

Diocesan Boys' School
Primary Division



Annual School Plan
2023-2024

Vision and Values

We believe we should

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

Vision Statement

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

Mission

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

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

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

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

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

Table of Content

| | | Page |
|-----|---|-------------|
| 1. | Annual School Plan 2023-2024 | 5 |
| 2. | Plan on the Use of Capacity Enhancement Grant 2023-2024 | 9 |
| 3. | English Department Development & Programme Plan | 13 |
| 4. | Chinese Department Development & Programme Plan | 20 |
| 5. | Mathematics Department Development & Programme Plan | 25 |
| 6. | General Studies Department Development & Programme Plan | 33 |
| 7. | French Department Programme Plan | 42 |
| 8. | Putonghua Department Programme Plan | 47 |
| 9. | Music Department Programme Plan | 49 |
| 10. | Physical Education Department Programme Plan | 51 |
| 11. | Visual Arts Department Programme Plan | 53 |
| 12. | Religious Education Programme Plan | 55 |
| 13. | Library Studies Programme Plan | 58 |
| 14. | Computer Studies Programme Plan | 63 |
| 15. | Moral Education Programme Plan | 67 |
| 16. | Electives Department Programme Plan | 70 |

Annual School Plan (2023/2024)

Major Concern: First Priority – Developing Diocesan boys into life-long learners

| Intended Outcomes/Targets | Strategies/Tasks | Success Criteria | Methods of Evaluation | Time Scale | Person(s) Responsible | Resource (s) Required |
|---|---|---|--|--|------------------------------|--|
| 1.1 To further develop and incorporate blended learning , self-directed learning and life planning into our teaching and learning routine | To employ various strategies such as choice boards, goal setting, blended learning, self-reflection tasks in teaching materials to encourage self-directed learning | <ul style="list-style-type: none"> Ss of Lower Grades will be exposed to a variety of self-directed learning tasks and resources to extend their learning Ss of Higher Grades will develop a habit of note taking, setting and evaluating their own learning goals that will connect with their future learning | <ul style="list-style-type: none"> Evidence of resources provided to students through handouts and online platforms Evidence of students' work | Whole year | DHTs, CDAA Chairperson, HoDs | School based curriculum materials |
| 1.2 To finetune the school curriculum and improve vertical cohesion across grade levels and horizontal cohesion across different KLAs | To coordinate the outing arrangements among the English, Chinese, GS Departments for all grade levels annually | Students will have participated in at least two outings per year; one with a cross-curricular focus | 80% students agree that they have enjoyed the outings and found the outings beneficial to their learning 80% students have had participated in at least two outings per | Sept - Oct: Planning Nov – Apr: Implementation Apr – Jun: Evaluation | CDAA Chairperson, HoDs | School Calendar; Transportation budget and entry fees |
| | To reserve dates in the school calendar for cross curricular activities to be implemented on a whole school basis | Students will have the opportunities to take part in at least two cross curricular activities during the school year | | | | |

| | | | | | | |
|---|---|--|---|--|-------------------------------------|--|
| | To finetune Collaborative Lesson Planning (CLP) practices by planning horizontally cross curricular lessons in the 1 st term | Teachers will observe at least one lesson of another subject based on the cross curricular activity planned in CLP | <p>year; one with a cross-curricular focus</p> <p>80% students have had participated in at least two cross curricular activities during the school year</p> <p>90% of teachers have had observed at least one lesson of another subject</p> | <p>Sept - Oct: Planning</p> <p>Dec - Jun: Implementation</p> <p>July: Evaluation</p> | | |
| 1.3 To further integrate STEAM education in the school curriculum | To recommend colleagues from each KLA to be professionally trained for STEAM through EDB professional development workshops and internal meetings | Two colleagues will be chosen from each core subject department and one colleague from non-core subject departments to attend professional development workshops | <ul style="list-style-type: none"> • Minutes of the meetings and sharing sessions • CDP hours that indicate STEAM related courses | <p>Sept - Oct: Planning</p> <p>Dec - Jun: Implementation</p> <p>July: Evaluation</p> | CDAA Chairperson, STEAM Chairperson | <p>EDB training calendar;</p> <p>STEAM related teaching and learning materials</p> |
| | To raise the profile of the STEAM Working Committee by assigning one to two representatives from each KLA to support their departments with STEAM related matters | The chosen colleagues will present at least once in their subject departments about the latest development of STEAM and its application in the subject | | | | |

Second Priority – Strengthening the national identity and sense of belonging of all members of the Diocesan community towards our Country and the School

| Intended Outcomes/Targets | Strategies/Tasks | Success Criteria | Methods of Evaluation | Time Scale | Person(s) Responsible | Resource (s) Required |
|---|--|--|--|-------------------|--|---|
| 2.1 To enhance students' affection for our Country and sense of belonging to the Nation | To adopt a whole-school approach in curriculum planning to integrate elements of NSE into teaching across different KLAs | Increase in students' affection for our Country and sense of belonging to the Nation | <ul style="list-style-type: none"> By survey & feedback from all stakeholders (students, teachers and parents) | Whole Year | NSE Chairperson Subject HoDs | School Calendar; EDB curriculum materials |
| | To incorporate National Security Education in Speech under the National Flag | Students have an increased knowledge and awareness of the development of our Country | <ul style="list-style-type: none"> By survey & feedback from all stakeholders (students, teachers and parents) | Whole Year | NSE Chairperson NSE Working Committee teachers | EDB documents and circulars to school |
| 2.2 To create a harmonious learning environment to instill in students a sense of belonging to the School | <p>To organize whole-school assemblies to disseminate the School's history and expectations</p> <p>To promote brotherhood among lower grade and upper grade students through the Big Brother Programme</p> | <p>School leaders conduct assemblies to share the School's long-standing traditions and expectations on students</p> <p>All G1 students will be assigned to a G6 Big Brother</p> | <ul style="list-style-type: none"> Students display a strong sense of school spirit in survey and APASO data, school events and interschool competitions Teachers' observation | Whole Year | <p>Wellbeing & Values Education Chairpersons</p> <p>Leadership & Service Training Chairpersons</p> | <p>School history files and website</p> <p>Activity materials and gifts</p> |

Third Priority – Promoting empathy and respect for diversity to prevent bullying at school

| Intended Outcomes/Targets | Strategies/Tasks | Success Criteria | Methods of Evaluation | Time Scale | Person(s) Responsible | Resource (s) Required |
|---|--|--|--|-------------------|---|---|
| 3.1 To expand the scope of whole school programmes that promote empathy and respect for diversity and inclusivity by increasing students' other learning experiences, such as life-wide learning and service learning opportunities | To provide a variety of service learning and personal growth workshops under the Be a CARE Leader Programme to engage students with different interests on a voluntary basis | Provide at least 5 service learning / personal growth activities in the whole year, which allow at least 200 students to participate in total | <ul style="list-style-type: none"> • Students' survey • Sharing and reflection after participating in related activities | Whole Year | Leadership & Service Training Chairpersons | Support from external co-organizers Manpower to arrange and attend activities Budget for Be a CARE Leader Programme |
| 3.2 To familiarize teachers and students with the anti-bullying policy and procedures to follow, and train them to identify signs of bullying behaviours | To provide training for teachers to increase their understanding and awareness of signs of bullying behaviours | All teachers attend the training and display a strengthened awareness of bullying signs, and are able to follow the anti-bullying policy and procedures to handle bullying cases | <ul style="list-style-type: none"> • Teachers' survey | Whole Year | Discipline & Guidance Master and Mistresses | External organizer and budget |

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2023-2024

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: Mrs. Grace Ko (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 61 electives (28 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 29 Sept 2023 to 17 Nov 2023 (7 sessions)
 2. Term 2: Weekly Sessions from 24 Nov 2023 to 12 Apr 2024 (7 sessions)
 3. Term 3: Weekly Sessions from 19 Apr 2024 to 31 May 2024 (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 Performing Workshop.
 2. Boys will be able to participate in electives which provide basic knowledge in **personal development**: Be a Financially Smart Kid, 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 Robotics 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\$) | TOTAL |
|--|---|--------|--------|--------|-------|------------------------------|------------------------------|---------------------------|------------|
| Academy of the Baptist Convention of Hong Kong | 3D Modelling & Printing | 7 | | | 7 | \$1800 | \$12,600.0 | \$3000 | \$15,600.0 |
| | Creative Computing with Scratch | | 7 | | 7 | \$1800 | \$12,600.0 | 0 | \$12,600.0 |
| | Math Problem Solving Strategies | 7 | | | 7 | \$1650 | \$11,550.0 | 0 | \$11,550.0 |
| ActiveKids Ltd | Science Adventures I | | 7 | 7 | 14 | \$2800 | \$39,200.0 | 0 | \$39,200.0 |
| | Science Adventures II | 7 | 7 | | 14 | \$2800 | \$39,200.0 | 0 | \$39,200.0 |
| | Stormy Chefs | 7 | | 7 | 14 | \$2800 | \$39,200.0 | 0 | \$39,200.0 |
| | The Chess Academy | 7 | | 7 | 14 | \$2800 | \$39,200.0 | 0 | \$39,200.0 |
| Arthome | 3D Sculpture | | | 7 | 7 | \$1200 | \$8,400.0 | \$1800 | \$10,200.0 |
| | Drawing on the Right Side of the Brain Workshop | 7 | 7 | | 14 | \$1200 | \$16,800.0 | \$800 | \$18,400.0 |
| | Print Making Art Workshop | 7 | 7 | | 14 | \$900 | \$12,600.0 | \$2400 | \$15,000.0 |
| Big Dipper Studio Limited | Coding: Swift Playground | 7 | 7 | | 14 | \$1500 | \$21,000.0 | 0 | \$21,000.0 |
| | VR & AR | | 7 | | 7 | \$1500 | \$10,500.0 | 0 | \$10,500.0 |
| | CoSpaces Advanced VR | | | 7 | 7 | \$1500 | \$10,500.0 | \$2000 | \$12,500.0 |
| Cantab Star Education Limited T/A Big Bang Academy | Scientist Journey: STEAM x Life Science | | | 7 | 7 | \$5000 | \$35,000.0 | \$1250 | \$36,250.0 |
| | Scientist Journey: STEAM x Life Science | | 7 | | 7 | \$5000 | \$35,000.0 | \$1250 | \$36,250.0 |
| Baby Dream's Party Workshop (Mr. Wong Kam Lun) | Be a Magician | 7 | 7 | 7 | 21 | \$850 | \$17,850.0 | \$12000 | \$29,850.0 |
| CheerUpPro Consultant Ltd | Live with our Nature | 7 | 7 | 7 | 21 | \$3000 | \$63,000.0 | \$6000 | \$69,000.0 |
| | Discover Sea Glass | | | 7 | 7 | \$3000 | \$21,000.0 | \$6000 | \$27,000.0 |
| | Chinese Food Culture 中國傳統飲食文化 | | 7 | 7 | 14 | \$3000 | \$42,000.0 | \$3000 | \$45,000.0 |
| | Handmade Traditional Toys & Play Culture | 7 | | 7 | 14 | \$3000 | \$42,000.0 | \$3000 | \$45,000.0 |
| | Basic Outdoor Survival Skills | | 7 | | 7 | \$3000 | \$21,000.0 | \$3000 | \$24,000.0 |
| | Team Building & Leadership Workshop | | | 7 | 7 | \$3000 | \$21,000.0 | \$3000 | \$24,000.0 |
| | Team Art for Communication | 7 | | 7 | 14 | \$3000 | \$42,000.0 | \$6000 | \$48,000.0 |

| | | | | | | | | | |
|--|--|---|---|---|----|--------|------------|---------|------------|
| China Hong Kong Lacrosse Association Limited | Lacrosse | 7 | 7 | 7 | 21 | \$1200 | \$25,200.0 | 0 | \$25,200.0 |
| Edvenue Ltd | Food Science | | 7 | 7 | 14 | \$3480 | \$48,720.0 | 0 | \$48,720.0 |
| | Learning is Cool - Zoology for Kids | 7 | | | 7 | \$3480 | \$24,360.0 | 0 | \$24,360.0 |
| | 探索侏羅紀 | | 7 | | 7 | \$3480 | \$24,360.0 | 0 | \$24,360.0 |
| | Forensic Science | | 7 | 7 | 14 | \$3480 | \$48,720.0 | 0 | \$48,720.0 |
| | International Corner 放眼世界 | 7 | | 7 | 14 | \$3480 | \$48,720.0 | 0 | \$48,720.0 |
| | Be a SMART Learner | | 7 | | 7 | \$3480 | \$24,360.0 | 0 | \$24,360.0 |
| | Think to Speak 環保小先鋒 | | | 7 | 7 | \$3480 | \$24,360.0 | 0 | \$24,360.0 |
| Esengo Sports Ltd | Be a SMART Leader | 7 | | | 7 | \$3480 | \$24,360.0 | 0 | \$24,360.0 |
| | African Performing Art Workshop | 7 | 7 | 7 | 21 | \$2500 | \$52,500.0 | 0 | \$52,500.0 |
| Fair Trade Hong Kong Foundation | Rock Climbing | 7 | 7 | 7 | 21 | \$2500 | \$52,500.0 | 0 | \$52,500.0 |
| | Fair Trade Club | 7 | | | 7 | \$3800 | \$26,600.0 | \$1600 | \$28,200.0 |
| Fusion Squash Club | Squash | 7 | 7 | | 14 | \$460 | \$6,440.0 | \$240 | \$6,680.0 |
| Hong Kong Children's GO Academy | GO Culture Course (Beginner) | 7 | 7 | 7 | 21 | \$1300 | \$27,300.0 | \$9000 | \$36,300.0 |
| | GO Culture Course (Intermediate) | | 7 | 7 | 14 | \$1300 | \$18,200.0 | \$6000 | \$24,200.0 |
| Hong Kong Rope Skipping Academy | Rope Skipping | 7 | | 7 | 14 | \$550 | \$7,700.0 | 0 | \$7,700.0 |
| Nature Voyager | Science Adventure Builder | 7 | | | 7 | \$2850 | \$19,950.0 | \$1650 | \$21,600.0 |
| | Junior Astronomy Class | 7 | | | 7 | \$2980 | \$20,860.0 | \$4650 | \$25,510.0 |
| | Toy Science | | 7 | | 7 | \$2500 | \$17,500.0 | \$3900 | \$21,400.0 |
| | Advanced Astronomy Class | | | 7 | 7 | \$3150 | \$22,050.0 | \$5850 | \$27,900.0 |
| Pasona Education Co. Limited | Elementary Japanese | 7 | 7 | | 14 | \$1260 | \$17,640.0 | 0 | \$17,640.0 |
| | Intermediate Japanese | | 7 | 7 | 14 | \$1260 | \$17,640.0 | 0 | \$17,640.0 |
| Olymspirit Sports | Shuttlecock | 7 | 7 | 7 | 21 | \$1200 | \$25,200.0 | \$2340 | \$27,540.0 |
| Peach Creative Production Limited | Mechanical Structures Course 機械結構課程 | | 7 | 7 | 14 | \$2250 | \$31,500.0 | \$3840 | \$35,340.0 |
| Project M ² | Be a Financially Smart Kid | 7 | 7 | 7 | 21 | \$800 | \$16,800.0 | 0 | \$16,800.0 |
| Science Workshop (HK) Ltd | Science Workshop 1 | 7 | 7 | | 14 | \$5000 | \$70,000.0 | \$16000 | \$86,000.0 |
| | Science Workshop 2 | 7 | | 7 | 14 | \$5000 | \$70,000.0 | \$16000 | \$86,000.0 |
| | Science Workshop 3 | | 7 | | 7 | \$5000 | \$35,000.0 | \$8000 | \$43,000.0 |
| Mr. Felix Iu | Hockey | 7 | 7 | 7 | 21 | \$400 | \$8,400.0 | \$1200 | \$9,600.0 |

| | | | | | | | | | |
|--|----------------------|---|---|---|----|--------|------------|---------|-------------------|
| Mr. Ho Ho Yeung | Juggling Beginner | 7 | 7 | 7 | 21 | \$900 | \$18,900.0 | \$3000 | \$21,900.0 |
| Mr. Ip Shi Yan | Handball | 7 | 7 | 7 | 21 | \$500 | \$10,500.0 | 0 | \$10,500.0 |
| Hayson Gifts and Premiums Company (Ms. Pamela Lam) | Aroma Stone Workshop | 7 | | 7 | 14 | \$1000 | \$14,000.0 | \$27000 | \$41,000.0 |
| Mr. Peter Moran | Photography | 7 | | 7 | 14 | \$1200 | \$16,800.0 | \$6000 | \$22,800.0 |
| Wu's Taekwondo Hong Kong Association Ltd | Taekwondo | | 7 | 7 | 14 | \$2400 | \$33,600.0 | \$4000 | \$37,600.0 |
| 中國文化藝術發展中心有限公司 | 國畫班 (G.1-2) | 7 | | | 7 | \$3000 | \$21,000.0 | \$3600 | \$24,600.0 |
| | 國畫班 (G.3-4) | | 7 | | 7 | \$3000 | \$21,000.0 | \$3600 | \$24,600.0 |
| | 國畫班 (G.5-6) | | | 7 | 7 | \$3000 | \$21,000.0 | \$3600 | \$24,600.0 |
| 詠春攻房有限公司 | 詠春入門班 | 7 | 7 | | 14 | \$800 | \$11,200.0 | 0 | \$11,200.0 |

Grand total of the above: \$ 1,824,510



The Rt Revd Dr Matthias Der
Supervisor



Mr. R. K. Y. Cheng
Headmaster

15/9/2023

Date

English Department Development Plan & Programme Plan (2023-2024)

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. Jenny Cho | 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. Suki Lou |
| Ms. Salina Lui | Ms. Laura Millman | Mr. Alan Ng | Ms. Jen Wan |
| Ms. Maggie Wu | | | |

The General Goals of the English Curriculum are as follows:

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

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

A. Issues to be Addressed

- **Strengths**

1. The staff present a wide variety of teaching styles and approaches.
2. Administration encourages a wide variety of teaching approaches.
3. Good resources are available to enhance 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 and supportive leadership.

- **Weaknesses**

1. Some teachers are unfamiliar with eLearning tools and need more support.
2. A change in staff turnover means that new teachers need more support and explanation regarding the aims and goals of the Department.
3. Students still need more support to adjust after the school suspension period.

B. Development Plan (2023 - 2024)

Major Concern: First Priority – Developing Diocesan boys into life-long learners

| Intended Outcomes/Targets | Strategies/ Tasks | Time Scale | Success Criteria | Methods of Evaluation |
|--|---|------------------------------|---|---|
| 1. Curriculum & Assessment | | | | |
| <p>1.1</p> <p>To further develop and incorporate blended learning, self-directed learning and life planning into our teaching and learning routine</p> | <p>1.1.1</p> <p>To employ various strategies such as choice boards, goal setting, blended learning, self-reflection tasks in teaching materials to encourage self-directed learning</p> | <p>Sept 2023 - July 2024</p> | <p>Students will complete Life Planning Education tasks in the MEB and will be given choice boards to encourage self-directed learning. Students will be encouraged to set goals before starting up writing tasks. As usual, our department will continue to make use of eLearning tools and the blended learning approach.</p> | <ul style="list-style-type: none"> Evidence of students' work collected. Copies of MEBs and lesson plans. |
| <p>1.2</p> <p>To finetune the school curriculum and improve vertical cohesion across grade levels and horizontal cohesion across different KLAs</p> | <p>1.2.1</p> <p>To coordinate the outing arrangements among the English, Chinese, GS Departments for all grade levels annually</p> <p>To reserve dates in the school calendar for cross curricular activities to be implemented on a whole school basis</p> | <p>Sept 2023 - July 2024</p> | <p>Teachers will have collaborated with other subjects to organise outings, activities and lessons that are cross curricular in nature.</p> | <ul style="list-style-type: none"> Planned activities will have taken place. |

| | | | | |
|--|---|-----------------------|--|---|
| | To finetune Collaborative Lesson Planning (CLP) practices by planning horizontally cross curricular lessons in the 1 st term | | Teachers will work with a colleague from a different department in order to take part in a Collaborative Lesson Plan activity. | Teachers' lesson plans and reflections will be collected. |
| 1.3 To further integrate STEAM education in the school curriculum | 1.3.1 To recommend colleagues from each KLA to be professionally trained for STEAM through EDB professional development workshops and internal meetings To raise the profile of the STEAM Working Committee by assigning one to two representatives from each KLA to support their departments with STEAM related matters | Sept 2023 - July 2024 | Two colleagues will be identified to help support the Department with STEAM related issues. | Minutes of meetings will be collected. Colleagues will report in Collaboration Meetings and Panel Meetings about STEAM related matters. |

Major Concern: Second Priority –

Strengthening the national identity and sense of belonging of all members of the Diocesan community

towards our Country and the School

| Intended Outcomes/Targets | Strategies/ Tasks | Time Scale | Success Criteria | Methods of Evaluation |
|--|---|-----------------------|--|---|
| Student Support | | | | |
| 2.1 To enhance students' affection for our Country and sense of belonging to the Nation | 2.1.1 To adopt a whole-school approach in curriculum planning to integrate elements of NSE into teaching across different KLAS | Sept 2023 - July 2024 | Grade Levels will plan at least one NSE task per unit. | Schemes of Work and MEBs will be collected to show students' NSE tasks have been completed. The reflections in the NSE Work Plan will show the success of each activity. |

Major Concern: Third Priority –

Promoting empathy and respect for diversity to prevent bullying at school

| Intended Outcomes/Targets | Strategies/ Tasks | Time Scale | Success Criteria | Methods of Evaluation |
|---|--|------------------------------|--|---|
| Student Support | | | | |
| <p>3.1</p> <p>To expand the scope of whole school programmes that promote empathy and respect for diversity and inclusivity by increasing students' other learning experiences, such as life-wide learning and service learning opportunities</p> | <p>3.1.1</p> <p>To provide a variety of service learning and personal growth workshops under the Be a CARE Leader Programme to engage students with different interests on a voluntary basis</p> | <p>Sept 2023 - July 2024</p> | <p>Students will have participated in the Box of Hope Service Learning Activity.</p> <p>MEBs will have Values Education tasks included, especially those that focus on empathy and diversity.</p> <p>MEBs will be slightly revised, where possible, to include a more diverse representation of society.</p> | <p>Number of participants and reflections will be collected.</p> <p>Samples of students' work will be collected.</p> <p>Examples of MEBs will be collected.</p> |

C. Annual Programme Plan and Budget (2023 - 2024)

| Activity | Period | Description | Teacher in Charge | Budget |
|---------------------------------------|---------------------------|--|---|------------------------------|
| External Competitions | Sept 2023 | 1. Speech Festival (solo (poem/recital)/choral speaking) | Speech Festival Applications: Ms. Maggie Wu, Ms. Jen Wan and Ms. Nancy Wang | \$10,000 (transportation) |
| | | | Solo Speech Training: All teachers | |
| | | English Choral: Ms. Tracy Riccio, Ms. Karen Leung | | |
| | - | 2. Penmanship Competitions | Ms. Alice Lau and Ms. Karen Li | |
| | July 2024 | 3. Spelling Bee | Ms. Karen Leung, Ms. Suki Lou | |
| | 4. Budding Poets | Ms. Katie Chan and Ms. Ksenia Girsova | | |
| | 5. Global Leadership Link | Ms. Tracy Riccio | | |
| Internal Competitions | Sept 2023 | 1. Inter-class Competitions | Overall Teachers-in-Charge: Level Coordinators | \$2000 |
| | - | | | |
| | July 2024 | 2. DBSPD Speech Festival | Overall Teachers-in-Charge: Level Coordinators Ms. Jen Wan & Ms. Maggie Wu | |
| Open House Decorating Activity | Sept 2023 | 1. English Department Showcase Room | Main Teachers-in-Charge: Ms. Tracy Riccio, Mrs Simone Lam, Ms. Nancy Wang, Mr. Alex Lam | \$15,000 (decoration) |
| | | | Others responsible (decided by school) | |
| | - | | All teachers (for submission of work to display) | |
| | Feb 2024 | 2. Storytelling Room | Main Teachers-in-Charge: Ms. Agnes Lee 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 |
| e-Learning & 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 2023 - July 2024 | 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 2024 | Arrange trip for students. | TBC | 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, Ms. Suki Lou | N/A |
| POSTIES 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 | N/A |
| English Creative Writing | All year | Train students and enter competitions | Ms. Ksenia Girsova Ms. Tanya Hodgson | N/A |
| University Student Mentors | Sept 2023 - March 2024 | Mentor student teachers | Ms. Tracy Riccio Mr. Alex Lam | N/A |

Chinese Department Development Plan & Programme Plan (2023-2024)

A. 本科成員

科主席：何穎賢

科主任：鄭頌慧(小一至小三)、趙霜(小四至小六)

老師：朱譚月清、王文婕、王綺筠、吳芯儀、何潔生、沈慧慈、李雨熹、閔妮、陳美穎、郭嘉恩、黃樂桐、黃慧瑩、甄靄雯、羅家華

教學助理：王兆基

B. 總目標

1. 通過語文學習，均衡發展讀寫聽說及思維能力。
2. 培養學習的興趣，並建立良好的學習態度和習慣。
3. 透過四個關鍵項目，提升學生各種共通能力，促進學生跨課程學習。
4. 推廣閱讀及通過預習，建立自學能力，引導學生掌握學習技巧及要訣。
5. 加強價值觀教育，培養品德，增加學生對社群的責任感。
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，加強教學效果。

• 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. 2023-2024 年度重點發展項目

| 關注事項一：培育學生成為終身學習者 | | | | |
|------------------------------------|--|--|--|---|
| 預期成果/目標 | 策略 | 時間表 | 成功準則 | 檢討方法 |
| 1.1 持續發展混合式學習、自主學習和生涯規劃，並融入於日常教學中。 | <ul style="list-style-type: none"> 教師在教材設計中運用不同策略，如為學生提供不同任務選項、自訂目標、混合式學習、自我反思等任務，以促進學生自主學習。 | 全年 | <ul style="list-style-type: none"> 低年級學生在老師指導下建立抄筆記的習慣，並進行簡單的反思。 高年級學生能為日後的學習訂立目標及作出檢討。 | <ul style="list-style-type: none"> 學生課業 |
| 1.2 優化學校課程，提高各級的縱向連貫性和不同學習領域的橫向連繫。 | <ul style="list-style-type: none"> 每年英文科、中文科、常識科協調各級的考察活動安排 優化協作教學，以加強同級跨學科教學設計 全校共同計劃及推行各級的跨學科活動 | 9-10/2023 計劃 11/2023-4/2024 推行 4-6/2024 檢討 9-10/2023 計劃 12/2023-6/2024 推行 7/2024 檢討 | <ul style="list-style-type: none"> 學生全年參與最少兩次考察活動，其中一次為跨學科學習活動。 學生全年參與最少兩項跨學科學習活動。 教師須就跨學科學習活動進行一次觀課。 | <ul style="list-style-type: none"> 百分之八十的學生同意考察活動有趣及對學習有幫助。 百分之八十的學生曾參與最少兩次考察活動，其中一次為跨學科學習活動。 百分之八十的學生曾參與最少兩次跨學科學習活動。 百分之九十的老師曾參與其他科目的觀課。 |
| 關注事項二：加強學校成員對學校及國家的身分認同與歸屬感。 | | | | |
| 2.1 提高學生對國家的感情及民族的歸屬感。 | 全校參與規畫課程，在各科融入國家安全教育。 | 全年 | <ul style="list-style-type: none"> 提高學生對國家的感情及民族的歸屬感。 | <ul style="list-style-type: none"> 持分者(學生、老師及家長)的問卷及意見回饋。 |

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 | 方案內容 | 期限 | 負責人 | 財政預算 | 備註 |
|------|---------------|------|----|----|-------|--------|----|------|------|----|----------|---|------|--------------------|----------|----|
| | | 協作 | 溝通 | 創造 | 明辨性思維 | 運用資訊科技 | 數學 | 解決問題 | 自我管理 | 自學 | | | | | | |
| 1 | 1, 2, 3, 6, 7 | ✓ | ✓ | ✓ | | | | | ✓ | | 校際朗誦節 | -老師須於九月初為有意參加獨誦或集誦的學生進行甄選，入選者由老師於課後時間進行訓練；未能入選而有意參加的學生亦可透過學校代為報名獨誦。 -所有家長須透過網上報名，待收到協會確認電郵後，連同確認信及報名費交回學校。所有以錄影模式進行之項目，參賽者須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 | 朱譚月清 鄭頌慧 王兆基 | \$1000 | |
| 2 | 2, 3, 4, 6, 7 | | | | | | | | ✓ | | 硬筆書法比賽 | -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 王兆基 | \$4000 | |
| 3 | 1, 2, 3, 4 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | 實地考察寫作計劃 | -安排五、六年級同學出外實地考察，依據工作紙上的指引，分組進行資料搜集及實踐運用多感官寫作技巧。 -學生透過這全方位活動，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 | 陳美穎 羅家華 | \$10,000 | |
| 4 | 2, 3 | | ✓ | ✓ | | | | | ✓ | | 寫作比賽 | -一、二年級會舉行段落寫作比賽。 -三至六年級會舉行命題寫作比賽，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 | \$4000 | |
| 5 | 4, 7 | | ✓ | ✓ | | | | | ✓ | | 演講比賽 | -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 | 沈慧慈 閻妮 | \$1500 | |

| 方案 編號 | 目標 編號 | 共通能力 | | | | | | | | | 方案項 目 | 方案內容 | 期 限 | 負 責 人 | 財 政 預 算 | 備 註 |
|----------|-------------------------|--------|--------|--------|-----------------------|----------------------------|--------|------------------|------------------|--------|--------------|---|--------|-------------|------------------|----------------|
| | | 協 作 | 溝 通 | 創 造 | 明 辨 性 思 考 | 運 用 資 訊 科 技 | 數 學 | 解 決 問 題 | 自 我 管 理 | 自 學 | | | | | | |
| 6 | 4, 7 | | ✓ | ✓ | | | | | ✓ | | 故事演講比賽/表演 | 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 李雨熹 | \$1000 | |
| 7 | 1, 2, 3, 4 | | | | ✓ | ✓ | | | ✓ | ✓ | 看漢中文網 | -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。 | 全年 | 學郭嘉欣 | \$10,000 | 資訊科技互動學習 |
| 8 | 2, 3 | ✓ | ✓ | | | | | | | ✓ | 工作坊及講座 | -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。 | 全年 | 學趙霜 | \$10,000 | |
| 9 | 2, 3, 4 | | | ✓ | ✓ | | | | | ✓ | 必讀書及小一親子伴讀計劃 | -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。 | 全年 | 學何潔生 | \$12,000 | 從閱讀中學習 |
| 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。 | 全年 | 學全體教師 | / | 從閱讀中學習/德育及公民教育 |

| 方案編號 | 目標編號 | 共通能力 | | | | | | | | | 方案項目 | 方案內容 | 期限 | 負責人 | 財政預算 | 備註 |
|------|-------------------|------|----|----|-------|--------|----|------|------|----|--------|---|----|---------------------|---------|-------|
| | | 協作 | 溝通 | 創造 | 明辨性思考 | 運用資訊科技 | 數學 | 解決問題 | 自我管理 | 自學 | | | | | | |
| 11 | 1, 2, 3, 4, 6, 7, | | ✓ | ✓ | ✓ | | | ✓ | | | 圖書教學 | -一至三年級老師進行圖書教學, 利用繪本作教材, 引導學生閱讀故事, 從而提高學生對閱讀的興趣, 訓練學生思考及口語表達能力。 | 全年 | 學一至三年級老師 | \$500 | 從閱讀中學 |
| 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。 | 全年 | 學黃慧瑩 吳芯儀 | \$5000 | 從閱讀中學 |
| 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。 | 全年 | 學何穎賢 | \$10000 | |
| 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。 | 全年 | 學羅家華 朱譚月清 沈慧慈 | \$5000 | |
| 15 | 3, 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | 辯論隊 | -透過辯論技巧訓練, 增強學生的自信心, 提高批判思考及說話能力。 -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。 | 全年 | 學甄靄雯 閔妮 | \$5000 | |
| 16 | 1, 2, 3, 4, 5, 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | 創意寫作 | -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。 | 全年 | 學鄭頌慧 郭嘉欣 | \$5000 | |
| 17 | / | | | | | | | | | | 學校網頁 | -於學校網頁發佈有關本科的訊息及照片。 | 全年 | 學王兆基 | / | |

Mathematics Development Plan (2023 – 2024)

Panel Members

Head of Department : Ms. Pauline Ip

Panel Chairpersons : Ms. Ada Chu (G.1-3) Ms. Joey Tsang (G.4-6)

Members : Ms. Macy Lai [G.1] Ms. Yumi Cho [G.2] Ms. Teresa Chan [G.3]

Mr. Daniel Chui [G.4] Mr. Brian Cheung [G5] Mr. Billy Ma [G6]

Mrs. Grace Ko Ms. Jackie Lau Ms. Michelle Ng

Ms. Jessica Chan Ms. Sally Yuen Mr. Louis Hau

Ms. Ingrid Wong Ms. Tiffany Kwok Ms. Yuri Imamura

Mr. Ronald Tsang Mr. Enoch Yip (TA)

[] 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 individual 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 (2023-2024)

Major Concern: First Priority – Developing Diocesan boys into life-long learners

| Intended Outcomes/Targets | Strategies/Tasks | Success Criteria | Methods of Evaluation | Time Scale |
|---|---|---|--|------------|
| 1.1 To further develop and incorporate blended learning , self-directed learning and life planning into our teaching and learning routine | To employ various strategies such as choice boards, goal setting, blended learning, self-reflection tasks in teaching materials to encourage self-directed learning | <ul style="list-style-type: none"> • Ss of Lower Grades will be exposed to a variety of self-directed learning tasks and resources to extend their learning • Ss of Higher Grades will develop a habit of note-taking, setting and evaluating their own learning goals that will connect with their future learning | <ul style="list-style-type: none"> • Evidence of resources provided to students through handouts and online platforms • Evidence of students' work | Whole year |
| 1.2 To finetune the school curriculum and improve vertical cohesion across grade levels and horizontal cohesion across different KLAs | To implement cross curricular activities on a whole school basis according to CCA central planning. | Students will have the opportunities to take part in at least two cross curricular activities during the school year. | <ul style="list-style-type: none"> • 80% students have had participated in at least two cross curricular activities during the school year | Whole year |
| | To finetune Collaborative Lesson Planning (CLP) practices by planning horizontally cross curricular lessons in the 1 st term. | Teachers will observe at least one lesson of another subject based on the cross curricular activity planned in CLP. | <ul style="list-style-type: none"> • 90% of teachers have had observed at least one lesson of another subject | Whole year |

| | | | | |
|---|--|--|--|------------|
| 1.3 To further integrate STEAM education in the school curriculum | To assign two teacher representatives to support the Mathematics department to integrate STEAM education in the school curriculum. | Two colleagues will be chosen to support the Mathematics department to integrate STEAM education in the school curriculum. | <ul style="list-style-type: none"> Sharing sessions | Whole year |
|---|--|--|--|------------|

Second Priority – Strengthening the national identity and sense of belonging of all members of the Diocesan community towards our Country and the School

| Intended Outcomes/Targets | Strategies/Tasks | Success Criteria | Methods of Evaluation | Time Scale |
|---|---|--|---|-------------------|
| 2.1 To enhance students' affection for our Country and sense of belonging to the Nation | To adopt a whole-school approach in curriculum planning to integrate elements of NSE into teaching across different grades. | Increase in students' affection for our Country and sense of belonging to the Nation | <ul style="list-style-type: none"> Teachers observation on students response during lessons. | Whole Year |

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. | <ol style="list-style-type: none"> Satisfactory results attained by students. Over 70% students' participation in the activity. | Whole school year | * Daniel Chui & 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), * Ingrid Wong (G4-6) | -- |
| 3 | 1-4, 9, 11-13 | Math Projects | Students have to do at least 1 project in the 1 st term and final term. It could be group projects or individual projects. | <ol style="list-style-type: none"> Satisfactory students' project work. Over 70% of feedback from students is positive. | Whole school year | * Tiffany Kwok (G1-3), * Michelle Ng (G4-6) | \$1200 |
| 4 | 2-4,7,8, 10-11,13 | Planetii | <ul style="list-style-type: none"> The school has subscribed to the license of Planetii on-line programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home. On-line assessments are adopted to cater for individual differences and arouse students' learning interests. | <ol style="list-style-type: none"> At least 1 Planetii quiz must be assigned to students in the 1st term and final term. Topic-based Planetii exercises will be created to enable students to perform self-directed learning. Over 70% of feedback from students, parents and teachers is positive. | Whole school year | * Jessica | \$20000 |
| 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 | * Louis | \$10000 |

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| 6 | 1-4, 9, 11-13 | Cross-curricular Activities | Teachers will be assigned to plan for the CCA under each theme centrally. | At least one CCA will be planned and conducted under each theme in each grade level. | Whole school year | *Teresa Chan & Billy Ma (Louis Hau) | \$5000 |
| 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 | *G6 teachers | \$1000 |
| 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, Ronald Tsang, Daniel Chui, Jackie, Grace, Enoch Yip & Panels | \$150000 |
| 9 | 1,2,4,5,7,11 | External competitions | Students will be enrolled in competitions organized by different organizations. | <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, Enoch Yip, Ronald Tsang & Panels | \$4000 |
| 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. | <ol style="list-style-type: none"> Over 60% of feedback from students is positive. Over 60% of teachers involved find the report useful for future planning. | December to June | *Brian Cheung | --- |
| 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. | 4 Feb | * Yumi Cho & Panels | \$4000 |

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|------------------------------------|---------------|--|--|---|-------------------|----------------------------------|----------|
| 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 | *Grace Ko | \$3000 |
| 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 | *Sally Yuen & Level coordinators | \$5000 |
| 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. Teachers attend seminars and workshops, and conduct professional development sharing sessions of the subject. | <ul style="list-style-type: none"> To organize at least 1 joint-school event to strengthen the links with other schools for continued professional growth of teachers. To provide more platforms for teachers to get exposure to new ideas through engaging in various staff training programmes. | Whole school year | * Panels | \$5000 |
| 15 | | School-based Materials Development (G.1) | To tailor-make 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 | \$100000 |

* 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 (2023 – 2024)

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, GS II (F))
Mr. Philip Wong (GS II)
Ms. Mandy Yan (GS II)
Mr. Billy Ma (Science)
Mr. Calvin Chan (GS II)
Mr. Ronald Tsang (Science)
Ms. Nicole Ho (GS I, GS II (F))
Ms. Jocasta Lo (GS I, GS II (F))
Ms. Karen Li (GS I)
Ms. Ingrid Wong (GS I, Science)
Ms. Agnes Ng (GS II)
Ms. Salina Lui (GS I, Science)
Ms. Onki Lam (GS II)
Ms. Charlotte Lee (GS II)
Mr. Daniel Chui (Science)
Ms. Jenny Cho (GS I, GS II (F))
Mr. Kwok Chu Hei (TA)

Aims and Objectives:

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

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| <p>To help students become more aware of the community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness</p> <p>To develop students' awareness of their national identity and acquire basic understanding of their home country through inquiry learning</p> | <ol style="list-style-type: none"> 1. Students are expected to acquire basic understanding of the physical, psychological and social aspects of a healthy lifestyle. 2. Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety. 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. 4. Students should be able to develop a concern for the development of China and current Chinese affairs. |
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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 a tight teaching schedule and insufficient lesson time available for teaching General Studies, not all activities can be implemented.

C. Development Plan (2023-2024)

Major Concern: First Priority – Developing Diocesan boys into life-long learners

| Intended Outcomes/Targets | Strategies/Tasks | Success Criteria | Methods of Evaluation | Time Scale |
|---|---|---|---|---|
| 1.1 To further develop and incorporate blended learning , self-directed learning and life planning into our teaching and learning routine | To employ various strategies such as choice boards, goal setting, blended learning, self-reflection tasks in teaching materials to encourage self-directed learning | <ul style="list-style-type: none"> Ss of Lower Grades will start to develop a habit of note taking and produce simple reflection of their own with guidance from teachers Ss of Higher Grades will set and evaluate their own learning goals that will connect with their future learning | <ul style="list-style-type: none"> Evidence of students' work | Whole year |
| 1.2 To finetune the school curriculum and improve vertical cohesion across grade levels and horizontal cohesion across different KLAs | To coordinate the outing arrangements among the English, Chinese, GS Departments for all grade levels annually | Students will have participated in at least two outings per year; one with a cross-curricular focus | <ul style="list-style-type: none"> 80% students agree that they have enjoyed the outings and found the outings beneficial to their learning 80% students have had participated in at least two outings per year; one with a cross-curricular focus 80% students have had participated in at least two cross curricular activities during the school year | <u>Sept - Oct:</u> <u>Planning</u> <u>Nov – Apr:</u> <u>Implementation</u> <u>Apr – Jun:</u> <u>Evaluation</u> |
| | To reserve dates in the school calendar for cross curricular activities to be implemented on a whole school basis | Students will have the opportunities to take part in at least two cross curricular activities during the school year | | |
| | To finetune Collaborative Lesson Planning (CLP) practices by planning horizontally cross curricular lessons in the 1 st term | Teachers will observe at least one lesson of another subject based on the cross curricular activity planned in CLP | <ul style="list-style-type: none"> 90% of teachers have had observed at least one lesson of another subject | |

Second Priority – Strengthening the national identity and sense of belonging of all members of the Diocesan community towards our Country and the School

| Intended Outcomes/Targets | Strategies/Tasks | Success Criteria | Methods of Evaluation | Time Scale |
|---|--|--|---|-------------------|
| 2.1 To enhance students' affection for our Country and sense of belonging to the Nation | To adopt a whole-school approach in curriculum planning to integrate elements of NSE into teaching across different KLAs | Increase in students' affection for our Country and sense of belonging to the Nation | <ul style="list-style-type: none"> By survey & feedback from all stakeholders (students, teachers and parents) | Whole Year |

D. Annual Programme Plan & Budget

| Plan | Objectives | Activities | Description | Evaluation mechanism | Period | Coordinators | Budget |
|-------------|--------------------------|---------------------------------|---|---|------------------------|------------------------------------|---------------|
| 1. | 3.3 3.4 | Activities of National Identity | <ul style="list-style-type: none"> 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 | 29 Sept 23 | Mr. Philip Wong Ms. Onki Lam | \$1,000 |
| 2. | 1.1 1.2 1.3 1.4 | Extended Learning Weeks | <ol style="list-style-type: none"> Invite out-sourced organizations to organize workshops for students Organize activities during the Extended Learning Weeks | <ul style="list-style-type: none"> Positive feedback from students, parents and teachers Photo taking as a record of the activity | After Final Assessment | Ms. Jackie Lau Ms. Ingrid Wong | \$2,000 |
| 3. | 1.3 2.1 | Environmental Education Program | <ul style="list-style-type: none"> 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 | \$5,000 |

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|----|--|----------------------------|---|---|-----------------------|-----------------------------------|----------|
| 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 23 – 30 Mar 24 | 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 | 19 Feb – 8 Mar 24 | Mr. Louis Hau | \$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 | 14 Dec 23 – 5 Jan 24 | Mr. Louis Hau Mr. Ronald Tsang | \$55,000 |

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|----|--|--|---|---|--------------|---|---------|
| | | | 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 | 22-23 May 24 | Ms. Jackie Lau Ms. Mandy Yan Ms. Agnes Ng | \$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 | <ol style="list-style-type: none"> 1. Furnish the G.S. Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities 2. Purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks 3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks | <ul style="list-style-type: none"> • Positive feedback from students and teachers | Whole Year | Ms. Karen Li Ms. Salina Lui | \$8,000 |

| | | | | | | | |
|----|---|-----------------------------|--|---|------------|--|---------|
| 6. | | Staff Development | <ol style="list-style-type: none"> 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. Jackie Lau Mr. Billy Ma Mr. Daniel Chui Ms. Jenny Cho | \$3,000 |
| 7. | <p>1.1 2.1 1.2 2.2 1.3 2.3 1.4</p> <p>3.1 3.2 3.3 3.4</p> | GS School Team | <ol style="list-style-type: none"> 1. Some students will be selected to participate in different external competitions 2. Some of the competitions will be jointly organized with other departments | <ul style="list-style-type: none"> • Positive feedback from students, parents & teachers • Photo taking as a record of the activity | Whole Year | Ms. Michelle Ng Mr. Philip Wong Mr. Edward Wong Mr. Billy Ma Mr. Daniel Chui Ms. Nicole Ho Ms. Jenny Cho | \$5,000 |
| 8. | <p>1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4</p> <p>3.1 3.2 3.3 3.4</p> | 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. Louis Hau Ms. Jocasta Lo Ms. Charlotte Lee Level coordinators | \$3,000 |

French Department Programme Plan (2023-2024)

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 practice in and out of the classrooms with the development of Blended Learning and real-life situations in workshops with our partner the Alliance Française. • Develop more hands-on activities and project-based activities in class and at home eased with the Virtual Classroom to better understand cultural difference and similarities between France and China (including Hong Kong) |
| 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), etc.) based on the learning success criterion induced at the beginning of each new unit. • To guide through a systematic organization at home that would benefit home learning of the French Language through various resources that students will be able to choose from on their Virtual Classroom (online reading (Book Creator), games (Learning App, Blooket, Kahoot, and others). • To develop structured learning materials and to establish a systematic spiral learning in designing framework for the French curriculum that will include latest educational trends such as choice boards for instance. • To conduct formative evaluation of students' performance in writing, composition, dictations and projects. Students' learning attitude will be considered as key element of success. |

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| <p>3. To provide an accommodating learning context for students</p> | <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. |
| <p>4. To promote students' performance</p> | <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 |
| <p>5. To enhance students' respect for the French and Chinese cultures and their interest in learning French</p> | <ul style="list-style-type: none"> • To promote French & Chinese cultures and students' interest in learning French through selection of projects to be displayed for the annual School Open House and also shared with schools in France. • 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 to students from other countries through exchange (e.g. schools in Canada offering a similar programme of French learning as ours). |
| <p>6. To develop teachers' skills in Teaching and Learning French language</p> | <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 Sèvres) and in Asia (University BELC), 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 and/or organisations. • 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 and modern resources for quality teaching (Display areas, French books library, iPens for Junior Grades, iPads for all Grades). The Department provides a highly stimulating learning environment for the students in the French Stream that caters students with various learning profiles.
2. The highly stimulating environment is also being built-up on Virtual Classroom where resource banks are offered to students for each grade level enhancing flipped classroom and blended learning in a face to face teaching situation. It also offers the flexibility to go from a face to face teaching to remote teaching.
3. Students in the French Stream (in path PA) follow a 6-year progression within the same group of students and with two different teachers. Students, teachers and parents become familiar with one another. They are able to better meet each other's expectations and work toward a common goal with efficiency.
4. The small size class allows the teachers to better cater for individual needs and offers 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. It also follows the adjustment of the school's 3 year development plan with Major Concerns.
6. The school offers a six-year progression in French Language accredited by 3 internationally recognized diplomas (DELTA 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) and in Asia (University BELC), 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.
8. With its very comprehensive curriculum, the French Department has attracted students to the French Stream with an average of 40 students per year across all year levels.
9. There are now 2 full time French teachers.

• **Weaknesses:**

1. The EDB stance on the eligibility of non-Chinese speaking (NCS) students, the strengthening of the Elementary Chinese curriculum and decreasing number of French lessons could have a negative impact on the future of the French Department: decrease in number of students in the long run and the French subject being relegated to out of school hours.
2. The latest arrangements at the Secondary Division (The French subject being removed from the teaching timetable) could also impact the viability of the Department in the Primary Division.
3. The number of NCS students enrolling in the French Stream in G1 is not stable and varies from year to year.

C. Annual Programme Plan & Period

| Plan | Aim | Activity | Description | Period |
|-------------|------------|--|--|---------------|
| 1 | 1, 2, 3, 4 | Promoting NSE within the French Curriculum | <ul style="list-style-type: none"> • Various projects are embedded (posters, videos, biography, etc.) in the French curriculum, which gives all French Boys opportunities to present China and Chinese culture in French language. | All year long |
| 2 | 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 the success criteria • 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 |

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| 3 | 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 |
| 4 | 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). | February 2024 November 2023 |
| 5 | 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 2024 |
| 6 | 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 2024 |

Putonghua Department Programme Plan 2023-2024

普通話科工作計劃 2023-2024

(一) 計劃小組成員

科主席：劉巍

組員：徐鈺峰、顧慧儀、陳美穎、殷華峰、楊素敏、王娜、黃少君、宋潤婕

(二) 總目標

1. 培養聆聽能力和說話能力，能夠理解話語的內容、表達自己的觀點和感情。
2. 增進與本科有關的語言知識，培養朗讀及自學能力。
3. 增進與本科有關的中華文化的認識，培養正面的價值觀。
4. 提高學生對本科的學習興趣。

(三) 本校現況

• 強項

1. 校方十分支持普通話科的發展，投放人力資源及空間以改善普通話科的教學。
2. 普通話教材的電子資源配套完整。
3. 本校一年級聘有以普通話為母語的教師及教學助理作為副班主任，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，學生的校內外生活缺乏普通話的語用環境。
2. 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。

• 契機

1. 學習普通話在現今社會愈見重要，與普通話相關的活動和比賽日漸增多。
2. 部分教授本科的老師乃中文主流課程的老師，有助加強兩科的溝通及協調兩科的課程。
3. 一至四年級均設補課班，藉以照顧學習差異，協助學業成績欠理想的學生學習。

• 危機

1. 新教材的內容以對話為主，對於個別普通話是母語的學生可能稍覺淺易，甚至輕視本科溫習的時間。
2. 與中學普通話科的聯繫未夠緊密，中小學採用不同出版社的教材，銜接還期更加順暢。

(四) 本年度發展目標

發展混合式學習和自主學習，充分利用普通話新教材的優勢，設計多元化教學和評估活動。

(五) 本科活動

本科活動根據本科總目標的關注事項而計劃，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 2, 4 | 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) 王娜 (T2) 宋潤婕 (T3) | \$300 |
| 2 | 總目標 1, 4 | 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。學校提供適度訓練。 | 有潛質的學生 | 訓練表現比賽結果 | 全年 | *顧慧儀 徐鈺峰 (集誦) 殷華峰 (集誦) 黃少君 | \$2,000 |
| 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 | 一年兩次 | *楊素敏 王娜 | \$2,000 |
| 4 | 總目標 1, 2, 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 | 36周舉行33-35周準備 | *徐鈺峰 顧慧儀 陳美穎 宋潤婕 楊素敏 | \$4,000 |
| 5 | 總目標 1, 2, 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 | *殷華峰 楊素敏 | \$2,000 |
| 6 | / | 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 | \$5,000 |
| 7 | / | 購買工具書及輔助教具教材 | 購買有關普通話科參考書籍和輔助教材，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 | 劉巍 | \$2,000 |
| 8 | / | 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 2023-2024

Head of Department: Mrs. Emily Yip

Members:

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

A. Aims & 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. Issues to be Addressed

Strengths:

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

Weaknesses:

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

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 2023 to July 2024 | Y. Imamura | \$30,000 |
| 2. | 1,2,3&4 | Music Competition | - School Orchestras will participate in the HK Youth Music Interflows 2023. - Orchestras and Choirs will participate in 76 th HK Schools Music Festival. | - September 2023 to November 2023 - September 2023 to February 2024 | E. Yip J. Lo T. Kwok E. Yip Y. Imamura J. Lo T. Kwok | \$10000 |
| 3. | 2,4,5,6 &7 | Music Appreciation | - Music recommended & performed by music teachers & students, including Chinese and Western Music | Whole Year | All Music Teachers | NIL |
| 4. | 2,4&5 | Music Performance | -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. | 4,5 | Cerebration Party | Invite all members of the Senior School Orchestra, String Orchestra, Chinese Orchestra and Choirs to a celebration party after the Music Festival. | May 2024 | E. Yip & Ms. Chu | \$30,000 |
| 6. | 4&8 | Music Captains | 6-8 potential G6 students will be selected to assist the Music Department. | Whole Year | E. Yip | \$1,000 |
| 7. | 1,3,4&5 | Music Project | Organize Music Workshops for Orchestra members | To be confirmed | E. Yip | \$20,000 |

Physical Education Programme Plan 2023-2024

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

A. Aims and Objectives:

1. To jointly organize functions with the Secondary Division to achieve the through-train mode of learning.
2. To improve the physical fitness of students.
3. To 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, analyse, 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. Issues to be Addressed

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 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. Annual Programme Plan and 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 & 4-6 September 2023; Finals (G2-6 Finalists): 19 September 2023 | HoD & Panel | \$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): 19 December 2023; Finals (All G2-G6 students): 23 February 2024 | HoD & Panel | \$6,000 |
| 3. | 4, 5, 6, 7 | Alternative Sports | Students will have the chance to participate in various sports activities, such as rope skipping, Wushu and dragons & lions dance. | Mid-November 2023 to late January 2024 | All PE teachers | \$100,000 |

Visual Arts Annual Programme Plan 2023-2024

Head of Department: Ms. Eva Chui

Members: Ms. Katie Chan, Ms. Karen Li, Ms Ellsa Shum Ms. Ng Wan Ki

A. Aims and Objectives

| Aims | Objectives |
|--|--|
| 1. To develop students' creativity and Imagination | To enhance their creativity and power of imagination though participation in art making and art appreciation activity. |
| 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 interconnection between arts with other disciplines and build their cultural awareness. |
| 5. To build good attitudes | To help promote positive attitude towards art. |

B. Issues to be Addressed

Strengths:

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

Weaknesses:

1. Pupils' 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 hour art class per week.
3. Assigning at home projects can have its limitations as a portion of students have insufficient art & IT resources.

C. Annual Programme Plan and Budget

| | Aims | Plan | Descriptions | Co-coordinator | Budget |
|----|-------------|--|---|---|--|
| 1. | 4 | Curriculum, Learning Concepts, Themes & Topics | <ul style="list-style-type: none"> Focus on topic about exploring the world and artists Cross-curricular topics are identified in collaboration with other departments to: 1) Establish a STEAM approach to learning, and 2) Establish a National Security Education topic for each grade. Concept focus of the art exhibition will be presented in all works of art | G.2-3 : Ms. Chan G.1 & 4 : Ms. Li G.5-6: Ms. Chui | Curriculum Development: \$25,000 (G.1-3) \$10,000 (G.4-6) Teaching Materials: \$100,000 (G.1-3) \$100,000 (G.4-6) |
| 2. | 1,2 | Artist in School Partnerships | <ul style="list-style-type: none"> Partnerships with other subject departments & working committee 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. | G.1-3 : Ms. Chan & Ms. Shum G..4-6 : Ms. Chui & Ms. Ng | Seminars and Workshops: \$25,000 (G.1-3) \$15,000 (G.4-6) Coaching Fees: \$90,000 (G.1-3) \$174,000 (G.4-6) |
| 3. | 3,5 | Student Art Exhibition | <ul style="list-style-type: none"> To display artworks inside and outside of school and help promote self-reflection and critical thinking skills. | All Department members | Teaching Materials: \$100,000 (G.1-3) \$100,000 (G.4-6) Printing: \$20,000 Curriculum Development: \$25,000 (G.1-3) \$10,000 (G.4-6) |
| 4. | 3,5 | Art Competitions | <ul style="list-style-type: none"> All students will be given the opportunities to participate in competitions organized by the school, Hong Kong, nationally and internationally. | G.1-3 : Ms. Chan G..4-6 : Ms. Chui | Prizes, Gift & Awards: \$6,000 (G.1-3) \$5,850 (G.4-6) |
| 5. | 1-5 | Art Appreciation & Cultural Adventures | <ul style="list-style-type: none"> To develop opportunities inside & outside of classroom, to arouse students' interests in Visual Arts and to promote life-long learning. | G.1-3 : Ms. Chan G..4-6 : Ms. Chui | Local, tours / outings: Transportation: \$1000 (G.1-3) \$3,000 (G.4-6) |
| 6. | 1-3 | Extra-Curricular Art Classes | <ul style="list-style-type: none"> 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. | G.1-3 : Ms. Chan & Ms. Shum G..4-6 : Ms. Chui & Ms. Ng | Coaching Fees: \$90,000 (G.1-3) \$174,000 (G.4-6) |
| 7. | 1-5 | Teaching & Learning Initiatives | <ul style="list-style-type: none"> Based on the Annual School Plan Targets, the VA Department will design routines and programs that include the Annual School Plan targets. | G.1-3 : Ms. Chan G..4-6 : Ms. Chui | Curriculum Development: \$25,000 (G.1-3) \$10,000 (G.4-6) |

Religious Education Department Programme Plan 2023-2024

宗教科工作計劃 2023-2024

(一) 計劃小組

科主任：郭嘉恩

組員：張千峰、劉巍、陳進逸、郭瑋婷

(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，培養學生正確的價值觀。
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. 透過堂校合作，推展各項事工，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, 4 | 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 | 郭瑋婷 | / |
| 2. | 1, 2, 3, 4, 5, 6 | 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 | 觀察學生反應及收集老師意見 | 全年 | 郭嘉恩 聖公會牧師 | \$1000 |
| 3. | 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 |
| 4. | 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。 | 一、二年級學生及家長 | 觀察學生反應及收集家長意見 | 全年 | 聖公會池牧師及池師母 劉巍 | \$2000 |
| 5. | 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。通過考查聖經及分享活動，尋求神在家長身上所定的使命。 | 一、二年級家長 | 收集家長意見 | 全年 | 聖公會池牧師及池師母 郭嘉恩 | \$2000 |
| 6. | 1, 2, 3, 4, 5, 6 | 學生祈禱小組 | 內容包括詩歌、祈禱、讀經和分享，讓學生在主內彼此建立及代禱，學習謙卑服侍。 | 三至六年級學生 | 觀察及訪問學生 | 全年 | 郭嘉恩 | \$1000 |
| 7. | 2, 4 | 班際金句背誦比賽 | 小一至小三學生背誦課本內的金句，小四至小六學生背誦詩歌集內的金句，得分最高的班別將獲贈禮物。 | 全體學生 | 學生反應及檢討會議 | 十一月 | 劉巍 | \$600 |

| | | | | | | | | |
|-----|---------------|--------|--|------------|---------------|--------|---------|---------|
| 8. | 1, 2, 3, 6 | 開放日 | 與德育科共同展示有關的學生生活照片及作品，並邀請學生向嘉賓進行講解，讓他們更了解本校推行宗教活動的情況。佈道活動向嘉賓傳遞福音信息。 | 全校學生 | 訪問個別嘉賓對開放日的意見 | 二月 | 全體老師 | \$2000 |
| 9. | 1, 4, 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 | 全體老師 | / |
| 10. | 1, 2, 4, 6 | 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 |
| 11. | 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 | 陳進逸、張千峰 | \$5000 |
| 12. | 2, 3, 4, 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 |
| 13. | 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 | / |
| 14. | 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 | 十二月、四月 | 郭嘉恩、郭瑋婷 | \$10000 |
| 15. | 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 | 郭嘉恩 | \$2000 |
| 16. | 1, 2, 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 (2023-2024)

Head of Department: Mr. Tinnok Ng (Acting)

Members: Ms. Evelyn Cheang, Ms. Jenny Cho, Ms. Nancy Wang, Ms. Diana Yan, Ms. Tracy Wong, Ms. Tiffany Shum, Ms. Suki Lou,
Ms. Regine Song, Ms. Agnes Lee, Ms. Bianca Yeung

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. Issues to be Addressed

- **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 | <ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> a. Provide check in/check out services b. Issue overdue notices c. Keep the library tidy and comfortable d. Offer advice on library resources e. 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 <ol style="list-style-type: none"> a. English, Chinese and French books b. Magazines c. Online resources d. Classroom Libraries | <ol style="list-style-type: none"> 1. Reading environment of the Library 2. Feedback of the teachers, students and parents 3. Size of collection | Whole Year | Ms. Evelyn Cheang (Library Assistant) | 2023-2024 Library budget for purchasing reading materials |
| 2 | 1, 3, 5 | Reading Activities | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. Students' participation 2. Students' feedback | Whole year | Mr. Tinnok Ng Ms. Evelyn Cheang | 2023-2024 Library budget |

| | | | | | | | |
|---|------------|--------------------|--|---------------------------------|------------|-------------------|--------------------------|
| 3 | 1, 2, 3, 5 | Student Librarians | <p>Recruiting, training and organizing the student librarians to</p> <ol style="list-style-type: none"> 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. Evelyn Cheang | 2023-2024 Library budget |
| 4 | 1 | Library Promotion | <ol style="list-style-type: none"> 1. There are display boards introducing various authors and library information. 2. Monthly displays on different topics are set up. New books are displayed. | Students' feedback | Whole year | Ms. Evelyn Cheang | 2023-2024 Library budget |

Computer Studies Programme Plan (2023 – 2024)

Head of Department: Ms. Jessica Chan

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

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 of ethical issues when using the computers or information technology.
9. To give students more exposure to external competitions.

B. Issues to be Addressed

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. Lots of educational software is web-based. Students could explore the most updated trends 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 in 2023-2024

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

D. Programme Plan 2023-2024

1. To adopt cross curricular themes with different subjects
2. To help students build up 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 2023 – July 2024 | Edward Wong* Ingrid Wong | Certificates & Book Vouchers |
| 2 | 1-9 | External Competitions | International Coding Elite Challenge (https://ice-challenge.org/) | 1. Results attained by students 2. Students' participation rate | Sept 2023 – 2024 | Alex Lam* Ingrid Wong | \$3000 |
| | | | Hong Kong Primary Schools Olympiad in Informatics | | Dec 2023 – May 2024 | Jessica Chan* Edward Wong | |
| | | | Coding Olympics (CodeMonkey) | | June 2024 – Aug 2024 | Maggie Wu* Alex Lam | |
| | | | Underwater Robotics Competition (HKUST) | | Mar 2024 – Apr 2024 | Edward Wong* Alex Lam | |
| | | | Computational Thinking and the Code2App Contest (EdCity/HKUST) | | Feb 2024 – Jul 2024 | Alan Ng* Maggie Wu | |
| | | | Scratch 創意編程大賽 (HKFYG Tel: 27150424) | | Apr 2024 – Aug 2024 | Ingrid Wong* | |
| 3 | 1-7 | STEAM Learning Activities | Outsourced lessons The topics are: G.1: Dash G.2: Dash & Dot G.3: Microbit G.4: Halocode G.5: Drone G.6: Robotic Arm & AI (ChatGPT) | Students' participation | Sept 2023 – Dec 2023 | Pauline Ip* Jessica Chan | Annual Giving Budget |
| 4 | 3-7 | Overseas Trip | To explore the technological aspect of South Korea | Students achieve meaningful learning | Mar 2024 – Apr 2024 | Alan Ng* | Overseas Trip Committee Budget |

| | | | | | | | |
|---|------|-----------------------------|--|-------------------------|----------------------|-----------------------|----|
| 5 | 2 | Extra-curricular Activity | Python programming: competition-based training course | Students' participation | Sept 2023 – Oct 2023 | Alan Ng* Maggie Wu | -- |
| 6 | 1, 2 | Cross-curricular Activities | Themes: <ul style="list-style-type: none"> • STEAM • NSE • Values Ed. | Students' participation | Sept 2023 – Jun 2024 | Level Coordinators | -- |

Moral Education Department Programme Plan 2023-2024

Head of Department: Ms. Karen Leung

Members: Ms. Tracy Riccio, Ms. Winnie Ho, Ms. Alice Lau, Ms. Jen Wan, Ms. Agnes Wong,
Ms. Connie Yim and Ms. Crystal Wong

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 organize activities and sharing sessions to empower students to overcome their weaknesses and share positive experiences.
4. 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. Issues to be Addressed

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 relationships 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 participation in experiential activities.
7. Parents are concerned about the development of their children and are eager to be involved in the school work of their boys.

Weaknesses:

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

C. Annual Programme Plan & Budget

| Plan | Aims | Activity | Description | Performance indicator | Period | Co-ordinators | Budget |
|------|-------|-------------------------------|--|---|---------------------|-----------------|---------|
| 1 | 2 | I-Junior Leadership Programme | To reinforce students' positive values through participating in group activities | Teachers' observation, worksheets and feedback received from teachers and parents | Oct-Dec 2023 | Winnie | --- |
| 2 | 4 | Knit for Love | To help students understand the needs of people in our society and participate in community service projects | Teachers' observation, worksheets and end of year evaluation | Dec 2023 – Feb 2024 | Karen & Tracy | \$5000 |
| 3 | 4 | Read to Feed | To help students understand the needs of people in our country and participate in community service projects | Over 100 G.1-2 students will participate in the programme | Mar – Apr 2024 | Alice & Agnes | --- |
| 4 | 1,2,3 | Student Talk on Diversity | To establish appropriate etiquettes and interpersonal skills in students | Teachers' observation, worksheets and end of term evaluation | Sept 2023- Jul 2024 | Crystal & Karen | \$5,000 |
| 5 | 1,2,3 | Post Assessment Activity | To reinforce students' positive values through participating in group activities | Teacher's observation and feedback from participants | Jul 2024 | Jen & Connie | \$5000 |
| 6 | 1,2,3 | Morning Assemblies | To promote positive values in our school and disseminate the School's expectations to our students | Teacher's observation and feedback from participants | Whole Year | All Teachers | --- |

Electives Department Programme Plan (2023-2024)

Department Head: Mrs. Grace Ko

Panel Chairperson: Ms. Sally Yuen

Members:

| | | | |
|---------------|---------------|-------------------|--------------|
| Michelle Ng | Ryan Li | Nick Leung | Alice Lau |
| Livia Liu | Ken Tsui | Grace Ku | Eva Chui |
| Katie Chan HK | Karen Leung | Anthony Chan | Jen Wan |
| Ada Chu | Crystal Wong | Katie Chan | Anna Wong |
| Lucy Lilley | Laura Millman | Carolina Calderon | Macy Lai |
| Yumi Cho | Calvin Chan | Onki Lam | Philip Wong |
| Jocasta Lo | Nicole Ho | Yuri Imamura | Tiffany Kwok |
| Tracy Wong | Nancy Wang | Bianca Yeung | Diana Yan |
| Enoch Yip | Stephan Wong | Kwok Chu Hei | Kam Tse |
| Judy Chu | | | |

A. Aims & Objectives

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

B. General Goals of the Electives Curriculum

1. To enable students to select courses according to their interests and learning style.
2. To help them develop their curiosity and interest in areas not included in the core curriculum.
3. To nurture in students a sense of responsibility so that they understand their role as a member of the course that they choose.
4. To raise students' awareness and knowledge about environmental issues.
5. To provide them with chances to communicate with schoolmates and tutors from out-sourced organizations.
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 and National Security Education.

C. Issues to be Addressed

• Strengths

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

• Weaknesses

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

• Opportunities

1. New electives are introduced this year:
Junior Astronomy Class, Advanced Astronomy Class, Mechanical Structures Course, Team Art for Communication, Be a Financially Smart Kid, Shuttlecock, Scientist Journey: STEAM x Life Science I & II, Aroma Stone Workshop, Wing Chun
2. Most of the external organizations specialize in the electives that they provide (e.g. 3D Modelling & Printing, Science Workshop, Go Culture, Juggling, Taekwondo).
3. 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 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.
2. 28 external organizations 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.
3. Not all students have the prerequisite skills and knowledge on a particular area, making it more challenging for external organizations to design and deliver courses at an advanced level.

D. Annual Programme Plan (2023-2024)

| 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. | 2 & 5 | |
| 2 | To let students choose the electives that best suit their learning styles. | 1 and 2 | |
| 3 | To enable students to learn through interactions with schoolmates and tutors of external organizations | 3 & 6 | |
| 4 | <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"> 9 New elements in elective curriculum: Junior Astronomy Class, Advanced Astronomy Class, Mechanical Structures Course, Team Art for Communication, Be a Financially Smart Kid, Shuttlecock 足毽, Scientist Journey: STEAM x Life Science I & II, Aroma Stone Workshop, Wing Chun 詠春入門班 Focus on Art & Design: 3D Sculpture, Drawing on the Right Side of the Brain, Print Making Art Workshop, 中國畫 Focus on Sports which are out of regular curriculum: Lacrosse, Rock Climbing, Squash, Rope Skipping, Shuttlecock, Hockey, Handball, Taekwondo, Wing Chun Focus on Science and Nature: Science Adventures, Science Workshop, Science Adventure Builder, Astronomy Class, Toy Science, Food Science, Forensic Science, Discover Sea Glass, Live with our Nature, Learning is Cool – Zoology for Kids, 探索侏羅紀, Mechanical Structures Course, Think to Speak 環保小先鋒 Focus on developing students' language and culture: Japanese, African Performing Art Workshop, The Chess Academy, Go Culture, Juggling, Chinese Food Culture, Handmade Traditional Toys & Play Culture | 1, 2 & 5 | 61 courses |
| 5 | <p>To further develop students' personal development to enhance their leadership, problem-solving & self-learning skills: Be a SMART Leader, Basic Outdoor Survival Skills, Team Building Workshop, Team Art for Communication, International Corner, Fair Trade Club, Math Problem Solving Strategies, Be a Financially Smart Kid, Stormy Chefs, Aroma Stone Workshop, Photography</p> | 4 | |
| 6 | <p>To promote STEAM education: VR & AR, CoSpaces Advanced VR, Scientist Journey: STEAM x Life Science, Coding: Swift Playground, 3D Modelling & Printing, Creative Computing with Scratch Programming</p> | 7 | |
| 7 | <p>To promote National Security Education (NSE): Go Culture, Juggling Beginner, Chinese Food Culture, Handmade Traditional Toys and Play Culture, 中國畫</p> | 7 | |

E. Activities Table (2023-2024)

| ART & SPORT | SCIENCE & NATURE | | PERSONAL DEVELOPMENT & CULTURE | |
|---|-------------------------------------|---|---|--|
| 3D Sculpture | Science Adventures I | VR & AR | Be a SMART Learner | Elementary Japanese |
| Drawing on the Right Side of the Brain Workshop | Science Adventures II | CoSpaces Advanced VR | Be a SMART Leader | Intermediate Japanese |
| Print Making Art Workshop | Science Workshop I | Scientist Journey: STEAM x Life Science I | Be a Financially Smart Kid | African Performing Art Workshop |
| 中國畫 I | Science Workshop II | Scientist Journey: STEAM x Life Science II | Basic Outdoor Survival Skills | International Corner |
| 中國畫 II | Science Workshop III | Coding: Swift Playground | Team Building Workshop | The Chess Academy |
| 中國畫 III | Science Adventure Builder | 3D Modelling & Printing | Team Art for Communication | Go Culture: Beginners |
| Lacrosse | Junior Astronomy Class | Creative Computing with Scratch Programming | Fair Trade Club | Go Culture: Intermediate |
| Rock Climbing | Advanced Astronomy Class | Math Problem Solving Strategies | Think to Speak 環保小先鋒 | Juggling Beginner |
| Squash | Toy Science | Mechanical Structures Course | | Chinese Food Culture 中國傳統飲食文化 |
| Rope Skipping | Food Science | | | Handmade Traditional Toys & Play Culture |
| Shuttlecock 足毽 | Forensic Science | | | Stormy Chefs |
| Hockey | Discover Sea Glass | | | Be a Magician |
| Handball | Live with our Nature | | | Aroma Stone Workshop |
| Taekwondo | Learning is Cool - Zoology for Kids | | | Photography |
| Wing Chun 詠春入門班 | 探索侏羅紀 | | | |
| 15 (24.6%) | 24 (39.3%) | | 22 (36.1%) | |

Evaluation

- Electives teachers are required to fill in an evaluation form (Google Form) after each Electives lesson.
- Electives teachers are required to evaluate the programme of the out-sourced organization and students' learning effectiveness on a term basis.