

Diocesan Boys' School

Primary Division



Annual School Plan

2022-2023

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.

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Annual School Plan (2022/2023)

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. Student Learning and Teaching | | | | | | |
| 1.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity. | <ul style="list-style-type: none"> To design cross-curricular projects to enrich the school curriculum with collaborative effort from different subject departments. To prepare diverse learning materials for catering for learners' diversity, especially in teaching languages. | Sept 2022 - July 2023 | <p>Students (Ss) will take part in at least one cross-curricular activity throughout the year focusing on STEAM.</p> <ul style="list-style-type: none"> <u>Higher Grade Levels:</u> G.4-6 students will identify a problem and work towards a solution. <u>Lower Grade Levels:</u> G. 1 - 3 students will work towards a solution for a given cross-curricular topic. | <ul style="list-style-type: none"> Evidence of students' work Evidence of Ss' presentations Records of cross-curricular activities topics | DHTs, CDAA Chairperson, HoDs | STEAM related teaching materials |

| | | | | | | |
|--|---|---|--|--|------------------------|--|
| 1.2 To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel. | To introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students. | Nov 2022 Staff Training Nov – Dec 2022 Review and adjustment to current practices. Jan – April 2023 Implementation Apr - July 2023 Implementation and evaluation | Ss will conduct online peer feedback and self-reflection at least once in the second and third terms. <ul style="list-style-type: none"> • <u>Higher Grade Levels:</u> E.g. Make constructive feedback on work posted on Padlet using Assessment for Learning sentence starters. • <u>Lower Grade Levels:</u> E.g. Make use of the heart button on Padlet to identify exemplary work. | <ul style="list-style-type: none"> • Records of Ss' work before and after conducting online peer feedback • Oral report and discussion of findings during Panel Meetings | CDAA Chairperson, HoDs | Online Platforms such as Padlet, Google suite apps |
| 2. Student Support | | | | | | |
| 2.1 To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills. | To incorporate activities that promote different life skills into the curriculum of various subjects. | Sep – Dec 2022 Planning and preparation Jan – April 2023 Implementation Apr - July 2023 Implementation and evaluation | <ul style="list-style-type: none"> • Students will be introduced to different self-directed learning skills, such as choice boards, note taking skills, SMART goals at least once in the school year. • Ss of Higher Grades will be allowed to choose their medium of submission for one assignment. • Ss of Lower Grades will gain exposure to multimedia tasks to identify various learning styles. | <ul style="list-style-type: none"> • Evaluations and reflections of Ss | CDAA Chairperson, HoDs | Multimedia tools and platforms for making content |

Second Priority – Management & Organization; Partnership

| Intended Outcomes/ Targets | Strategies/Tasks | Time Scale | Success Criteria | Methods of Evaluation | Person(s) Responsible | Resource(s) Required |
|--|--|-----------------------|--|---|-----------------------|--|
| 1. Professional Leadership | | | | | | |
| 1.1 To reinforce the pedagogical exchange with other schools for keeping abreast of the new trend of teaching and education development. | To organize more joint-school events to strengthen the links with other schools for continued professional growth of teachers. | Sept 2022 – July 2023 | <ul style="list-style-type: none"> Participate in the “Quality Education Fund Thematic Network on Science in Action” Scheme. At least one lesson observation is conducted and one pedagogical exchange among teachers is organized in each participating school of the Scheme. | Documentation of ideas and teacher feedback on lesson observation on School Drive | Mr. Louis Hau (ST) | Time needed for organizing lesson observations |
| 1.2 To further promote teachers’ professional interflow and collaboration by organizing more professional development activities. | To provide more platforms for teachers to get exposure to new ideas through engaging in various staff training programmes. | Sept 2022 – July 2023 | <ul style="list-style-type: none"> Each of the four core subject departments will invite external educational institutions or organizations to conduct at least one professional development workshop for panel members. At least one lesson observation for each core subject (Chinese, English, Math and General Studies) will be conducted between the school’s Secondary Division and Primary Division. A platform will be set up to share resources and student work between the school’s Secondary Division and Primary Division. | Documentation of ideas and teacher feedback, survey of the session | Ms. Pauline Ip (DHT) | Time needed for organizing staff development activities and training programmes Budget for inviting external guest speakers / lecturers |

2. Partnership

| | | | | | | |
|---|---|---|---|--|---------------------|---|
| 2.1 To further strengthen the connection with other schools in Hong Kong and/or overseas. | To organize more joint-school events for building long term relationships with partner schools. | <p>Sep – Dec 2022 Planning and preparation</p> <p>Jan – April 2023 Implementation</p> <p>Apr - July 2023 Implementation and evaluation</p> | <ul style="list-style-type: none"> At least one executive meeting involving the Deputy Headteachers/Vice Principals of partner schools will be held to share views on the future direction of education and school development. Assign at least one teacher to share the school's teaching practices with teachers of other schools at a dissemination seminar organized by the EDB or external educational institutions. | Documentation of school visits on School Drive | Mr. Tinnok Ng (DHT) | <p>Time needed to visit and host other schools as part of professional sharing</p> <p>Souvenirs and school administration documents</p> |
|---|---|---|---|--|---------------------|---|

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 help students establish appropriate etiquettes and interpersonal skills through blended learning. | To introduce blended learning with a focus to help students learn how to refine their etiquettes and interpersonal skills. | Oct 2022 – Nov 2022 | <ul style="list-style-type: none"> Students will acquire communication skills which they can use in mediation to facilitate collaborative learning and refine their interpersonal skills. Students will practise mediation techniques on Zoom to get to understand each other when conflict occurs. | <ul style="list-style-type: none"> Teachers' Observation Student Survey | Ms. Natalie Ng (DHT) Ms. Ivy Wong Mr. Anthony Chan | Budget for conducting blended learning mediation programme |

| 2. Participation and Achievement | | | | | | |
|---|---|-----------------------|--|--|--|--|
| 2.1. To enhance students' learning motivation and help them take more initiatives in various activities. | To provide opportunities for students to take up more responsibilities in their study and be more proactive in participating in school life for a holistic development. | Sept 2022 – June 2023 | <ul style="list-style-type: none"> All G6 students will participate in the Big Brothers Programme and demonstrate brotherhood and care for G1 students. All G6 students will acquire communication skills and collaboration skills by participating in the “G1 Welcoming Activities” and “Pen-pal Scheme”. At least 90% of prefects will participate in leadership training to acquire leadership skills. | <ul style="list-style-type: none"> Teachers' Observation Attendance record of prefects leadership training programme | Mrs. Simone Lam (ST) Mr. Ryan Li (ST) | Budget for Big Brothers Programme and leadership training programme |
| 2.2 To develop a more inclusive school environment through engaging students in more group interactions and community service projects. | To develop a positive learning climate by helping our students to embrace the diversity among all students through engaging in cares and service programmes. | Sept 2022 – June 2023 | <ul style="list-style-type: none"> At least 80% of students will achieve Bronze Award or above in the “Be a CARE Leader Programme”. Students will improve their sense of responsibility and practise inter-personal skills in diverse surroundings through engaging in cares and service programmes and community volunteer work. | <ul style="list-style-type: none"> Participation Data of the “Be a CARE Leader Programme” Teachers' Observation | Mrs. Simone Lam (ST) Ms. Winnie Ho (ST) | Budget for “Be a CARE Leader” Programme Certificates and prizes for award winners |

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2022-2023

Name of school: Diocesan Boys' School Primary Division

Means by which teachers will be consulted: Staff Meeting

No. of operating classes: 30

Task Area: Elective Courses

Teacher-in-charge: Ms. Pauline Ip (Head of Department)

Major Area of Concern: To employ external organizations and part-time tutors to develop and conduct electives for students from Terms 1 to 3.

Implementation Plan:

1. To provide various choices of 54 electives (24 providers) for students to broaden their knowledge and horizon.
2. There are 21 sessions of around 1 hour each in terms 1-3.
3. Each session lasts from 1:50 p.m. to 2:50 p.m. (Half-day school: 2:45 p.m. to 3:45 p.m.)

Assessment Mechanism:

1. Number of enrolment in each elective.
2. Teachers', parents' and students' feedback collected through questionnaires.

Performance Indicators:

1. Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.
2. Students' improvement in the knowledge of chess and sports activities.
3. Students' capability in applying personal management skills in daily life.

Implementation Schedule:

1. Term 1: Weekly Sessions from 7 Oct 2022 to 25 Nov 2022 (7 sessions)
2. Term 2: Weekly Sessions from 9 Dec 2022 to 24 Feb 2023 (7 sessions)
3. Term 3: Weekly Sessions from 10 Mar 2023 to 2 June 2023 (7 sessions)

Benefits Anticipated:

1. 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.
2. Boys will be able to participate in electives which provide basic knowledge in **personal development**: Money management, Go culture, magic, leadership training, elementary cooking and fair trade.
3. Boys who are interested in **science** will be able to learn basic knowledge of science: Astronomy, mathematics, Scratch programming, Coding with Swift Playground, 3D printing, VR & AR, and STEM activities.
4. 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.
5. Boys who are interested in **sports** will be able to learn sports: rope skipping, hockey, handball, rock climbing, taekwondo and squash.
6. Boys will be able to participate in electives which provide advanced knowledge in Go culture, Astronomy, VR and Japanese.
7. Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.

Resources Required

| Course Provider | Course | Term 1 | Term 2 | Term 3 | Total | Course Fee Per lesson (HK\$) | Course Fee Whole Year (HK\$) | Learning materials (HK\$) | Outing Costs (HK\$) | TOTAL |
|-------------------|---|-----------|-----------|-----------|-------|------------------------------------|------------------------------------|---------------------------------|---------------------------|--------|
| ABCHK | 3D Modeling & Printing | 7 | 7 | | 14 | 1,800 | 25,200 | 5,000 | 0 | 30,200 |
| ABCHK | Creative Computing with Scratch Programming | | | 7 | 7 | 1,800 | 12,600 | 0 | 0 | 12,600 |
| ABCHK | Maths Problem Solving Strategies | 7 | | | 7 | 1,500 | 10,500 | 0 | 0 | 10,500 |
| Active kids | Science Adventures | 7 | 7 | 7 | 21 | 2,800 | 58,800 | 0 | 0 | 58,800 |
| Active kids | Science Adventures II | 7 | 7 | 7 | 21 | 2,800 | 58,800 | 0 | 0 | 58,800 |
| Active kids | Stormy Chefs | 7 | 7 | 7 | 21 | 2,800 | 58,800 | 0 | 0 | 58,800 |
| Active kids | The Chess Academy | | 7 | 7 | 14 | 2,800 | 39,200 | 0 | 0 | 39,200 |
| Alan Wong | Be a Magician | 7 | 7 | 7 | 21 | 850 | 17,850 | 10,500 | 0 | 28,350 |
| Arthome 藝術家 | 3D Sculpture | | | 7 | 7 | 1,200 | 8,400 | 1,800 | 0 | 10,200 |
| Arthome 藝術家 | Drawing on the Right Side of the Brain | 7 | 7 | | 14 | 1,200 | 16,800 | 0 | 0 | 16,800 |
| Arthome 藝術家 | Print Making Art Workshop | | 7 | | 7 | 800 | 5,600 | 1,200 | 0 | 6,800 |
| Big Dipper Studio | Coding: Swift Playground | | | 7 | 7 | 1,500 | 10,500 | 0 | 0 | 10,500 |
| Big Dipper Studio | CoSpaces Advanced VR | | 7 | | 7 | 1,500 | 10,500 | 1,850 | 0 | 12,350 |
| Big Dipper Studio | VR & AR | 7 | | | 7 | 1,500 | 10,500 | 0 | 0 | 10,500 |
| Cheerup Pro | Basic Outdoor Survival Skills 求生技能初探 | 7 | | 7 | 14 | 2,900 | 40,600 | 0 | 0 | 40,600 |
| Cheerup Pro | Chinese Food Culture 中國傳統飲食文化 | 7 | | 7 | 14 | 2,900 | 40,600 | 0 | 0 | 40,600 |
| Cheerup Pro | Discover Sea Glass | | | 7 | 7 | 2,900 | 20,300 | 0 | 0 | 20,300 |
| Cheerup Pro | Handmade Traditional Toys & Play Culture | | 7 | | 7 | 2,900 | 20,300 | 0 | 0 | 20,300 |
| Cheerup Pro | Live with our Nature | 7 | 7 | | 14 | 2,900 | 40,600 | 0 | 0 | 40,600 |
| Cheerup Pro | Team Building Workshop | 7 | 7 | 7 | 21 | 2,900 | 60,900 | 0 | 0 | 60,900 |
| Edvenue | Be a SMART Leader | | | 7 | 7 | 3,300 | 23,100 | 0 | 0 | 23,100 |
| Edvenue | Be a SMART Learner | | 7 | | 7 | 3,300 | 23,100 | 0 | 0 | 23,100 |
| Edvenue | Food Science | 7 | | | 7 | 3,300 | 23,100 | 0 | 0 | 23,100 |
| Edvenue | Forensic Science | 7 | | | 7 | 3,300 | 23,100 | 0 | 0 | 23,100 |
| Edvenue | International Corner | 7 | 7 | 7 | 21 | 3,300 | 69,300 | 0 | 0 | 69,300 |
| Edvenue | Learning is Cool - Zoology for Kids | 7 | | 7 | 14 | 3,300 | 46,200 | 0 | 0 | 46,200 |
| Edvenue | Think to Speak 環保小先鋒 | | 7 | | 7 | 3,300 | 23,100 | 0 | 0 | 23,100 |
| Edvenue | 探索侏羅紀 | 7 | | 7 | 14 | 3,300 | 46,200 | 0 | 0 | 46,200 |

| | | | | | | | | | | |
|------------------------------|--|---|---|---|----|-------|-----------|--------|--------|-----------|
| Esengo Sports Ltd | African Culture | 7 | | 7 | 14 | 2,500 | 35,000 | 0 | 0 | 35,000 |
| Esengo Sports Ltd | African Performing Art Workshop | | 7 | | 7 | 2,500 | 17,500 | 0 | 0 | 17,500 |
| Esengo Sports Ltd | Rock Climbing | 7 | 7 | | 14 | 2,500 | 35,000 | 0 | 10,000 | 45,000 |
| Fair Trade | Fair Trade Club | 7 | | | 7 | 3,800 | 26,600 | 0 | 0 | 26,600 |
| Go culture | Go Culture Course: Advanced (圍棋精英班) | | 7 | | 7 | 1,300 | 9,100 | 2,000 | 0 | 11,100 |
| Go culture | Go Culture Course: Beginners (圍棋初班) | 7 | 7 | | 14 | 1,300 | 18,200 | 4,000 | 0 | 22,200 |
| Go culture | Go Culture Course: Intermediate (圍棋中班) | 7 | | 7 | 14 | 1,300 | 18,200 | 4,000 | 0 | 22,200 |
| HKRSA | Rope Skipping | 7 | 7 | | 14 | 500 | 7,000 | 5,000 | 0 | 12,000 |
| Ho Ho Yeung | Juggling Matrix (雜耍天地) | 7 | | 7 | 14 | 600 | 8,400 | 2,000 | 0 | 10,400 |
| Ip Shi Yan | Handball | 7 | | 7 | 14 | 400 | 5,600 | 0 | 0 | 5,600 |
| Ivan Ng | Hockey | | 7 | 7 | 14 | 400 | 5,600 | 2,800 | 0 | 8,400 |
| Lacrosse Association | Lacrosse | | 7 | 7 | 14 | 800 | 11,200 | 0 | 0 | 11,200 |
| Nature Voyager | Advanced STEM Challenge | 7 | | 7 | 14 | 2,680 | 37,520 | 1,000 | 0 | 38,520 |
| Nature Voyager | Science Adventure Builder | | 7 | | 7 | 2,500 | 17,500 | 500 | 0 | 18,000 |
| Nature Voyager | Toy Science | | 7 | 7 | 14 | 2,200 | 30,800 | 6,500 | 0 | 37,300 |
| Nature Voyager | 天文實驗班 | 7 | | | 7 | 2,980 | 20,860 | 3,750 | 0 | 24,610 |
| Nau Ching Nam | Softball | 7 | | | 7 | 400 | 2,800 | 0 | 0 | 2,800 |
| Newly Emerged Sports Ass Ltd | Molkky and Dodgebee | 7 | 7 | | 14 | 800 | 11,200 | 0 | 0 | 11,200 |
| Pasona Education | Elementary Japanese | 7 | 7 | | 14 | 1,160 | 16,240 | 0 | 0 | 16,240 |
| Pasona Education | Intermediate Japanese | | | 7 | 7 | 1,160 | 8,120 | 0 | 0 | 8,120 |
| Peter | Photography | 7 | | 7 | 14 | 1,200 | 16,800 | 3,000 | 0 | 19,800 |
| Science Workshop | Science Workshop I | 7 | 7 | 7 | 21 | 4,800 | 100,800 | 11,000 | 0 | 111,800 |
| Science Workshop | Science Workshop II | 7 | 7 | 7 | 21 | 4,800 | 100,800 | 11,000 | 0 | 111,800 |
| Summer Fire | Money Management | 7 | 7 | | 14 | 2,400 | 33,600 | 8,500 | 0 | 42,100 |
| Wu's Taekwondo | Taekwondo | | 7 | 7 | 14 | 2,400 | 33,600 | 8,000 | 0 | 41,600 |
| Yeung Ho Wai | Squash | 7 | | 7 | 14 | 440 | 6,160 | 0 | 0 | 6,160 |
| | | | | | | | 1,478,750 | 93,400 | 10,000 | 1,582,150 |

Grand total of the above: \$ 1,582,150



The Rt Revd Matthias Der
Supervisor



Mr. R. K. Y. Cheng
Headmaster

20-9-2022

Date

English Department Programme Plan 2022-2023

Department Head: Ms. Tracy Riccio

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

Members:

| | | | | |
|---------------|---------------------|--------------------|-------------------|--------------------------|
| Mr. Tinnok Ng | Ms. Katie Chan | Ms. Ksenia Girsova | Ms. Tanya Hodgson | Mr. Alex Lam |
| Ms. Alice Lau | Ms. Karen Leung | Ms. Karen Li | Ms. Lucy Lilley | Mr. Nicholas Lindenmayer |
| Ms. Kathy Lo | Ms. Laura Millman | Mr. Alan Ng | Ms. Minnie So | Ms. Jen Wan |
| Ms. Maggie Wu | Ms. Nancy Wang (TA) | | | |

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 English teachers 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 the 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.
4. Educational outings have been cancelled, which limits students' learning experiences to be inside the classroom.
5. A change in staff turnover means that new teachers need more support and explanation regarding the aims and goals of the Department.

B. Development Plan (2022 - 2023)

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

| Intended Outcomes/Targets | Strategies/Tasks | Time Scale | Success Criteria | Methods of Evaluation |
|--|---|---|---|--|
| 1. Curriculum & Assessment | | | | |
| 1.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more categories to cater for learners' diversity. | 1.1.1 To design cross curricular projects to enrich the school curriculum with collaborative effort from different subject departments. 1.1.2 To prepare diverse learning materials for catering for learners' diversity, especially in teaching languages. | Sept 2022 – July 2023 | Students (Ss) will take part in at least one cross-curricular activity throughout the year with G.4-6 focusing on STEAM, which identifies a problem and works towards a solution. Introduce fundamental concepts of STEAM to lower grade levels, which Ss work towards a solution for a given topic. | <ul style="list-style-type: none"> • Evidence of students' work collected. • Lesson plans of cross-curricular activities. • Evidence of Ss presentations • Records of cross-curricular activities topics • Oral report and discussion of findings during Panel Meetings |
| 1.2 To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel. | 1.2.1 To introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students. Students can use eLearning tools such as Flip or Padlet to give peer feedback in different ways. | Nov 2022 Staff Training Nov – Dec 2022 Review and adjustment to current practices Jan – April 2023 Implementation | Ss will conduct online peer feedback and self-reflection at least once per term. <u>Higher Grade Levels:</u> E.g. Make constructive feedback on work posted on Padlet using Assessment for Learning sentence starters. Use Flip to give oral feedback to presentations. | <ul style="list-style-type: none"> • Records of Ss' online work • Oral Report and discussion of findings during Panel Meetings |

| | | | | |
|--|--|---|---|--|
| | | Apr – July 2023 Implementation and evaluation Jan – April 2023 Implementation Apr – July 2023 Implementation and evaluation | <u>Lower Grade Levels:</u> E.g. Make use of the heart button on Padlet to identify good work. Students will explain why they picked that piece to receive the heart. | |
|--|--|---|---|--|

Major Concern: First Priority – Student Support

| Intended Outcomes/Targets | Strategies/ Tasks | Time Scale | Success Criteria | Methods of Evaluation |
|---|--|--|--|--|
| Student Support | | | | |
| 2.1 To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills. | 2.1.1 To incorporate activities that promote different life skills into the curriculum of various subjects. | Sept 2022-July 2023 Sep - Dec Planning and preparation Jan - April Implementation Apr - July Implementation and evaluation | Students will be introduced to different self-directed learning skills, such as choice boards, note taking skills, SMART goals at least once per term. Ss of Lower Grades will gain exposure to multimedia tasks to identify various learning styles. Ss of Upper Grades will be allowed to choose their medium of submission for at least one assignment. | <ul style="list-style-type: none"> Students will make good use of the opportunities given to them by the teachers when working independently. Teachers' observations will show that students are able to work more independently. Evaluations and reflections of students (peer and self) will be collected. |

C. Annual Programme Plan and Budget (2022 - 2023)

| Activity | Period | Description | Teacher in Charge | Budget |
|--------------------------------|-----------|---|---|----------------------------------|
| External Competitions | Sept 2022 | 1. Speech Festival (solo (poem/ recital)/choral speaking) | Speech Festival Applications: Ms. Maggie Wu, Ms. Jen Wan and Ms. Nancy Wang Solo Speech Training: All teachers English Choral: Ms. Tracy Riccio, Ms. Ksenia Girsova, Ms Tanya Hodgson | \$10,000 (transportation) |
| | - | 2. Penmanship Competitions | Ms. Alice Lau and Ms. Karen Li | |
| | July 2023 | 3. Spelling Bee | Ms. Karen Leung | |
| | | 4. Budding Poets | Ms. Katie Chan and Ms. Ksenia Girsova | |
| | | 5. Global Leadership Link | Ms. Tracy Riccio | |
| Internal Competitions | Sept 2022 | 1. Inter-class Competitions | Overall Teachers-in-Charge: Level Coordinators Assistants:Mr. Nicholas Lindenmayer, and Ms. Kathy Lo | \$2000 |
| | - | | (help levels prepare, certificates, room booking, etc) | |
| | July 2023 | 2. DBSPD Speech Festival | Overall Teachers-in-Charge: Level Coordinators Ms. Jen Wan & Ms. Maggie Wu | |
| Open House Decorating Activity | Sept 2022 | 1. English Department Showcase Room | Main Teachers-in-Charge: Ms. Tracy Riccio, Mr. Tinnok Ng, Ms. Nancy Wang , Mr. Alex Lam Others responsible (decided by school) | \$15,000 (decoration) |
| | - | | All teachers (for submission of work to display) | |
| | Feb 2023 | 2. Storytelling Room | Main Teachers-in-Charge: Ms. Tracy Riccio , Mr. Tinnok Ng, Mr. Alex Lam Others responsible (decided by school) | |

| Activity | Period | Description | Teacher in Charge | Budget |
|---|-----------------------------|--|--|----------|
| Reading Programme | All year | A budget for promoting and fostering good reading habits among the students, utilizing the platform "Reading A-to-Z", and to form a good relationship with the library and implement relevant programs | Overall Teachers-in-Charge: Mr. Alex Lam | \$45,000 |
| eLearning & IT in English | All year | | Mr. Alex Lam | \$55,000 |
| Virtual & Google Classrooms | All year | Updating the platforms and assisting teachers. | Mr. Alan Ng | N/A |
| Workshops, Talks, Outings (for students) | All year | 1. Student activities This activity is for contacting outside speakers/organizations to conduct workshops or talks for the students, that are related to what the students are learning. | Overall Teachers-in-Charge: Level Coordinators, Ms. Tracy Riccio | \$10,000 |
| | | 2. Lecture Series An activity to inspire students to be leaders with integrity and provide a chance to discuss various global issues. | Overall Teachers-in-Charge: Ms. Tracy Riccio | |
| Service Learning Days | Sept 2022 - July 2023 | An activity for raising awareness for students on different social issues, and to raise funds / goods to be donated to the needy. | Overall Teachers-in-Charge: Mrs. Simone Lam | N/A |
| UK Study Tour | July 2022 | Arrange trip for students. | Ms. Tracy Riccio, Mrs. Simone Lam | N/A |
| English Performing Arts | All year | Train students and enter competitions | Ms. Tracy Riccio, Mr. Alex Lam, Ms. Maggie Wu | N/A |
| English Debate and Public Speaking | All year | Train students and enter competitions | Mr. Tinnok Ng, Mr. Nicholas Lindenmayer | N/A |
| English Creative Writing | All year | Train students and enter competitions | Ms. Ksenia Girsova Ms. Tanya Hodgson | N/A |

| Activity | Period | Description | Teacher in Charge | Budget |
|---------------------------------------|------------------------------|---|---|--------|
| BINGO Readers Voice Talent | All year | Choose students to participate in the Voice Talent Programme. Organise readers for the SCMP magazine. | Ms. Agnes Lee Ms. Laura Millman Ms. Lucy Lilley | Nil |
| University Student Mentors | Sept 2022 - March 2023 | Mentor students from HKU | Ms. Tracy Riccio Mr. Alex Lam | N/A |

Chinese Department Development Plan & Programme Plan (2022-2023)

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、吳芯儀、何潔生、沈慧慈、閔妮、陳美穎、郭嘉恩、黃嘉欣、黃慧瑩、趙霜、甄靄雯、羅家華

教學助理：王綺筠

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. 教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。教師關愛學生，師生關係良好。
2. 大部份學生的資質佳，有濃厚的學習興趣。家長亦能支援學生進行網上或實體學習。
3. 學習環境理想，校園舒適，課室有完善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. 學生學習能力差異頗大，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. 2022-2023 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. 教與學 | | | | |
| 1.1 運用 STEAM 模式整合跨學科課程及開展多元化教學策略，以照顧學生的學習多樣性。 | 1.1.1 科組協作設計跨學科學習活動，以豐富校本課程。 1.1.2 通過多元化的適異性教學設計，照顧學生學習差異。 | 全年 | 學生最少參與一次 STEAM 模式的跨學科活動。 - 四至六年級學生能探究問題並提出解決方案 - 一至三年級學生在老師引導下學習解難 | 1. 學生課業 2. 學生匯報 3. 跨學科活動記錄 |
| 1.2 提供更多同儕互評及自評的機會，以提升學生的能力和自信心。 | 1.2.1 發展電子學習平台，讓學生展示才能，並透過同儕互評，加強學生的互動及自信心。 | 11/2022 教師培訓 11-12/2022 審視及調適現行的模式 1-4/2023 實行 4-7/2023 實行及檢討 | 在第二、三學期最少一次透過電子學習平台，進行同儕互評及自我反思。 - 高年級學生運用 Padlet 作短評及回饋 - 低年級學生運用 Padlet 的讚賞標示功能進行同儕互評 | 1. 學生互評前後的記錄 2. 老師在科組會議中作匯報及討論 |
| 2. 學生支援 | | | | |
| 2.1 提升學生的獨立思考、自主學習、自我管理能力和建立人際關係的技巧。 | 2.1.1 在各科推行不同的學習活動，以發展學生的生活技能。 | 9-12/2022 計劃及準備 1-4/2023 實行 4-7/2023 實行及檢討 | 學生每年最少學習一項自主學習技能 - 高年級學生自行選擇交其中一份功課的形式 - 低年級學生能參與各種媒介的活動，找出不同的學習模式 | 學生檢討及反思 |

E. 本科週年活動計劃及財政預算

| 方案 編號 | 目標 編號 | 共通能力 | | | | | | | | | 方案項目 | 方案內容 | 期限 | 負責人 | 財政 預算 | 備 註 |
|----------|-------------------|------|----|----|-----------|------------|----|----------|----------|----------|--------------|--|-------|--------------------|----------|--------|
| | | 協作 | 溝通 | 創造 | 批評性 思考 | 運用資 訊科技 | 運算 | 解決 問題 | 自我 管理 | 研習 技能 | | | | | | |
| 1 | 1,2, 3,6, 7 | ✓ | ✓ | ✓ | | | | | ✓ | | 校際朗誦節 | <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 王綺筠 | \$1,000 | |
| 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 | 黃慧瑩 王綺筠 | \$4,000 | |
| 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 | 陳美穎 吳鳳婷 | \$10,000 | |

| 方案 編號 | 目標 編號 | 共通能力 | | | | | | | | | 方案項目 | 方案內容 | 期限 | 負責人 | 財政 預算 | 備 註 |
|----------|----------|------|----|----|-----------|------------|----|----------|----------|----------|---------------|---|----|------------|----------|--------|
| | | 協作 | 溝通 | 創造 | 批評性 思考 | 運用資 訊科技 | 運算 | 解決 問題 | 自我 管理 | 研習 技能 | | | | | | |
| 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 | 甄靄雯 吳芯儀 | \$4,000 | |
| 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 | 郭嘉恩 閻妮 | \$1,500 | |
| 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 沈慧慈 | \$1,000 | |

| 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 | | | | | | |
| 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 | |
| 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 |

| 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 | | | | | | |
| 10 | 1,2, 3,5, 6,7, | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | 古文/ 詩詞欣賞 | - 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 |
| 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 吳芯儀 | \$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 | 朱譚月清 黃嘉欣 沈慧慈 | \$5,000 | |

| 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 | | | | | | |
| 15 | 3,5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | 辯論隊 | <ul style="list-style-type: none"> - 透過辯論技巧訓練，增強學生的自信心，提高批判思考及說話能力。 - 藉參加校際辯論比賽，豐富學生的比賽經驗，並提升辯論技巧。 | 全學年 | 甄靄雯 閔妮 | \$5,000 | |
| 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 郭嘉欣 | \$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 | 王綺筠 | / | |

Mathematics Development Plan (2022 – 2023)

Panel Members

| | | | | |
|----------------------|---|--|---|--|
| Head of Department | : | Mrs. Grace Ko | | |
| Panel Chairpersons | : | Ms. Ada Chu (G.1-3) | Ms. Joey Tsang (G.4-6) | |
| Part-time Consultant | : | Mr. Anthony Lau | | |
| Members | : | Ms. Macy Lai [G.1] Ms. Jessica Chan [G.4] Ms. Pauline Ip Ms. Sally Yuen Mr. Michael Yuen Ms. Yuri Imamura | Ms. Ingrid Wong [G.2] Mr. Brian Cheung [G5] Ms. Jackie Lau Mr. Louis Hau Ms. Tiffany Kwok Mr. Enoch Yip (TA) | Ms. Teresa Chan [G.3] Mr. Billy Ma [G6] Ms. Michelle Ng Mr. Edward Wong Mr. Tsang Chi Long |

[] Level Coordinator

A. 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.

B. 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. There are constraints of time and in the number of lessons.
2. There are big differences in the ability among students.
3. Students always make mistakes because of carelessness.
4. Students do not have enough interactions among themselves in the learning process of Mathematics.
5. Students are not competent in problem solving.

C. Development Plan (2022-2023)

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

| Intended Outcomes/Targets | Strategies/Tasks | Time Scale | Success Criteria | Methods of Evaluation |
|--|---|-----------------------|--|--|
| 1. Student Learning and Teaching | | | | |
| 1.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity. | <p>To design cross-curricular projects to enrich the school curriculum with collaborative effort from different subject departments.</p> <p>To prepare diverse learning materials for catering for learners' diversity.</p> | Sept 2022 – July 2023 | <p>Students (Ss) will take part in at least one cross-curricular activity throughout the year focusing on STEAM.</p> <p><u>Higher Grade Levels:</u> G.4-6 students will identify a problem and work towards a solution.</p> <p><u>Lower Grade Levels:</u> G. 1 - 3 students will work towards a solution for a given cross-curricular topic.</p> | <ul style="list-style-type: none">• Evidence of students' work• Evidence of Ss' presentations• Records of cross-curricular activities topics |

| | | | | |
|--|---|---|---|--|
| 1.2 To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel. | To introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students. | <p>Nov 2022 Staff Training</p> <p>Nov – Dec 2022 Review and adjustment to current practices</p> <p>Jan – April 2023 Implementation</p> <p>Apr – July 2023 Implementation and evaluation</p> | <p>Ss will conduct online peer feedback and self-reflection at least once in the second and third terms.</p> <p><u>Higher Grade Levels:</u> E.g. Make constructive feedback on work posted on Padlet using Assessment for Learning sentence starters.</p> <p><u>Lower Grade Levels:</u> E.g. Make use of the heart button on Padlet to identify exemplary work.</p> | <ul style="list-style-type: none"> Records of Ss' work before and after conducting online peer feedback Oral report and discussion of findings during Panel Meetings |
| 2. Student Support | | | | |
| 2.1 To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills. | To incorporate activities that promote different life skills into the curriculum of various subjects. | <p>Sept 2022-July 2023</p> <p>Sep – Dec 2022 Planning and preparation</p> <p>Jan – April 2023 Implementation</p> <p>Apr - July 2023 Implementation and evaluation</p> | <p>Students will be introduced to different self-directed learning skills, such as choice boards, note taking skills, SMART goals at least once in the school year.</p> <p>Ss of Higher Grades will be allowed to choose their medium of submission for one assignment.</p> <p>Ss of Lower Grades will gain exposure to multimedia tasks to identify various learning styles.</p> | <ul style="list-style-type: none"> Evaluations and reflections of Ss |

D. Annual Programme Plan & Budget

| Plan | Aims | Activity | Description | Performance Indicator | Period | Coordinators | Budget |
|---------------------------------|-----------------------|-------------------------------------|--|---|-------------------|---|----------|
| A. Teaching and Learning | | | | | | | |
| 1 | 1, 2, 3, 4, 9, 11, 13 | Monthly Challenging Questions | 3 Mathematics challenging questions are to be displayed on screen or posted on notice board monthly to challenge students' mind. | 1. Satisfactory results attained by students. 2. Over 70% of students participate in the activity. | Whole school year | *Jessica Chan & Enoch Yip | \$600 |
| 2 | 1, 2, 3, 4, 7-13 | Problem-Solving Strategies Training | At least one problem solving week will be held in an academic year. Problem solving strategies will be introduced to enhance students' problem-solving ability. | Positive feedback from teachers and students. | Whole school year | *Yuri Imamura (G1-3), *Ronald Tsang (G4-6) | -- |
| 3 | 1-4, 9, 11-13 | Math Projects | Students have to do at least 1 project per term. It could be group projects or individual projects. | 1. Satisfactory students' project work. 2. Over 70% of feedback from students is positive. | Whole school year | *Tiffany Kwok (G1-3), *Michelle Ng (G4-6) | \$1,200 |
| 4 | 2-4, 7, 8, 10-11, 13 | Planetii | <ul style="list-style-type: none"> The school has subscribed to the license of Planetii online programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home. Online 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 1 st term and final term. 2. Topic-based Planetii exercises will be created to enable students to perform self-directed learning. 3. Over 70% of feedback from students, parents and teachers is positive. | Whole school year | * Edward Wong | \$20,000 |
| 5 | 2-4, 7, 8, 10-11, 13 | e-learning / STEM | <ul style="list-style-type: none"> Utilizing the facilities provided by eClass & Google Classroom, teachers develop their own learning materials for students to use. Learning and teaching activities are facilitated by IWB / iPad. | Over 70% of feedback from students, parents and teachers is positive. | Whole school year | *Pauline Ip | \$10,000 |

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|---|----------------------|-----------------------------|--|---|-------------------|---|----------|
| 6 | 1-4, 9, 11-13 | Cross-curricular Activities | Teachers of each grade will organise activities which can be connected to cross-curricular topics, themes, issues or big ideas under the theme of 'STEAM'. | At least 1 activity per grade must be carried out under 'STEAM'. | Whole school year | *Louis Hau G1: Tiffany Kwok G2: Sally Yuen G3: Macy Lai G4: Ronald Tsang G5: Teresa Chan G6: Joey Tsang | \$5,000 |
| 7 | 2-4, 7, 8, 10-11, 13 | Math Orienteering | <ul style="list-style-type: none"> Students have to work in groups and set 2 orienteering questions with reasonable answers. The questions must be related to the environment of the assigned check points. Students go to different check points according to the route assigned. Then they have to find out the hidden QR Code and find out the answers. | Over 70% of feedback from students and teachers is positive. | June 2023 | *G6 Level Coordinators | \$1,000 |
| 8 | 2-5, 11, 13 | Math Team Training | 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. | Whole school year | *Billy Ma, Mr. Lau | \$80,000 |
| 9 | 1, 2, 4, 5, 7, 11 | External competitions | Students will be enrolled in competitions organized by different organizations: <ul style="list-style-type: none"> (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary Mathematics Olympiad (iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.2 to G.6) (iv) Hua Cup Mathematics Olympiad (G.2 to G.6) (v) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (vi) EDB Hong Kong Primary Mathematics Creative Problem | <ol style="list-style-type: none"> Satisfactory results are attained by students. Over 70% of feedback from students and parents is positive. | Whole school year | *Macy Lai, Mr. Lau | \$4,000 |

| | | | | | | | |
|--------------------------------------|--------------------|--------------------------------|---|--|----------------------------|---|---------|
| | | | (vii) Solving 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 | | | | |
| 10 | 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 assessments will be used for establishing a reference to assess the standard of our students in the long run. | 1. Over 60% of feedback from students is positive. 2. Over 60% of teachers involved find the report useful for future planning. | December 2022 to June 2023 | *Ingrid Wong & Teresa Chan | \$0 |
| B. Other Learning Experiences | | | | | | | |
| 11 | 2, 7, 10, 11 | Open House | 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 2023 | *Teresa Chan | \$2,000 |
| 12 | 2, 3, 7, 9, 11, 13 | Math Talk / Seminar | To invite guest speakers from the tertiary institutes to conduct Mathematics talks or seminars for our students. | Positive feedback from students and teachers. | April to July 2023 | *Sally Yuen & Mr. Lau | \$3,000 |
| 13 | 2, 3, 7, 9, 11, 13 | Extended Learning Week | To arouse students' interests in learning Mathematics through playing games or Math activities. | Positive feedback from students and teachers. | July to August 2023 | *Grace Ko, Ada Chu, Joey Tsang & Level coordinators | \$5,000 |
| C. Professional Development | | | | | | | |
| 14 | 2, 3, 4, 7, 10-13 | Staff Professional Development | <ul style="list-style-type: none"> • To reinforce the pedagogical exchange with other schools for keeping abreast of the new trend of teaching and education development. • To further promote teachers' professional interflow and collaboration by organizing more professional development activities. | 1. To organize at least 1 joint-school event to strengthen the links with other schools for continued professional growth of teachers. 2. To provide more platforms for teachers to get exposure to new ideas through | Whole school year | *Grace Ko | \$5,000 |

| | | | | | | | |
|----|--|--|---|---|-------------------|----------------------------|-----------|
| | | | <ul style="list-style-type: none"> Teachers attend seminars and workshops, and conduct professional development sharing sessions of the subject. | engaging in various staff training programmes. | | | |
| 15 | | School-based Materials Development (G.1) | <ul style="list-style-type: none"> To tailor-made a school-based curriculum in order to better align the teaching and learning materials with our students' abilities and learning styles. | To modify or publish a new set of teaching materials for G.1 students in 2023-2024. | Whole school year | *Grace Ko & *Joey Tsang | \$100,000 |

* Teacher-in-charge

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

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

General Studies Department Development Plan & Programme Plan (2022 – 2023)

Department Head: Ms. Jackie Lau
Panel Chairperson of GS I & Science: Ms. Michelle Ng
Panel Chairperson of GS II: Mr. Louis Hau

Members: Mr. Edward Wong (GS I, Science & GS II (F))
Mr. Philip Wong (GS II)
Ms. Mandy Yan (GS II)
Ms. Isabella Kwan (GS I, Science)
Mr. Billy Ma (Science)
Mr. Calvin Chan (GS II)
Mr. Michael Yuen (GS II)
Ms. Kathy Lo (GS I, GS II (F))
Mr. Alan Ng (Science, GS II (F))
Ms. Maggie Wu (GS I, GS II (F))
Ms. Agnes Wong (GS II)
Ms. Meredith Wang (GS II)
Ms. Bianca Yeung (GS II)
Ms. Nicole Ho (GS I)
Ms. Jocasta Lo (GS I)
Ms. Minnie So (GS I, GS II (F))
Mr. Ronald Tsang (Science)
Ms. Suki Ma (TA)

A. Aims and Objectives:

| Aims | Objectives |
|---|---|
| <u>GSI</u> <ul style="list-style-type: none">• 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.• To stimulate students' curiosity and to get them to ask questions of the world around them.• To take on the challenges of the subject of science in the later stage of learning. | <ul style="list-style-type: none">1.1 Students will acquire a body of knowledge that will help them understand the various aspects of the world that they live in.1.2 Students will learn and be able to appreciate the scientific and technological achievements of the human race.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.1.4 Students will have the skills and abilities to conduct simple scientific investigations and solve problems independently. |
| <u>Science</u> <ul style="list-style-type: none">• To develop scientific knowledge and conceptual understanding through scientific topics.• 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.• At the end of their primary education, they 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. | <ul style="list-style-type: none">2.1 Students will broaden their scientific view of the world around them.2.2 Students will develop a deeper understanding of a wide range of scientific ideas.2.3 Students will develop science process skills in scientific enquiry and 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. |

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| <p><u>GS II</u></p> <ul style="list-style-type: none"> • To arouse students' awareness of their growth and development, and to help them develop a healthy lifestyle. • 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. • To develop students' awareness of their national identity and acquire basic understanding of their home country through inquiry learning. | <ul style="list-style-type: none"> 3.1 Students are expected to acquire basic understanding of the physical, psychological and social aspects of a healthy lifestyle. 3.2 Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety. 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. 3.4 Students should be able to develop a concern for the development of China and current Chinese affairs. |
|--|--|

B. Issues to be Addressed

- **Strengths:**

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

- **Weakness:**

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

C. Development Plan (2022-2023)

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

| Intended Outcomes/Targets | Strategies/Tasks | Time Scale | Success Criteria | Methods of Evaluation |
|--|---|-----------------------|--|--|
| 2. Student Learning and Teaching | | | | |
| 1.1 To establish a cross-curricular integrated curriculum supported by a STEAM approach and to explore more strategies to cater for learners' diversity. | <p>To design cross-curricular projects to enrich the school curriculum with collaborative effort from different subject departments.</p> <p>To prepare diverse learning materials for catering for learners' diversity.</p> | Sept 2022 – July 2023 | <p>Students (Ss) will take part in at least one cross-curricular activity throughout the year focusing on STEAM.</p> <p><u>Higher Grade Levels:</u> G.4-6 students will identify a problem and work towards a solution.</p> <p><u>Lower Grade Levels:</u> G. 1 - 3 students will work towards a solution for a given cross-curricular topic.</p> | <ul style="list-style-type: none">• Evidence of students' work• Evidence of Ss' presentations• Records of cross-curricular activities topics |

| | | | | |
|--|---|--|--|--|
| 1.2 To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel. | To introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students. | Nov 2022 Staff Training Nov – Dec 2022 Review and adjustment to current practices Jan – April 2023 Implementation Apr - July 2023 Implementation and evaluation | Ss will conduct online peer feedback and self-reflection at least once in the second and third terms. <u>Higher Grade Levels:</u> E.g. Make constructive feedback on work posted on Padlet using Assessment for Learning sentence starters. <u>Lower Grade Levels:</u> E.g. Make use of the heart button on Padlet to identify exemplary work. | <ul style="list-style-type: none"> Records of Ss' work before and after conducting online peer feedback Oral report and discussion of findings during Panel Meetings |
| 2. Student Support | | | | |
| 2.1 To promote students' independent thinking, self-directed learning capabilities, self-management skills and interpersonal skills. | To incorporate activities that promote different life skills into the curriculum of various subjects. | Sept 2022- July 2023 Sep - Dec Planning and preparation Jan - April Implementation Apr - July Implementation and evaluation | Students will be introduced to different self-directed learning skills, such as choice boards, note taking skills, SMART goals at least once in the school year. Ss of Higher Grades will be allowed to choose their medium of submission for one assignment. Ss of Lower Grades will gain exposure to multimedia tasks to identify various learning styles. | <ul style="list-style-type: none"> Evaluations and reflections of Ss |

D. Annual Programme Plan & Budget

| 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 Photo taking as a record of the activity | 30 Sept 22 | Ms. Mandy Yan Mr. Philip Wong Ms. Bianca Yeung | \$1,000 |
| 2. | 1.1 1.2 1.3 1.4 | Extended Learning Weeks | 1. Invite out-sourced organizations to organize workshops for students. 2. 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 | After Final Assessment | Ms. Jackie Lau Mr. Alan Ng Mr. Michael Yuen Ms. Bianca Yeung Ms. Kathy Lo | \$2,000 |
| 3. | 1.3 2.1 | Environmental Education Program | To promote the importance of environmental protection in school. | <ul style="list-style-type: none"> Positive feedback from students, parents and teachers Photo taking as a record of different activities | Whole Year | Ms. Michelle Ng Mr. Calvin Chan Ms. Agnes Wong | \$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 | 1. 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 Photo taking as a record of the activity Students complete the pre/post-trip activities/tasks | 31 Oct 22 – 30 Mar 23 | Field Trip Coordinators | \$2,000 |
| | | | 2. 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 | 20 Feb – 10 Mar 23 | Mr. Louis Hau Ms. Minnie So | \$35,000 |

| | | | | | | | |
|----|--|--|--|---|---------------|---|----------|
| | | | 3. G3-6 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 | 12 -19 Dec 22 | Mr. Louis Hau Mr. Ronald Tsang Ms. Jocasta Lo | \$50,000 |
| | | | 4. Joyful Fruit Party | <ul style="list-style-type: none"> • Positive feedback from students, parents and teachers • Photo taking as a record of the activity | 10-11 May 23 | Ms. Mandy Yan Ms. Agnes Wong Ms. Nicole Ho | \$2,000 |
| | | | 5. Community Service & Values Education | <ul style="list-style-type: none"> • Positive feedback from students, parents and teachers • Photo taking as a record of the activity | Whole Year | Ms. Kathy Lo Ms. Maggie Wu Ms. Meredith Wang | \$5,000 |
| 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 | 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 | Whole Year | Ms. Jackie Lau Mr. Calvin Chan Mr. Michael Yuen | \$8,000 |

| | | | | | | | |
|----|--|-----------------------------|--|--|------------|--|---------|
| 6. | | Staff Development | 1. Organize school visits, workshops and seminars on designing and teaching GS lessons with hands-on activities. 2. Teachers attend seminars/workshops held by outside organizations, such as the 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 | Whole Year | Ms. Michelle Ng Mr. Billy Ma | \$3,000 |
| | | | 3. IT Exploration and STEM | <ul style="list-style-type: none"> Positive feedback from teachers Photo taking as a record of the workshop Use of IT in teaching | Whole Year | Mr. Edward Wong Mr. Ronald Tsang | \$1,000 |
| 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. The 15 th Hong Kong Cup Diplomatic Knowledge Contest | <ul style="list-style-type: none"> Positive feedback from students, parents & teachers Photo taking as a record of the activity | Whole Year | Mr. Philip Wong Ms. Meredith Wang | \$5,000 |
| | | | 2. Hong Kong Science Olympiad for Primary Schools | | | Mr. Billy Ma Ms. Isabella Kwan | |
| | | | 3. Law Quiz Competition | | | Mr. Alan Ng Ms. Maggie Wu | |
| | | | 4. Others | | | All GS Teachers | |
| | | | | | | | |
| 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 | Whole Year | Mr. Edward Wong Ms. Isabella Kwan Level coordinators | \$3,000 |

French Department Programme Plan (2022-2023)

Panel Members:

Head of Department: Mrs. Alexandra MORLEY

Member: Ms. Carolina CALDERON

A. Aims & Objectives

| <u>Aims</u> | <u>Objectives</u> |
|---|--|
| 1. To develop visible abilities with French language | <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 the Alliance Francaise.• Develop more hands-on activities and project-based activities in class and at home eased with 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-Kinaesthetic (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, composition, dictations and projects. Students' learning attitude will be considered. |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● 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 organization mentioned above |

B. Issues to be Addressed

• Strengths:

1. The French Department is equipped with various 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 Virtual Classroom where resources banks are offered to students for each grade level enhancing flipped classroom and blended learning in a face to face teaching situation, also offering 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 class size allows 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 (DELFR 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 number of entries has an impact on students leaving the Primary Division and going to our Secondary Division (up to 3 in one grade).
3. The high number of entry points could create a tension in resource allocation.
4. 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 to define how to achieve learning goals. Students have a great opportunity to enhance their home learning thanks to all the resources designed by teachers and tools located in the Virtual Classrooms. | All year long |
| 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. They will have the opportunity to increase the frequency of their practice thanks to the Virtual Classroom and Seesaw. Students must develop an additional language acquisition strategy for sound discriminations and vocabulary that complement their reading comprehension. Students will have to develop their reading skills using the audio pen (iPen Ting) that the Department has invested since 2017 and also could easily access the online French readers library put in place in 2020 and accessible from the Virtual Classroom. | All year long |
| 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 involving reports writing, video taking and role play games. Students research information on the French Culture and French Language among HK students. They will write compositions twice a month. Students will be engaged in project activities in order to promote reading comprehension and inquiry skills. Students must develop speaking fluency and spontaneity through taking part in various oral activities (French Speech Competition). | <p>February 2023</p> <p>November 2022</p> |

| | | | | |
|---|------|--|--|---|
| 4 | 3, 4 | DELFL Prim Examination | <ul style="list-style-type: none"> Students will have to take the DELFL Prim examination according to their level. | June 2023 |
| 5 | 1, 5 | Teachers Professional Development and Transfer to Class Activities | <ul style="list-style-type: none"> To transfer knowledge acquired during professional development in order to improve a range of skills. 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. | All year long March to August 2023 |

Putonghua Department Programme Plan 2022-2023

普通話科工作計劃 2022-2023

(一) 計劃小組成員

科主席：劉巍

組員：徐鈺峰、顧慧儀、陳美穎、趙霜、王文婕、殷華峰、楊素敏、王明開、黃少君、宋潤婕

(二) 本校現況

強項

1. 校方十分支持推動普通話科的發展，投放人力資源及空間以改善普通話科的教學。
2. 普通話已擬訂一套校本教材，具獨特性。
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. 基礎漢語師生比例較主流班收窄，有助教師照顧有學習差異的非華語生。
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，更缺乏普通話的語用環境。
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主科的學習表現，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. 一年級普通話科採用新教材，附有豐富的電子配套資源。
4. 一至四年級均設補課班，藉以照顧學習差異，協助學業成績欠理想的學生學習。
5. 為非華語學童而設的基礎漢語班，課程內容較富彈性，能因應學生的能力作課程調適。
6. 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。
7. 學校為所有非華語學生開設課後補課班，以提升學生的綜合語文學習能力。
8. 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。
9. 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. 二至六年級的校本教材，以本校中國語文科的延伸閱讀教材為基礎來編纂，欠缺出版社的配套資源，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. 普通話科和基礎漢語科學生半日上課教學的課節較全日上課教學的課節為少，難以按照既定教學進度完成教學任務。

(三) 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 1,2,3, 4,5,6 | 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 | 黃少君 (T1) 王明開 (T2) 宋潤婕 (T3) | \$500 |
| 2 | 總目標 1,3,4, 5 | 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 | *顧慧儀 殷華峰 黃少君 | \$2,500 |
| 3 | 總目標 1,3,4 | 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 王明開 | \$2,000 |
| 4 | 總目標 1,3,4 | 普通話大使 | 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任普通話大使，在課堂上以小組形式設計攤位，並於特定日子內輪流負責當值，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。 | 大使： 六年級 全體學生 參與 | 學生回饋 檢討會議 | 39 周舉行 34-38 周 準備 | *徐鈺峰 顧慧儀 陳美穎 王明開 | \$4,000 |
| 5 | 總目標 1,3,4 | 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 | *劉巍 徐鈺峰 楊素敏 宋潤婕 | \$2,500 |

| 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 |
|------|------|-------------------|--|-------------|--------------|-----|-------------------|----------|
| 6 | 3, 5 | 「童心・童話福袋」 | 在聖誕節、復活節等假期前，將有聲圖書借給基礎漢語班學生閱讀，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 | *楊素敏 趙霜 王文婕 | \$2,000 |
| 7 | 3 | 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 | / | 校園共融活動 | 提升教師及學生的文化與宗教敏感度，建構共融校園 | 全體教師及學生 | 活動後的檢討報告或問卷 | 全學年 | *劉巍 徐鈺峰 | \$20,000 |
| 9 | / | 製作教材、購買工具書及輔助教具教材 | 主要由教師購買有關普通話及基礎漢語科參考書籍和教材，以協助課程剪材及教學。 | 全體教師 | 借閱次數 協作分享 | 全學年 | 教學助理 | \$5,000 |
| 10 | / | 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 2022-2023

Head of Department: Mrs. Emily Yip

Members:

Ms. Isabella Kwan
Ms. Katie Chan
Ms. Yuri Imamura
Ms. Jocasta Lo
Ms. Nicole Ho
Ms. Tiffany Kwok
Ms. Judy Chu

A. 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.

B. Strengths and Weaknesses

• 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 extra-curricular activities, and less time can be spent on practicing their instruments, thus affecting their performance.

C. 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 September 2022 to July 2023 | E. Yip | \$30,000 |
| 2. | 1, 2, 3 & 4 | Music Competition | <ul style="list-style-type: none"> - School Orchestras will participate in the Hong Kong Youth Music Interflows 2022. - The String Orchestra will participate in the Hong Kong Schools Music Festival. | -September 2022 to early December 2022 - September 2022 to February 2023 | E. Yip I. Kwan Y. Imamura T. Kwok E. Yip T. Kwok | \$10,000 |
| 3. | 2, 4, 5, 6 & 7 | Music Appreciation | Music will be recommended & performed by music teachers & students, including Chinese and Western Music. | Whole Year | All Music Teachers | NIL |
| 4. | 2, 4 & 5 | Music Performance | <ul style="list-style-type: none"> - Music performances presented by professional organizations, other schools and our students. - Create more exchange opportunities between PD and SD musicians | Whole Year | All Music Teachers | \$10,000 |
| 5. | 4 & 8 | Music Captains | 6-8 potential G6 students will be selected to assist the Music Department. | Whole Year | E. Yip | \$1,000 |
| 6. | 1, 3, 4 & 5 | Music Project | A music activity will be organized with other schools | To be confirmed | All teachers | \$20,000 |

Physical Education Programme Plan 2022-2023

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

A. Aims and Objectives:

1. To organize activities jointly with the Secondary Division to achieve the through-train mode of learning.
2. To improve the physical fitness of students.
3. To encourage 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 help students develop a sense of belonging, team spirit and a sense of achievement through taking part in a series of training and competitions.

B. Strengths and Weaknesses

- **Strengths:**

1. Students like to take part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE Department of the Primary Division works closely with the PE Department of the Secondary Division.
4. PE teachers are professionally trained and enthusiastic in their teaching.
5. Parents in general believe in the importance of developing their children's overall physical wellness and support their children to participate in physical activities.
6. The sports achievement of school teams in the inter-school competitions has a positive impact on other students, particularly in their motivation 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.

C. Programme Plan & Budget:

| | Aims | Activity | Description | Period | Coordinator | Budget |
|----|-------------|--------------------|--|--|-------------------------|---------------|
| 1. | 1, 3, 4 & 7 | Swimming Gala | Different swimming competitions will be organized for all students. The Finals will be held in the Kwun Tong Indoor Swimming Pool with the Secondary Division. | Heats (G1-G6): 1-2 & 5-6 September 2022; Finals (G2-6 Finalists): 11 October 2022 | HoD & Panel Chairperson | \$6,000 |
| 2. | 3, 4 & 7 | Sports Day | Track and field competitions will be organized for all students. The finals will be held at the Kowloon Bay Sports Ground. | Heats (G1-G6): 12-14 December 2022; Finals (All G2-G6 students): 7 February 2023 | HoD & Panel Chairperson | \$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 November 2022 to mid-January 2023 | All PE teachers | \$100,000 |

Visual Arts Department Programme Plan 2022-2023

Head of Department: Ms. Eva Chui

Teachers: Ms. Katie Chan HK; Ms. Karen Li

A. Goals and Objectives

Visual Art Departments' curriculum goals are to develop students' visual perception and aesthetic senses and expand on their knowledge and understanding in their art experiences. This is done by:

1. Providing students' opportunities to express their feelings and thoughts through artistic presentations;
2. Developing students' use of visual languages and approaches through exploration with a variety of art forms, materials and techniques;
3. Exploring diverse art and cultures and expand upon students' perspective through art making, appreciation and criticism;
4. Cultivating personal refinement and positive attitudes towards the arts and encourage their life-long learning.

Aims and Objectives:

| Aims | Objectives |
|--|--|
| 1. To develop students' creativity and imagination | To enhance their 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 students understand arts in context | Help students make interconnections between arts and other disciplines and build their cultural awareness. |
| 5. To build good attitudes | To help promote positive attitudes towards arts. |

Visual Arts Department Objectives in Focus 2022-2023

Based on the first priority for the ***major concerns of the school year*** in the School Plan 2022-2023, the objectives in focus of this year are as follows:

1. Learning & Teaching:

To create more opportunities for peer feedback and self-reflection to improve students' confidence in their ability to excel: Introduce various online platforms to inform students about their performance and encourage peer feedback to reinforce mutual support and self-confidence of students.

2. Attitude & Behaviour:

To help students establish appropriate etiquettes and interpersonal skills through blended learning: To introduce blended learning with a focus to help students learn how to refine their etiquettes and interpersonal skills.

Other concerns of 2022-2023 can be found in 'U:/Visual Arts/2022-2023/Planning/Whole School Plan Info'.

B. Teaching Content

Three Learning Domains

1. Visual Arts Knowledge

Students will study art and design forms, media, materials, contextual knowledge and visual language of the arts and aesthetics. This knowledge will enhance their creativity during art making.

2. Visual Arts Appreciation and Criticism

Through observation and direct experience, students will describe, feel, analyze, interpret and judge the value of artworks, thus develop their personal aesthetic values.

3. Visual Arts Making

Students will explore a range of approaches for art presentation on specific themes to develop their ability to convey their ideas and self-expression.

C. Assessment

Teachers need to assess students' artwork based on the following 4 criteria:

- 1. Creativity and Imagination:** Degree of imagination, level of expression, aesthetic sensitivity, creative thinking (e.g. idea generation) and artwork presentation.
- 2. Skills and Processes:** Level of experimentation, explorations and competency in the use of visual language and art materials.
- 3. Appreciation:** Works produced by students shows an understanding in artworks and art concepts taught.
- 4. Attitude:** Level of participation in art class, activities and competitions.

D. Strengths and Weaknesses

- **Strengths:**

1. All teachers have received art training at tertiary level.
2. The majority of students see art as a 'fun' subject and enjoy 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, skills & art appreciation in Visual Arts with only one 30-minute art class per week during the pandemic.
3. Assigning at home projects can have its limitations as a portion of students have insufficient art & IT resources.

E. Programme Plan & Budget:

| | 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 may involve work in collaboration with other departments:</p> <p>1) Establish STEAM approach to learning</p> <p>2) Establish National Security Education topic for each grade</p> | <p>G.2-3 : Ms. Chan</p> <p>G.1 & 4 : Ms. Li</p> <p>G.5-6 : Ms. Chui</p> | <p>Curriculum Development: \$32,000 (G.1-3) \$20,000 (G.4-6)</p> <p>Teaching Materials: \$140,000 (G.1-3) \$112,000 (G.4-6)</p> |
| 2. | 1, 2 | Artist in School Partnerships | <ul style="list-style-type: none"> Partnerships with other subject departments & working committees to merge art activities with everyday school life. Invite artists, other institutions and organizations to run art appreciation and art making workshops for students during and outside of art lesson time. | <p>G.1-3 : Ms. Chan & Ms. Shum</p> <p>G.4-6 : Ms. Chui & Ms. Ng</p> | <p>Seminars and Workshops: \$25,000 (G.1-3) \$15,000 (G.4-6)</p> <p>Coaching Fees: \$90,000 (G.1-3) \$174,000 (G.4-6)</p> |
| 3. | 3, 5 | Student Art Exhibition | To display artworks inside and outside of school and help promote self-reflection and critical thinking skills. | All department members | <p>Teaching Materials: \$100,000 (G.1-3) \$112,000 (G.4-6)</p> <p>Printing: \$10,000</p> <p>Curriculum Development: \$32,000 (G.1-3) \$20,000 (G.4-6)</p> |
| 4. | 3,5 | Art Competition | All students will be given the opportunities to participate in competitions organized by the school, Hong Kong, nationally and internationally. | <p>G.1-3 : Ms. Chan</p> <p>G..4-6 : Ms. Chui</p> | <p>Prizes, Gift & Awards: \$6,000 (G.1-3) \$5,850 (G.4-6)</p> |
| 5. | 1-5 | Art Appreciation & Cultural Adventures | To offer opportunities inside & outside of classroom to arouse students' interests in Visual Arts and to promote life-long learning. | <p>G.1-3 : Ms. Chan</p> <p>G..4-6 : Ms. Chui</p> | <p>Local, Tours / Outings: Transportation: \$1,000 (G.1-3) \$3,000 (G.4-6)</p> |
| 6. | 1-3 | Extra-Curricular Art Classes | A range of art classes taught by outside tutors will be organized to cater to the needs of students who wish to develop their artistic potential through various media explorations. | Ms. Chui & Ms. Chan | <p>Coaching Fees: \$90,000 (G.1-3) \$174,000 (G.4-6)</p> |

| | | | | | |
|----|-----|---------------------------------|---|--|--|
| 7. | 1-5 | Teaching & Learning Initiatives | <p>Using Online Platforms: Padlet, flip, Google Site & Classroom to aid:</p> <p>Learning & Teaching Opportunities for peer feedback and self-reflection</p> <p>Attitude & Behaviour Establish appropriate etiquettes and interpersonal skills through blended learning</p> | <p>G.1-3 : Ms. Chan</p> <p>G..4-6 : Ms. Chui</p> | <p>Curriculum Development: \$32,000 (G.1-3) \$20,000 (G.4-6)</p> |
|----|-----|---------------------------------|---|--|--|

Religious Education Department Programme Plan 2022-2023

宗教科工作計劃 2022-2023

(一) 計劃小組

科主任：郭嘉恩

組員：吳鳳婷、黃嘉欣、王健屏、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合作的關係，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。

(三) 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。

(四) 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 | 王健屏 | / |
| 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、基督徒老師和牧師輪流主領，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。 | 小一學生及家長 | 收集家長意見 | 全年 (每月兩次) | 聖公會池牧師及池師母 劉巍 黃嘉欣 | \$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) | 聖公會池牧師及池師母 陳進逸 王健屏 | \$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 | 收集老師及家長意見 | 全年 | 劉巍 張千峰 | / |

| | | | | | | | | |
|-----|---------------|--------|---|------------|--------------|--------------|------------|---------|
| 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 | 黃嘉欣 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 | 逢星期四上課前舉行教師祈禱會，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 | 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 吳鳳婷 | \$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，協助推動教會活動。 | 全校學生 | 收集老師的意見 | 全年 | 全體老師 | / |

Library Studies Department Programme Plan (2022-2023)

Head of Department: Ms. Shanice Leung

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 help students develop good moral and civic attitudes | <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 developing 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 DBSPD 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 |

C. 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.

D. 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 (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 (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. Shanice Leung (Teacher-Librarian) Ms. Evelyn Cheang (Library Assistant) | 2022-2023 Library budget for purchasing reading materials |
| 2 | 1, 4 | Cross-curriculum collaboration | 1. Various cross-curriculum activities will be held with other Departments throughout the year. 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. | Teachers' feedback | Whole year | Ms. Shanice Leung and other subject teachers | 2022-2023 Library budget |

| | | | | | | | |
|---|------------|--------------------|---|---|------------|--|--------------------------|
| 3 | 1, 3, 5 | Reading Activities | 1. Author Visit/ Reading Talk 2. Storytelling Sessions 3. Reading Programme 4. World Book Day Celebration 5. Heifer Read to Feed Programme 6. Library Cards for All Children Scheme 7. Newspapers and Magazines Subscription 8. Books Borrowing Ranking Charts 9. Book Fair | 1. Students' participation 2. Students' feedback | Whole year | Ms. Shanice Leung Ms. Evelyn Cheang | 2022-2023 Library budget |
| 4 | 1, 2, 3, 5 | Student Librarians | Recruiting, training and organizing the student librarians to 1. assist in the daily operation of the Library 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 | Student librarians' performance | Whole year | Ms. Shanice Leung Ms. Evelyn Cheang | 2022-2023 Library budget |
| 5 | 1 | Library Promotion | 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. Shanice Leung Ms. Evelyn Cheang | 2022-2023 Library budget |

Computer Studies Programme Plan (2022 – 2023)

Head of Department: Ms. Jessica Chan

Teachers: Ms. Pauline Ip, Mr. Edward Wong, Mr. Alan Ng, Mr. Alex Lam,
Mr. Brian Cheung and Ms. Ingrid Wong.

A. 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 help students develop a sense of responsibility and heightened awareness about ethical issues when using the computers or information technology.
9. To give students more exposure to external competitions.

B. Strengths and Weaknesses

• **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 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. Many 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.

C. Major Concerns 2022-2023

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 heighten students' awareness of ethical use of the School Intranet, the Internet and Google Apps among students of the upper primary

D. Programme Plan 2022-2023

1. To adopt cross curricular themes with different subjects
2. To help students develop a sense of responsibility when using computer and information technology

E. 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 2022 – July 2023 | Edward Wong* Alan Ng | Certificates & Book Voucher |
| 2 | 1-9 | External Competitions | International Coding Elite Challenge (https://ice-challenge.org/) | 1. Results attained by students 2. Students' participation rate | Oct 2022 – May 2023 | Alex Lam* Ingrid Wong | \$3000 |
| | | | Hong Kong Primary Schools Olympiad in Informatics | | Dec 2022 – May 2023 | Jessica Chan* Edward Wong | |
| | | | Coding Olympics (CodeMonkey) | | June – Nov 2023 | Brian Cheung* Alan Ng | |
| | | | Underwater Robotics Competition (HKUST) | | Mar – Apr 2023 | Edward Wong* Alex Lam | |
| | | | Computational Thinking and the Code2App Contest (EdCity/HKUST) | | Feb – Jul 2023 | Alan Ng* Pauline Ip | |
| | | | Scratch 創意編程大賽 (HKFYG Tel: 27150424) | | Apr – Aug 2023 | Ingrid Wong* Brian Cheung | |
| 3 | 1-7 | STEM Learning Activities | Outsource lessons; the topics are: G.1: Dash (TBC) G.2: Dash & Dot (TBC) G.3: Microbit (TBC) | Students' participation | Sept 2022 – Jun 2023 | Pauline Ip* Jessica Chan | Annual Giving Budget |

| | | | | | | | |
|---|------|--|---|---|----------------------------|-------------------------|--------|
| | | | G.4: Halocode (TBC) G.5: Drone (TBC) G.6: Robotic Arm (TBC) | | | | |
| 4 | 8 | Seminar (Internet Safety and Protection of Personal Information) | <ul style="list-style-type: none"> - Awareness of Internet Safety issues - Awareness of Protection of Personal Information over the Web | 1. Students' participation 2. Students' behaviour when using the Internet and Intranet | June 2023 | Jessica Chan* | \$2000 |
| 5 | 2 | Extra-curricular Activity | Python programming: competition-based training course | Students' participation | Oct 2022 – Mar 2023 | Alan Ng* Ingrid Wong | -- |
| 6 | 1, 2 | Cross-curricular Activities | Themes: <ul style="list-style-type: none"> - STEAM - NSE - Values Ed - Others | Students' participation | Sept 2022 – Jun 2023 | Level Coordinators | -- |

Moral Education Department Programme Plan 2022-2023

Head of Department: Ms. Karen Leung

Members: Mrs. Emily Yip, Mr. Tinnok Ng, Ms. Michelle Ng, Ms. Sheeta Ho,
Ms. Alice Lau, Ms. Jen Wan, Ms. Ivy Wong, Mr. Anthony Chan

A. 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 organize activities and sharing sessions to empower students to overcome their weaknesses and share positive experiences.
5. To analyse student performance in the affective and social areas systematically, understand students' whole person development needs and review the relevant measures implemented at school for follow-up and improvement

B. Strengths and Weaknesses

• 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 moulded to become highly competitive. Parents and students are very anxious about winning in competitions. An increasing number of students are having behavioural 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.

C. Annual Programme Plan & Budget

| Plan | Aims | Activity | Description | Performance indicator | Period | Co-ordinators | Budget |
|------|------|-----------------------------------|--|---|---------------------|--------------------------------|----------|
| 1 | 2 | Student Workshop and Webinars | <ul style="list-style-type: none"> - To establish appropriate etiquettes and interpersonal skills through blended learning - To develop a more inclusive school environment through engaging our students in more group interactions | Teachers' observation, worksheets and end of term evaluation | Sept- Dec 2022 | Anthony, Jen, Michelle & Karen | \$5,000 |
| 2 | 5 | APASO Questionnaire | To help the school understand students' whole person development needs. | Comparison of the changes of scores over the years | Oct 2022 – Jun 2023 | Karen, Ivy & Tracy | --- |
| 3 | 1 | Read to Feed Programme | To help students understand the needs of people in our country and participate in community service projects | Over 130 G.1-2 students will participate in the programme | Mar – Apr 2023 | Alice and Sheeta | --- |
| 4 | 3 | Parents' Workshops | To strengthen our parents' parenting skills and provide a platform for parents to share positive parenting strategies | <ol style="list-style-type: none"> 1. One three-session workshop will be organised for parents of G.1-3 students 2. One three-session workshop will be organised for parents of G.4-6 students 3. Over 80% of the participants consider the workshops beneficial | Sept 2022- Jul 2023 | Tinnok and Emily | \$15,000 |
| 5 | 1, 4 | Post Assessment Student Workshops | To reinforce students' positive values through participating in group activities | Teacher's observation and feedback from participants | Jul 2023 | All teachers | \$5,000 |

Electives Department Programme Plan (2022-2023)

Department Head: Ms. Pauline Ip

Panel Chairperson: Ms. Sally Yuen

Members:

| | | | |
|---------------|-------------------|---------------|---------------|
| Jen Wan | Tracy Wong | Joey Tsang | Song Runjie |
| Jocasta Lo | Karen Li | Agnes Lee | Katie Chan HK |
| Minnie So | Crystal Wong | Lucy Lilley | Grace Ku |
| Agnes Wong | Livia Liu | Calvin Chan | Yuri Imamura |
| Ken Tsui | Grace Ko | Isabella Kwan | Agnes Ng |
| Laura Millman | Katie Chan | Suki Ma | Shanice Leung |
| Nicole Ho | Sheeta Ho | Eva Chui | Enoch Yip |
| Anna Wong | Ryan Li | Astrid Chiu | Alice Lau |
| Kam Tse | Karen Leung | Nancy Wang | Judy Chu |
| Anthony Chan | Carolina Calderon | | |

A. Aims & Objectives

Electives are specially designed courses for our students to have a diversified and balanced learning programme outside the formal curriculum. Students are given the opportunity and exposure to develop curiosity and interest in 4 core areas (Arts & Sports, Language & Culture, Science and Personal Development). Electives are intended to supplement, not to replace any part of the core curriculum. Students will take up at least three different courses in an academic year.

B. General Goals of Electives Curriculum

1. To offer students a variety of learning areas.
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.

C. Strengths and Weaknesses

- **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.
5. Electives can still be held during half day timetable via online Zoom mode.

- **Weaknesses**

1. There are not enough rooms to accommodate the requirement for small class teaching.
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. For half day Zoom lessons, elective courses are assigned according to class basis. Students are not able to choose their own courses.
4. Some elective courses may not be as engaging when held on Zoom, such as restrictions on physical movement for sports classes.

- **Opportunities**

1. New electives from different areas (e.g. "Lacrosse" under Arts & Sport, "Korean Culture" under Language & Culture, "Live with our Nature" under Science, "Skills to Face Adversity" under Personal Development, etc.) 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 are specialized in the electives that they provide (e.g. Go Culture, Coding Swift Playgrounds, Science Adventure, etc.).
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 (social event and pandemic) created a threat for the development of the Department, as the electives had to be held on the Zoom platform.
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 (54 out of 74) 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 with 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.

D. Annual Programme Plan (2022-2023)

| Plan | | Aim |
|------|--|------------|
| 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. To provide diverse learning materials for catering learners' diversity. | 2 & 5 |
| 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 learning.</p> <ul style="list-style-type: none"> Focus on developing students' language and culture: Japanese Language, Elementary French, Korean Culture, German for Beginners, etc. Focus on developing students' life skills: Skills to Face Adversity, Team Building, Money Management, etc. Focus on Art & Design: 3D Sculpture, 中國畫, Tie Dye, Collage Art, etc. Focus on Sports which are out of regular curriculum: Rock Climbing, Molkky and Dodgebee, Taekwondo, Lacrosse Focus on Science: Forensic Science, Food Science, etc. Focus on Technology & Coding: VR & AR, Coding Swift Playground, etc. | 1,2 & 5 |
| 3 | To enable students to learn through interactions with schoolmates and tutors of external organizations | 3 & 6 |
| 4 | <p>Let students choose the electives according to their interests during whole day face-to-face timetable.</p> <p>Assign different courses on class basis during half day zoom timetable.</p> | 1 and 2 |
| 5 | <p>To further develop students' self-learning skills.</p> <p>(E.g. Be a SMART Learner, Think to Speak, etc.)</p> | 4 |
| 6 | <p>To enrich the curriculum with STEAM approach.</p> <p>(E.g. Creative Computing with Scratch Programming, CoSpaces Advanced VR etc.)</p> | 7 |