positive feedback was received from teachers and students. Math Board Games Students enjoyed playing the board games created by themselves and they were also eager to try out the board games designed by their classmates.

Activity 13 Staff Professional Development

Teacher-in-charge: *Ms. Joey Tsang & 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:	2 December 2022	4 May 2023
Description:	STEAM: School Visit to Man Kwan Pak Kau College We joined a forum at the MKPKC school hall. The topic was 'Active Education in 21st Century". 	Mr. Hung Chun Wah, the author of 小學數學新思維 from Educational Publishing House and a former senior lecturer from HKBU, was invited to provide a talk to our Math teachers on 4 May 2023. The topics he presented included how to increase students' curiosity in learning Mathematics & how to develop students' high-order thinking skills through Math activities.

<table>
<tr>
<td>Evaluation:</td>
<td>Teachers gained insights on the modern approach to teaching and learning such as critical thinking, digital literacy, collaboration, creativity, to help students navigate an increasingly complex and interconnected world.</td>
<td>We received 100% positive feedback from colleagues in the activity evaluation. We are planning to cooperate with Mr Hung again to organise another workshop for the department. The following topics are suggested by colleagues in different grades.
<table>
<tr><td>G1</td><td>Telling time (Time duration)</td></tr>
<tr><td>G2</td><td>Parallel Lines</td></tr>
<tr><td>G3</td><td>H.C.F/L.C.M, Divisibility</td></tr>
<tr><td>G4</td><td>Mixed Operation of fraction + / – / × decimals + / –</td></tr>
<tr><td>G5</td><td>Application of fraction (Unit 14)</td></tr>
<tr><td>G6</td><td>Equations with 2 unknowns, Speed of 2 objects</td></tr>
</table>

</td>
</tr>
</table>

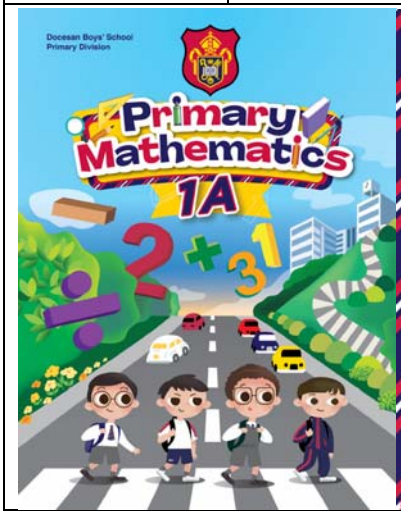
Activity 14 School-based Materials Design (G.1)

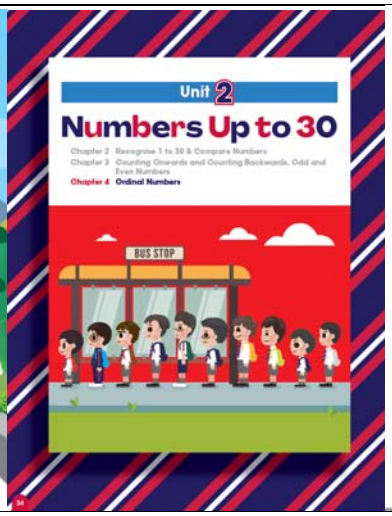
Teacher-in-charge: *Mrs. Grace Ko & Ms. Joey Tsang

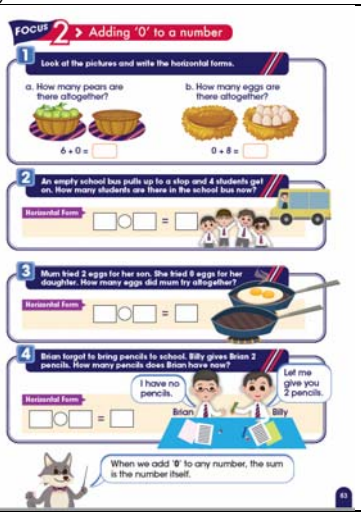
Programme Evaluation:

Objective(s):	To redesign the textbook according to the school-based curriculum in order to engage students in learning Mathematics, and allow parents help their students' review fundamental concepts
Target:	G.1
Period:	Sept 2022 – July 2023
Description:	A set of 4 G.1 School-based Mathematics Textbooks will be published for G.1 students from 2023-2024 onwards. These 4 textbooks include the topics shown on MC textbooks 1A – 2B (6 books). **Features:**

	Block Model approach: Many block models and graphics are employed throughout the chapters in these books for helping students visualize abstract mathematical concepts. ***Problem-solving techniques:*** The use of block models, part-whole charts, and diagrams are used to help students comprehend and manipulate mathematical operations. ***A range of difficulty:*** Questions with varying levels of difficulty are created to cater to the diverse needs of learners. Challenging questions are included to encourage deeper thinking and application of concepts. ***Illustrations:*** The illustrations displayed on these textbooks are closely related to our campus and school life. **Dr. Wolffy** is a cartoon character created by the Math Department, who provides many useful tips and knowledge to our students.
Evaluation:	Evaluation will be conducted in January 2024.







Achievement & Reflection of General Studies Department
Development Plan 2022 – 2023

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

1. Curriculum & Assessment

1.1 Intended Outcomes/Targets

- To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more categories to cater for learners' diversity.

1.1.1 Strategies/Tasks

- To design cross curricular projects to enrich the school curriculum with collaborative effort from different subject departments.
- To prepare diverse learning materials for catering for learners' diversity, especially in teaching languages.

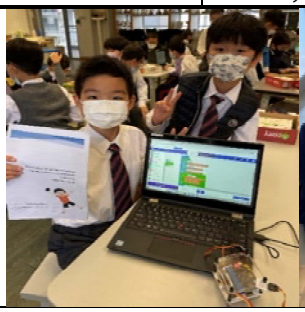
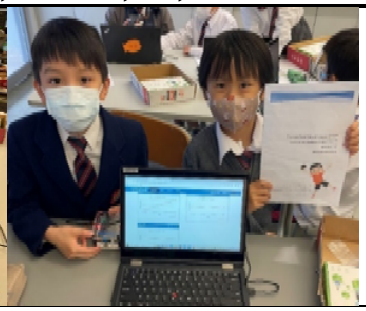
Success Criteria:

- Students (Ss) will take part in at least one cross-curricular activity throughout the year focusing on STEAM.
- Higher Grade Levels:
  G.4-6 students will identify a problem and work towards a solution.
- Lower Grade Levels:
  G. 1 - 3 students will work towards a solution for a given cross-curricular topic.

Report & Evaluation:

Teachers involved in STEAM activities agreed that cross-curricular integrated curriculum supported by a STEAM approach could enhance students' learning experiences and enrich the curriculum. Students could develop different skills through various activities and they enjoyed the learning tasks very much. Examples of STEAM activities across subjects in G.1 to G.6 were shown in the following table.

	Topics	Departments Involved
G.1	Family Tree Project	English, GS, French
G.2	Animals treasure hunt	English, Math, GS, CS
G.3	Smart Observatory	GS, CS
G.4	Habitats for animals	Chinese, Science, CS
G.5	Alcohol Spray Project	English, Science, CS
G.6	Maglev Train Model	Math, Science, CS, PE

	 
G.2 Animals treasure hunt Students' sharing on Padlet about best pets to be kept by primary school students	G.3 Smart Observatory: Micro:bit Code (left) and weather information on Thingspeak online platform (right)

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

1. Curriculum & Assessment

1.2 Intended Outcomes/Targets

- To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel.

1.2.1 Strategies/Tasks

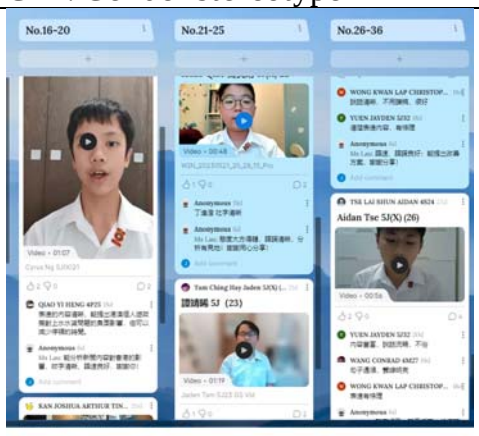
- Introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students.

Success Criteria:

- Ss will conduct online peer feedback and self-reflection at least once in the second and third terms.
- Higher Grade Levels:
  E.g. Make constructive feedback on work posted on Padlet using Assessment for Learning sentence starters.
- Lower Grade Levels:
  E.g. Make use of the heart button on Padlet to identify exemplary work

Report & Evaluation:

Students uploaded their works on Padlet to promote peer feedback and self-reflection. G.1 – 3 students gave hearts to good works while G.4 – 6 students would give constructive comments to evaluate classmates' works. Students found it useful to reflect their own works and other classmates' works. They also agreed that it gave good opportunities for them to learn from each other. Examples of learning activities with self and peer online evaluation were shown in the table below.

	GS I/ Science	GS II
G.1	CLP: Favourite festivals	Life Skills: Packing school bags and zipping P.E. jackets
G.2	Task: Suitable pets for primary students	Life Skills: Tying shoelaces and folding jackets
G.3	Task: Energy saving method to keep warm	Activity: Recycling bins classification
G.4	Project: Identification keys of animals	News Sharing: Personal Information Safety
G.5	Project: Automatic alcohol spray	News Sharing: Individual Visit Scheme
G.6	CLP: Lever simulation experiment	CLP: Gender stereotype
		
G.1: Favourite Festivals		G.5 News Sharing

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

2. Student Support

2.1 Intended Outcomes/Targets

- To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills.

2.1.1 Strategies/Tasks

- To incorporate activities that promote different life skills into the curriculum.

Success Criteria:

- Students will be introduced to different self-directed learning skills, such as choice boards, note taking skills, SMART goals at least once in the school year.
- Ss of Higher Grades will be allowed to choose their medium of submission for one assignment.
- Ss of Lower Grades will gain exposure to multimedia tasks to identify various learning styles.

Report & Evaluation:

Different learning tasks were given to students to promote students' independent thinking skills, self-directed learning capabilities and self-management skills. Teachers provided QR codes or website links to students in pre-lesson worksheets, Google forms and Google Classroom so that students could explore and choose to work on different learning platforms and tasks. Students enjoyed working on their own pace and they could revisit the learning tasks any time to suit their own needs. Examples of tasks are shown below.

C. Extended Learning
Watch the BrainPop videos "Time zones" and "Seasons" on Google Classroom and complete the review quizzes.

Edpuzzle links:
PL 9- The Earth orbits the Sun
https://edpuzzle.com/media/6447890a73b0624302f8bf37
PL 9- Why are there seasons on Earth
https://edpuzzle.com/media/64478c6b5170d442cf44e9be

與父母一起瀏覽以下網頁，學習理財的正確方法。

網頁	錢家有道 https://www.ifec.org.hk/web/tc/other-resources/online-games.page	

與父母一起觀看以下教育電視節目，學習本地文化習俗及欣賞中華文化的優秀傳統。

教育電視	龍情(大坑舞火龍) https://emm.edcity.hk/media/%E9%BE%8D%E6%83%85%20(%E5%A4%A7%E5%9D%91%E8%88%9E%E7%81%AB%E9%BE%8D)/0_rstnkkcy/187438543	

Evaluation of General Studies Programme Plan 2022-2023

Programme Summation:

In the 2022-2023 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 to Enhance Students' Sense 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	26 to 30 September 2022
Description	1. In order to arouse students' interest in learning the development of China and Chinese history intra-class competitions were held. 2. A PowerPoint slideshow was prepared for Grade 1. The competition was done by GS II teachers in class. 3. A Google Form was posted onto Google Classroom for Grades 2-6 students starting from 26 September 2022 at 9 a.m. for the competition. 4. Prizes were given to the top 5 scorers with the least time spent from each class. 5. GS II teachers have encouraged the students to participate in the competition.
Evaluation	1. Students actively participated and enjoyed the activities. 2. The activities could arouse students' interests in Chinese history and culture.

Activity 2	**Extended Learning Weeks**
Objective(s)	1. To enable students to learn about various topics to supplement the regular curriculum. 2. To conduct various activities to enrich the G.S. I/Science curriculum.
Target	G.1 – 6
Period	19 June to 10 July 2023
Description	1. The Fire Services Department was invited to provide a talk to G.1 – 2 students on 6 July 2023. 2. A community service visit day to Tsuen Wan was arranged for 20 G.3 – 4 students on 28 June 2023. They visited Airport Core Programme Exhibition Centre, Jockey Club Tak Wah Park and Kwong Fuk Elderly Care Centre. 3. G.4 students visited the SD campus & school museum on 6 July 2023 while G.6 students visited the SD I&D Lab 0n 4-5 July 2023.

Evaluation	1. Students actively participated and enjoyed the talk provided by the Fire Services Department. They also learnt some new skills from the talk. 2. Students could explore the relics in Tsuen Wan and provide services to the elderly. Students found the activity very meaningful and memorable. 3. G.4 and G.6 students gained opportunities to learn about the facilities in the SD through the visits and at the same time increase their sense of belonging to the School.

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 conducted in class, including project, poster design, current issue reflection and experiment.
Evaluation	1. Students benefited from the activities. 2. Students' awareness of environmentally friendliness was enhanced.

Grade	**Topics**
G.2	GS I – Self-made Toy
G.3	GS I – Saving Energy and Keeping Warm
G.4	Science – Recycle Waste Water
G.5	Science – Pollution in HK + Solution of Pollution in DBSPD
G.6	Science – Energy Saving Label

Activity 4a	**Other Learning Experiences – GS Field Trips and 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 February 2023 – 30 April 2023
Description	1. Virtual tours were organized for G.1 – 4 students this year due to the COVID-19 pandemic and to reduce face-to-face contact during field trips for junior students. Field trips for G.5 – 6 students were organized to let students learn outside of the classrooms. Virtual tours and field trips details are as follows:

Grade	**Location**	**Date**
G.1	Virtual Tour to HK Wetland Park	February 2023
G.2	Virtual Tour to Hong Kong Park	February 2023
G.3	Virtual Tour to National Archaeological Site Park - ZhouKouDian Site	February 2023

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<tr><td></td><td>
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<tr><td>G.4</td><td>Virtual Tour to Fireboat Alexander Grantham Exhibition Gallery</td><td>March 2023</td></tr>
<tr><td>G.5</td><td>Field Trip to Legislative Council Complex</td><td>2, 3 & 8 March, 21 & 24 April 2023</td></tr>
<tr><td>G.6</td><td>Field Trip to Hong Kong Palace Museum</td><td>2 March 2023</td></tr>
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2. Students were required to finish a worksheet, quiz or mini-game for consolidation.
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<tr><td>Evaluation</td><td>1. The field trips and virtual tours gave students another learning experience and stimulated students' motivation on relevant topics.
2. Students actively participated and enjoyed the assigned activities.</td></tr>
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Activity 4b	**Other Learning Experiences – Life Education Activity Programme (L.E.A.P)**
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	20 February 2023 – 10 March 2023
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 under the following themes: ➢ G.1 –清新任務 (Healthy Heroes) ➢ G.2 –食物遊蹤 (Nutrition Ignition) ➢ G.3 –健康特工隊 (Body Systems Go) ➢ G.4 –人體互聯網 (Head Start) ➢ G.5 –真相大白 (Tobacco Truths) ➢ G.6 –至型選擇 (Voice My Choice) ● G.S. II teachers conducted follow-up activities with students during lessons. Students completed worksheets to consolidate their learning.
Evaluation	Students enjoyed different hands-on activities offered by the instructors of the L.E.A.P. programme. Students could develop healthy lifestyles and habits by engaging in the activities.

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.3 – 6
Period	12 -19 December 2022

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 were conducted in the GS Room with tools and equipment under normal situation. ● Workshops were organized with the themes as follows: ➢ G.3 – Glow Hands ➢ G.4 – DNA Extraction ➢ G.5 – Candy DNA ➢ G.6 – Bacteria Culture ● Students were given a handout to record their experimental results and findings on it.
Evaluation	1. Students were engaged in the programme activities. 2. Hands-on experience enabled better understanding of concepts. 3. Students' awareness of personal hygiene was improved.

Activity 4d	**Other Learning Experiences – Joyful Fruit Party**
Objective	1. To encourage students to eat more fruits. 2. To help students understand the advantages of eating fruits.
Target	G.1 – 6
Period	10 -11 May 2023
Description	● Five fruit snacks counters were set up at the covered playground. ● Some parent helpers were recruited to make fruit snacks for students.
Evaluation	1. Students were very happy and they consumed different fruit snacks. 2. Students gained a better understanding of the health benefits of fruits.

Activity 4e	**Other Learning Experiences – Community Service & Values Education**
Objective	1. To encourage students to provide services to the needy in the community. 2. To cultivate students' empathy and good values.
Target	G.3 – 4
Period	28 June 2023
Description	● A community service visit to Kwong Fuk Elderly Care Centre in Tsuen Wan was arranged for 20 G.3 – 4 students
Evaluation	1. Students found the service provided to the elderly very meaningful. 2. They performed some songs and poems, played games and offered gifts to the elderly. 3. They experienced contentment and understood the value of giving to others.

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. 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	● All the students' chairs and desks would be replaced in the GS Room. ● Some new resources were placed in the GS Room and saved in the GS subject drive.
Evaluation	1. Students' old tables would be replaced by some trapezoid tables and new chairs would be purchased for students. The new furniture purchased would be easier to turn into small groups for activities or rows for lectures settings in the room. 2. More teaching aids and materials could be provided 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	● A talk 'Space Exploration – Past, Present and Future' by Mr. Wong Yiu Wah, Former Assistant Curator of Hong Kong Science Museum and Space Museum, was organized on 31 January 2023. ● Some teachers joined a zoom workshop on ChatGPT by MKPC on 29 May 2023.
Evaluation	Teachers agreed that the talk and workshop could benefit the professional development of G.S. teachers and the Department, especially on IT in education and STEAM 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 participated in "The 15th Hong Kong Cup Diplomatic Knowledge Contest". 2. 20 G.2-6 students joined the 4th World STEM and General Studies Competition.
Evaluation	1. The competitions enriched students' learning experience and the School was awarded the Most Active Participation Awards in "The 15th Hong Kong Cup Diplomatic Knowledge Contest". 2. For the 4th World STEM and General Studies Competition, the School won in G.2, G.3, G.5 and G.6 Grade Level Championship and Overall Championship in the competition. Our students also won some individual awards. In the 1st Round, 13 students got Gold Awards and 6 students got Silver Awards. In the Semi-final, 14 students got Gold Awards, 3 students got Silver Awards and 1 student got Bronze Award. In the Final, 6 students got Gold Awards, 3 students got Silver Awards and 7 students got Bronze Awards.

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.
Target	G.1-6
Period	Whole School Year
Description	1. Different grade levels conducted various teaching activities together with other departments. 2. Details of the grade level cross-curricular activities were as follows:

Grade	**Topics**	**Departments Involved**
G.1	Family Tree Project	English, GS, French
G.2	Animals treasure hunt	English, Math, GS, CS
G.3	Smart Observatory	GS, CS
G.4	Habitats for animals	Chinese, Science, CS
G.5	Alcohol Spray Project	English, Science, CS
G.6	Maglev Train Model	Math, Science, CS, PE

Evaluation	Students acquired different knowledge on different topics. They also practiced different skills through taking part in various activities organized by different departments.

Evaluation of The French Programme Plan 2022-2023

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 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 Stream Students
Period	Whole year
Description	Students were taught the following learning strategies: • Homework consistency • Self-questioning about learning and identifying better learning strategies suitable for students • Focus on targets to be achieved in the school year • Making the best use of the Virtual Classroom and Google Classroom
Evaluation	Learning routines and practice established during the pandemic was consolidated in order to build self-responsibility with home learning. However, students need to understand better their learning style and improve their performance.

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) • Optional completion of a reading booklet • Development of an online library through Google Classroom and each level's Virtual Classroom • Usage of Seesaw where students read and record themselves reading.
Evaluation	Reading and dictation practices are now adapted into home activities through the Seesaw website in order to maintain, stimulate and consolidate reading and oral comprehension.

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	This year, the French department took part in the first Open House after a 3-year suspension showcasing students work and projects of different grade levels. The classroom 2D and French boys welcomed many visitors who were eager to know more about the French programme in our school. Students also took part in the usual competitions: French Speech Competition in November 2022 (held online) and French Dictation Competition in April 2023 (held in our Secondary Division); for both competitions our French boys obtained outstanding results. The French department also organized external workshops at the Alliance Française in Jordan for our students. This event did not take place in 4 years and students enjoyed it a lot, especially making crepes.

Plan 4: DELF Prim Exams	
Objective	To validate students' proficiency in French Language at a primary level.
Target	Grade 3 (M) 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	Unfortunately, this year, not many students registered for the language certification DELF Prim as the exam date clashed with our final assessment. Meanwhile, students who registered passed their exam successfully.

Plan 5: Teachers Professional Development	
Objective	To develop teachers' skills in Teaching and Learning French language, in particular the Blended Learning implementation strategies.
Target	• Maximizing the usage of IT tools provided by the school in the implementation of Blended Learning practices in the French department. • Develop understanding of latest practices in French Teaching for young learners in a distance learning context. • Develop the newest approach in teaching grammar to young learners • Applying various creative writing strategies • More strategies to understand the Flipped Classroom and benefits for teaching French as Foreign Language (FLE)
Period	February to August
Description	Teachers from the department selected workshops and training contributing to their level of teaching and the student age level.
Evaluation	This year French Teachers were enriched by various professional development opportunities. Both teachers took part in: > "La fabuleuse semaine du FLE » online workshops about various subjects related to grammar, creative writing, preparation for DELF, developing oral skills etc. (May 2023) > « Les journées de l'AFLE » 3 afternoons of French teaching training programme sponsored by the French Consulate in Hong Kong and organised at the Alliance Française in Jordan (June 2023) Mrs Calderon took part in a 3-day workshop in February 2023 about the latest evaluation of the DELF.

Evaluation of Putonghua Department Programme Plan 2022-2023
2022-2023 年度普通話科工作計劃檢討報告

活動項目 1	普通話專題展板
活動目標	提高學生對本科的學習興趣，培養學生的自學態度。
活動情況	選取不同主題的普通話資料，張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。
活動檢討	本年度已按時更換三次壁報，每次均有不同的主題，包括「粵普對譯-水果」「新年習俗」及「端午節歌」。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，提高學習普通話的興趣。

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，訓練學生的語言表達能力、朗讀技巧及讀寫能力，並培養審美情趣。
活動情況	本年度本校共參加了四個比賽，包括： -「第 74 屆校際朗誦節」全校共收到 76 份報名表格，最終共獲得 24 個獎項； - 兩位同學參加了教育局主辦的「普通話朗誦及演講」比賽，結果尚未公佈； -「第二十五屆全港中小學普通話演講比賽 2023」,共有三位同學參加比賽，分別獲得一個季軍、一個優異星獎、一個良好獎。 -學校推薦十位同學參加了「非華語學生中文才藝比賽_硬筆書法」,一位同學獲得亞軍，另有五位同學獲得參與證書。
活動檢討	學生積極參加各項朗誦比賽，得到家長大力支持，大部分學生在比賽中表現出色，獲得獎項。疫情緩解後，部分比賽由錄影參賽恢復為現場比賽，學生在比賽中可以與友校師生互相學習，共同進步。

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課外的篇章來累積分數，提升學生朗讀能力及自主學習能力。
活動情況	本年度安排二至四年級學生進行了一次龍虎榜的活動，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。龍虎榜的設計包括不同等級：基本等級、卓越等級和挑戰等級。成功完成的同學會收到小禮物以作鼓勵。
活動檢討	第三學期的普通話朗讀龍虎榜活動於五月結束。各班同學積極參加，認真完成龍虎榜，小禮物已經派發給表現優異者，予以嘉許。

活動項目 4	普通話大使
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	活動因進度調整而取消。

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	基礎漢語科一至四年級學生和二、三年級非華語學生，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，並完成閱讀記錄。
活動檢討	學生能夠完成閱讀活動，認真完成閱讀記錄。各級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。科主任亦邀請各教學領域的學者和教授，到校舉辦不同的講座，以配合學校的發展。教師在出席講座或課程後，亦於協作會議中與同事分享內容。
活動檢討	本年度，本科組把工作坊、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有關非華語教學的專題研討會、不同出版社舉辦的專題講座，如朗誦技巧訓練、普通話語音及網上教學資源介紹等。科主席邀請了羅嘉怡博士和劉國張博士，到我校進行教學講座，主要針對非華語學生學習中文的挑戰及香港的公開考試等內容，為教師進行介紹。從活動之後收回的教師問卷可見，參與的教師都認為很有收穫。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。本科組的三位老師在香港大學的「博物館教學分享會」中分享了我校今年非華語的教學經驗。

活動項目 8	校園共融活動
活動目標	提升教師及學生的文化與宗教敏感度，建構共融校園。
活動情況	本年度租借了多元文化宣傳品，擺放在圖書館，供學生了解少數族裔的文化和風俗。為教師舉辦了講座，增強教師的宗教敏感度，讓教師更加了解多元文化背景學生的教學策略。同時邀請專業機構，為高年級學生進行文化講座和工作坊，增強學生對多元文化的了解，提高校園文化共融的意識。
活動檢討	教師透過學生的課堂和課後表現，發現學生透過文化宣傳品和講座，增加了對香港的少數族裔文化的認識。

活動項目 9	製作教材、購買工具書及輔助教具教材
活動目標	增強學生學習的互動性和合作性，提高他們學習普通話的興趣。
活動情況	由於新的普通話教材具備大量的電子教學配套資源，本年度未有添置更多工具

	書等。基礎漢語科的電子學習平台，增加了電子閱讀材料。
活動檢討	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。

活動項目 10	**收集本科專題資料**
活動目標	提升教師對本科及教授普通話的專業知識，提供有關參考資料及輔助教材。
活動情況	特設文件夾收集本科知識及相關資料，邀請曾出席專題講座/課程的教師提供資料，予以分享。在雲端檔案建立資料夾，方便同事做專題分享。
活動檢討	今年主要是收集由各大學及教育局舉辦的非華語教學研討會資料，以及出版社舉辦的新教材及新課程的參考教材。

活動項目 11	**故宮參觀**
活動目標	提高學生對中國文化及歷史的認識，並培養愛國情懷。
活動情況	活動是與香港大學教育學院合作舉辦的。港大方面提供活動前期的指導工作，包括：開會、訂製教學計劃和工作紙等，而我校則跟據學生的能力修改了工作紙內容，並結合實際教學進度，按照學生的興趣設計了一系列的活動，包括繪本故事、聆聽練習、書法實踐活動、參觀前介紹、故宮場內的講解等。港大方面在活動結束後，與我校教師再次開會，總結及反思整個活動。
活動檢討	此次活動調動了學生的學習興趣，令他們享受並積極參與活動。外出參觀，使得教學更加立體化，令學生印象深刻。使學生，尤其是非華語學生，認識了相關的中國文化及歷史背景，提高了學生學習語文的興趣。希望該活動能延伸至所有年級的非華語及基礎漢語學生。

活動項目 12	**學習活動周**
活動目標	透過不同類型的活動，讓學生跳出課堂學習的框架，以更加生動有趣的方法，鞏固課堂所學，提高學習興趣。
活動情況	一至四年級學生首先觀賞「校際朗誦節」普通話朗誦冠軍學生的得獎短片，藉此肯定獲獎同學的表現，同時鼓勵其他同學積極參賽。然後各年級根據不同的普通話主題，製作相關的手工作品，優秀作品將在開放日展出。各年級的主題和手工作品分別是聲母和單韻母詞卡、複韻母小風車、輕聲詞語蝴蝶、多音字書籤。
活動檢討	各年級同學能夠用心觀賞獲獎短片，並能夠在老師的幫助下，完成手工作品，同時能夠鞏固課堂所學的普通話知識要點。

第七十四屆香港學校朗誦節

獨誦報名表格： 76　　共獲獎： 24

冠軍： 9　　亞軍： 9　　季軍： 6

冠軍					
編號	班別	學號	學生姓名	項目	名次
1	1M	9	林敦堯	詩 337	冠軍
2	2D	15	李家和	詩 337	冠軍
3	2J	16	李晉熹	詩 337	冠軍
4	2M	25	曾宥琋	詩 337	冠軍
5	2S	19	凌澤光	詩 337	冠軍
6	3D	3	張淳鏗	詩 336	冠軍
7	5D	28	符從德	詩 335	冠軍
8	5S	16	洪翊天	詩 335	冠軍
9	5S	21	梁天朗	詩 335	冠軍
亞軍					
編號	班別	學號	學生姓名	項目編號	名次
1	1M	6	周竣柏	詩 337	亞軍
2	1S	15	梁卓倫	詩 337	亞軍
3	2M	2	張天朗	詩 337	亞軍
4	3M	10	何子熙	詩 336	亞軍
5	3M	12	高哲謙	詩 336	亞軍
6	3S	3	張城熹	散 436	亞軍
7	4P	33	於建希	詩 336	亞軍
8	5D	28	符從德	散 435	亞軍
9	5M	11	張晉熙	詩 335	亞軍
季軍					
編號	班別	學號	學生姓名	項目編號	名次
1	1D	9	周樂	詩 337	季軍
2	1M	8	郭雋熹	詩 337	季軍
3	1P	21	邱嘉睿	詩 337	季軍
4	2J	16	李晉熹	散 437	季軍
5	2S	23	吳梓豪	詩 337	季軍
6	3S	3	張城熹	詩 336	季軍

2022 - 2023 EDB 普通話朗誦及演講比賽

編號	班別	學號	學生姓名	項目	名次
1	2M	2	張天朗	桃子	參與證書
2	5D	28	符從德	鷸蚌相爭	參與證書

第二十五屆全港中小學普通話演講比賽 2023

編號	班別	學號	學生姓名	項目	名次
1	2S	2	凌澤光	九龍初小組	季軍
2	4P	13	於建希	九龍中小組	良好獎
3	5D	28	符從德	九龍高小組	優異星獎

非華語學生中文才藝比賽_硬筆書法 2023

	班別(學號)	學生姓名（中）	名次
1	1D(11)	金信堯	亞軍
2	2M(1)	布斯樂	參與證書
3	3S(22)	柏禮文	參與證書
4	5D(1)	曾力行	參與證書
5	5D(6)	湯建鋒	參與證書
6	5J(1)	鮑文德	參與證書

Evaluation of Music Department Programme Plan 2022-2023

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.2 – G.3
Period	From August 2022 to June 2023
Description	Invite potential G.2 & G.3 students to attend Intensive Training classes to improve their techniques and skills in playing the Dizi and Erhu.
Evaluation	- The training programme increased students' interest in learning Chinese instruments. - 11 students have been invited to join the Chinese Orchestra and performed in different competitions and Homecoming Concert. - All students will take private lessons next school year. - Feedback received from both parents and students was positive.

Plan 2 : Music Competition	
Objective(s)	-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	From October 2022 to March 2023
Description	-Teachers selected potential students (G2-G6) to participate in School Orchestras and Ensemble Groups.
Evaluation	-More than 200 students were involved in the 75th Hong Kong Schools Music Festival solo items. -More than 80% of our students were awarded merit or above in the Schools Music Festival. -The School achieved very good results in the Hong Kong Youth Music Interflows. The Senior School Orchestra, String Orchestra and Chinese Orchestra got the Gold Award. -In the 75th Hong Kong Schools Music Festival, the Brass Ensemble was awarded the Gold Award. The String Orchestra, Clarinet Ensemble, Wind Ensemble were awarded the Bronze Award. Flute Ensemble was awarded the Silver Award.

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 introduced to G1-6 students by music teachers.
Evaluation	- G6 students were required to watch an online concert or musical. - G.6 students were required to submit a music report. - Students enjoyed sharing their music performance in class. - Students have learned from their sharing.

Plan 4: 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	- DBS Homecoming Concert was held on 12/7 and 13/7 in the DBS Auditorium. - 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 23/4/2023, a Mini Concert was held in the DBS Auditorium. The Senior School Orchestra, Wind and Brass Ensemble and Saxophone Ensemble performed in the concert. - We invited Mr. Timothy Sun to be the guest performer. - Over 300 parents attended the Concert. - Parents' feedback was positive and they enjoyed the concert very much.

Plan 5 : Music Captains	
Objective(s)	● To enable students to gain enjoyment and satisfaction through participating in musical activities. ● To enrich students' music learning experience.
Target	G.6
Period	Whole School Year
Description	8 potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	● Music Captains were selected to assist the Music Department. ● They took up the role as MCs in the DBSPD Sharing Concert, Prize Winners' Concert 2023 and Open House. - All of the Music Captains were very responsible and helpful. - They gained confidence and experience in public speaking.

Plan 7 : Music Project- DBSPD Sharing Concert	
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. - To share the music with the whole school.
Target	G.3-6
Period	April 2023
Description	Music performances presented by students of the School Orchestra and Guest Tutors.
Evaluation	- The concert was held in two performances, each with the audience of more than 600 parents and students. - It was a free concert. - Guest performance (Ensemble) was performed by the Conductors and Tutors. - Parents enjoyed it very much and the feedback was very good. - 26 teachers volunteered to help out during the concert and contributed to the success of the concert. - Members of the Music Department displayed excellent teamwork.

Evaluation of Physical Education Department
Programme Plan 2022-2023

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 display their skills 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 setbacks
Target	G.1 to G.6 Students
Period	Heats: 1-2, 5-6 September 2022 Finals: 11 October 2022
Description	The Inter-House Swimming Gala applications were 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 Inter-House Swimming Gala Finals programme rundown was prepared by the SD, while the teacher duty roster was prepared by the PD teachers. ● Teacher's comments were collected afterwards. ● Feedback from colleagues was mostly positive and minor suggestions were offered.

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 display their skills 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 setbacks
Target	G.1 to G.6 Students
Period	Heats: 12-14 December 2022 Finals: 7 February 2023
Description	The Inter-House Sports Day applications were open to all PD students. Students could participate in different track or field competitions at the finals competition.
Evaluation	● The Heats competition was held on 12-14/12/2022 successfully. ● The PD Sports Day Finals were held in the Kowloon Bay Sports Ground.

	● In order to let more students participate in the Finals, Inter-House Relay competitions for non-finalists in junior grade and senior grade were held during the Sports Day Finals and the feedback on this event was very positive. ● Teacher's comments were collected afterwards. ● Feedback from colleagues was mostly positive and minor suggestions were offered.

Plan 3: Alternative Sports	
Objective	1. To enable students to explore other sports in order to widen their horizons 2. To enhance students' collaboration skills, communication skills, creativity and critical thinking skills
Target	G.2 to G.6 Students
Period	Alternative Sports Programme: November 2022 to January 2023
Description	G.1 & 3 – Rope Skipping G.2 & 4 – Wushu G.5 – Dragon and Lion Dance G.6 – Pop Dance
Evaluation	Rhythmic movement is an essential part of FM. Pop dance could help G.6 students develop such ability. Since dancing is included in the G.1 & G.2 PE curriculum only, it is suggested that activities such as pop dance should be incorporated into the curriculum of other grades so that rhythmic movements of students can be further developed.

Plan 4: Local / Overseas Training Camps / Competitions	
Objective	To organize intensive local / overseas training camps for School Sports Team A or outstanding Team B members in order to prepare them for Inter-School Competitions
Target	G.3 to G.6 School Team Members
Period	During major school holidays
Description	1. Japan Volleyball Training Camp (21-28 Jul 2023) 2. Taiwan Football Training Camp (1-9 Aug 2023)
Evaluation	• Detailed evaluation reports of the sports camps will be completed after the trips. • Other sports camps will be organized next year.

Evaluation of Visual Arts Programme Plan 2022-2023

A. 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** • 2 Cross-Curricular topics & 4 NSE topics: **G.1 Thanks Giving from Nature,** ME, RE **G.2 Cheering for Our House,** Chi, Mus, PE, RE **G.1 Pointiest National Flag,** NSE **G.1 Rabbit Fai Chun, National Flag Pointillism,** NSE **G.2 & 3 Modern Chinese Ink Painting Landscape,** NSE **G.3 Contemporary Collagraphy Xu Bing,** NSE **G.4-6** • 4 Cross-Curricular topics, 1 STEAM topic & 5 NSE topics **G.4 Animal Chinese Characters,** NSE **G.4 Chinese Landscape & Characters,** NSE, Chi, G.S.II **G.4 Landscape Painting of Chinese Poem** 登鸛雀樓, PTH, NSE **G.5 Chinese Architecture Drawings,** NSE **G.5 Unveil Our National Geographic Beauty - Post Card Painting,** NSE G.S. II **G.6 Speed & Rate - MagLev Train,** STEAM, PE, SCI, MATH
Evaluation	All Cross-Curricular topics were completed on schedule and can be used again in the new academic year.

Plan 2: Art in School Partnerships	
Objective	To develop the boys' artistic potential through exploring various media & formats
Period	Terms 1-3
Description	**G.1-3** • School Magazine Committee: Adverts by 1J 6 Aidan Cheung & 3J 20 Teak Lui • P.E. Department: Sports' Day cheer for your house shakers - G.3 students • Art tutor Pan Li: G.1 Chinese Rabbit Fai Chun **G.4-6** • Mighty Oaks: Tambourine Designs for the Elderly – G.4 & 6 60 students • Net Spring: Talk on Blue Planet – G.5 VA classes • Art tutor Pan Li: G.4 登鸛雀樓 Fan Chinese Painting • Art tutor Ada Wong: G.6 Digital Self-Portrait
Evaluation	The School Magazine, and the School's Sports Day are effective avenues that allow students to unleash their creativity and display their art outside the classroom. New partnerships have been formed, through visits from art tutors who specialize in a specific art style have been valuable to extending students' repertoire.

Plan 3: Student Art Exhibitions	
Objective	To display students' artworks inside and outside of school premises to share their art with others and help promote self-reflection and critical thinking skills on artworks they have created
Period	Throughout the year

Description	Displays in School • Around campus: 1st floor: G.1 Shield about Me & G.5-6 Jelly Wax Cups 2nd floor: G.3 Treasure Boxes 3rd floor: G.3 Animal Character Relief 4th floor: Nocturne Sunflower 5th floor: T1-Hidden Word T2- Chinese Character Landscape, T3- Spring Wreath Lift: Terms 1, 2: G.4-6 Hymn Book Design T2, 3: G.2 Movement Open House Exhibitions: 15 Jan 2023 • Public Exhibitions: Tambourine Designs, Nana Mall Blue Planet, Zero Carbon Park
Evaluation	There are 10 new projects displayed around the school campus this year – 7 projects that are individual student works and 2 mural size group display works. We will continue to identify display space around the campus to showcase new mural size artworks produced this year. Students enjoy seeing their works both outside and inside of school. It is a great form of sharing and learning.

Plan 4: Art Competition

Objective	To allow students to challenge themselves, push the boundaries of their artistic abilities and gain exposure for their art
Period	Terms 1-2
Description	Art Competitions Entered: • G.1-3 **The International and Local Art Mail Competition** – '**Playground**' HKSEA • G.1-6 **Exhibition of Student Artworks**, Curriculum Development Institute, EDB <u>Nature</u> • **G.5 Blue Planet Drawing & Digital Drawing**, Net Springs <u>Care for Our Community</u> • G.4 **Ace Art: Tambourine Design**: Leisure Activities of by Gone Years, Mighty Oats <u>NSE</u> • G.1-6 小龍馬 **Drago Cavallo** Youth Art Competition The Hong Kong Jockey Club • G. 5 **Dancing Dragon -** Dragon Foundation & HKFYG • G.1-4 Drawing & Colour Competition: **Run, Hide, Report.** Inter-Department Counter Terrorism Unit • G4-6 **Youth Art Festival**, Ma On Shan Youth Association Chinese Painting themes: 池塘清趣 / 二月春風似剪刀
Evaluation	<u>Competition Winners</u> • 小龍馬 **Drago Cavallo** Finalist: 3S 21 Aaron Pang and 3S 32 Samuel Yip • **Blue Planet** Drawing Competition: 1st Andy Ren 5P 18, 2nd Luke Chen 5D 1 & 3rd Charles Shum 5P 19 and 1st (digital)Vasco Lau 5S 19 • **Tambourine Design** Competition:

	Best Sharing of Inspiration Award- Ian Leung 6J 16 Outstanding Mention Award- Andy Pang 4M 20 Best Display Love for Elderly Award- Duncan Lo 4J 21 • **Youth Art Festival**: Finalist 5D 21 Kristofer Rasmussen <u>Reflection</u> • Competitions by some organizers such as Blue Planet Drawing Competition and Tambourine Design Competition were beneficial to students regardless of whether they have won prizes, as organizers would hold public exhibitions to display artworks for participating students.

Plan 5: Cultural Adventures
To expose students to a wide range of artistic works and develop an appreciation for art and culture
Terms 1-3
Art Exhibition Visits: <u>HK Museum of Art Visit</u> 'By the People Creative Chinese Characters' – Modern Chinese Art 6 December 2022, 21 G.3-4 students <u>K11 Musea – Modern Western Art</u> 'City as Studio' & Art Mall Sculpture Tour 31 March 2023, 24 G.5-6 students
Surveys of the trips reveal positive feedback; several students even wanted the tour to be longer than an hour.

Plan 6: Extra-Curricular Art Classes

Objective	To develop students' artistic potential through various media explorations
Period	Terms 1-3
Description	**G1-3** Classes: Drawing (18) Chinese Painting (18) Workshop: Ceramics (12) **G4-6** Classes: Digital Drawing (12-15) Chinese Painting (18) Ceramics (12) Workshops: Stop Motion Animation (10), Upcycle Wood Stool (16) & Ornament (16), Jelly Max Jar (20) ( )=Quota

Name of ECA	Grade levels	Total Number of Students
Ceramics	G.1-3 G.4-6	12 12
Chinese Painting	G.1-3 G 4-6	42 9
Digital Drawing	G.4-6	39
Drawing	G.1-3	30
Stop Motion Animation	G.4-6	20
Jelly Wax Jar	G 5-6	20
Upcycle Wood Workshops	G.4 G.5-6	16 23
	Total:	**223**

Evaluation	**G1-3** Classes are very popular and were all fully booked by students. **G4-6** The most popular classes are Digital Drawing and Stop Motion Animation, hence additional classes will be organized next academic year for these courses.

Plan 7: 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 2022/2023** **Blended Learning** **G1-3** Padlet- Artworks Commentary Homework: G.1-2 Colour Wheel, G.3 One Point Perspective **G4-6** Padlet – Artworks Commentary & Google Classroom – art video sharing Homework: G.4 Notan Paper Cut, G.5 G.6 Exquisite Corpse **Attitude & Behaviour** Establish appropriate etiquettes and interpersonal skills through blended learning.
Evaluation	As a non-core subject, it has been difficult for students to complete their traditional VA homework tasks as art making can be time consuming for students who have busy schedules. However, students are more likely to be willing to do quick art appreciation tasks on online platforms such as padlet.

Evaluation of Religious Education Department
Programme Plan Evaluation 2022-2023

2022-2023 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:	宗教科老師對同學的認識不深，同學也較少主動聯絡老師，因此活動成效一般。

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，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:	宗教科於開學期間為新生舉行調適活動，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；也簡單介紹早會、詩歌本、主禱文和基督教信仰。
(五)	活動檢討:	小一宗教科任向新生介紹詩歌本、班名的由來及主禱文等，學生表現積極，投入校園生活。

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、三月、五月及七月
(四)	活動內容:	崇拜
(五)	活動檢討:	• 全年共舉行了五次崇拜，每次有三至四級學生於禮堂實體參與崇拜，其他級別則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，擔任輔祭（Altar Server），於崇拜時穿上禮袍，協助崇拜進行得更莊重和流暢。

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，學生領袖負責帶領誦讀主禱文。逢星期三，由聖公會牧師、宗教科老師或基督徒老師輪流主領，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，有助加強宗教氣氛。

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、二年級各 20 位學生及其家長
(三)	推動時間:	全年
(四)	活動內容:	由聖公會池嘉邦牧師夫婦每月到校，為一、二年級學生和家長各主持聚會，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:	學生及家長投入活動，出席率高，能彼此建立關係，也能透過活動加深對信仰的了解。

6. 家長團契

(一)	活動目標:	透過牧師夫婦帶領，考查聖經及分享，尋求神在家長身上所定的使命。
(二)	活動對象:	一、二年級各 20 位家長
(三)	推動時間:	全年
(四)	活動內容:	活動於每次親子聖經班後進行，由聖公會池嘉邦牧師夫婦主領，跟家長分享神的話語及自身的經歷，為家長帶來鼓勵。聚會時間為早上 8:30-9:00。
(五)	活動檢討:	家長願意參加聚會，能跟牧師夫婦作出互動，彼此建立良好的關係，祈盼有助在生活中實踐信仰。

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:	全校及訪客
(三)	推動時間:	一月
(四)	活動內容:	開放日中貼上宗教科及德育科在校發展情況的壁報，並設有「五色福音畫」製作攤位，藉此向參觀的孩童及家長簡述福音內容。
(五)	活動檢討:	當日不少來賓參觀課室，並參與製作「五色福音畫」，氣氛熱鬧。

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:	全校
(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，增加學生對本科的認識及興趣。
(五)	活動檢討:	本年度第一次及第二次的展板以金句作主題，第三次則以本校班名由來做主題，祈讓學生更了解班名的聖經人物。

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:	2023 年 3 月
(四)	活動內容:	鼓勵對朗誦有興趣的同學參加漢語聖經協會舉辦之聖經朗誦節，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:	本年度共有七位同學參加聖經朗誦節，其中五位獲獎，成績令人鼓舞。建議明年繼續鼓勵同學參加該活動，讓他們牢記神的話語。以下是得獎名單： **<u>獨誦學校組</u>** 小五組廣東話冠軍: 5S 梁天朗 小一組廣東話亞軍: 1D 古朗頤 小一廣東話組季軍: 1M 謝明恩 小三組廣東話季軍: 3M 林學凜 小一組廣東話優異獎: 1P 黃煒傑

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:	六月
(四)	活動內容:	邀請聖公會池嘉邦牧師夫婦及一位弟兄主領聚會，於試後

		為小六學生舉行一次福音聚會，內容有詩歌、遊戲及信息，希望透過活動，讓學生相信並接受耶穌基督為個人救主。
(五)	活動檢討:	在決志表上，多於50位同學表示願意信耶穌，成為基督徒及希望認識基督教信仰更多；也有9位同學只選願意信耶穌，成為基督徒。

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。老師可安排在課堂上回答同學問題，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
(四)	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。教師可安排在課堂上回答同學問題，個別面談或請學校的牧師以書面形式回應。老師可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:	聆聽箱使用率偏低，所以老師在早會上加以宣傳及提供使用方法，鼓勵同學寫下心聲或代禱事項，效果有顯著改善。

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忙碌，平均有 6 位老師參加祈禱會，活動能有效地凝聚基督徒教師互相守望的力量，彼此支持。

13. 教師退修活動

(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:	2023 年 3 月
(四)	活動內容:	是次活動邀請聖公會池嘉邦牧師主領，到聖公會施洗聖約翰堂參觀及退修。同工透過動物模型及物件默想，然後分享當中的領受及得着。
(五)	活動檢討:	雖然活動當日天氣不穩，但 13 位同工都享受其中，投入參與，希望來年再舉辦活動，讓同工有安靜空間，重新得力。

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:	基於同工日常工作繁重，故本年度未能安排教師團契活動，盼望來年有更好的規劃及安排，令活動得以順利進行。

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福利協會以賣獎券形式籌款，並參加香港聖公會開基 180 周年教省成立 25 周年堂、校、社服發展日。
(五)	活動檢討:	1. 家長及學生反應積極，是次活動共籌得 87620 港元，並獲小學組「最具愛心獎」。 3. 本校宗教科老師參加香港聖公會開基 180 周年教省成立 25 周年堂、校、社服發展日。

Evaluation of Library Studies Department
Programme Plan 2022-2023

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 School Library (g) Update information on eLibrary Plus (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 31,000 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. Students enjoyed the library facilities and the comfortable environment offered by the School Library.

Plan 2: Library Education	
Objective	To enhance students' information literacy skills and reading incentives.
Target	All Students
Period	Whole School Year
Description	1. Grades 1-4 students were introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. Grades 1 and 2 students learned basic library knowledge, such as the roles of author and illustrator. 3. Grades 3 and 4 students learned advanced library knowledge, such as the usage of electronic books, the way to use encyclopaedia and the classification methods of library materials (Dewey Decimal Classification and Chinese Books Classification). 4. Grades 1-4 students learned about information literacy, such as information needs, copyright and ways to access reliable information. 5. G.5 and G.6 students took turns to visit the Library during Reading Period.
Evaluation	The library curriculum was refined this school year to suit the needs and interests of our students. Teaching resources and worksheets were designed to enhance learning effectiveness and motivation of the students. Independent reading time was provided in the library lessons to let students enjoy reading in the School Library.

Plan 3: Cross-Curricular Collaboration	
Objective	1. To develop the School Library to be an information and media centre which provides diversified reading materials and resources for teaching and learning. 2. To provide a good learning and reading environment for students and staff.
Target	All Students
Period	Whole School Year
Description	1. A cross-curricular activity was held with Moral Education Department 2. The Schemes of Work of different departments were used as references to understand the specific needs of each subject in order to support teaching and learning.
Evaluation	<u>Collaboration with Moral Education Department</u> Activity: HEIFER " Read to Feed" (Grades 1-2) Students learned how HEIFER helps poor people in China.

Plan 4: Reading Activities	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole School Year
Description	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. Book Fair 9. 4.23 World Book Day Celebrations 10. 4.23 World Book Day Creative Competition" 2023 11. 第六屆香港學生創意閱讀報告比賽
Evaluation	**1. Storytelling Sessions** ● 6 parents from each Grades 1-2 class were invited to be the volunteers. A briefing session was held for the parents on 27 April 2023. ● 3 Storytelling Sessions for Grades 1 and 2 were held on 11 May (Grade 2), 25 May (Grade 1) and 15 June (Grades 1 and 2) 2023 during the first Class Period. Both students and parents had a great time. **2. Heifer Read to Feed Programme** ● The programme was organized for Grades 1 and 2 students. ● 68 students participated in this programme and $34,844 was donated this year. ● A video provided by Heifer was shown to the students and books relating to the programme were displayed in the Library. **3. Library Cards for All Children Scheme** 62 Grades 1 and 2 students applied for the HKPL Library Cards through the School. **4. Newspapers and Magazines Subscription** ● 5 newspapers and magazines from 4 publishers were available for subscription. All the newspapers were subscribed through the School Library and all magazines were subscribed online by parents directly. ● 136 students subscribed to Goodies, 47 students subscribed to Junior Standard, 32 students subscribed to the South China Morning Post, 17 students subscribed to Ming Pao and 43 students subscribed to Sing Tao Daily this school year. All the magazines were posted to students' home directly. **5. Author Visit** 2 Author Vists were held successfully this year. Mr. Kinchoi Lam and Mr. Lai Ho were invited on 12 December 2022 (Grades 2-3) and 7 July 2023 (Grades 3-6) respectively. Our boys enjoyed the talks very much. **6. Reading Programme** A Reading Bingo Booklet was newly designed this year and the reading programme started in Feburary 2023. 161 booklets were

received to redeem prizes. 103 small prizes and 22 big prizes were given out.

7. Books Borrowing Ranking Charts

The borrowing ranking charts (Top 10 Borrowers, Class Borrowing Ranking, Most Popular English Books, Most Popular Chinese Books) gave students the incentives to borrow more books in order to get a higher ranking for themselves and their own classes.

8. Book Fair

2 Book Fairs were held on both Parents' Days, 3 February and 6 May 2023. Commercial Press, Fun to Read and Intelligence Software were invited to join the events. They provided English and Chinese reading materials and educational computer software for students, parents and teachers to purchase.

9. 4.23 World Book Day Celebrations

Different activities were designed:

Grades	Items
1	My Favourite Story Cube
2	My Favourite Book Jacket Design
3	Mini eBook Report
4	Lap-eBook Report (Themes: Chinese Culture or STEM)

Students took turns to present their works during library lessons. The aim was to enhance the reading culture among our boys. Students were very interested in doing the projects and the books that their classmates presented.

10. 4.23 World Book Day Creative Competition" 2023

3 pieces of drawing from Grade 1, and 2 pieces of book report from upper grades were submitted to join this competition in January 2023.

11. 第六屆香港學生創意閱讀報告比賽

5 best works from Grade 4 were selected to participate in this competition.

Plan 5: 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	There were 60 Student Librarians in total this year. Their service hours in the School Library were counted under the Be a CARE Leader Programme. The Student Librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training. The School Library issued certificates to recognize their contribution to the School. 18 Student Librarians participated in a 2-day storytelling workshop which was held on 21 April and 5 May 2023. It was aimed to enhance the student librarians' storytelling skills. They enjoyed taking part in the workshop.

Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole School Year
Description	New books were displayed with eye-catching decorations. Monthly displays on different topics were set up.
Evaluation	The promotion could draw students' attention to new library books which are in good quality. Display boards introducing information literacy, library activities, students' work and different authors were posted outside the Library.

Evaluation of Computer Studies Department
Programme Plan 2022-2023

Programme Summation:

In the school year 2022/23, 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 2022 – July 2023
Description:	Students were selected as IT Directors and IT Captains to assist the IT Officers in maintaining order and discipline in the STEAM Room during recess. Students from G5 were selected as team leaders.
Evaluation:	5 Grade 5 students were selected to be IT Directors and 25 Grade 4 students were assigned to be IT Captains. The STEAM Room opened from Monday to Friday during 1st and 2nd Recesses, accommodating different grades on different days. About 30 students came to enjoy the STEAM room during recess every day. The IT Directors and Captains maintained the discipline in the STEAM room and attended duty punctually.

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:	G3 to G6 students
Period:	Sept 2022 – July 2023
Description:	**Hong Kong Primary Schools Olympiad in Informatics**
Evaluation:	Results of the competition: • 54 students from Grades 4-6 enrolled in the Heat Event with 4 students successfully entered into the Finals. • DBSPD was awarded the Grand School Prize Champion in the Final Event. Two boys were awarded Gold Awards and two other boys were awarded Silver Awards.
Description:	**International Coding Elite Challenge 2022**
Evaluation:	The ICE Challenge is a follow-up competition from the Python Programming ECA. Five 1-hour lessons were offered for the students to be better-prepared for the competition. Two students received Gold Awards, one student received Silver Award and two other students received Bronze Awards.
Description:	**World Robot Olympiad Competition**
Evaluation:	Our school sent 4 teams into the competition and obtained satisfactory results of 3 Bronze Prizes and 1 Merit Prize. As students will be able to receive face-to-face training in the coming year, we would be expecting better results in the competition next year.

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 2022 – Dec 2022

Description:	The STEAM lessons were conducted by outsourced lesson provider. The topics were: G1: Dash & Dot G2: Dash & Dot G3: Micro:bit G4: Halocode G5: Drone G6: Dobot
Evaluation:	The curriculum was well designed which provides an exciting and hands-on environment to develop students' computer skills and problem-solving skills.

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 2023
Description:	An Internet Safety Seminar
Evaluation:	The seminar was cancelled due to the full schedule of the school hall during Extended Learning Weeks. Classroom activities were conducted to consolidate coding skills and the basic concept of A.I. during Extended Learning Weeks.

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:	Jan 2023 – Feb 2023
Description:	**Python Programming (CodeCombat)**
Evaluation:	10 Grades 4-5 students from last year's Python Programming Course (Level 1) were selected to join the Level 2 course. 14 Grades 3-4 students were selected to join this year's Python Programming Course (Level 1). Students had a total of 8 1.5-hour lessons, totalling 12 hours of learning. Lessons were conducted after school in STEAM room on Tuesdays and Thursdays. Students were able to keep up and follow along with the course content.
Description:	**C++ Programming Beginner Class**
Evaluation:	There was a total of five 1-hour lessons for 21 students from G.5-6 who enrolled in the C++ programming class. It was conducted by members of the Olympiad in Informatics Team of DBS, mainly Grades 10-11 SD students. Our boys displayed interest in computer programming and expressed gratitude to the SD students for their guidance and friendliness.

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:	G1 to G6 students
Period:	Oct 2022 to July 2023

Description:	CS teachers worked with teachers of other departments to ensure students could successfully undergo cross-curricular activities.
Evaluation:	<u>Grade 1: 2D-Shapes (with Math)</u> Grade 1 students made use of their previous knowledge from their Math lessons to form pictures with 2D-Shapes on Microsoft Word. They then counted the number of different shapes that they had used after finishing the picture. <u>Grade 2: Animals treasure hunt (with English and Math)</u> In English, Grade 2 students learnt different facts and research about animals and learnt to describe animal with their features, diet and life cycle. In Math, students learnt the four directions. Students created an animation about one of the animals they chose from 'Animals Baby Kingdom', and were able to program a story about the animal, such as Physical Attribute, Life Cycle, Prey/ Predator, Habitat and Diet etc. <u>Grade 3: Storytelling through programming (with English)</u> Grade 3 students wrote a piece of creative writing during English lessons. Then they turned their own writing into an animation using Scratch during CS lessons. Students were able to apply the computer skills learnt and enjoyed making their own animation with their original story. <u>Grade 4: Habitats for animals (with Science and Chinese)</u> The theme was Animal Adaptation. In Computer Studies lessons, Grade 4 students used Scratch to design a maze to return an animal back to its natural habitat. <u>Grade 5: Smart Alcohol Hand Dispenser (with English and Science)</u> Grade 5 students wrote the code for their micro:bit to react to hands being placed in front of the sensors during Computer Studies lessons. The spray bottle was then built during Science and CS lessons. Upon completion of the model, students then conducted scientific tests to practice holding fair tests and identifying variables in science experiments. At the same time, students were taught to write a sales pitch for their devices in English lessons. Finally, they shared their performances via video on Padlet. <u>Grade 6: Internet Safety (with Moral Ed & Chi)</u> In Moral Education lessons, Grade 6 students designed a poster about Digital Citizen & Netiquette and posted it on Padlet. In Chinese, students did a composition writing 邁進資訊科技新時代. In CS lessons, students learnt about Rights & Responsibilities on the Web and completed questions on Google Form (NSE).

Evaluation of Moral Education Department
Programme Plan 2022-2023

Programme Summation & Evaluation:

This year's Moral Education programmes continued to focus on developing students' positive values and keen learning attitudes. In response to the School's Major Concerns for the School Year 2022-2023, the Department focused on developing the positive values of Empathy, Respect for Others and Law-abidingness in this academic year.

To evaluate the development of values and caring attitudes amongst students, the user-defined APASO survey with the subscales - "Care for Others", "General Satisfaction" and "Values and Attitudes to School" was used to evaluate our students' development of values and attitudes. Our students outperformed their Hong Kong peers in the subscales "Care for Others" and "Values and Attitudes to School", indicating their awareness to show empathy for others. However, in this same survey, it was also found our students' mean scores on "General Satisfaction" for G.5 & G.6 students dropped between the pre-test held in November 2022 and the post-test held in June 2023. The items in this subscale with the greatest drop in scores were, "I like to go to school each day" and "I like being at school". The drop in scores indicated our G.5-6 students were still getting used to having face-to-face lessons every day. It was suggested in our year end meeting that more activities on stress management and positive emotions could be held for G.5-6 students in the future so that our G.5 & G.6 boys would be better equipped to handle stress and enjoy a more satisfying school life.

Programme Evaluation:

1. First Week of School Activity and Webinars

Objective(s):	To organize webinars to promote moral values and social skills amongst students
Target:	G.1-6 students
Period:	September 2022
Description:	To establish appropriate etiquettes and interpersonal skills through blended learning To develop a more inclusive school environment through engaging our students in more group interactions
Evaluation:	Worksheets were collected to consolidate the learnings of G.2-4 students and Padlets were used to collect the feedback of G.5-6 students after the webinars were held. From the answers on Padlets and worksheets, our students displayed a clear understanding of the taught etiquettes and interpersonal skills.

2. APASO Questionnaire

Objective(s): To examine our students' whole person development and needs in the social and affective domains.

Target: G.3-6 Students

Period: October 2022 – May 2023

Description: The School selected suitable questionnaires to obtain objective data which reflect our students' whole person development and needs.

Evaluation: All G.3-6 students completed the pre-tests and post-tests of the selected questionnaires. The School was then able to draw up an action plan and make certain amendments for the development of the Subject in the next academic year.

3. Read to Feed Programme

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

Target: G.1-2 Students

Period: March – June 2023

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 needs of poor people in China and the importance of taking actions to help the needy. This year, students could also help children from low-income families in Hong Kong through the programme.

Evaluation: A circular was sent to parents in March 2023 to encourage students to join the Read to Feed Programme. 68 G.1-2 students joined the programme and a total sum of $34,844 was raised by our participants.

4. Parents' Workshops

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

Target: All Parents of our students

Period: March - May 2023

Description: 8 online parent workshops on different aspects on parenting were held via Zoom on Mondays.

Evaluation: The workshop on "Role of Parents" was the most popular workshop as parents would like to learn more about the different styles of parenting. Among all topics covered, the workshop on "Sex Education" had the lowest number of participants. According to a survey conducted at the end of the workshops, most participants found the online workshops very useful and practical. It was suggested to continue holding these workshops as parents found them beneficial.

5. Post Assessment Student Workshops

Objective(s): To reinforce students' positive values through participating in group activities

Target: G.2-5 Students

Period: July 2023

Description: Two Moral Education activities were held during the Extended Learning Weeks in 2023. The first activity was called "Turnaround" which was jointly organized by Po Leung Kuk. Speakers from Po Leung Kuk came to our school to conduct the activity in the Hall on 28 June 2023. The value focused on this activity was "Resilience". The second activity held was "Be My Own Little Boss", co-organized with Project M2. The positive value focused in this activity was "Law Abidingness".

Evaluation: Our boys enjoyed both interactive activities a lot. They displayed understanding of the importance of having resilience in what they do and the importance of following rules. The outsourced tutors understood the need of our boys and engaged them with a lot of activities in their sessions.

Evaluation of Electives Department Programme Plan 2022-2023

Programme Summation & Evaluation:

Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests.

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. To provide diverse learning materials for catering learners' diversity.	A total of 60 courses were organized in 2022-2023. 53 electives were delivered by out-sourced organizations. 7 electives were conducted by our teachers. About 770 students from G1 to G6 were allocated in the elective programmes conducted by both out-sourced organizations and our teachers each term as planned this year.
2	To emphasize life-wide learning (students learn in real contexts and authentic settings). The experiential learning experiences will enable students to acquire knowledge that is not covered in regular classroom learning.	Students' feedback: 90.4% of the responses received agreed the lessons were well-organized, the tutors presented the lessons clearly and they learned new knowledge / new skills from the lessons. 88.5% of the responses received agreed the lessons were interesting and enjoyable. 86.4% agreed they participated actively during the lessons. 84% of the students agreed the lessons were well-paced and 87.2% of them agreed the venues were suitable.
3	To enable students to learn through interactions with schoolmates and tutors of external organizations	Teachers' feedback 100% of electives teachers agreed the lessons they observed were well-organized and well-paced. 97.4% agreed the lessons were interesting and enjoyable for our students and the tutors presented the lessons clearly. 94.8% agreed our students participated actively during the lessons.
4	Let students choose the electives according to their interests during whole day face-to-face timetable. Assign different courses on the class basis during half day zoom timetable.	Each elective was conducted in class-based instead of referring to students' preference this school year due to half day school.
5	To further develop students' self-learning skills. (E.g. Be a SMART Learner, Think to Speak, etc.)	A total of 22 courses to promote self-learning skills were included in Personal Development area (as shown in table below).
6	To enrich the curriculum with STEAM approach. (E.g. Creative Computing with Scratch Programming, CoSpaces Advanced VR etc.)	A total of 20 courses to promote STEAM were included in Science area (as shown in table below).

ART & SPORT	LANGUAGE & CULTURE	SCIENCE	PERSONAL DEVELOPMENT	
Origami	International Corner	Live with our Nature	Go Culture: Beginners	Architecture Appreciation
Collage Art	Elementary Japanese	Discover Sea Glass	Go Culture: Intermediate	Stormy Chefs
Art of Paper	Intermediate Japanese	Science Adventures	Go Culture: Advanced	Fair Trade Club
DIY Fotomo 立體相模型	Chinese Food Culture 中國傳統飲食文化	Science Adventures II	Money Management	The Chess Academy
中國畫	Handmade Traditional Toys & Play Culture	天文實驗班	Be a Magician	Drawing on the Right Side of the Brain Workshop
Tie Dye	Elementary French	Toy Science	FUN with LEGO	兒童繪本
Print Making Art Workshop	Story Telling with Fun	Science Adventure Builder	Basic Outdoor Survival Skills 求生技能初探	Skills to Face Adversity
3D Sculpture	Korean Culture	Advanced STEM Challenge	Be a SMART Learner	Juggling Matrix (雜耍天地)
Taekwondo	German for Beginners	Food Science	Think to Speak 環保小先鋒	Board Games
Table Tennis	African Culture	Learning is Cool - Zoology for Kids	Be a SMART Leader	Photography
Molkky and Dodgebee	African Performing Art Workshop	探索侏羅紀	Global Elementary Model United Nations	Team Building Workshop
Rope Skipping	Let's Explore the World	Forensic Science		
Lacrosse	Explore World Heritage	3D Modelling & Printing		
Hockey		Science Workshop I		
Dodge Ball		Science Workshop II		
Softball		Coding: Swift Playground		
Squash		VR & AR		
Rock Climbing		CoSpaces Advanced VR		
Handball		Creative Computing with Scratch Programming		
		Maths Problem Solving Strategies		
19 (25.7%)	**13 (17.6%)**	**20 (27%)**	**22 (29.7%)**	

DSS Schools' Annual Financial Position
Financial Summary for the 2021/2022 School Year

	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.*	39%
Donations, if any	*N.A.*	1%
Other Income, if any	*N.A.*	3%
Total	57%	43%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	74%	
Operational Expenses (including those for Learning and Teaching)	13%	
Fee Remission / Scholarship[1]	4%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.11 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	8.36 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
Revised 11-8-2023

Student Achievement (September 2022 – August 2023)

I. PE Department

1. All Hong Kong Inter-Area Primary Schools Football Competition
- Champion

2. All Hong Kong Inter-Primary Schools 5-a-side Football Competition
- Champion

3. Kowloon South Area Inter-Primary Schools Football Competition
- Champion

4. Nike Cup - Hong Kong Five 2023 (Nike Academy Invitational) Competition
- Champion

5. All Hong Kong Inter-Area Primary Schools Table-Tennis Competition
- Champion

6. Hang Seng All Schools Table-Tennis Championships 2023
- Overall Champion
- Boys' Double – 1st Runner-up (4P CHOW HOI SUN HAYSON & 6M LAI WAI YIN)

7. All Hong Kong Jing Ying Table-Tennis Tournament
- Boys' Single – 1st Runner-up (5P SO CHEUK MAN)
- Boys' Double – 1st Runner-up (4P TAM SHUN YU ISAAC & 6M IAN LAI WAI YIN)

8. Kowloon South Area Inter-Primary Schools Table-Tennis Competition
- Boys' A Grade – Champion
- Boys' B Grade – 2nd Runner-up

9. All Hong Kong Inter-Area Primary Schools Volleyball Competition
- Champion

10. All Hong Kong Mini Volleyball Competition
- Champion

11. Kowloon South Area Inter-Primary Schools Volleyball Competition
- Champion

12. All Hong Kong Inter-Primary Schools 5-a-side Handball Competition
- Champion

13. Kowloon South Area Inter-Primary Schools Athletics Competition
- Boys' A Grade – Champion
- Boys' B Grade – Champion
- Boys' C Grade – Champion

14. All Hong Kong Inter-Area Primary Schools Athletics Competition

- Boys' A Grade 200m – Champion (6P ERNI AUSTIN HANZEL)
- Boys' A Grade 60m – 1st Runner-up (6S LAM KA FUNG JONAS)
- Boys' A Grade Shot Put – 2nd Runner-up (6M SIU HOI WAN IAN)
- Boys' B Grade 60m – 2nd Runner-up (5J CHAN YAT WAI)
- Boys' B Grade 100m – 2nd Runner-up (5J NG TIN YU)
- Boys' C Grade 100m – 3rd Runner-up (4S CHAN PAK LAM JAVEN)

15. Kowloon South Area Inter-Primary Schools Swimming Competition

- Boys' A Grade – 2nd Runner-up
- Boys' B Grade – 1st Runner-up
- Boys' C Grade – 1st Runner-up

16. All Hong Kong Inter-Area Primary Schools Swimming Competition

- Boys' C Grade 50m Backstroke – Champion (4D HSIEH KURTIS YI HON)

17. Kowloon South Area Inter-Primary Schools Basketball Competition

- 1st Runner-up

18. Zurich Insurance Hong Kong Inter-school 3X3 Basketball Competition 2022-2023

- Champion

19. All Hong Kong Jing Ying Badminton Competition

- Boys' Single – Merit (6P LEE TIN LUK ODEN)
- Boys' Double – Merit (6D TANG HOK LAI LARRY & 6J CHANG TREVOR YAT SHUN)

20. Kowloon South Area Inter-Primary Schools Badminton Competition

- 1st Runner-up

21. All Hong Kong Inter-Primary Schools Squash Competition

- Boys' Overall – 2nd Runner-up
- Boys' B Grade – 2nd Runner-up
- Boys' C Grade – 1st Runner-up
- Boys' B Grade Individual, Merit – 5J CHIU YIN CHING TAYLOR
- Boys' C Grade Individual, 3rd runner-up – 3J LIU JASON CHUN SHING
- Boys' C Grade Individual, Merit – 4S CHIU DUSTIN

22. All Hong Kong Inter-Primary Schools Fencing Competition

- Boys' A Grade (Foil) – 3rd Runner-up
- Boys' C Grade (Foil) – 3rd Runner-up

23. All Hong Kong Inter-Primary Schools Touch Rugby Competition

- Merit (5th Place)

24. Inter-Primary Schools (Kowloon District) Rope Skipping Competition

- Boys' A Grade – Champion
- Boys' B Grade – 2nd Runner-up

II. Music Department

1. 2022 Hong Kong Youth Music Interflows

- Symphony Orchestra Contest – Gold Award
- Chinese Orchestra Contest – Gold Award
- String Orchestra Contest – Gold Award

2. 75th Hong Kong Schools Music Festival

- String Orchestra: Silver Prize
- Brass Ensemble: Gold Prize
- Clarinet Ensemble: Sliver Prize
- Wind Ensemble: Bronze Prize
- Flute Ensemble: Bronze Prize

III. English Department

1. Hong Kong Schools Drama Festival

- Award for Outstanding Audio-visual Effects
- Award for Outstanding Cooperation
- Award for Commendable Overall Performance
- Award for Outstanding Performer:
  - ✧ Jaden Tam (5J, 23)
  - ✧ Owen Chua (5D, 04)
  - ✧ Preston Chung ((5D, 05)
  - ✧ Morton Sung (6PX, 20)
  - ✧ Kenson Yeung (5M, 29)
  - ✧ Kristofer Rasmussen (5D, 21)
  - ✧ Tsui Tsz Yuen (4S, 25)
  - ✧ Barron Ng (4P, 29)
  - ✧ Harold Chan (4M, 01)
  - ✧ Winston Mok (4P, 23)
  - ✧ Alexis Yu (4S, 32)

2. English Penmanship Competition

- Organisation with the Best Performance – Diocesan Boys' School Primary Division
- Best Participation from an Organisation – Diocesan Boys' School Primary Division
- Junior Grade – Overall 1st place (Jeremy Ou)
- Junior Grade – Gold Award (Kwok Ying Nok, Dexter Chow, Sean Lam)
- Senior Grade – Overall 3rd place (Lau Chun)
- Senior Grade – Gold Award (Jonathan Wong, Jayden Chin)
- Senior Grade – Silver Award (Ethan Woo, Yu Wan Lik)

3. Global Leadership Link: Let Students Talk About Education International Conference Presentation Competition

- Outstanding Presentation Award – Team A: Ethan Woo and Willis Leung
- Champion – Team B: Matthew Xu, Wayne Wong, Ayden Lo and Dylan Chung

4. The 15th English Radio Drama Competition for Schools in Hong Kong and Macao – Finals

- Merit Prize – Cyrus Yuan (6X); Ayden Lo (6X); Alvin Chow (6X); Morton Sung (6X); Winston Mok (4S)

5. Hong Kong Budding Poets (English) Award Open Section 2022/2023

- Honourable Mention – Felix Chan (4P)
- Poet of the School – Felix Chan (4P)

IV. Chinese Department

1. 校際朗誦節 - 第七十四屆香港學校朗誦節

班別	姓名	成績
1M	謝明恩	詩詞獨誦冠軍/探本溯源盾
2D	蔡珈宏	詩詞獨誦冠軍/探本溯源盾
2D	蔡珈宏	散文獨誦冠軍/探本溯源盾
2J	陳啟政	散文獨誦冠軍/探本溯源盾
2J	鄧溢昇	詩詞獨誦冠軍/探本溯源盾
2S	陳淳醴	詩詞獨誦冠軍/探本溯源盾
3J	廖俊誠	詩詞獨誦冠軍
3M	林學凜	宗教作品朗誦冠軍/探本溯源盾
3M	林學凜	詩詞獨誦冠軍
5S	梁天朗	詩詞獨誦冠軍
1D	古朗頤	詩詞獨誦亞軍
1J	廖俊賢	散文獨誦亞軍
1J	廖俊賢	詩詞獨誦亞軍
1P	陳爾翹	詩詞獨誦亞軍
1P	黃煒傑	詩詞獨誦亞軍
2D	林柏熹	詩詞獨誦亞軍
2M	曾宥琋	詩詞獨誦亞軍
2S	陳淳醴	散文獨誦亞軍
2S	林思瀚	詩詞獨誦亞軍
3P	李祉佑	散文獨誦亞軍
5D	符從德	散文獨誦亞軍
1J	王展昊	詩詞獨誦季軍

1M	謝明恩	散文獨誦季軍
1P	陳爾翹	散文獨誦季軍
2M	蔡博宇	散文獨誦季軍
2P	陳見灝	詩詞獨誦季軍
2P	甘凡平	散文獨誦季軍
2P	吳浚樋	詩詞獨誦季軍
2S	彭鈞澧	詩詞獨誦季軍
3J	曹崇熙	詩詞獨誦季軍
4M	彭梓維	詩詞獨誦季軍
5M	張晉熙	詩詞獨誦季軍
5S	梁天朗	散文獨誦季軍
6D	武言哲	散文獨誦季軍

2. 中文戲劇組 – 香港學校戲劇節

- 傑出影音效果獎
- 傑出合作獎
- 傑出演員獎
  - ✧ 楊星宇 (5S, 31)
  - ✧ 何亦騫 (5J, 15)
- 評判推介演出獎

3. (華萃盃)第六屆中英文硬筆書法大賽 - 國際資優教育及藝術協會
高小組(P4-P6)中文書法組

- 冠軍 – 4S 劉承熹
- 亞軍 – 6D 李知微
- 季軍 – 4J 劉承達

4. 中文辯論隊 - 第九屆《基本法》多面體 – 全港小學生辯論賽 (基本法盃)

- 最佳辯論員 – 6J 梁子諺

5. 第二屆香港中小學中英文硬筆書法比賽 – 教育工作人員總工會

- 小學組(中級組)優異獎 – 4S 劉承熹

6. 2023 年 423 世界閱讀日創作比賽 –閱讀好滋味 - 康文署公共圖書館

- 高小中文組優勝獎 – 5M(X) 鄭正翹

7. 第六屆商務 X 教圖小學生寫照比賽

主題: 親近中華文化

- 最踴躍學校參與獎
- 高小組優異獎 – 5S 陳弘哲

8. 看漢中文網

閱讀初小組 (冠軍)	1D (29) 余風
閱讀高小組 (冠軍)	5X (2) 陳照耀
閱讀高小組 (優異)	4J (23) 麥曉麒
閱讀高小組 (優異)	6X (15) 梁碩延
閱讀高小組 (優異)	4D (19) 羅朗哲
閱讀高小組 (優異)	6S (17) 吳翰林
閱讀校內成績大獎 (初級組第一名)	1D (29) 余風
閱讀校內成績大獎 (初級組第二名)	3S (32) 葉翱謙
閱讀校內成績大獎 (初級組第三名)	2M (10) 林賢德
閱讀校內成績大獎 (高級組第一名)	5X (2) 陳照耀
閱讀校內成績大獎 (高級組第二名)	4J (23) 麥曉麒
閱讀校內成績大獎 (高級組第三名)	6X (15) 梁碩延

9.「三地童聲盃」第一屆演講說故事比賽

- 香港區總決賽季軍 – 5M(X) 張晉熙
- 小學粵語組銅獎 – 6S 王施樂
- 小學粵語組銅獎 – 6S 葉崇謙

10. 寫作比賽 –「香港賽馬會社區資助計劃 — 美荷樓香港精神學習計劃 2022-23『兩代情』徵文比賽

- 優異獎 – 4D 簡樂謙; 4S 羅雋喬; 5J 源政軒; 5P 莫哲軒; 6S 袁文韜

11. 關愛校園之「減壓解憂」故事創作比賽 2023

- 優異獎 – 6M(X) 潘一鳴

V. Mathematics Department

1. Mathematics Elite Cup Championship for Guangdong-Hong Kong-Macau Greater Bay Area (HK & O.S. Division)

- Champion Award – 6 students
- Gold Award – 27 students
- Silver Award – 18 students
- Bronze Award – 24 students
- Merit Award – 1 student

2. 9th Annual Hong Kong Primary Mathematics Challenge (2022-2023) for Grade 5 and Grade 6 only

- Gold Award – 6 students
- Silver Award – 1 student

3. Hua Xia Cup 2023

First Round [Online]

A total of 234 students participated in this competition.
A total 232 students passed the online test

- G.1: 53 students
- G.2: 44 students
- G.3: 53 students
- G.4: 34 students
- G.5: 23 students
- G.6: 25 students

Semi-final

- Champion Award – 1 student
- Outstanding Award – 7 students
- 1st Class Award – 54 students
- 2nd Class Award – 60 students
- 3rd Class Award – 30 students

Final

- Champion Award – 1 student
- Outstanding Award – 7 students
- 1st Class Award – 27 students
- 2nd Class Award – 40 students
- 3rd Class Award – 27 students

4. PAP International Mathematics Invitation Competition
「環亞太杯」國際數學邀請賽 (香港區)

A total of 65 students participated in this competition.

- 1st Class Award – 36 students
- 2nd Class Award – 22 students
- 3rd Class Award – 7 students

5. The Sixteenth Annual Hong Kong Joint Primary School Mathematics Competition 2022-2023 (Kowloon City District) for School Representatives Only

- Team Award: Overall Champion

6. 26th SKH Primary Mathematics Olympiad Competition

A total of 4 students participated in this competition.

Individual Award:

- Champion Award – 1 student
- 4th place – 1 student
- Gold Award – 1 student
- Silver Award – 1 student

Team Award:

- Overall 2nd place

7. 30th Hong Kong Primary Mathematical Olympiad Competition

Individual Award:

- Gold Award – 57 students
- Silver Award – 76 students
- Bronze Award – 51 students

Team Award:

- Grades 1 – 2: 2nd Runner up
- Grades 3 – 4: Champion Award
- Grades 5 – 6: 1st Runner up

8. Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools

First round

Team Award:

- Gold Award

Final round

Team Award:

- Merit Award

9. 48th Hong Kong Primary Mathematics Elite Contest 2023

A total of 7 students participated in this competition.

- 1st Class Award – 4 students
- 2nd Class Award – 3 students

10. AIMO Open Contest 2023 (港澳盃) (Final) for Grade 1

- Champion Award – 1 student
- Gold Award – 5 students
- Silver Award – 11 students
- Bronze Award – 6 students

AIMO Open Contest 2023 (港澳盃) (Semi-final) for Grade 2 - 3

- Champion Award – 1 student
- Gold Award – 20 students
- Silver Award – 41 students
- Bronze Award – 37 students

11. Hong Kong Hua Luo-geng Cup Mathematics Invitation Competition 2023 (Final)

A total of 4 students participated in this competition

Individual Award:

- Champion Award – 1 student
- Silver Award – 1 student
- Bronze Award – 1 student

Team Award:

- 2nd runner up

12. Mathematics Without Borders International Tournament (數學無疆界國際賽初賽 2023)

A total of 14 students participated in this competition

- Gold Award – 4 students
- Silver Award – 1 student
- Bronze Award – 6 students

13. International Talent Mathematics Contest (世界資優數學錦標賽 2023) ITMC

A total of 16 students participated in this competition

- Gold Award – 2 students
- Silver Award – 8 students
- Bronze Award – 5 students
- Merit Prize – 1 student

14. Global Junior Math Aptitude Test 2023 (全球少年數學能力測試 2023)

A total of 11 students participated in this competition

- Gold Award – 3 students
- Silver Award – 3 students
- Bronze Award – 3 students
- Merit Prize – 2 students

15. Hong Kong Mathematics Kangaroo Contest

- First Prize – 3 students
- Second Prize – 6 students
- Third Prize – 11 students
- Peak Award – 28 students
- Elite Award – 17 students
- Merit Award – 14 students

VI. General Studies Department

1. "One Country, Two Systems and Basic Law" Slogan Competition 2022

- Bronze Award – 5J Ng Tin Yu
- Merit Award – 5S Lau Chun Rex

2. The 4th World STEM & General Studies Competition

Team Award:

- Overall Champion: Diocesan Boys' School Primary Division
- Grade 2: First
- Grade 3: First
- Grade 5: First
- Grade 6: Second

Individual Award:

- 1st Round: Gold Award – 13 students
  Silver Award – 6 students
- Semi-final: Gold Award – 14 students
  Silver Award – 3 students
  Bronze Award – 1 student
- Final: Gold Award – 6 students
  Silver Award – 3 students
  Bronze Award – 7 students

3. The 15th Hong Kong Cup Diplomatic Knowledge Contest

- Active Participation School Award

VII. French Department

1. 11th French Dictation Competition

- Level A1.1 – Honours (G3 Quintus Kwok)
  – Merit (G3 Herbert Jin; G5 Mohammed Barma; G5 Conrad Cheung; G5 Julian Chieng
- Level A1 – Honours (G3 Quintus Kwok; G3 Herbert Jin; G4 Nathan Yu – Champion; G5 Owen Chua)
  – Merit (G5 Paxton Lai)
- Level A2a – Honours (G5 Callum Dani; G6 Aziz Mohammed; G6 Cedric Wong)
  – Merit (G5 Matthew Chu; G5 Owen Chua)
- Level A2b – Honours (G5 Callum Dani; G6 Cedric Wong)

2. French Speech Competition

Poetry Speaking

- Grade 3 – Champion (Herbert Jin)
  – 2nd Runner-up (Quintus Kwok)
- Grade 4 – 1st Runner-up (Rhys Po)
- Grade 5 – Champion (Matthew Chu)
  – 1st Runner-up (Callum Dani)

– 2nd Runner-up (Owen Chua)

- Grade 6 – Champion (Cedric Wong)

Prose Reading

- Grade 3 – Champion (Brandon Morris)
- Grade 4 – 1st Runner-up (Nathan Yu)
- Grade 6 – 1st Runner-up (Cedric Wong)

VIII. Computer Studies Department

1. Hong Kong Primary Schools Olympiad in Informatics Competition

- Gold Award – 5X Marcus Lai; 6X Alvin Chow
- Silver Award – 5X Kingsley Cheng; 6X Anson Chan
- Grand School Prize Champion – Diocesan Boys' School Primary Division

2. International Coding Elite Challenge 2023 (CodeCombat)

- Gold Award – 4S Lee Hay Lok Kristian; 5P Tse Ming Hin
- Silver Award – 4M Yu Shing Lam
- Bronze Award – 3D Husi Ching; 4D Poon Leighton

IX. Electives Department

1. 第一屆校際棋藝團體精英賽

- Champion – 5M Fang Chun; 5M Cheung Chun Hei Ryan; 2S Ip Man Pok Ian

2. 第十屆勵進盃全港校際圍棋錦標賽

- Junior Grade Group – 2nd Runner-up

2S	Ip Man Pok Ian	G.2 Champion
2S	Wong Wai Fung	G.2 Second runner-up
2P	She Chun Wui Raphael	G.2 Rank 8
2D	Hung Nab Yeung	G.2 Rank 11
2P	Kam Fan Ping	G.2 Rank 14
2J	Au Chun Hay Davis	G.2 Rank 16
3P	Chan King Him Seth	G.3 Rank 6
3S	Leung Pak Long Daryl	G.3 Rank 7
4M	Pang Tsz Wai	G.4 Rank 16
5M	Cheung Chun Hei Ryan	G.5 Second runner-up
5M	Chan Pak Yu	G.5 Rank 4
5J	Yiu Yu Ho Mark	G.5 Rank 7

3. 第 12 屆小棋聖盃全港學界棋藝大賽

- 團體精英獎 – Gold Prize
- 團體得分獎 – 2nd Runner-up

4. 第十八屆香港校際圍棋大賽

- Champion – 2S Ian Ip; 2J Davis Au; 2S Jeffrey Wong