

Diocesan Boys' School

Primary Division



Annual School Plan

2021-2022

Vision and Values

We believe we should

- Value all aspects of a child's development with the same importance: academic, aesthetic, emotional, moral, physical, social and spiritual.
- Provide a challenging, supportive and caring learning environment where each child is given the opportunity to discover and develop his potential and where he can learn how to appreciate others and work collaboratively.
- Prepare our students to be responsible citizens, to contribute actively in the welfare of others in the local and global communities.
- Have unity of purpose and the support of all stakeholders of the school.

Vision Statement

- From these values the vision statement is built.
- Our vision is to prepare our students for future challenges in a diverse and ever-changing world where they can become contributors to society and leaders with integrity.

Mission

The mission of the school is: 'to provide a liberal education based on Christian principles.'

To realize this stated mission the school has set the following objectives:

- To offer a balanced education for the development of the WHOLE person.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.
- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.

- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

We aim to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges.

Table of Content

		Page
1.	Annual School Plan 2021-2022	5
2.	Plan on the Use of Capacity Enhancement Grant 2021-2022	11
3.	English Department Development & Programme Plan	15
4.	Chinese Department Development & Programme Plan	19
5.	Mathematics Department Development & Programme Plan	28
6.	General Studies Department Development & Programme Plan	34
7.	French Department Programme Plan	41
8.	Putonghua Department Programme Plan	47
9.	Music Department Programme Plan	52
10.	Physical Education Department Programme Plan	54
11.	Visual Arts Department Programme Plan	56
12.	Religious Education Programme Plan	64
13.	Library Studies Programme Plan	67
14.	Computer Studies Programme Plan	73
15.	Moral Education Programme Plan	77
16.	Electives Department Programme Plan	80

School Development Plan (2021/2022)

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

Intended Outcomes/ Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person(s) Responsible	Resource(s) Required
1. Curriculum & Assessment						
1.1 To develop and incorporate blended learning into the classroom to cater for learners' diversity.	<p>1.1.1 To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.</p> <p>1.1.2 To incorporate at least one blended learning activity in each term to cater for learners' diversity.</p> <p>1.1.3 HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices.</p>	Sept 2021 – July 2022	<p>80% of teachers will have attended at least 4 hours of training on topics related to blended learning.</p> <p>SoW clearly shows where blended learning activities have taken place to cater for learners' diversity.</p> <p>At least 80% of teachers agree that blended learning methods enhance students' educational experience.</p> <p>Professional exchange and peer observation have been conducted among all HoDs.</p>	<p>By teachers' CPD records</p> <p>SoW</p> <p>Teachers' feedback collected from subject collaboration</p>	DHTs, CDAA Chairpersons, HoDs	Online learning platforms with school licenses.

2. Student Learning and Teaching						
2.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach.	2.1.1 To carry out at least one STEAM activity across subjects in G.5 & G.6.	Sept 2021 – July 2022	<p>At least one STEAM activity has been completed across subjects.</p> <p>At least 70% of teachers involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum.</p>	<p>Evidence of students' work collected during activities.</p> <p>Feedback collected from teachers.</p>	CDAA Chairpersons, HoDs	Sharing of SoWs through CDAA meetings
3. Student Support						
3.1 To raise students' awareness of the importance of wellbeing.	<p>3.1.1 To offer wellbeing programmes for students to enhance their emotional intelligence and resilience when facing adversity including:</p> <ul style="list-style-type: none"> - Service Learning - Kindness Week - Class Activities - Buzz and Bark - Game Zone 	Sept 2021 – July 2022	<p>At least 3 wellbeing activities will be organized for students to participate in.</p> <p>At least once per term whole school and grade level assemblies should cover something under the umbrella of wellbeing.</p>	<p>Wellbeing activities will be shared and organized for the students.</p> <p>Students' work and journals will be collected to show emotional growth of students.</p>	Ms. Tracy Riccio (ST)	<p>Resource bank</p> <p>Time for sharing in panel meetings</p>

Second Priority – Management & Organization; Partnership

Intended Outcomes/ Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person(s) Responsible	Resource(s) Required
1. School Management						
1.1 To further enhance the school organization structure and staff professional development.	1.1.1 To provide opportunities for professional development through staff training, peer observation and panel sharing.	Sept 2021 – July 2022	At least 80% of teachers agree that the professional development opportunities offered can enhance their teaching practices and professionalism. 80% of teachers have completed at least 15 hours of training provided by the school, eServices or other training providers.	Stakeholders survey CPD hours data	Ms. Susanna Chung (DHT)	Time for sharing in panel meetings Time for developing professional training courses

2. Professional Leadership						
2.1 To further promote teachers' professional interflow and collaboration.	2.1.1 To organize at least one professional development activity at school per term.	Sept 2021 – July 2022	At least 80% of teaching staff find the professional development opportunities provided valuable.	Stakeholders survey Survey results after organizing each CPD activity	Ms. Susanna Chung (DHT)	Time for planning Budget for inviting guest speakers
3. Partnership						
3.1 To further strengthen the connection with other schools in Hong Kong and/or overseas.	3.1.1 To organise more joint school events including school tours, professional sharing sessions and lesson observations to provide opportunities for departments to engage in professional sharing with other schools in Hong Kong and/or Overseas.	<u>Sep – Dec 2021</u> Planning and preparation <u>Jan – April 2022</u> Implementation <u>Apr - July 2022</u> Implementation and evaluation	At least one school visit is conducted to strengthen connections with another school.	Documentation of School Visit on School Drive	Dr. Nadia Chan (DHT)	Time needed to visit and host other schools as part of professional sharing

Third Priority – Student Performance

Intended Outcomes/ Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Person(s) Responsible	Resource(s) Required
1. Attitude and Behaviour						
1.1 To enhance students' cooperativeness and resilience.	1.1.1 To offer students texts to read story books related to resilience and cooperation, and design tasks to help them reflect.	<u>Sep - Dec 2021</u> Planning and preparation	At least 70% of teachers agree that the students have become more compassionate and are willing to help those in need.	Stakeholders survey	Ms. Natalie Ng (DHT)	Time for planning
	1.1.2 To enable students to learn about resilience and cooperation through whole school and grade level assemblies.	<u>Jan - April 2022</u> Implementation <u>Apr - July 2022</u> Implementation and evaluation	At least 70% of students agree that their classmates have become more compassionate and are willing to help those in need.	Students' work	Ms. Cherry Tai (Librarian)	Stories and activity banks

2. Participation and Achievement						
2.1 To enhance students' acceptance of their weaknesses.	2.1.1 To engage students in listening to and reading stories and articles about how people achieve breakthroughs in tough times.	Sept 2021 – July 2022	At least 70% of students consider they have the resources to overcome obstacles and challenges.	Stakeholders survey	Ms. Natalie Ng (DHT), Ms. Ivy Wong (HoD)	Resource bank Time for sharing
	2.1.2 To teach students about Growth Mindset in assemblies and The Power of Yet. 2.1.3 To provide opportunities for students to talk about and record their thoughts and feelings.		At least 80% of students are able to express their thoughts, experiences and goals clearly through journal writing.	Students' journals		
2.2 To provide more support to students to share about their failures with others in a safe environment.	2.2.1 To provide opportunities for students to talk about and record their thoughts and feelings through discussion and journal work.	Sept 2021 – July 2022	At least 70% of students consider they have the resources to overcome obstacles and challenges. At least 80% of students are able to express their thoughts, experiences and goals clearly through journal writing.	Stakeholders survey Students' journals	Mrs. Emily Yip (HAC)	Resource bank Time for sharing

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2021-2022

Name of school: Diocesan Boys' School Primary Division

Means by which teachers will be consulted: Staff Meeting

No. of operating classes: 30

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Elective courses	To employ the following organizations and part time tutors to develop and conduct electives for our students: Term 1– Term 3	To provide various choices of electives for students to broaden their knowledge and horizon. There are 21 sessions of around 1 hour each in terms 1-3. Each session lasts from 1:50 p.m. to 2:50 p.m. (Half-day school: 2:30 p.m. to 3:30 p.m.) Courses offered: Term 1– Term 3	◆ Boys will be able to participate in electives which provide basic knowledge in the area of language and culture: Chinese food and play culture, Japanese language and African culture. ◆ Boys will be able to participate in electives which provide basic knowledge in personal management: Money management, Go culture, magic, leadership training, elementary cooking, board games, team building, outdoor survival skills and room escape challenge	There are 21 sessions of around 1 hour each in terms 1-3. Term 1 Weekly sessions from 8 Oct to 19 Nov 2021 (7 sessions)	There are 25 organizations and part time tutors delivering 55 electives.	◆ Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.	◆ Number of enrolment in each elective ◆ Teachers', parents' and students' feedback collected through questionnaires	Susanna Chung
	1. Achievers Track Company Limited	Achievers Track Company Limited: ◆ 天文實驗班 (Terms 1 & 2) ◆ Advanced Astronomy Exploration (Terms 2 & 3) ◆ Toy Science (Terms 1 & 3) ◆ Science Adventure Builder (Term 1) ◆ 初級紙製電路 (Paper Circuit) (Term 2) ◆ Cyber-reality Science Ventre(Term 3) ◆ Creative Innovator (Term 1)	◆ Boys who are interested in science will be able to learn basic knowledge of science: Astronomy, mathematics, paper circuit, coding, 3D printing, VR &AR, and STEM activities. ◆ Boys will be able to participate in electives which provide basic knowledge in the area of art: 3D sculpture and Drawing on the Right Side of the Brain ® Workshop.	Term 2 Weekly sessions from 26 Nov 2021 to 4 Mar 2022 (7 sessions) Term 3 Weekly sessions from 11 Mar to 10 Jun 2022 (7 sessions)	Achievers Track Co. Limited: ◆ 天文實驗班 \$2,400 × 14 = \$33,600 Learning material: \$9,750 Outing costs: \$7,000 ◆ Advanced Astronomy Exploration \$2,800 × 14 = \$39,200 Learning material: \$16,250 Outing costs: \$7,000 ◆ Toy Science \$2,400 × 14 = \$33,600 Learning material: \$8,400 ◆ Science Adventure Builder \$2,800 × 7 = \$19,600 Learning material: \$8,875 Outing costs: \$7,000 ◆ 初級紙製電路 (Paper Circuit) \$2,400 × 7 = \$16,800 Learning material: \$4,500 ◆ Cyber-reality Science Ventre \$3,000 × 7 = \$21,000 Learning material: \$15,000 ◆ Creative Innovator \$4,200 × 7 = \$29,400 Learning material: \$11,250 Outing costs: \$7,000	◆ Students' improvement in the knowledge of chess and sports activities ◆ Students' capability in applying personal management skills in daily life		
	2. Active Concept Limited	Active Concept Limited: ◆ Be a Magician ◆ Juggling Matrix (Terms 2 & 3) ◆ MONOPOLY (strategy & fun) (Terms 1 & 3) ◆ Room Escape Challenge 密室解難 (Term 3)	◆ Boys who are interested in sports will be able to learn sports: rope skipping, hockey, handball, rock climbing, taekwondo and archery.			Active Concept Limited: ◆ Be a Magician \$975 × 21 = \$20,475 Learning material: \$3,600 ◆ Juggling Matrix \$975 × 14 = \$13,650 ◆ MONOPOLY (strategy & fun) \$975 × 14 = \$13,650 Learning material: \$1,500 ◆ Room Escape Challenge \$1,380 × 7 = \$9,660 Outing costs: \$7,300		

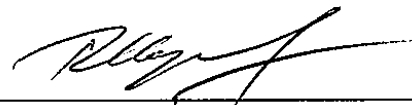
3. Active Kids Limited	Active Kids Limited: ◆ Science Adventures ◆ Stormy Chefs ◆ The Chess Academy (Terms 2 & 3)	◆ Boys will be able to participate in electives which provide advanced knowledge in Go culture, Astronomy, VR and Japanese. ◆ Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.		Active Kids Limited: ◆ Science Adventures $\$2,500 \times 21 = \$52,500$ ◆ Stormy Chefs $\$2,500 \times 21 = \$52,500$ ◆ The Chess Academy $\$2,500 \times 14 = \$35,000$			
4. African Culture Connection (HK) Limited	African Culture Connection (HK) Limited: ◆ African Culture (Terms 1 & 3) ◆ African Performing Art Workshop (Term 2)			African Culture Connection (HK) Limited: ◆ African Culture $\$2,500 \times 14 = \$35,000$ ◆ African Performing Art Workshop $\$2,500 \times 7 = \$17,500$			
5. Esengo Sport Limited [Mother company is African Culture Connection (H.K.)]	Esengo Sport Limited : Rock Climbing (Terms 1 & 2)			Esengo Sport Limited :: ◆ Rock Climbing $\$2,500 \times 14 = \$35,000$ Outing costs: \$10,000			
6. Arthome 藝術家-鄭志明	Arthome 藝術家-鄭志明: ◆ 3D Sculpture (Term 3) ◆ Drawing on the Right Side of the Brain @ Workshop (Terms 1 & 2)			Arthome 藝術家-鄭志明: ◆ 3D Sculpture $\$1,200 \times 7 = \$8,400$ Learning material: \$1,800 ◆ Drawing on the Right Side of the Brain @ Workshop $\$1,200 \times 14 = \$16,800$			
7. Big Dipper Studio Limited	Big Dipper Studio Limited: ◆ VR & AR (Term 1) ◆ CoSpaces Advanced VR (Term 2) ◆ Coding: Swift Playground (Term 3)			Big Dipper Studio Limited: ◆ VR & AR $\$1,500 \times 7 = \$10,500$ Learning material: \$3,000 ◆ CoSpaces Advanced VR $\$1,500 \times 7 = \$10,500$ Learning material: \$1,800 ◆ Coding: Swift Playground $\$1,500 \times 7 = \$10,500$			
8. CheerUpPro Consultant Limited	CheerUpPro Consultant Limited: ◆ Chinese Food Culture 中國傳統飲食文化 (Terms 1 & 3) ◆ Handmade Traditional Toys & Play Culture (Term 2) ◆ Basic Outdoor Survival Skills 求生技能初探 (Terms 1 & 3) ◆ Team Building Workshop			CheerUpPro Consultant Limited: ◆ Chinese Food Culture 中國傳統飲食文化 $\$2,800 \times 14 = \$39,200$ ◆ Handmade Traditional Toys & Play Culture $\$2,800 \times 7 = \$19,600$ ◆ Basic Outdoor Survival Skills 求生技能初探 $\$2,800 \times 14 = \$39,200$ ◆ Team Building Workshop $\$2,800 \times 21 = \$58,800$			
9. Edvenue Limited	Edvenue Limited: ◆ International Corner ◆ Food Science (Term 1) ◆ Zoology for Kids (Terms 1 & 3)			Edvenue Limited: ◆ International Corner $\$3,100 \times 21 = \$65,100$ ◆ Food Science $\$3,100 \times 7 = \$21,700$ ◆ Zoology for Kids $\$3,100 \times 14 = \$43,400$			

Edvenue Limited	Edvenue Limited: ◆ Be a SMART Learner (Term 2) ◆ 探索侏羅紀(Terms 1 & 3) ◆ Think to Speak 環保小先鋒 (Term 2) ◆ Be a SMART Leader (Term 3)			Edvenue Limited: ◆ Be a SMART Learner $\$3,100 \times 7 = \$21,700$ ◆ 探索侏羅紀 $\$3,100 \times 14 = \$43,400$ ◆ Think to Speak 環保小先鋒 $\$3,100 \times 7 = \$21,700$ ◆ Be a SMART Leader $\$3,100 \times 7 = \$21,700$			
10. Fair Trade Hong Kong Foundation	Fair Trade Hong Kong Foundation: ◆ Fair Trade Club (Term 1)			Fair Trade Hong Kong Foundation: ◆ Fair Trade Club $\$3,500 \times 7 = \$24,500$			
11. Hong Kong Children's GO Academy	Hong Kong Children's GO Academy: ◆ 圍棋初班 (Terms 1 & 2) ◆ 圍棋中班 (Terms 1 & 3) ◆ 圍棋精英班 (Term 2)			Hong Kong Children's GO Academy: ◆ 圍棋初班 $\$1,300 \times 14 = \$18,200$ ◆ 圍棋中班 $\$1,300 \times 14 = \$18,200$ ◆ 圍棋精英班 $\$1,300 \times 7 = \$9,100$ Course books: \$10,000			
12. Hong Kong Archery Centre	Hong Kong Archery Centre: ◆ Archery (Terms 2 & 3)			Hong Kong Archery Centre: ◆ Archery $\$2,040 \times 14 = \$28,560$ Learning material: \$15,000			
13. Hong Kong Rope Skipping Association (HKRSA)	Hong Kong Rope Skipping Association: ◆ Rope Skipping (Terms 1 and 2)			Hong Kong Rope Skipping Association: ◆ Rope Skipping $\$450 \times 14 = \$6,300$ Learning material: \$4,500			
14. Summer Fire Company	Summer Fire Company: ◆ Money Management (Terms 1 & 2)			Summer Fire Company: ◆ Money Management $\$2,300 \times 14 = \$32,200$ Learning material: \$8,250			
15. The Mathematical Corporation (HK) Limited	The Mathematical Corporation (HK) Limited: ◆ Mathematical Games (Terms 1 & 3) ◆ Physics Experiments (Electromagnetism) (Term 2)			The Mathematical Corporation (HK) Limited: ◆ Mathematical Games I $\$1,300 \times 14 = \$18,200$ ◆ Physics Experiments (Electromagnetism) $\$1,300 \times 7 = \$9,100$			
16. Newly Emerged Sports Association Limited	Newly Emerged Sports Association Limited ◆ Molkky & Dodgebee (Term 1)			Newly Emerged Sports Association Limited: ◆ Molkky & Dodgebee $\$800 \times 7 = \$5,600$			
17. Pasona Education Co. Limited	Pasona Education Co. Limited: ◆ Elementary Japanese (Terms 1-2) ◆ Intermediate Japanese (Term 3)			Pasona Education Co. Limited: ◆ Elementary Japanese $\$1,160 \times 14 = \$16,240$ ◆ Intermediate Japanese $\$1,160 \times 7 = \$8,120$			
18. Pui Ching Education Centre	Pui Ching Education Centre: ◆ 3D Modelling & Printing (Terms 1 & 2)			Pui Ching Education Centre: ◆ 3D Modelling & Printing $\$1,800 \times 14 = \$25,200$			

	<ul style="list-style-type: none"> ◆ Creative Computing with Scratch Programming (Term 3) ◆ Maths Problem Solving Strategies (Term 1) 		<ul style="list-style-type: none"> ◆ Learning material: \$3,000 ◆ Creative Computing with Scratch Programming \$1,800 × 7 = \$12,600 ◆ Maths Problem Solving Strategies \$1,500 × 7 = \$10,500 		
19. Science Workshop Limited	Science Workshop Limited: <ul style="list-style-type: none"> ◆ Science Workshop I ◆ Science Workshop II 		Science Workshop Limited: <ul style="list-style-type: none"> ◆ Science Workshop I \$4,700 × 21 = \$98,700 Learning material: \$9,450 ◆ Science Workshop II \$4,700 × 21 = \$98,700 Learning material: \$9,450 		
20. Wu's Taekwondo Association (Hong Kong)	Wu's Taekwondo Association (Hong Kong): <ul style="list-style-type: none"> ◆ Taekwondo (Terms 2 & 3) 		Wu's Taekwondo Association (Hong Kong): <ul style="list-style-type: none"> ◆ Taekwondo \$2,000 × 14 = \$28,000 Uniform cost: \$4,000 		
21. Handball Tutor – Mr. Ip Shi Yan	◆ Handball (Terms 1 & 3)		◆ Handball \$400 × 14 = \$5,600		
22. Hockey Tutor – Mr. Ivan Ng	◆ Hockey (Terms 2 & 3)		◆ Hockey \$400 × 14 = \$5,600 Learning material: \$2,800		
23. Squash Tutor – Mr. Yeung Ho Wai	◆ Squash (Term 1)		◆ Squash \$430 × 7 = \$3,010		
24. Softball Tutor – Mr. Nau Ching Nam	◆ Softball (Term 2)		◆ Softball \$400 × 7 = \$2,800		
25. Photography Tutor – Mr. Peter Moran	◆ Photography (Terms 1 & 3)		◆ Photography \$1,200 × 14 = \$16,800 Learning material: \$3,000		
Total			\$1,432,165 + \$200,475 = \$1,632,640		

Grand total of the above: \$1,632,640.00


 The Rt Revd Matthias Der
 Supervisor


 Mr. R. K. Y. Cheng
 Headmaster

24 Sept 2021
 Date

English Department Programme Plan 2021-2022

Department Head: Ms. Tracy Riccio

Panel Chairperson: Ms. Agnes Lee (G.1-3)
Mrs. Simone Lam (G.4-6)

Members:

Dr. Nadia Chan	Mr. Tinnok Ng	Ms. Katie Chan	Ms. Ksenia Girsova	Ms. Sally Ho
Mr. Alex Lam	Ms. Alice Lau	Ms. Karen Leung	Ms. Karen Li	Ms. Kinnie Li
Mr. Nicholas Lindenmayer	Mr. Ivan Liu	Mr. Alan Ng	Ms. Fiona Tsui	Ms. Jen Wan
Ms. Maggie Wu	Ms. Shanice Leung (TTA)			

The General Goals of the English Curriculum are as follows:

The English Language Education curriculum comprises of two closely related subjects: General English Language and Literature Studies. General English Language is a core subject and Literature Studies is an extended subject. The subject goals for the English Department are as follows:

- To enable students to think and communicate in English;
- To acquire, develop and apply knowledge of the English language and how it is formed and used;
- To enable students to express themselves in English using personal experience;
- To develop and apply an ever-increasing understanding of how language is organized, used and learned;
- To use English novels to raise students' language proficiency, critical thinking skills, problem solving skills, creativity and cultural awareness; and
- To use novels to reinforce the teaching of General English by seeking to strengthen the emotional and cultural context that is part of language learning.

A. Issues to be Addressed

● **Strengths**

1. The staff present a wide variety of teaching styles and approaches.
2. Administration encourages a wide variety of teaching approaches.
3. Good resources are available to enhance teaching and the development of the school-based curriculum.
4. Students have a strong desire to excel in English.
5. Parents are supportive of the English Programme.
6. The teachers are cooperative, flexible, up-to-date with technology and educational trends.
7. Teachers have a sense of caring towards both students and each other.
8. The Department has an understanding leadership.

● **Weaknesses**

1. Some teachers are unfamiliar with eLearning tools and need more support.
2. The school suspension has hindered the plans for group work in the classrooms and outings. Social distancing measures mean that that group work, class communication, and visits can be more challenging to organize.
3. The half day timetable and shortened lesson time makes it hard for teachers to completely cover the curriculum so parts need to be missed out or sped up.

B. Development Plan (2021 - 2022)

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

Intended Outcomes/ Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Curriculum & Assessment				
1.1 To develop and incorporate blended learning into the classroom to cater for learners' diversity.	<p>1.1.1 To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.</p> <p>1.1.2 To incorporate at least one blended learning activity in each term to cater for learners' diversity.</p> <p>1.1.3 HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices.</p>	Sept 2021 – July 2022	<p>80% of teachers will have attended at least 4 hours of training on topics related to blended learning.</p> <p>SoW clearly shows where blended learning activities have taken place to cater for learners' diversity.</p> <p>At least 80% of teachers agree that blended learning methods enhance students' educational experience.</p> <p>Professional exchange and peer observation have been conducted among all HoDs.</p>	<p>By teachers' CPD records</p> <p>SoW</p> <p>Teachers' feedback collected from subject collaboration</p>
2. Student Learning and Teaching				
2.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach.	2.1.1 To carry out at least one STEAM activity across subjects in G.5 & G.6.	Sept 2021 – July 2022	<p>At least one STEAM activity has been completed across subjects.</p> <p>At least 70% of teachers involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum.</p>	<p>Evidence of students' work collected during activities.</p> <p>Feedback collected from teachers.</p>

C. Annual Programme Plan and Budget (2021 - 2022)

*Teacher-in-charge

Activity	Period	Description	Coordinator(s)	Budget
External Competitions	Sept 2021 - July 2022	1. Speech Festival (Solo/Choral speaking)	<ul style="list-style-type: none"> Speech Festival Applications: Ms. Maggie Wu, Mr. Alan Ng, Ms. Shanice Leung Solo Speaking Training: All teachers Choral Speaking Training: Ms. Tracy Riccio, Ms. Ksenia Girsova & Ms. Kinnie Li 	\$10,000 (Transportation)
		2. Penmanship Competitions	*Ms. Alice Lau & Ms. Karen Li	
		3. Spelling Bee	*Ms. Karen Leung	
		4. Other Competitions	*Ms. Katie Chan, Mr. Tinnok Ng & Ms. Fiona Tsui	
Internal Competitions	Sept 2021 - July 2022	1. Inter-class Competitions	*Level Coordinators Assistants: Mr. Ivan Liu & Ms. Sally Ho	\$2,000
		2. DBSPD Speech Festival	*Level Coordinators Assistants: Ms. Jen Wan & Mr. Nicolas Lindenmayer	
Open House	Sept 2021 - Feb 2022	1. English Department Showcase Room	*Ms. Tracy Riccio, Mr. Alex Lam, Ms. Shanice Leung & Dr. Nadia Chan	\$15,000 (Decoration)
		2. Storytelling Room	*Ms. Tracy Riccio, Mr. Alex Lam, Ms. Shanice Leung & Dr. Nadia Chan	
Reading Programme	Sept 2021 - July 2022	To promote and foster good reading habits among students by utilizing the platform “Reading A-to-Z” and collaborating with the Library Department to implement programmes that encourages students to read more.	*Mr. Alex Lam	\$50,000
Workshops, Talks, Outings (for students)	Sept 2021 - July 2022	1. <u>Student Activities</u> Speakers from external organizations conduct workshops or talks for the students that are related to what the students are learning during GE/LS lessons.	*Level Coordinators, Ms. Tracy Riccio, Dr. Nadia Chan, Ms. Simone Lam & Ms. Agnes Lee	\$10,000
		2. <u>Lecture Series</u> Lectures to inspire students to be leaders with integrity and to raise their awareness on global issues.	*Ms. Tracy Riccio & Dr. Nadia Chan	
Service Learning Day	Sept 2021 - Dec 2021	An activity for raising awareness of students on different social issues, and to raise funds / goods to be donated to the needy.	*Ms. Tracy Riccio & Mrs. Simone Lam	\$2,000

Chinese Department Development Plan & Programme Plan 2021-2022

中文科總目標和重點發展項目 (2021-2022)

A. 本科成員

科主席：朱譚月清

科主任：鄭頌慧(小一至小三)、何穎賢(小四至小六)

老師：吳鳳婷、王文婕、巫家帆、何潔生、陳美穎、郭嘉恩、黃嘉欣、黃樂桐、黃慧瑩、趙霜、甄靄雯、羅家華、羅懿文

教學助理：沈慧慈

B. 總目標

1. 通過語文學習，均衡發展讀寫聽說的能力。
2. 培養學習的興趣，並建立良好的學習態度和習慣。
3. 訓練協作、溝通、創造、批判性思考、運用資訊科技、運算、解決問題、自我管理及研習技能等九種共通能力，幫助學生學會學習。
4. 建立自學能力，引導學生掌握學習技巧及要訣。
5. 加強情意教育，培養品德，使學生對社群有責任感，建立正確的價值觀。
6. 體認中華文化，培養對國家、民族的感情。
7. 透過文學及文化的學習，培養審美能力和審美情趣，藉此陶冶性情。

C. 本校現況

● 強項

1. 老師具有認可語文教學資歷，能因應教育發展的趨勢和學生的需要，積極進修，願意學習及運用資訊科技進行教學。
2. 大部份學生的資質佳，有濃厚的學習興趣。不少家長亦能協助學生進行網上學習。
3. 學校有完備的資訊科技器材可供使用，亦能為學生提供在家電子學習的支援。
4. 學校資源充足，三、四年級中文科成績稍遜的學生會另分班，以小組形式學習；五、六年級學生能按程度分班學習，普通班是小班教學，加強教學效學。

● 弱項

1. 本校是一所英文小學，學生能接觸中文的層面較窄，閱讀中文書的數量不足。
2. 部份學生來自以英語為母語的家庭，造成語文基礎不穩固，學習能力較弱。
3. 部份學生上課時不能集中注意力，且寫字粗心大意，錯別字較多。

D. 2021-2022 年度重點發展項目

關注事項一：課程與評估；教與學及學生支援				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 課程與評估				
1.1 發展及融入混合式教學(blended learning) 於恆常教學之中，以照顧學生的個別差異	<p>1.1.1 透過參與講座及工作坊，提升教師在恆常教學中應用混合式教學的專業與效能。</p> <p>1.1.2 每一個學期需以混合式教學模式進行最少一個有助照顧個別差異的學習活動。</p> <p>1.1.3 各科主席需進行最少一次跨學科觀課交流，並於本科會議上分享。</p>	全年	<p>1. 80%或以上老師能出席最少4小時關於混合式教學的進修課程。</p> <p>2. 各級進度表有顯示混合式學習模式能照顧個別學習差異。</p> <p>3. 80%或以上老師同意混合式學習模式能提升學生的學習經驗。</p> <p>4. 各科主席能完成專業交流及觀摩。</p>	<p>1. 老師進修記錄</p> <p>2. 各級進度表記錄</p> <p>3. 老師在本科協作會議上的回饋</p>
2. 教與學				
2.1 運用STEAM 教學模式 建構跨課程學習	2.1.1 五、六年級有最少一個運用STEAM教學模式設計的跨學科學習活動。	全年	<p>1. 五、六年級完成最少一個運用STEAM教學模式設計的跨學科學習活動。</p> <p>2. 70%或以上負責STEAM跨課程學習的老師同意STEAM跨課程學習能提升學生的學習經驗，並能優化課程。</p>	<p>1. 學生的課業/學習記錄</p> <p>2. 老師的回饋</p>

E. 2021-2022 年度本科週年活動計劃及財政預算

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	批評性 思考	運用資 訊科技	運算	解決 問題	自我 管理	研習 技能						
1	1,2, 3,6, 7	✓	✓	✓					✓		校際朗誦節	<ul style="list-style-type: none"> 鑑於冠狀病毒疫症仍持續，第 73 屆香港學校朗誦節只舉辦個人/二人項目。老師未能進行甄選及訓練學生參加比賽，只能代為向朗誦協會報名。家長須透過網上報名，待收到協會確認電郵後，須連同確認信及報名費交回學校。所有項目將以錄影模式進行，參賽者自行將其表演錄製為影片，上載到指定的影片平台。 從朗誦訓練中，學生學會聆聽、創造、溝通、審美、欣賞等能力;透過參加比賽，建立學生的自信及訓練情緒智商。 	九至 十二月	朱譚月清 鄭頌慧 沈慧慈	\$1000	
2	2,3, 4,6, 7								✓		硬筆書法比賽	<ul style="list-style-type: none"> 學校會參加硬筆書法比賽，由老師選出優勝者代表學校參賽。 透過參加書法比賽，能讓學生體認中華文化，培養審美能力和審美情趣，亦能幫助學生建立自信心。 	十月	甄靄雯 沈慧慈	\$4000	

3	1,2, 3,4	✓	✓	✓	✓	✓		✓	✓	✓	實地考察 寫作計劃	<ul style="list-style-type: none"> - 安排五、六年級同學出外實地考察，依據工作紙上的指引，分組進行資料搜集，然後完成相關的研習報告。 - 學生走出課室，透過這全方位活動，進行專題研習；學生學會蒐集及處理資料、解決問題、批判性思考及與人相處之道。 	一月 至二月	五至六年 級老師	\$10,000	
4	2,3		✓	✓					✓		寫作比賽	<ul style="list-style-type: none"> - 一、二年級會舉行造句比賽。 - 三至六年級會舉行全語文寫作比賽，學生以老師定下的主題，自擬題目及創作。 - 每級設優勝者一名，優異獎四至五名；得獎同學會獲得書券及證書，以作鼓勵。 - 此活動能鼓勵學生發揮創意，推廣寫作風氣。 	二月	羅懿文 吳 鳳婷	\$4000	
5	4,7		✓	✓					✓		演講比賽	<ul style="list-style-type: none"> - 四、五年級會舉行演講比賽。老師在各班進行遴選，每班選出一位代表參賽。每級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 - 透過這活動，加強學生的說話訓練，增加自信心。 	五月	黃樂桐 巫家帆	\$1500	

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	明辨性思考	運用資訊科技	數學	解決問題	自我管理	自學						
6	4,7		✓	✓					✓		故事演講比賽/表演	<ul style="list-style-type: none"> 一、二年級會舉行故事演講比賽。老師在各班進行遴選，每班選出一位代表參賽。各級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 透過這活動，加強學生的說話訓練，增加自信心。 	七月	王文婕 陳美穎	\$1000	
7	1,2, 3,4				✓	✓			✓	✓	看漢中文網	<ul style="list-style-type: none"> 校方會申請參與「看漢中文網」網上閱讀計劃，鼓勵學生每天上網閱讀一篇文章，並完成有關練習。 透過網上練習，同學得到語文知識、運用資訊科技及自學精神的訓練。 	全學年	趙霜	\$10,000	資訊科技互動學習
8	2,3	✓	✓							✓	工作坊及講座	<ul style="list-style-type: none"> 為一至六年級安排不同的講座或工作坊，以提高同學對語文學習的興趣。 	全學年	羅家華	\$10,000	

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	明辨性 思考	運用資 訊科技	數學	解決 問題	自我 管理	自學						
9	2,3, 4			✓	✓					✓	必讀書及 小一親子 伴讀計劃	<ul style="list-style-type: none"> - 各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。 - 為了增加一年級學生的識字量，各班訂購四十本不同的圖書，學生需輪流借閱，並須家長配合，作親子閱讀。 - 這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。 	全學年	何潔生	\$12,000	從閱讀中學習
10	1,2, 3,5, 6,7,	✓	✓	✓	✓	✓				✓	古文/ 詩詞欣賞	<ul style="list-style-type: none"> - 同學學習古文或詩歌。透過文學的學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。 - 一至二年級學習古詩及《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。 	全學年	全體教師	/	從閱讀中學習/ 德育及公民教育

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	明辨性 思考	運用資 訊科技	數學	解決 問題	自我 管理	自學						
11	1,2, 3,4, 6,7,		✓	✓	✓			✓			圖書教學	- 一至三年級老師進行圖書教學，利用繪本作教材，引導學生閱讀故事，從而提高學生對閱讀的興趣，訓練學生思考及口語表達能力。	全學年	一至三年級老師	\$500	從閱讀中學習
12	3,5	✓	✓	✓					✓	✓	好書推介	- 透過同學分享好書及邀請書店到校舉行分享會及書展，藉此提高學生閱讀興趣，推廣閱讀氣氛。	全學年	黃嘉欣 黃慧瑩	\$5,000	從閱讀中學習
13	/										教師發展活動	- 每年給教師安排最少一次培訓活動，以拓闊老師對本科及教學新趨勢的認識。	全學年	何穎賢	\$10,000	
14	3,5	✓	✓	✓							戲劇組	- 透過撰寫劇本及演練，提高學生對戲劇的認識和興趣。 - 藉參加校際戲劇節比賽，學生能提升自信心和表達能力。	全學年	羅家華 朱譚月清 何穎賢	\$5,000	
15	3,5	✓	✓	✓	✓			✓	✓	✓	辯論隊	- 透過辯論技巧訓練，增強學生的自信心，提高批判思考及說話能力。	全學年	郭嘉恩 甄靄雯	\$5,000	

												- 藉參加校際辯論比賽，豐富學生的比賽經驗，並提升辯論技巧。				
16	1,2, 3,4, 5,7	✓	✓	✓	✓	✓		✓		✓	創意寫作	<ul style="list-style-type: none"> - 以多元化的學習活動提高學生的寫作興趣，訓練其創意思維，並通過寫作訓練來提升其寫作能力。 - 藉參加校外寫作比賽，引發學生的寫作動力，藉此挑戰自我，提升信心並深化寫作技巧。 	全學年	鄭頌慧 黃樂桐	\$5,000	
17	/										學校網頁	<ul style="list-style-type: none"> - 於學校網頁發佈有關本科的訊息及照片。 	全學年	沈慧慈	/	

Mathematics Department Development Plan & Programme Plan 2021 – 2022

A. Panel Members

Head of Department : #Mrs. Grace Ko [G.1]

Panel Chairpersons : #Ms. Ada Chu (G.1-3) [G.2] #Mr. Brian Cheung (G.4-6) [G.6]

Part-time Consultant : Mr. Anthony Lau

Members :	Ms. Joey Tsang [G.1]	Ms. Ingrid Wong [G.2]	Ms. Macy Lai [G.3]
	Ms. Teresa Chan [G.4]	Ms. Billy Ma [G5]	Mr. Pency Wong [G6]
	Ms Pauline Ip	Ms. Jessica Chan [G.3]	Ms. Jackie Lau
	Mr. Kelvin Ho [G.4]	Ms. Susanna Chung [G.5]	Ms. Maggie Wu
	Ms. Sally Yuen	Ms. Michelle Ng	Mr. Louis Hau
	Ms. Zoe Wong	Ms. Celia Chan [TA]	

[] Level Admin Coordinator

Curriculum Coordinator

B. Goals & Objectives

1. To enable students to explore and discover Mathematics in daily life situations.
2. To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit.
3. To enhance students' creativity, logical thinking and critical thinking skills.
4. To foster students' sense of confidence in Mathematics.
5. To give students more opportunities to participate in external competitions.
6. To enable students to learn Mathematics meaningfully integrated with other subjects.
7. To help students pursue a life-long interest of Mathematics.
8. To **develop and incorporate blended learning** into the classroom to cater for learners' diversity.
9. To develop students' multiple intelligences throughout the curriculum.
10. To foster students' independent learning skills and problem-solving skills.
11. To utilize information technology in learning of mathematics and presentation of findings for effective learning.
12. To provide a better curriculum to cater for learners' diversity by deploying student performance data.
13. To prepare diverse learning materials for catering learners' diversity.
14. To provide more opportunities for students to participate in group work so that they can be more engaged in the process of co-construction of knowledge.
15. To assign more project work or classroom activities in Math such that students' cooperativeness would be enhanced.

C. Issues to be Addressed

● Strengths:

1. Students have mastered competency in Mathematics.
2. Students are motivated to learn Mathematics.
3. Teachers are professionally trained and dedicated to their vocation.

● Weaknesses:

1. Constraints of time for delivering lessons.
2. There are big individual differences among students.
3. Students always make careless mistakes.
4. There are not enough interactions among students in the learning process of Mathematics.
5. Students are not competent in problem solving.

D. Development Plan (2021-2022)

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

Intended Outcomes/ Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Curriculum & Assessment				
1.1 To develop and incorporate blended learning into the classroom to cater for learners' diversity.	<p>1.1.1 To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.</p> <p>1.1.2 To incorporate at least one blended learning activity in each term to cater for learners' diversity.</p> <p>1.1.3 HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices.</p>	Sept 2021 – July 2022	<p>80% of teachers will have attended at least 4 hours of training on topics related to blended learning.</p> <p>SoW clearly shows where blended learning activities have taken place to cater for learners' diversity.</p> <p>At least 80% of teachers agree that blended learning methods enhance students' educational experience.</p> <p>Professional exchange and peer observation have been conducted among all HoDs.</p>	<p>By teachers' CPD records</p> <p>SoW</p> <p>Teachers' feedback collected from subject collaboration</p>
2. Student Learning and Teaching				
2.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach.	2.1.1 To carry out at least one STEAM activity across subjects in G.5 & G.6.	Sept 2021 – July 2022	<p>At least one STEAM activity has been completed across subjects.</p> <p>At least 70% of teachers involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum.</p>	<p>Evidence of students' work collected during activities.</p> <p>Feedback collected from teachers.</p>

E. Annual Programme Plan & Budget (2021 - 2022)

* Teacher-in-charge

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
Teaching and Learning							
1	1,2,3,4,9,11,13	Monthly Challenging Questions	Three Mathematics challenging questions are to be displayed in class or posted on notice board monthly to challenge students' mind.	1. Satisfactory results attained by students. 2. Over 70% students participate in the activity.	Sept 2021 – July 2022	*Ms. Jessica Chan & Ms. Celia Chan	\$ 500
2	1,2,3,4,7-13	Problem-Solving Strategies Training	At least one problem solving week will be held in the academic year. Problem solving strategies will be introduced to enhance students' problem-solving ability.	Positive feedback from teachers and students.	Sept 2021 – July 2022	*Ms. Ada Chu (G1-3) & *Ms. Joey Tsang (G4-6)	--
3	1-4,9,11-13	Math Projects	Students have to do at least one project per term. It could be a group project or individual project.	1. Satisfactory students' project work. 2. Over 70% of feedback from students is positive.	Sept 2021 – July 2022	* Ms. Pency Wong (G1-3) & *Ms. Zoe Wong (G4-6)	\$500
4	2-4,7,8,10-11,13	e-Learning / STEM	<ul style="list-style-type: none"> The Planetii programme serves as an e-Learning platform and fosters students' continual development & independent learning at home. Teachers develop their own learning materials for students to use by utilizing the functions provided by eClass & Google Classroom. Teachers develop learning activities, facilitated by IWB / iPad, for students. On-line assessments are adopted to cater for individual differences and arouse students' learning interests. 	1. At least 1 Planetii quiz must be assigned to students in the First Term and Final Term. 2. Over 70% of feedback from students, parents and teachers is positive.	Sept 2021 – July 2022	*Ms. Pauline Ip	\$ 40,000

5	2-5,11,13	Math Team Training	<ul style="list-style-type: none"> A 40-minute Math Team training session will be conducted before school begins once a week to prepare students for external competitions. 	Over 60% of feedback from students and teachers is positive.	Sept 2021 – July 2022	*Mr. Anthony Lau, Mr. Billy Ma & Ms. Celia Chan	\$36,000
6	3,6,11	External Assessment	<ul style="list-style-type: none"> ICAS in Mathematics will not be made compulsory but all participants' assessment results will be used for analysis to evaluate the standard of our students. These analysis and evaluations will be used for establishing a reference to assess the standard of our students in the long run. 	<ol style="list-style-type: none"> Over 60% of feedback from students is positive. Over 60% of teachers involved find the report useful for future planning. 	Dec 2021 – June 2022	*Mr. Brian Cheung	\$0
A. Other Learning Experiences							
7	2,7,10,11	Open House	<ul style="list-style-type: none"> Students' work will be displayed for mutual sharing. Mathematics activities and games will be provided to arouse students' interest in learning Mathematics. 	Positive feedback from students and teachers.	19 Jan 2022	Mrs. Grace Ko	\$2000
8	2,3,7,9,11,13	Math Talk / Seminar	<ul style="list-style-type: none"> To invite guest speakers from the tertiary institutes to conduct Mathematics talks or seminars for our students. 	Positive feedback from students and teachers.	April 2022 - July 2022	*Ms. Maggie Wu & Mrs. Grace Ko	\$3000
9	1,2,4,5,7,11	External competitions	<p>Students will be enrolled in competitions organized by different organizations:</p> <ol style="list-style-type: none"> The Hua Xia Cup The Sheng Kung Hui Primary Mathematics Olympiad HK Mathematics Olympiad Association Mathematics Olympiad Open (G.2 to G.6) Hua Cup Mathematics Olympiad (G.2 to G.6) 	<ol style="list-style-type: none"> Satisfactory results are attained by students. Over 70% of feedback from students and parents is positive. 	Sept 2021 – July 2022	*Ms. Macy Lai, Ms. Ingrid Wong & Ms. Teresa Chan	\$5000

			(v) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (vi) EDB Hong Kong Primary Mathematics Creative Problem Solving (vii) The HK Primary School Mathematics Competition organized by Po Leung Kuk (viii) Asia Pacific Mathematics Olympiad by Singapore Hua Chong Institution (ix) The Multiple Intelligences Cup Mathematics Competition				
B. Professional Development							
10	2,3,4,7,10-13	Staff Development	<ul style="list-style-type: none"> To invite guest speakers from the tertiary institutes to conduct Mathematics seminars for our teachers. Teachers attend seminars and workshops, and conduct professional development sharing sessions of the subject. 	Over 60% of feedback from teachers is positive.	Sept 2021 – July 2022	*Mrs. Grace Ko	\$30,000

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

General Studies Department Development Plan & Programme Plan (2021 – 2022)

Head of Department:	Ms. Jackie Lau
Panel Chairperson of Science (G.4 - 6):	Ms. Michelle Ng
Panel Chairperson of GS I (G.1 - 3):	Mr. Louis Hau
Panel Chairperson of GS II:	Ms. Sally Yuen
Members:	<p>Ms. Susanna Chung (GS II)</p> <p>Ms. Alice Lau (GS II)</p> <p>Mr. Kelvin Ho (Science & GS II (F))</p> <p>Mr. Philip Wong (GS II)</p> <p>Ms. Mandy Yan (GS II)</p> <p>Mr. Edward Wong (GS I, Science & GS II (F))</p> <p>Ms. Karen Li (GS I)</p> <p>Ms. Astrid Chiu (GS II)</p> <p>Ms. Joey Tsang(GS I & GS II (F))</p> <p>Mr. Nick Leung (GS II)</p> <p>Mr. Calvin Chan (GS II)</p> <p>Mr. Billy Ma (GS I & Science & GS II (F))</p> <p>Mr. Ivan Liu (Science & GS II (F))</p> <p>Ms. Jen Wan (GS I)</p> <p>Ms. Sally Ho (GS I)</p> <p>Ms. Kinnie Li (GS I)</p> <p>Mr. Michael Yuen (T-TA, GS I & Science)</p>

A. Aims and Objectives:

Aims	Objectives
<p><u>GS I</u></p> <p>To let students acquire a body of knowledge, to help them understand the world and pick up the basic skills of scientific inquiry and investigation.</p> <p>To stimulate students' curiosity and to get them to ask questions of the world around them.</p> <p>To take on the challenges of the subject of science in the later stage of learning.</p>	<p>1.1 Students will acquire a body of knowledge that will help them understand the various aspects of the world that they live in.</p> <p>1.2 Students will learn and be able to appreciate the scientific and technological achievements of the human race.</p> <p>1.3 Students will learn and be able to reflect on the positive and negative impacts of our scientific and technological achievements on the environment, other living things and ourselves.</p> <p>1.4 Students will have the skills and abilities to conduct simple scientific investigations and solve problems independently.</p>
<p><u>Science</u></p> <p>To develop scientific knowledge and conceptual understanding through scientific topics.</p> <p>To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>At the end of their primary education, students will be adequately prepared to take on the challenges of the subject of science in the secondary stage of their learning and are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>	<p>2.1 Students will broaden their scientific view of the world around them.</p> <p>2.2 Students will develop a deeper understanding of a wide range of scientific ideas.</p> <p>2.3 Students will develop science process skills in scientific enquiry and be able to draw conclusion based on their data and observation, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.</p>

<p><u>GS II</u> To arouse students' awareness of their growth and development, and to help them develop a healthy lifestyle.</p> <p>To help students become more aware of the community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness.</p> <p>To develop students' awareness of their national identity and acquire basic understanding of their home country through inquiry learning.</p>	<p>3.1 Students are expected to acquire basic understanding of the physical, psychological and social aspects of a healthy lifestyle.</p> <p>3.2 Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety.</p> <p>3.3 Students should be able to adapt to the changing needs of society. They should be willing to participate in community affairs and take an active role as a responsible citizen.</p> <p>3.4 Students should be able to develop a concern for the development of China and current Chinese affairs.</p>
--	---

B. Issues to be Addressed

● Strengths:

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

● Weakness:

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

F. Development Plan (2021-2022)

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

Intended Outcomes/ Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Curriculum & Assessment				
1.1 To develop and incorporate blended learning into the classroom to cater for learners' diversity.	<p>1.1.1 To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.</p> <p>1.1.2 To incorporate at least one blended learning activity in each term to cater for learners' diversity.</p> <p>1.1.3 HoDs engage in cross-subject lesson observations at least once during the school year focusing on blended learning and the sharing of good practices.</p>	Sept 2021 – July 2022	<p>80% of teachers will have attended at least 4 hours of training on topics related to blended learning.</p> <p>SoW clearly shows where blended learning activities have taken place to cater for learners' diversity.</p> <p>At least 80% of teachers agree that blended learning methods enhance students' educational experience.</p> <p>Professional exchange and peer observation have been conducted among all HoDs.</p>	<p>By teachers' CPD records</p> <p>SoW</p> <p>Teachers' feedback collected from subject collaboration</p>
2. Student Learning and Teaching				
2.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach.	2.1.1 To carry out at least one STEAM activity across subjects in G.5 & G.6.	Sept 2021 – July 2022	<p>At least one STEAM activity has been completed across subjects.</p> <p>At least 70% of teachers involved in STEAM activities agree that cross-curricular activities by STEAM approach can enhance students' learning experiences and enrich the curriculum.</p>	<p>Evidence of students' work collected during activities.</p> <p>Feedback collected from teachers.</p>

D. Annual Programme Plan & Budget (2021-2022)

Plan	Objectives	Activities	Description	Evaluation mechanism	Period	Coordinators	Budget
1.	3.3 3.4	Activities of National Identity	Organize activities, such as board display and quiz competition to enable students to learn more about the concept of national identity.	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers. Photos taken as a record of the activity. 	30 Sept 2021	Ms. Mandy Yan Mr. Philip Wong	\$1,000
2.	1.1 1.2 1.3 1.4	Extended Learning Weeks	<ol style="list-style-type: none"> Invite out-sourced organizations to organize workshops for students. Organize activities during the Extended Learning Weeks. 	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers. Photo taking as a record of the activity. 	27 June 2022 – 13 July 2022	Ms. Jackie Lau Ms. Sally Yuen Ms. Alice Lau Ms. Astrid Chiu	\$2,000
3.	1.3 2.1	Environmental Education Program	To promote the importance of environmental protection in the school.	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers. Photo taking as a record of different activities. 	Sept 2021 - July 2022	Ms. Michelle Ng Ms. Joey Tsang Ms. Sally Ho	\$5,000
4.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 3.1 3.2 3.3 3.4	Other Learning Experiences	<ol style="list-style-type: none"> G.S. Field Trips As part of the life-wide learning aspect of the GS curriculum, students will visit relevant places of interest for extension of the core curriculum. 	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers. Photos taken as a record of the activity. Students complete the pre/post-trip activities/tasks. 	1 Nov 2021 – 1 Apr 2022	Field Trip Coordinators	\$2,000
			<ol style="list-style-type: none"> Life Education Activity Programme (L.E.A.P) G.1 – Air to live G.2 – Food for life G.3 – Great to be me G.4 – Body network G.5 – Clear the smoke G.6 – My choice 	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers. Students complete the follow-up tasks. Photo taking as a record of the activity. 	21 Feb 2022 – 11 Mar 2022	Ms. Sally Yuen	\$20,000

			3. G4-6 Bio Tech Mobile Lab	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record of the activity. ● Students complete the activity tasks. 	13 -17 Dec 2021	Mr. Louis Hau	\$40000
5.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 3.1 3.2 3.3 3.4	G.S. Room improvement & resources building	<ol style="list-style-type: none"> 1. Furnish the G.S. Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities. 2. Purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks. 3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks. 	<ul style="list-style-type: none"> ● Positive feedback from students and teachers. 	Sept 2021 - July 2022r	Ms. Jackie Lau Mr. Calvin Chan Mr. Nick Leung	\$8,000
6.		Staff Development	<ol style="list-style-type: none"> 1. Organize workshops and seminars on designing and teaching GS lessons with hands-on activities. 2. Teachers attend seminars/ workshops held by outside organizations, such as EDB or publishers and share what they have learnt during subject collaboration. 	<ul style="list-style-type: none"> ● Positive feedback from teachers. ● Photo taking as a record of the activity. 	Sept 2021 - July 2022	Ms. Susanna Chung (School visits) Ms. Kinnie Li (Courses for NSE & catering for learners' diversity) Mr. Ivan Liu (Courses for e-Learning & STEAM)	\$3,000
			3. IT Exploration and STEM	<ul style="list-style-type: none"> ● Positive feedback from teachers. 	Sept 2021 -	Mr. Louis Hau Mr. Edward Wong	\$1,000

				<ul style="list-style-type: none"> ● Photo taking as a record of the workshop. ● Use of IT in teaching. 	July 2022	Mr. Kelvin Ho Mr Billy Ma	
7.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 3.1 3.2 3.3 3.4	GS School Team	1. Some students will be selected to participate in different external competitions. 2. Some of the competitions will be jointly organized with other departments.	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers. ● Photo taking as a record of the activity. 	Sept 2021 - July 2022	Ms. Jackie Lau Ms. Michelle Ng Ms. Sally Yuen All teachers	\$1,500
8.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4 3.1 3.2 3.3 3.4	Cross-curricular activities	Different grade levels will organize various teaching activities with other departments.	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers. ● Photo taking as a record of the activity. 	Sept 2021 - July 2022	Mr. Louis Hau Ms. Karen Li Level coordinators	\$3,000

French Department Programme Plan 2021-2022

Head of Department: Mrs. Alexandra MORLEY

Member: Ms Carolina CALDERON

A. Aims & Objectives

<u>Aims</u>	<u>Objectives</u>
1. To develop visible French language skills	<ul style="list-style-type: none">• Increase the focus on oral practices in and out of the classrooms with the development of Blended Learning and real life situations in workshops with our partner, Alliance Francaise.• Develop more hands-on activities and project-based activities in class and at home supported by the Virtual Classroom.
2. To develop students' independence and consistency in their learning attitude	<ul style="list-style-type: none">• To guide students in developing learning strategies that would fit better their learning style and their type of intelligence (E.g. Naturalist (nature smart), Musical (sound smart), Logical-mathematical (number/reasoning smart), Existential (life smart), Interpersonal (people smart), Bodily-Kinesthetic (body smart), or Linguistic (word smart), etc.).• To guide through a systematic organization at home that would benefit home learning of the French Language.• To develop structured learning materials and to establish a systematic spiral learning in designing framework for the French curriculum.• To conduct formative evaluations of students' performance in writing, compositions, dictations and projects. Students' learning attitude will be taken into account.• To consolidate students' learning through the selection of appropriate resources, and to take into consideration Multiple Intelligences in teaching.

3. To provide an accommodating learning context for students	<ul style="list-style-type: none"> ● To give individual support to students who struggle with specific and defined needs in the classroom and at home with the Virtual Classroom resource activities.
4. To promote students' performance	<ul style="list-style-type: none"> ● To prepare students for the DELF Prim examinations. ● To strengthen their abilities through encouraging them to participate in various competitions such as the French Speech and Dictation Competitions. ● To acknowledge their work by conducting prize presentations during school assemblies
5. To enhance students' respect for the French culture and their interest in learning French	<ul style="list-style-type: none"> ● To promote French culture and students' interest in learning French at the School Open House and French Week/ French Days. ● To expose students to the French culture inside and outside the classes through taking part in workshops at Alliance Française or visits to other schools (E.g.FIS, Po Leung Kok Camoes Tan Siu Lin Primary School) or reaching out students from other countries through exchange (e.g. schools in Canada offering a similar programme of French learning as ours). ● To offer a wide range of reading and comprehension practices through the use of IT resources embedded in the Virtual Classroom together with audio pen technology.
6. To develop teachers' skills in teaching and learning French language	<ul style="list-style-type: none"> ● To participate in workshops organized locally or in Asia by AFLE. ● To take part in the yearly French Language Teacher Training organized in France (BELC Nantes) and in Asia (University BELC – Taiwan/ Taipei – Thailand/ Bangkok), seminars organized locally by AFLEHK (Association of French Teachers in Hong Kong and Macao), and other training opportunities offered in Asia (Taipei and Singapore) by other associations of French Teachers. ● To take part in online seminars that could be organized by the same organizations mentioned above.

B. Issues to be Addressed

• Strengths:

1. The French Department is equipped with various and modern resources for quality teaching (Display areas, French books library, iPens for Junior Grades, iPads for all Grades). The Department provides a highly stimulating learning environment for the students in the French Stream that caters students with various learning profiles.
2. The highly stimulating environment is also being built up on the Virtual Classrooms where resources' banks are offered to students for each grade level enhancing flipped classroom and blended learning in a face to face teaching situation. It also offers the flexibility to go from a face to face teaching to remote teaching.
3. Students in the French Stream (in path PA) follow a 6-year progression within the same group of students and with two different teachers. Students, teachers and parents become familiar with one another. They are able to better meet each other's expectations and work toward a common goal with efficiency.
4. The small size classes allow the teacher to better cater for individual needs and offer a comfortable and stress-free environment for students to learn.
5. The Department regularly reviews the Programme Plan for systematic adjustments and improvements, following the guidelines from the Common European Framework of Reference for Languages (CEFRL) and the requirements of the French Language Proficiency Test DELF PRIM and the School Development Plan.
6. The School offers a six-year progression in French Language accredited by 3 internationally recognized diplomas (DELF PRIM A1.1, A1 and A2). The intake of students varies from year to year. The school has successfully established a flexible curriculum that integrates students in levels respective to their abilities instead of their age.
7. The yearly French Language Teacher Training in France (BELC Nantes) and in Asia (University BELC – Taiwan/ Taipei – Thailand/ Bangkok), seminars organized locally by AFLEHK (Association of French Teachers in Hong Kong and Macao), and other training opportunities offered in Asia (Taipei and Singapore) by other associations of French Teachers enable teachers to have continued professional development and be kept up to date with the activities of the 4 fields of learning and teaching: Reading and

Oral Comprehension, Writing and Oral. Since the beginning of the pandemic, most seminars were alternatively offered online as webinars.

8. With its very comprehensive curriculum, the French Department has attracted students to the French Stream with an average of 30 students per year across all year levels.
9. The school promotes the tradition of French Language by integrating an Elementary French Programme (one hour per week for all Main Stream G1 students). It enables students to experience learning a different European Language. This programme offers our students the possibility to pursue their learning in G2 French Electives.
10. There are now 2 full time French teachers.

• **Weaknesses:**

1. The number of students enrolling in the French Stream in G1 is not stable and varies from year to year.
2. The different levels of language skills among graduates (Advanced, Intermediate & Beginners) that require different levels of support may pose some challenges for the Secondary Division French programme in term of resource allocation.
3. Potential G1 French students do not have the priority to enter the school due to its competitive admission procedures.

C. Annual Programme Plan & Period

Plan	Aim	Activity	Description	Period
1	1,2,3	How to Learn Better	<ul style="list-style-type: none"> Students will be supported by the teachers who work through the learning materials, activities and homework in a structured manner. (e.g. mind mapping) Students will be guided to identify what better suits them in acquiring knowledge and define how to achieve their learning goals Students have a great opportunity to enhance their home learning thanks to the resources designed by teachers and tools located in the Virtual Classrooms. 	Sept 2021 - July 2022
2	1,2	Develop Reading Practice	<ul style="list-style-type: none"> Students must take part in oral activities suggested in their textbooks and presentations of their work. The Virtual Classrooms and Seesaw platforms offer students ample opportunities for oral practices. Students must develop an additional language acquisition strategy for sound discriminations and vocabulary that complement their reading comprehension. Students can develop their reading skills using the audio pen (iPen) that the department has included in the curriculum since 2017. Students have been able to easily access the online French readers library and Virtual Classrooms, which have been put in place in 2020. 	Sept 2021 - July 2021
3	1, 3, 4	<ul style="list-style-type: none"> Open House Speech Festival 	<ul style="list-style-type: none"> Students take part in projects that involve reports writing, video taking and role play games. Students research information on the French Culture and the use of French Language in Hong Kong. They will write compositions twice a month. Students will be engaged in project activities in order to promote reading comprehension and inquiry skills. 	Feb 2022 Nov 2021

			<ul style="list-style-type: none"> Students must develop speaking fluency and spontaneity through taking part in various oral activities (e.g. French Speech Competition). 	
4	3, 4	DEL F Prim Examination	<ul style="list-style-type: none"> Students will have to take the DEL F Prim examination according to their level. 	June 2022
5	1, 5	Teachers Professional Development and the Transfer of Knowledge to Class Activity Designs	<ul style="list-style-type: none"> To transfer knowledge acquired during professional development in order to improve class activity designs. To attend professional sharing sessions with schools adopting a similar and/or a different model (FIS). To take part in workshops (face to face or online) organized by the Association of French Teachers of Hong Kong and Macao (AFLE) or colleagues from the French teaching association in Singapore. To participate in Professional Development in Teaching/Learning French Language in Asia or in France (University BELC) or online. 	Sept 2021 - July 2022 Mar 2022 - Aug 2022

Putonghua Department Programme Plan 2021-2022

普通話科工作計劃 (2021-2022)

(一) 本年度發展目標

以「混合式」教育模式作為「新常態」，將面授課堂與網絡學習相結合。

1. 普通話科:充分運用電子學習平台，設計多元化學習活動，增加學生的學習興趣和合作學習的氣氛。
2. 基礎漢語科: 運用校本電子教學，增加課堂的趣味性和學生的參與度，提高非華語學生的自學能力。
3. 圖書課: 設計多元化閱讀活動，增加學生在課堂理解和運用普通話的能力。

(二) 本年度工作計劃

(甲) 計劃小組成員

科主席：劉巍

組員：何潔生、徐鈺峰、顧慧儀、陳美穎、黃嘉欣、巫家帆、殷華峰、楊素敏、
王明開、孔垂柳、黃少君

(乙) 本校現況

強項

1. 校方十分支持推動普通話科的發展，能投放人力資源及空間以改善普通話科的教學。
2. 普通話已擬訂一套一至六年級的校本教材，具獨特性，並能切合本校的課程及發展。
3. 獲教育局額外撥款資助，為非華語學童提供更豐富的資源，以促進教學。
4. 本校每班人數約有 30 人，師生比例適中，教師能有較大的空間設計課堂活動，學生亦能有較多參與課堂活動的機會。
5. 基礎漢語每組約 10 人以下，師生比例較主流班收窄，有助教師照顧有嚴重學習差異的非華語學生。
6. 本校聘有多名以普通話為母語的教師及教學助理，有助推動以普通話溝通的風氣。

弱項

1. 本校是一所英文小學，學生的中文接觸面較狹窄，更缺乏普通話的語言環境。
2. 部分學生因中文程度較差而在上課時缺乏學習動機。
3. 家長普遍較重視學生學習主科的表現，對本科的學習支持相對較少。
4. 非華語學童的學習差異非常大。

契機

1. 學習普通話在現今社會愈見重要，因此家長普遍對本科比以往更重視。
2. 部分教授本科的老師乃中文主流課程的老師，有助加強兩科的溝通及協調兩科的課程。
3. 一至三年級均設補課班，藉以照顧學習差異，協助程度欠理想的學生學習。
4. 為非華語學童而設的基礎漢語班，課程內容較富彈性，能因應學生的能力作課程調適。
5. 運用教育局撥款資助製作校本的基礎漢語班電子教材，能協助非華語學生學習中文。
6. 學校進行優化設施工程，有助推行電子教學。
7. 改為兩次評估後，減輕了學生的考試壓力，亦相對地增加了教學時間來推行專題研習，促進多元化學習。
8. 學生及家長都重視和支持網上教學，多數都能完成網上教學的功課。

危機

1. 本校以普通話教授中國語文科的延伸教材編製校本課程，欠出版社的配套資源，大部分學習材料均由老師製作，所需時間頗多；而且這類校本課程在本地較少見，欠缺可參考的學校例子。
2. 半日上課期間普通話科和基礎漢語科學生上課的節數較全日上課教學為少，難以按照既定教學進度完成教學任務。

(丙) 本科活動

本科活動根據本科總目標的關注事項而計畫，計畫詳見如下：

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人 *統籌	財政預算
1	總目標 1,2,4,5	專題展板	擬訂不同主題，如粵普對照、聲調變化、兒化、輕聲等，按時張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。	全體學生	收集意見	一年 三次	王明開 (T1) 黃少君 (T2) 楊素敏 (T3)	\$500
2	總目標 1,2, 4,5,6	學校朗誦節及其他校外比賽	學校負責派發誦材和報名表，學生家長自行上網繳交報名費。學生需將報名表和繳費收據交回學校。學校於指定日期前送至朗誦協會。學生自行訓練和錄影，並上載到指定鏈結。	有潛質的學生	訓練表現 比賽結果	全年	*徐鈺峰 王明開 孔垂柳	\$2,000
3	總目標 1,3, 4,5,6	朗讀龍虎榜	以朗讀計劃的形式進行，學生可透過朗讀已學及自學的文章來累積分數，提升學生朗讀能力及自主學習能力。	1-4 年級	龍虎榜 檢討會議	一學年	*殷華峰 楊素敏	\$2,000
4	總目標 1,2, 4,5,6	普通話大使及普通話周	這是一個師兄弟互動的活動。活動由所有六年級普通話班的學生擔任普通話大使，在課堂上以小組形式設計攤	大使： 六年級	學生回饋 檢討會議	39 周舉行 35-38 周準備	*劉巍 *顧慧儀 陳美穎 黃嘉欣	\$4,000

			位，並於普通話周內輪流負責當值，讓低年級師弟在活動中學習普通話，亦能培養高年級學生的創意及責任心，發揮兄友弟恭的精神。	全體學生參與			孔垂柳 楊素敏	
5	總目標 1,2,3, 4,5,6	班際比賽	由各級老師因應課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓緊學生愛比拼的心理，提高學生對本科的學習興趣。比賽可包括背誦聲韻母、唸兒歌、繞口令、粵普對譯等，題目及形式可多樣化。	1-6 年級	比賽表現 收集意見	38 周		\$2,000
6	/	「童心・童話福袋」	在聖誕節、復活節等假期前，將有聲圖書借閱給基礎漢語班學生，提高學生的閱讀量，增加中文詞匯，培養獨立學習的能力。印製閱讀小冊子，記錄學生的閱讀情況。	基礎漢語 1-4 年級	觀察表現	全學年	*何潔生 巫家帆 黃少君	\$2,000
7	/	參加友校交流活動及專題研討會	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。	全體教師	參加次數 協作分享	全學年	劉巍	\$7,000
8	/	製作教材、購買	主要由教師購買有關普通話及基礎漢	全體教師	借閱次數 協作分享	全學年	教學助理	\$5,000

		工具書及輔助教具教材	語科參考書籍和教材，特別是普通話教中文的書籍，以協助課程剪材及教學。					
9	/	收集本科專題資料	特設文件夾及專櫃一個，專門收集本科知識及本科課程最近發展的資料，由曾出席或參與有關專題講座、會議的教師提供參考資料。	全體教師	借閱次數 協作分享	全學年	劉巍	/

Music Department Programme Plan 2021-2022

Head of Department: Mrs. Emily Yip

Members: Ms. Isabella Kwan

Ms. Katie Chan

Ms. Judy Chu (Music Programme Development Officer)

Aims and Objectives:

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

Strengths:

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

Weaknesses:

1. Our conductors cannot be given sufficient practice time to do rehearsals for music training groups.
2. There are inadequate venues available for conducting classes or rehearsals of music training groups.
3. Some students have engaged in many extracurricular activities, and less time can be spent on practicing their instruments, thus affecting their performance.

Programme Plan & Budget:

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1, 4, 5 & 6	Dizi Music and Erhu Music Intensive Training Classes	Invite potential G2 & G3 students to attend intensive training programme on Chinese instruments, Dizi and Erhu.	From October 2021 to July 2022	I. Kwan	\$30,000
2	1, 4, 5 & 6	Dizi Music and Erhu Music Advanced Intensive Training Classes	Invite potential G3 & G4 students to attend advanced intensive training programme on Chinese instruments, Dizi and Erhu.	From October 2021 to July 2022	E. Yip	\$30,000
3.	2, 4, 5, 6 & 7	Music Appreciation	Music recommended & performed by music teachers & students, including Chinese and Western Music.	Whole Year	All Music Teachers	NIL
4.	1, 2, 3 & 4,	Music Competition	String & Chinese Instrument Ensemble Groups will participate in the HK Youth Music Interflow 2021.	From September 2021 to early December 2021	E. Yip & I. Kwan	\$8,000
5.	2, 4 & 5	Music Performance	Music performances presented by professional organizations, other schools and our students.	Whole Year	All Music Teachers	\$10,000
6.	4 & 8	Music Captains	8-10 potential G6 students will be selected to assist the Music Department.	Whole Year	Emily Yip	\$1,000
7.	1, 3, 4 & 5	Music Project	Music performances will be presented by students as part of their music activities.	From October 2021 to April 2022	All teachers	\$50,000

Physical Education Programme Plan 2021-2022

Head of Department:	Mr. Ryan Li
Panel Chairperson:	Mr. Nick Leung
PE Teacher:	Mr. Calvin Chan
PE & Sports Development Officer:	Mr. Kam Tse

Aims and Objectives:

1. To jointly organize functions with the Secondary Division to achieve the through-train mode of learning.
2. To improve the physical fitness of students.
3. To promote students' interest and desirable attitudes towards physical activities and develop an active lifestyle.
4. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship.
5. To develop students' ability to observe, analysis, make judgement and be creative in the process of participating in physical activities.
6. To promote desirable moral behaviours, cooperation in communal life, ability to make decision, and appreciation of aesthetic movements.
7. To develop students' team spirit, and a sense of belonging and achievement through a series of training programmes and competitions.

Strengths:

1. Students enjoy taking part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE Department of DBSPD is closely bonded with the PE Department of the Secondary Division.
4. PE teachers are professionally trained and are enthusiastic in teaching.
5. Parents in general have good faith in the wellness of individuals and are supportive of their children to participate in physical activities.
6. The achievement of our school teams in the inter-school competitions has a positive impact on other students, particularly in their aspirations to do well in physical activities.
7. Students are provided with ample opportunities to join various physical activities.

Weaknesses:

1. Students are generally weak in physical fitness and co-ordination.
2. School training venues are inadequate to accommodate further development of additional PE activities.

Activities Plan Table:

	Aims	Activity	Description	Period	Coordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be organized for all students. The Swimming Gala Finals will be held with the Secondary Division in the Kwun Tong Indoor Swimming Pool.	Heats (G1-G6): 3, 6 & 7 Sept 2021; Finals (G2-6 Finalists): 28 Sept 2021	HoD & Panel	\$6,000
2.	3, 4 & 7	Sports Day	Track and field competitions will be organized for all students. The Sports Day Finals will be held at the Kowloon Bay Sports Ground.	Heats (G1-G6): 23-25 Dec 2021; Finals (All G2-G6 students): 14 Feb 2022	HoD & Panel	\$6,000
3.	4, 5, 6, 7	Alternative Sports	Students will have the chance to participate in various sports activities, such as, rope skipping, wushu and dragons & lions dance.	Early Dec 2021 to early Feb 2022	All PE teachers	\$100,000

Visual Arts Department Programme Plan 2021 - 2022

(Grades 1-3)

Head of Department (Grades 1-3): Ms. Tracy Yu

Members: Mr. Ken Tsui & Ms. Ellsa Tsarm

Aims & Objectives:

1. To develop students' creativity and imagination through participation in art-making and art appreciation activities.
2. To develop students' visual language by using different visual art forms, a variety of materials and techniques for visual art making.
3. To develop students' problem solving and critical thinking by understanding arts in context through art-making and art-appreciation activities.
4. To promote students' positive attitude towards art.

Strengths:

1. Teachers have a strong knowledge of both Western and Chinese art practice and history.
2. Teachers can demonstrate a wide variety of teaching styles and approaches.
3. Students enjoy visual art lessons.
4. Parents are supportive of the Visual Arts programme.
5. Abundant material resources are available with strong support given by the School.

Weakness:

1. Space is insufficient, when part of the Visual Arts Room is used as the multimedia arts corner, the space for making collaborative art works is limited.

Plan and Activities Table (2021-2022)

Aims	Plan	Descriptions	Period	Coordinator	Budget
1-4	Cross-Curricular Integrated Learning	Topics chosen for Visual Art lessons will be related to other disciplines. The Visual Arts Department will work in collaboration with other departments and take part in the whole school programme.	Art Lessons	Tracy Yu (G1-2) Ken Tsui (G3)	Curriculum Development: \$32,000 Teaching Materials: \$140,000
1-4	Artist-in-School Partnership	Artists from external institutions and organizations will be invited to run art-appreciation and art-making workshops for students. Topics that are not likely to be covered in visual art lessons will be covered.	Art Lessons & After School Classes	Tracy Yu (G1-2) Ken Tsui (G3)	Seminars and Workshops: \$25,000
1-4	Project Learning/ Collaborative Learning	Students will work in group projects that build their generic skills. Collaborative artworks will be displayed around the school and external venues.	Art Lessons	Tracy Yu (G1-2) Ken Tsui (G3)	Teaching Materials: \$140,000
1-4	Art Appreciation	Students will be introduced to artists, art concepts, movements and various styles of art language. Students learn to appreciate art during lesson discussions, art making and exhibition visits. They develop creativity, imagination, self-reflection and critical thinking skills.	Art Lessons	Tracy Yu (G1-2) Ken Tsui (G3)	Curriculum Development: \$32,000 News, Magazines, Books: \$7,000

1-4	Sketch Book (Visual Diary)	<p>The Visual Diary is an extension of the art-appreciation practice.</p> <p>It focuses on encouraging students' observation, creativity and imagination on their own choice of topics. Teachers may use the sketchbooks as a means to give positive feedback and encouragement to students.</p> <ul style="list-style-type: none"> • Written comments and stamps are given on students' visual diary, e.g "Good work!", "Interesting ideas!", "Keep it up", "Creative mind". • Stickers and credibility notes are also provided as encouragement. 	Sept 2021 – July 2022	Tracy Yu (G1-2) Ken Tsui (G3)	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$140,000</p>
1-4	Students' Art Exhibition	Sharing our students' artworks inside and outside the school premises help promote art appreciation, creativity and critical thinking skills of our boys.	Sept 2021 – July 2022	Tracy Yu (G1-3) Ken Tsui (G3)	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$140,000</p>
2-3	Art Competition	All students will be given the opportunities to participate in competitions organized by the School and other organizations in Hong Kong, nationally and internationally.	Sept 2021 – July 2022	Tracy Yu (G1-2) Ken Tsui (G3)	<p>Prizes, Gift & Awards: \$6,000</p> <p>Printing: \$10,000</p> <p>Stationery: \$5,000</p>

1-4	Cultural Adventure	<p>To provide opportunities for students to learn outside of the classroom, to arouse their interests in Visual Arts and to promote life-long learning.</p> <p>To further engage students in experiential learning through organizing outings and trips.</p>	Sept 2021 – July 2022	Tracy Yu	Local, Tours / Outings - Transportation: \$3,000
1-2	Extra-curricular Art Classes	To focus on a wide range of multimedia art classes taught by external tutors to cater the needs of students who wish to develop their artistic potential through various media explorations.	Sept 2021 – July 2022	Tracy Yu (G1-6) Ellsa Tsarm	Self-funded by Parents

1-4	Teaching & Learning Initiatives	<p>To incorporate blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods:</p> <ol style="list-style-type: none"> 1. To use iPad Pro to draw sketches: <ul style="list-style-type: none"> - Promote art and technology in education - Increase incentive to acquire independent and self-learning skills 2. To use Google Classroom to exchange ideas and feedback: <ul style="list-style-type: none"> - Make good use of digital survey to encourage feedback from students and teachers 3. To use website platforms to share online resources and artworks. <p>To raise students' awareness of the importance of well-being:</p> <ol style="list-style-type: none"> 1. To recruit Volunteer Art Helpers to serve during recess time to develop their sense of commitment and responsibilities. 2. To develop a routine for students who are self-motivated to perform extra work during their spare time. 3. To encourage weaker students to work on their own pace under a more relaxed condition to complete their artwork during recess on a voluntary basis. 	Sept 2021 – July 2022	Tracy Yu (G1-2) Ken Tsui (G3)	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$140,000</p> <p>IT Support: \$5,000</p>
-----	---------------------------------	---	-----------------------	----------------------------------	---

Visual Arts Department Programme Plan 2021 - 2022

(Grades 4-6)

Head of Department (Grades 4-6): Ms. Eva Chui

Members: Ms. Karen Li & Ms. Ng Wan Ki

Strengths:

1. All teachers have art training at tertiary level.
2. The majority of students see art as a 'fun' subject and show their enjoyment in art lessons.
3. There are ample resources for students to explore a broad range of art media for self-expression.

Weaknesses:

1. Pupil's commitments and motivation in Visual Arts are often conflicted with other subjects/disciplines.
2. It can be difficult to develop students' artistic ability & art appreciation skills in Visual Arts with only one art class per week (Grade 4 one hour lesson and Grades 5-6 half hour lesson).
3. Home projects assigned have their limitations as a portion of students have insufficient art & IT resources.
4. The uncertainty and changes during the Covid-19 pandemic can hinder students' opportunities to learn.

Aims and Objectives:

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

Plan and Activities Table (2021-2022)

	Aims	Plan	Descriptions	Co-coordinator	Budget
1.	4	Cross-Curricular Integrated Learning	<p>Chosen topics for Visual Art lessons will be related to other disciplines and the VA Department will work in collaboration with other departments to:</p> <ul style="list-style-type: none"> Establish STEAM approach of learning Establish National Security Education topic for each grade. 	Ms. Chui & Ms. Li	<p>Curriculum Development: \$20,000</p> <p>Teaching Materials: \$112,000</p>
2.	1,2	Art in School Partnerships	<ul style="list-style-type: none"> Partnerships with other subject departments & working committees to merge art activities outside of art classes and into everyday school life. Invite artists, other institutions and organizations to run art appreciation and art making workshops for the students. 	Ms. Chui	Seminars and Workshops: \$15,000
3.	1,2,3,5	Project Learning/ Collaborative Learning	Students create group projects which help develop their generic skills.	Ms. Chui & Ms. Li	<p>Teaching Materials: \$112,000</p> <p>News, Magazines, Books: \$4,000</p>
4	1,3,4	Art Appreciation	<ul style="list-style-type: none"> The Language of Art: Students will be introduced to artists, art concepts, movements and various styles of art and design. Students will have art-appreciation sessions during lesson discussion, art-making and exhibition visits to develop self-reflection and critical thinking skills. 	Ms. Chui & Ms. Li	<p>Curriculum Development: \$20,000</p> <p>News, Magazines, Books: \$4,000</p>

5	1-3	Sketch Book (Creativity & Imagination)	<ul style="list-style-type: none"> Students will use sketch books to help develop creativity and imagination, skills and processes. Teachers may use the sketch books as a means for giving feedback to students. 	Ms. Chui & Ms. Li	Teaching Materials: \$112,000
6	3,5	Student Art Exhibition	To display artworks and help promote self-reflection and critical thinking skills on artworks students have created.	Ms. Chui, Ms. Li & Ms. Ng	Teaching Materials: \$112,000 Printing: \$10,000 School Subsidy Scheme: \$200,000
7	3,5	Art Competition	All students will be given opportunities to participate in competitions organized by the School, Hong Kong, nationally and internationally.	Ms. Chui & Ms. Ng	Prizes, Gift & Awards: \$ 5,850 Printing: \$20,000 Stationery: \$5,000
8	1-5	Cultural Adventures	To develop opportunities outside of classroom, to trigger students' interests in Visual Arts and to promote life-long learning.	Ms. Chui, Ms. Li & Ms. Ng	Local, tours / outings - Transportation: \$3,000
9	1-3	Extra-curricular Art Classes	A range of art classes will be taught by tutors outside to cater to the needs of students who wish to develop their artistic potential through various media explorations.	Ms. Chui & Ms. Ng	Coaching Fees (approx.): \$174,000
10	1-5	Teaching & Learning Initiatives	<ul style="list-style-type: none"> Explore strategies of Blended Learning, by incorporating online educational materials and opportunities for online interaction together with traditional in classroom learning. Explore strategies to cater for Learner's Diversity by differentiated instructions. 	Ms. Chui & Ms. Li	Curriculum Development: \$20,000

Religious Education Department Programme Plan 2021 - 2022

宗教科工作計劃 2021-2022

(一) 計劃小組

科主任: 郭嘉恩

組員: 吳鳳婷、黃嘉欣、王健屏、梁凱祈、王貝詩、張千峰、劉巍、陳進逸

(二) 本校現況

強項

1. 基督徒老師富工作熱誠，熱心事奉。
2. 學校得到多位聖公會牧師的支持及協助推動各項活動。
3. 非本科的基督徒老師積極鼓勵學生實踐聖經的教導。
4. 透過一星期三天的早會時間，以基督教信仰為本，培育學生的正確價值觀。
5. 宗教科老師、社工和牧師有多年良好的合作關係，有助推動本校師生及家長牧養工作。

弱項

1. 每星期只有一節宗教課，老師和學生課堂見面的時間相對其他科目為少，因此較難把課題深入向學生教授。
2. 學校的課外活動較多，故他們多以參與其他活動作優先考慮。
3. 學校的空間不足，以致舉辦活動時有較大的限制。

本科總目標：

1. 認識福音，發揚基督精神。
2. 從聖經教導中學習聽道而行道，並實踐於日常生活中。
3. 學生能對老師和同學發揮彼此相愛的精神。
4. 培養學生良好品德，愛主愛人。
5. 透過各項事工的推展，加強學校的宗教氣氛，冀盼師生、家長能認識和追求信仰。
6. 學生透過參與宗教科活動，培養協作、溝通、創造、解決問題等多項共通能力。

(三) 活動方案：

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1.	1,2,3,4,6	個人牧養工作	宗教科老師向有需要學生提供個人情緒及心靈支援和教導。	全校學生	觀察學生反應及收集老師意見	全年	全體老師	/
2.	1,2,5	新生調適活動	宗教科於開學期間為新生舉行調適活動，並於課堂中介紹班名的由來，讓新生認識學校，盡快投入校園生活。	小一學生	收集家長及老師意見	九月	*劉巍 王貝詩	/
3.	1,2,4,5	崇拜	配合節期，邀請牧師到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜。	全校學生	收集老師意見	全年	*郭嘉恩 吳鳳婷 聖公會牧師	\$1000
4.	1,2,3,4,5	早會	逢星期三由宗教科、基督徒老師或牧師輪流主領，逢星期一及星期五由校長主領。	全校學生	收集老師意見	全年	全體老師 聖公會牧師 基督徒老師	\$3000
5.	1,2,3,4,5	親子聖經班	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。	小一至小四的學生及家長	收集家長意見	全年 (每月兩次)	聖公會池牧師 G1-2 *王貝詩 劉巍 梁凱祈 G3-4 *郭嘉恩 黃嘉欣 陳進逸	\$2000
6.	1,2,5	家長團契	於每次親子聖經班之後，由聖公會池牧師主領。通過考查聖經及活動，尋求神在家長身上所定的使命。	有興趣參加的家長	收集家長意見	全年 (每月兩次)	*王健屏 陳進逸 聖公會池牧師	\$2000

7.	1,2,5,6	開放日 (佈道活動)	與德育科共同展示有關的學生活動照片及作品，並透過活動向參觀的孩童及家長傳遞福音信息。	全校學生	訪問個別嘉賓對開放日的意見	一月	全體老師	\$2000
8.	1,5	專題展板	擬訂不同主題(或按節期)，張貼相關的內容於展板上，以加強學校的宗教氣氛，並傳達基督教信仰。	全校學生	收集家長意見	全年	全體老師	/
9.	1,2,4	聖經朗誦節	鼓勵對朗誦有興趣的同學參加聖經朗誦比賽，讓學生明白經文的意思，學習表達經文中的思想和感情。	對朗誦有興趣的學生	學生表現	三月	*郭嘉恩	\$500
10.	1,2,3,5,6	福音聚會	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。	小六學生	學生問卷及收集老師的意見	五月至六月	*張千峰 吳鳳婷	\$5000
11.	2,3,5,6	聆聽箱	設置聆聽箱，以收集同學對課題及信仰的疑問。老師可安排在課上回答同學問題，個別面談或請學校的牧師以書面形式回應。	全校學生	收集學生及老師意見	全年	*陳進逸	\$1000
12.	1,5	教師祈禱會	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。	全體老師	收集老師意見	全年	*黃嘉欣 張千峰	/
13.	5	教師退修活動	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。	全體老師及基督徒老師	收集老師意見	四月	*郭嘉恩 王健屏	\$10000
14.	1,5	教師團契	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。	全校老師	收集老師意見	全年 (每月一次)	*郭嘉恩 梁凱祈	\$2000
15.	5	聖公會活動	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。	全校學生	收集老師的意見	全年	全體老師	/

*聯絡人

Library Studies Department Programme Plan 2021-2022

Panel Chairperson: Ms. Cherry Tai

A. Goals and Objectives

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

B. Aims and Objectives:

Aims	Objectives	Focus
1. To guide students to read to learn and learn from reading	<ul style="list-style-type: none">• To develop students’ habit of reading and promote the reading culture in school through various promotions, reading activities and reading programmes• To guide students to gain knowledge and information from reading	<ul style="list-style-type: none">• Reading to Learn

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

Strengths and Weaknesses

- **Strengths:**

1. A relatively large number of students enjoy reading.
2. Annual budget allocated to the Department allows a smooth collection development so that students can be exposed to a wide variety of books and their interests in reading can be stimulated.
3. The Library provides a comfortable environment for the students to read.
4. Each class is divided into 2 groups during library lessons and students are exposed to English and Putonghua. In smaller groups, students can concentrate better and enjoy the library lessons.

- **Weaknesses:**

1. Some students only read a particular series of books and do not try to read other books available in the Library.
2. Upper grades students have difficulties to spare time to go to the Library during recess time.
3. There are a small number of students who do not read much.

C. Annual Programme Plan & Budget

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1	1, 4, 5	Reading Environment and Resources	1. Management of School Library <ul style="list-style-type: none"> (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) Develop and manage the library collection (research before order, order, check invoice, catalogue, import data, print labels, wrap books and stocktaking) (f) Decorate the Library (g) Organize and manage the student librarians (h) Organize the library parent volunteers 2. Budget Management 3. Collection Development <ul style="list-style-type: none"> (a) English, Chinese and French books (b) Magazines (c) Online resources (d) Classroom Libraries 	1. Reading environment of the Library 2. Feedback of the teachers, students and parents 3. Size of collection	Whole Year	Ms. Cherry Tai (Teacher-Librarian) Ms. Evelyn Cheang (Assistant Librarian)	2021-2022 Library budget for purchasing reading materials
2	1, 2, 3, 5	Library Education	1. G.1-G.4 students will be introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources.	1. Students' participation and performance in the library lesson	Whole Year	Ms. Cherry Tai	2021-2022 Library budget

			<p>2. G.1 and G.2 will have story time and learn simple library skills.</p> <p>3. G.3 and G.4 students will learn the usage of electronic books, the way to use both book-form and online encyclopedia and the classification methods of the library materials (Dewey Decimal Classification and Chinese Books Classification).</p> <p>4. G.5 and G.6 students will take turns to visit the Library during Reading Period.</p>	2. Students' feedback			
3	1, 4	Cross-curriculum collaboration	<p>1. Various cross-curriculum activities will be held with other Departments throughout the year.</p> <p>2. Departmental schemes of work will be used as references to understand the special needs of each subject in order to support teaching and learning.</p>	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2021-2022 Library budget
4	1, 3, 5	Reading Activities	<p>1. Author Visit/ Reading Talk</p> <p>2. Storytelling Sessions</p> <p>3. Reading Programme</p> <p>4. World Book Day Celebration</p> <p>5. Heifer Read to Feed Programme</p> <p>6. Library Cards for All Children Scheme</p> <p>7. Newspapers and Magazines Subscription</p> <p>8. Books Borrowing Ranking Charts</p> <p>9. Book Fair</p>	<p>1. Students' participation</p> <p>2. Students' feedback</p>	Whole year	Ms. Cherry Tai Ms. Evelyn Cheang	2021-2022 Library budget
5	1, 2, 3, 5	Student Librarians	<p>Recruiting, training and organizing the student librarians to</p> <p>1. assist in the daily operation of the Library</p>	Student librarians' performance	Whole year	Ms. Cherry Tai	2021-2022 Library budget

			<ul style="list-style-type: none"> 2. keep the Library clean and tidy 3. make sure the students behave themselves in the Library 4. help fellow students in using the Library 				
6	1	Library Promotion	<ul style="list-style-type: none"> 1. There are display boards introducing various authors and library information. 2. Monthly displays on different topics are set up. New books are displayed. 	Students' feedback	Whole year	Ms. Cherry Tai Ms. Evelyn Cheang	2021-2022 Library budget

Computer Studies Programme Plan 2021-2022

Head of Department: Ms. Jessica Chan

Teachers: Ms. Pauline Ip, Mr. Edward Wong, Mr. Alan Ng, Mr. Alex Lam and Ms. Zoe Wong

Aims and Objectives:

1. To equip students with knowledge and daily life skills in computer operations.
2. To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects.
3. To foster students' independent thinking, creativity and problem solving skills.
4. To develop students' self-learning, research and life-long learning skills.
5. To stimulate students' interest in learning computer technology.
6. To build up confidence and a positive learning attitude and habit towards the use of computer and information technology.
7. To develop students' leadership and cooperation qualities.
8. To develop students' sense of responsibility in handling ethical issues when using the computers or information technology.
9. To give students more exposure to external competitions.

Strengths:

1. The School provides excellent facilities for students and each student has a computer to use during lessons.
2. Other subject teachers, e.g. Maths, English and Visual Art teachers, frequently conduct their lessons in the Computer Room.
3. A Teaching Assistant is assigned to each Grade One class during Computer Studies lessons for providing extra assistance to students.
4. Students are very interested in Computer Studies and are highly motivated during lessons.
5. The curriculum is school-based; therefore it is flexible and kept up-to-date to the latest trends.
6. Lots of educational software is web-based. Students could explore the most updated trend in computer and information technology.
7. Teachers are professionally trained and dedicated to their vocation.

Weaknesses:

1. It is difficult to develop students' IT skills in Computer Studies lessons with only half an hour class per week.
2. Many of our students do not have access to desktop computers at home. Instead, they use tablets (e.g. iPads) more frequently. They are not so familiar with the skills required for using the mouse, the keyboard and file management.

Major Concerns 2021-2022

1. To foster STEM learning in lessons
2. To encourage independent learning and foster relevant skills required for independent learning
3. To incorporate project skills in the curriculum
4. To encourage the use of digital learning tools, especially iPads, in learning and teaching
5. To enhance the awareness of ethical use of the School Intranet, the Internet and Google Apps among students of the upper primary

Programme Plans 2021-2022

1. To adopt cross curricular themes with different subjects
2. To build up students' sense of responsibility when using computer and information technology

Annual Programme Plan and Budget:

Plan	Aims	Activity	Description	Method of Evaluation	Period	Coordinator	Budget
1	7, 8	IT Director/ IT Captain	Students will be selected as IT Directors or Captains to assist IT Officers in maintaining order and discipline in the Computer Room during the recesses.	1. The order of the Computer Room during recesses 2. Participation rate of the IT Directors & Captains	Sept 2021 – July 2022	Edward Wong* Zoe Wong	Certificates & Book Vouchers
2	1-9	External Competition	International Coding Elite Challenge (https://ice-challenge.org/)	1. Results attained by students 2. Students' participation rate	Oct 2021 – May 2022	Alex Lam* Jessica Chan	\$3000
			Hong Kong Primary Schools Olympiad in Informatics		Dec 2021 – May 2022	Jessica Chan* Edward Wong	
			HKICT Awards (https://www.hkictawards.hk/)		Apr 2022 – Nov 2022	Alan Ng* Zoe Wong	
			Underwater Robotics Competition (HKUST)		Mar 2022 – Apr 2022	Edward Wong* Zoe Wong	
			Hong Kong mBot & Arduino Robot Challenge (https://stemchallenge.hk/)		Apr 2022 – May 2022	Pauline Ip* Alan Ng	
			Computational Thinking and the Code2App Contest (HKUST)		Feb 2022 – Jul 2022	Pauline Ip* Alex Lam	
3	1-7	STEM Learning Activities	<ul style="list-style-type: none"> Outsource lessons The topics are: G.1 & G.2: Dash & Dot (TBC) G.3 & G.4: mBot (TBC) G.5 & G.6: AI (Term 1) 	Students' participation	Sept 2021 – Jun 2022	Pauline Ip* Jessica Chan	Annual Giving Budget

4	8	Seminar (Internet Safety and Protection of Personal Information)	<ul style="list-style-type: none"> • Awareness of Internet Safety issues • b) Awareness of Protection of Personal Information over the Web 	<ul style="list-style-type: none"> • Students' participation • Students' behaviour when using the Internet and Intranet 	June 2022	Jessica Chan*	\$2000
5	2	Extra-curricular Activity (mBot)	mBot competition-based training course	Students' participation	Oct 2021 – Mar 2022	Alan Ng* Pauline Ip	--
6	1, 2	Cross-curricular Activities	G.1 – 2: Cherish Yourself and Your family	Students' participation	Sept 2021 – Jun 2022	Edward Wong* Pauline Ip	--
			G.3 – 4: Love Your Schoolmates and Your School	Students' participation	Sept 2021 – Jun 2022	Pauline Ip* Alex Lam Jessica Chan Zoe Wong	
			G.5 – 6: Love Our Society and Our World	Students' participation	Sept 2021 – Jun 2022	Pauline Ip* Alan Ng*	

Moral Education Department Programme Plan 2021-2022

Head of Department: Ms. Ivy Wong

Member: Mr. Anthony Chan

Aims and Objectives:

1. To organize experiential activities and service programmes to promote pro-social behaviour amongst students.
2. To organize talks and workshops to promote moral values and social skills amongst students.
3. To conduct workshops to promote effective parenting skills amongst parents.
4. To produce teaching videos for students to view online to supplement classroom teaching, and nurture students' character and values through online and face-to-face discussions.
5. To organize activities and sharing sessions to empower students to overcome their weaknesses and share positive experiences.

Strengths:

1. The School offers students a balanced education for the development of the whole person. The curriculum aims to help students develop effective communication, collaborative and learning skills, a creative and global frame of mind, and critical and analytical thinking by providing a wide range of learning activities that cater for learners' diversity.
2. The School has a strong team of teaching staff who are caring and responsible. The relationship among teachers, students and parents are good.

3. The School and the PTA work in partnership to provide various service opportunities to foster students' commitment to the society.
4. Students are confident, enthusiastic in learning and have a strong sense of pride and commitment to the School.
5. Students enjoy their school life and are ready to articulate their opinions and initiate ideas. Teachers can readily grasp the feelings and values held by students, and accordingly, provide them with suitable guidance to help them build up correct moral values.
6. Many of our students are smart and their minds are analytical. They are capable of discovering new knowledge and construct moral values through discussions and participating in experiential activities.
7. Parents are concerned about the development of their children and are eager to be involved in the school work of their boys.

Weaknesses:

1. Aiming for “best of the best” has a strong influence on our students who would likely be molded to become highly competitive. Parents and students are very anxious about winning in competitions. An increasing number of students are having behavioral or emotional problems caused by stress.
2. Some students are too keen to express their own ideas and opinions, making it difficult for them to respect others and to listen to others' viewpoints. A greater amount of time is required when group discussion is held and students need to learn to refrain from being too dominant.
3. The majority of our students are raised in middle class families with domestic helpers. Most of them are very dependent in learning, poor in self-management skills and interpersonal skills.
4. The opportunities to perform community services are limited. More opportunities should be extended to all students to foster the commitment of our students to serve the society.
5. Students' cooperativeness should be enhanced. Our students need to learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.
6. Some parents show too much care and overprotect their children. They are in need of effective parenting skills.

Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance indicator	Period	Co-ordinators	Budget
1	2	Developmental Talks, Activities and Workshops	Promote moral values and social skills amongst students.	Teachers' observation	Nov., 21 - June, 22	Ivy Wong & Anthony Chan	\$5,000
2	3	Parents' Workshops	Help parents strengthen parenting skills, and provide a platform for parents to share positive parenting strategies.	1. A three-session workshop will be organised for parents of G.1-3 students 2. A three-session workshop will be organised for parents of G.4-6 students 3. Over 80% of the participants consider the workshops beneficial	Nov., 21 - June, 22	Ivy Wong & Anthony Chan	\$25,000
3	1	Read to Feed Programme	Help students understand the need of poor people in China, and provide an opportunity for students to take concrete helping actions.	Over 130 G.1-2 students will participate in the programme	March, 22 - April, 22	Ivy Wong & Anthony Chan	---
4	2	Talk on Healthy Use of Computer	Enhance G.5-6 students' awareness of the importance of healthy use of computer.	Teachers' observation & feedback from participants	June 22 - July 22	Ivy Wong & Jessica Chan	---

Electives Department Programme Plan 2021-2022

Department Head: Ms. Susanna Chung

Panel Chairperson: Ms. Jenny Lo

Members:

Grace Ko	Ryan Li	Eva Chui	Cherry Tai
Ivy Wong	Anthony Chan	Pency Wong	Ksenia Girsova
Carolina Calderon	Ken Tsui	Grace Ku	Agnes Wong
Macy Lai	Nick Leung	Katie Chan	Isabella Kwan
Simone Lam	Bianca Yeung	Tracy Wong	Joey Tsang
Vera Kong	Fiona Tsui	Diana Yan	Meredith Wong
Louis Hau	Karen Li	Zoe Wong	Sally Ho
Alice Lau	Karen Leung	Billy Ma	Ivan Liu
Amy Chan	Shanice Leung	Tiffany Shum	Michael Yuen
Kam Tse	Judy Chu	Celia Chan	

A. Aims & Objectives

An elective is a subject which a student can choose to study as part of his course. Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. Electives are intended to supplement, not to replace any part of the core curriculum. Students take three different courses in an academic year.

The general goals of the Electives curriculum are as follows:

1. To enable students to select courses according to their interests and learning style.
2. To help students develop curiosity and interest in learning areas not covered in the core curriculum.

3. To help develop in students a sense of responsibility so that they understand their role as a member of the course that they attend.
4. To develop students' self-learning skills.
5. To raise students' awareness and knowledge about environmental issues.
6. To promote a positive culture where students learn to appreciate the work of their peers and celebrate the collective learning outcomes shared by members attending the same elective.
7. To promote STEAM education.

Strengths, Weaknesses, Opportunities and Threats

• **Strengths**

1. The Electives programme is one of the characteristics of our school-based curriculum where students' development can be enhanced based on their individual interests and learning styles.
2. All Elective programmes are highly supported by the School in terms of resources and manpower, which are of great importance to the long-term development of the Department.
3. The Department puts strong emphasis on providing a great variety of learning experiences for students.
4. The Department is given great flexibility in developing our Elective curriculum, and ample resources are readily available.

• **Weaknesses**

1. There are not enough rooms to accommodate the requirement for small class teaching for both the Electives and Gifted Programmes.
2. It is difficult to strike a balance between providing particular electives which are popular among students and those that offer a wider range of exposure to our students but may not be as popular among our students.
3. Classroom management is a challenge for teachers and tutors since students from different classes are allocated to the same Elective in a large group.

• **Opportunities**

1. New electives (Science Explorer, Architecture Appreciation, DIY Fotomo 立體相模型) are introduced each year.

2. Our teachers are professionally trained in the Electives they provide according to their interests and competencies.
3. Most of the external organizations specialize in the Electives that they provide (e.g. Go Culture, Pasona, Science Workshop, Maths Games, Money Management and African Culture).
4. Our students are given the opportunity to learn from many different tutors from various external organizations and have the exposure to diverse fields of knowledge.

- **Threats**

1. The school suspension (due to social event and COVID-19) creates a threat for the development of the Department. No Electives lessons can be allocated in the half-day timetable or the timeslots when online lessons are organized. Special adjustments have to be made accordingly.
2. The expenditure on running the Electives is increasing each year because of the rise in course fees demanded by the external organizations, making the operation of Electives a heavy burden on the School.
3. Most of the external organizations (38 out of 55) were identified through invitation for tender as required by the EDB (single purchases from \$50,000 to \$200,000). The procedures are complicated, making it more difficult for the School to introduce high quality Electives requiring high costs.
4. Not all students have the prerequisite skills and knowledge on a particular area, making it more challenging for teachers and external organizations to design and deliver courses at an advanced level.

B. Annual Programme Plan (2021-2022)

Plan			Aim	Item			
1	<ul style="list-style-type: none">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.		2 & 5	1-77			
2	<p>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 setting.</p> <ul style="list-style-type: none">Focus on developing students’ language and culture: Japanese, African Culture, GermanFocus on developing students’ proper manners: EtiquetteFocus on Art & Design: Drawing on the right side of the brain, 3D Sculpture, 中國畫, Tie DyeFocus on Sports which are out of regular curriculum: Rock Climbing, Handball, Rope Skipping, Dodge Ball, Taekwondo, YogaNew elements in elective curriculum:<table border="1"><tr><td>Science Explorer</td><td>Architecture Appreciation</td><td>DIY Fotomo 立體相模型</td></tr></table>		Science Explorer		Architecture Appreciation	DIY Fotomo 立體相模型	1 ,2 & 5
Science Explorer	Architecture Appreciation	DIY Fotomo 立體相模型					
3	To enable students to learn through interactions with schoolmates and tutors of external organizations		3 & 6				
4	To let students choose the Electives that best suit their learning styles. (for Whole-day timetable only)		1 and 2				
5	To further develop students’ self-learning skills. (E.g. Be a SMART Learner, Basic Outdoor Survival Skills, Room Escape Challenge and Maths Problem Solving Strategies, etc.)		4				
6	To promote STEAM education. (E.g. VR & AR, Creative Innovator, Creative Computing with Scratch Programming, Food Science and CoSpaces Advanced VR etc.)		7				

Activities Table (2021-2022)

	Course	Content	Evaluation (At the end of each term)
1	Go Culture Course: Beginners (圍棋初班)	See Programme Outline of each Elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement Target of each Elective
2	Go Culture Course: Intermediate (圍棋中班)		
3	Go Culture Course: Advanced (圍棋精英班)		
4	International Corner		
5	Elementary Japanese		
6	Intermediate Japanese		
7	Money Management		
8	Be a Magician		
9	Mathematical Games		
10	Physics Experiments (Electromagnetism)		
11	Chinese Food Culture 中國傳統飲食文化		
12	Handmade Traditional Toys & Play Culture		
13	FUN with LEGO		
14	Elementary French		
15	Collage Art		
16	Science Adventures		
17	Juggling Matrix (雜耍天地)		
18	天文實驗班		
19	Advanced Astronomy Exploration		
20	Toy Science		
21	Science Adventure Builder		
22	初級紙製電路 (Paper circuit)		
23	Cyber-reality Science Venture		
24	Creative Innovator		
25	Photography		
26	Basic Outdoor Survival Skills 求生技能初探		
27	Art of Paper		
28	Food Science		
29	Learning is Cool - Zoology for Kids		
30	Be a SMART Learner		
31	探索侏羅紀		
32	Think to Speak 環保小先鋒		
33	Science Explorer		
34	Learn from GAMES		
35	Be a SMART Leader		
36	DIY Fotomo 立體相模型		
37	Orienteering		
38	Architecture Appreciation		
39	Stormy Chefs		
40	The Chess Academy		
41	3D Modelling & Printing		
42	Fair Trade Club		
43	Leather DIY		
44	Domino Builders 骨牌		
45	MONOPOLY (strategy & fun)		
46	Science Workshop I		
47	Science Workshop II		
48	Room Escape Challenge 密室解難		
49	Etiquette		
50	German for Beginners		

51	African Culture	See Programme Outline of each Elective	<ol style="list-style-type: none"> 1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement Target of each Elective
52	African Performing Art Workshop		
53	Let's Explore the World		
54	Explore World Heritage		
55	Board Games		
56	兒童繪本		
57	Coding: Swift Playground		
58	VR & AR		
59	CoSpaces Advanced VR		
60	Creative Computing with Scratch Programming		
61	Maths Problem Solving Strategies		
62	中國畫		
63	Tie Dye		
64	3D Sculpture		
65	Drawing on the Right Side of the Brain Workshop (14 lessons) #		
66	Team Building Workshop		
67	Taekwondo		
68	Table Tennis		
69	Molkky and Dodgebee		
70	Rope Skipping		
71	Archery		
72	Hockey		
73	Dodge Ball		
74	Softball		
75	Squash		
76	Rock Climbing		
77	Handball		