

# **Diocesan Boys' School Primary Division**



## **Annual School Report 2012-2013**



## Table of Content

	<b>Page</b>
Achievement & Reflection of Annual School Plan	3
Report on the Use of Capacity Enhancement Grant	69
Achievement & Reflection of English Department Development Plan & Evaluation of English Programme Plan	71
Achievement & Reflection of Chinese Department Development Plan & Evaluation of Chinese Programme Plan	76
Achievement & Reflection of Mathematics Department Development Plan & Evaluation of Mathematics Programme Plan	90
Achievement & Reflection of General Studies Department Development Plan & Evaluation of General Studies Programme Plan	103
Evaluation of French Department Programme Plan	114
Evaluation of Putonghua Department Programme Plan	117
Evaluation of Music Department Programme Plan	122
Evaluation of Physical Education Department Programme Plan	126
Evaluation of Visual Arts Department Programme Plan	130
Evaluation of Religious Education Department Programme Plan	137
Evaluation of Library Studies Department Programme Plan	144
Evaluation of Computer Studies Department Programme Plan	151
Evaluation of Moral Education Department Programme Plan	157
Evaluation of Electives Department Programme Plan	165
Appendix 1 - Annual Financial Position: Financial Summary for the 2011/2012 School Year	168
Appendix 2 – Student Achievements for the 2012/2013 School Year	169



## **Achievement & Reflection of Annual School Plan 2012-2013**

### **Major Concern: First Priority – Student Support & Partnership; Learning and Teaching**

#### **1. Student Support**

##### **1.1 Intended Outcome/Target: To evaluate the overall effectiveness of student support services**

##### **1.1.1 Strategies/Tasks: To formulate a whole-school monitoring mechanism so that the Primary and Secondary Divisions can collaborate to do timely adjustment of programmes and follow-up actions for enhancing the overall effectiveness of student support services**

#### **Report & Evaluation:**

In mid-July, a meeting among the AHT (Student), discipline mistresses/master of the Primary Division and the discipline master of the Secondary Division was held to share the information about students' conduct.

A meeting between the School Social Workers (SSW) of the Primary Division and the Secondary Division was held in late August. The meeting aimed at sharing information about students who required guidance services during the transition from G.6 to G.7 and discussed follow-up plans for those students. A follow-up meeting was held in early September to further discuss the adjustment and development of those students after commencing their G.7 study in the new school year. The meetings helped the Secondary Division understand the needs of students and provide corresponding support for them.

Besides, the AHT (Student) also had informal meetings with the Dean of Student & Dean of Culture of the Secondary Division to discuss about student affairs and facilitate co-operation between the Primary & Secondary Divisions.



## **2. Partnership**

### **2.1 Intended Outcome/Target: To organize pedagogical exchanges with other schools and institutions**

#### **2.1.1 Strategies/Tasks: To develop the school to become a learning organization where teachers adopt a professional attitude and engage in interflow activities and programmes with a view to enhancing the effectiveness of learning and teaching**

#### **Report & Evaluation:**

<b>Success Criteria</b>	<b>Sept 2012 – Feb 2013</b>
Over 50% of members of the Exploratory Practices Team can give presentations in at least 2 conferences (international or local) in the coming school year.	7 EP members (63.6%) gave presentations in the ILA Conference in New Zealand.  2 EP members attended the ISATT Conference in Belgium in July 2013.
Over 90% of teaching staff participate in interflow in form of parallel sessions of professional sharing given by the Exploratory Practices Team	71 teaching staff members (92.2%) participated in interflow in form of parallel sessions of professional sharing on 30 Nov 2012.  Another professional sharing session was held in March 2013.
Over 50% of teaching staff adopt ideas lent from the professional sharing by the Exploratory Practices Team, and apply the new practices in their own classroom teaching.	As reflected from the data collected in the second professional sharing session, 62% (31/50) of teaching staff have adopted ideas lent from the professional sharing conducted by the Exploratory Practices Team. 26% of our teachers indicated that they would not adopt the ideas as they do not teach those subjects.

### **3. Student Learning and Teaching**

#### **3.1 Intended Outcome/Target: To adopt classroom strategies to better match students' abilities**

##### **3.1.1 Strategies/Tasks: To further engage students in experiential learning and have their generic skills effectively enhanced**

#### **Report & Evaluation:**

##### **Department of English**

Experience-based, task-based and project-based learning becomes experiential when elements of reflection, support and transfer are present after the learning experience (Knutsen, 2003).

Experiential learning begins with **EXPOSURE**, experiencing something, either first hand or through simulation, that is of interest to the learner and is perhaps something the desire knowing about or become interested in during the process. The educator has introduced the topic, task or project, selling students on it and highlighting expectations.

Through **PARTICIPATION**, the learner cooperatively participates in an experience using language which typically involves group work, and therefore – communication, peer-guidance, taking on roles, responsibilities and following time-lines.

Next comes the critical process termed **INTERNALIZATION**, where the educator facilitates reflection on the experience and encourages students to draw attention to how they participated in the process, and their feelings about it. Reflection is how the student will come to learn about themselves – how they participated, what roles they assumed, what they found difficult or easy about the task/project and the challenges of group work.

Finally, a process termed **DISSEMINATION** occurs where what has been learned in the classroom is brought into the real-world. It's hoped that the learner successfully transfers the newly acquired knowledge or assumptions from the experience into future actions and opportunities for learning.

The Inquiry-based Learning (IBL) programme, in which students learn about a subject through the experience of problem solving, and therefore learn both thinking strategies and domain knowledge, has been implemented on a school-wide basis since 2010. This programme allows students to explore the world around them in authentic real-life context enhancing their skills in a developmentally appropriate learning environment.

Evaluation is done as part of the feedback obtained through the IBL Week.



## **Department of Chinese**

### **檢討**

十一月至十二月，老師邀請各級有興趣的學生參加獨誦比賽，並給予適當的訓練與指導。參加今屆朗誦節的同學共 152 人次；同學接受訓練時見積極及投入。部分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。本屆成績優良，獨誦共有 17 名同學奪得冠軍，9 名奪得亞軍，14 名奪得季軍；而集誦隊則獲冠軍。通過朗誦訓練，學生能體驗朗誦藝術及情感的表達。

五、六年級學生透過實地考察，提高觀察能力及寫作興趣。六年級學生於十一月參觀海洋公園的四川奇珍館及熊貓館，並在竹林課室上課，回校後須完成一篇作文。學生及老師的反應良好，工作紙設計有助學生豐富寫作內容及加強對寫作重點的掌握。五年級於四月到香港公園考察，在參觀過程中，運用五感進行描寫，回校後須完成一篇遊記。

三至六年級才藝班同學創作及演出《回到街坊街里時》一劇，並將參加學校戲劇節。同學透過戲劇訓練及戲劇欣賞活動，發揮演藝細胞，培養團隊精神，反應熱烈。

中文科老師將於七月帶領二十八位四至六年級學生到新加坡作境外交流，讓學生體驗當地的學校生活及中國文化。

## **Department of Mathematics**

Teachers design experiential learning activities or games which incorporate different learning styles and enable students to learn through concrete, reflective and active experimentation. All classes have implemented such learning activities.

Some examples of the learning activities are as follows:

G1 – Clock Face Design (measure of time)

G2 – Advertising Poster Design (numeracy & money)

G3 – Classification of Triangles (shape & space)

G4 – Folding Papers (basic concept of fraction)

G5 – Building Blocks & Drawing (volume)

On-line Function Machine Game (algebra)

Cutting cross-sections of a cube (shape & space)

G6 – Happy Bakery & Tasty Bakery (percentage)

Better Deal for CowCow Milk (percentage)

## **Department of General Studies**

The GS Department has designed different experiential learning activities to cater students with different learning styles. The table below shows the destinations of field trips organized for students in different grades this year:

<b>Grades</b>	<b>Places</b>
1	Hong Kong Yakult Co. Limited
2	Mongkok Fire Station
3	E-Wise Discovery Centre
4	Fanling Environmental Resource
5	Electrical & Mechanical Services Department, Energy Efficiency Office
6	Kadoorie Farm and Botanic Garden

Moreover, Grade 4 students were engaged in a planting activity held in November, 2012 while Grade 6 students had a school tour to get to know about trees in DBS. A talk about how to take care of pets was co-organized with the English Department during the Fun Learning Day. Shandong tour and Dongguan tour were organized in April and May respectively. LEAP programme was held in April and a UNICEF talk about natural disasters and children was organized in July. A joint SD/PD Chinese History field trip was held in July. Students enjoyed participating in the activities very much. Feedback collected both from students and teachers was positive.

### **3. Student Learning and Teaching**

#### **3.1 Intended Outcome/Target: To adopt classroom strategies to better match students' abilities**

##### **3.1.2 To adopt a systematic approach in developing project learning**

#### **Report & Evaluation:**

#### **Department of English**

Appropriate grade level skills have been identified by the Curriculum Development and Academic Affairs Committee. These skills are incorporated within the English Curriculum and are explored and practiced throughout the year.

For example, in Grade Two there is the beginning of research skills. In Grade Four, students focus on reflecting and self-evaluation and in Grade Six, students do peer evaluations.

Teachers use either formative or summative assessment methods to evaluate the development and achievement of the skills and learning outcomes introduced within and throughout the curriculum.

#### **Department of Chinese**

老師根據各級探究式學習所需的不同技能，指導學生按步驟完成專題研習，以確保他們學會所需的技能。二年級的專題研習與常識科進行跨學科課程學習，四年級與普通話科合作進行專題研習，五年級則與宗教科合作進行專題研習。專題研習需有清晰的指引，讓學生明白製作專題研習的目的及方法，學生反應良好，效果理想。

#### **Department of Mathematics**

The development of nine generic skills (collaboration skills, communication skills, creativity, critical thinking, information technology skills, numeracy skills, problem solving skills, self-management skills and study skills) has been integrated into the mathematics curriculum. In particular, the necessary skills for the IBL project and cross-curricular learning activities have been scheduled in the scheme of work, at the time agreed by the subject coordinators of the same grade.



## **Department of General Studies**

Different IBL skills were selected and incorporated into project learning of different grades. A typical GS project includes project guidelines which state clearly the background and objectives of the project, learning skills required of students, rubrics, marking scheme, worksheets, planning sheets and evaluation forms.

### **Major Concern: Second Priority – Student Performance**

#### **1. Attitude and Behaviour**

##### **1.1 Intended Outcome/Target: To improve the self-discipline and self-management skills of students**

##### **1.1.1 Strategies/Tasks: To reinforce students' awareness to be more self-disciplined during lessons so that they will be able to keep quiet and stay on task when participating in class activities**

#### **Report & Evaluation:**

##### **Whole School Programme**

“Self-discipline” is used as the theme of this year’s whole school programme. The “Lining Up Campaign” was held to promote good discipline among students. Most of the classes performed very well when they were required to line up quietly after recess. In average, over half of the classes were able to get the award certificates. Students have shown obvious improvement as compared with their performance of last year. The introduction of classroom party for gold award winners and practice sessions for classes with unsatisfactory performance did help to enhance students’ motivation to do well in the campaign. On the other hand, the active involvement of class teachers also helped encourage students to make improvements.

The “Punctual Homework Campaign” is another activity of the whole school programme. Overall speaking, 91% of students were able to fulfill the expectations of the campaign. However, a few students frequently failed to hand in their homework and were required to have follow up conducted by teachers and discipline mistresses/master.

On the other hand, the “Poster Design Competition” was jointly organized with the R.E. Department for G.1-6 to promote self-discipline. Most of the students submitted their entries and 12 winners were selected. The winning entries were displayed on the noticeboard in the Covered Playground.



### Class Meeting

In order to enhance collaboration and consistency among teachers in upholding classroom discipline, each class is required to have a “Class Meeting” 3 times a year. Most of the classes have held the three class meetings according to the schedule given by the School. A few classes had to postpone their meetings with reasons given (e.g. subject teacher was on study leave).

### Attention Signal

Students have been trained up to be attentive and quiet once they hear the attention signal. During dismissal time, the signal is used to alert students who are in the bus line. Based on our observation, the signal is a useful way to uphold students’ discipline.

### **Evaluation:**

APASO pre-test and post-test surveys were done in December 2012 and May 2013 respectively. In order to match with the theme “Self-discipline”, a user-defined questionnaire consisting of three subscales “Inappropriate Assertiveness”, “Code of Conduct” and “Well-behaved” was used for data collection and analysis. An obvious improvement was evident in the area “Inappropriate Assertiveness”. The overall mean has reduced from 1.43 in the pre-test to 1.36 in the post-test, which implies that students are more self-disciplined and refrain themselves from having inappropriate behaviour.

## **1. Attitude and Behaviour**

### **1.2 Intended Outcome/Target: To enhance students' independent learning skills**

#### **1.2.1 Strategies/Tasks: To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation**

### **Report & Evaluation:**

#### **Department of English**

In 2012 the English Department adopted a new series of textbooks for Grades 2 to 5. The textbooks consist of a Reading, Grammar and Writing Book within the same series. The books are divided into 12 units; based on 6 themes. The books were selected as the English Department had shifted the focus on developing students' better writing skills. Within the series, elements of note taking were embedded into the various activities in each unit, in both reading texts and listening passages.

In Grade One teachers had decided to develop their own materials as students came from different kindergartens and curriculum planning was needed to meet individual needs and standards. The students needed to be prepared for the Grade Two syllabus. Note taking is practiced explicitly, especially when formal language and grammar items are presented.

In Grade Six, two textbooks were used in order to help students in the transition from primary into secondary students. Grammar was presented in context, as opposed to being presented item by item. Reading and Writing was incorporated into one textbook where more academic forms or writings were exemplified, as opposed to narrative forms of writing. Within preparation for writing, note-taking was done in order to ensure an organized flow of information and ideas.

In all grades, when note-taking was done, students were encouraged to share their notes and express their ideas either in pairs, small groups or as a class. This allowed for student support and the building of positive relationships amongst class members.



## **Department of Chinese**

三至六年級均設有中文科筆記簿，鼓勵學生在上課時把課堂的學習重點記下。此外，老師會設計預習工作紙、主旨及段落大意工作紙，既方便學生溫習，又能提升學生的自學能力。

老師會查閱學生的筆記簿，了解學生抄筆記的情況，確保他們是否適當地運用它，並對學生抄筆記技巧給予回饋，以求改進。

## **Department of Mathematics**

All G.4 to G.6 students have a notebook and are encouraged to jot down notes during the lessons. Through teachers' observation, the performances of students varied in this aspect. Teachers collected randomly the notebooks for inspection and gave feedback to students. Teachers always assigned tasks for students to do preparation before taking part in special learning activities, such as project learning and creative problem solving.

## **Department of General Studies**

The GS Department required all G1 to G6 students to have their GS I and GS II notebooks this year. Students were encouraged to jot down notes during lessons. Besides, teachers also designed some pre-lesson task sheets for students. Students had to do information research before the lessons. Through teachers' observation, most of the students have made good use of the notebooks and their independent learning skills have improved.

## Major Concern: Third Priority – Management and Organization

### 1 Professional Leadership

**1.1 Intended Outcome/Target:** To develop middle managers with a focus to further consolidate their leadership skills

**1.1.1 Strategies/Tasks:** To enable middle managers to conscientiously coordinate the implementation of priority tasks and monitor the progress of implementation of school work

#### Report & Evaluation:

##### 1.1.1.1 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Chandni Rakesh

Position: Deputy Headteacher

**Priority Task:** Curriculum Leader

#### Reflection:

A. Coordination Work Involved When Implementing the Priority Task	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"><li>● Lead &amp; work together with subject administrators and teachers to develop school-based curriculum.</li><li>● Monitor the implementation of the curriculum using appropriate strategies, in order to promote effective learning, teaching, challenge, continuity and progression.</li><li>● Effectively evaluate school-based curriculum through assessment data evaluation, curriculum activities that include KLA activities as well as school based activities evaluation, lesson observations, etc.</li><li>● Work together with subject administrators to maintain &amp; update curriculum portfolios</li></ul>

	<p>&amp; have effective monitoring of standards in their subjects.</p> <ul style="list-style-type: none"> <li>● Co-ordinate with the Secondary Division about through train curriculum matters by coordinating joint subject administrators meetings each term.</li> <li>● Develop links with parents, other schools, EDB, educational institutions &amp; the wider community, in order to enhance teaching &amp; learning so that working committee members and teachers can approach them for extra resources or support.</li> <li>● Ensuring that all subject administrators and teachers are aware of local curriculum developments and ensure these are integrated into curriculum planning and development.</li> <li>● Supervise and work together with coordinators of the development of the following key areas: <ul style="list-style-type: none"> <li>➤ Gifted &amp; Talented Special Workshops</li> <li>➤ Enhancement Programmes/Supersize Me Programmes</li> <li>➤ Curriculum Enhancement (Term based)</li> <li>➤ Specialized Areas (Yearly based)</li> <li>➤ Subject Enhancement (G5 &amp; G6 English, Chinese and Mathematics X classes)</li> <li>➤ Academically Weak Students/ Lift-off Programmes</li> <li>➤ Electives</li> <li>➤ Extra-Curricular Activities</li> </ul> </li> </ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"> <li>● All CDAA team members are entrusted to undertake critical roles to ensure we have attained our goals, objectives, processes and procedures.</li> <li>● All subject administrators are entrusted to take on leadership roles during school</li> </ul>

	<p>based curriculum initiatives such as Fun Learning Days.</p> <ul style="list-style-type: none"> <li>● All teachers in the school play a key role during IBLW.</li> </ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"> <li>● I as the coordinator will ensure that the members are on task and give advice and support when necessary.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● I have established contacts within the EDB to provide support to the CDAA members in terms of promoting gifted/talented education.</li> <li>● The EDB has also invited our Maths Department to participate in a new curriculum project conducted together with the University of New South Wales.</li> </ul>
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● I will talk to the coordinators in charge of different activities to monitor their work progress and offer advice and support.</li> <li>● I will also read up the curriculum documents of all the different subjects to ensure their goals are inter-related with the overall school curriculum goals.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Monitoring is done through evaluation of all the curriculum activities done in KLA's and collaborative projects such as cross-curricular FLD &amp; IBLW.</li> <li>● Evaluation will be done through general surveys, stakeholder survey data, lesson observations, exercise book inspections, etc.</li> <li>● I will have discussions and evaluation with different subject administrators</li> </ul>

	throughout the year.
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● My CDAA team has demonstrated excellent teamwork during Fun Learning Days and IBLW.</li> <li>● Different KLAs have incorporated the various generic skills and inquiry based learning skills throughout their teaching and this will promote a more holistic approach into developing student knowledge.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● As a curriculum leader, I play a pivotal role to ensure quality teaching and learning that caters to our students' needs.</li> <li>● I must give strategic direction by articulating the school's goals and visions.</li> <li>● I must create a climate which is favourable for reflection and teacher growth.</li> <li>● I must promote and exemplify an enthusiasm for the overall school curriculum development.</li> <li>● I must also encourage innovation and research.</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● As a curriculum leader, I would need to foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best.</li> <li>● I would need to support the professional and personal development of staff.</li> <li>● I must initiate curriculum discussion and ensure that there is constant review of teaching approaches and subject content, in line with the EDB curriculum and other external requirements, so that students can progress within school and when they leave.</li> <li>● I must oversee the use of baseline data</li> </ul>



	<p>within the curriculum area in conjunction with the senior teacher responsible for WebSAMS.</p> <ul style="list-style-type: none"> <li>● I must oversee the analysis and dissemination of relevant student data, and use this to set realistic but challenging targets for staff and students.</li> <li>● I must provide information as necessary to the different stake holders about the work of the curriculum area.</li> </ul>
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### 1.1.1.2 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Susanna Chung

Position: AHT

**Priority Task:** Exploratory Practices

Master Teachers are expected to focus on school-based curriculum development, conduct action research, submit research papers for journal publication, and give presentation in both local and overseas education conferences.

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/departments can operate as an effective professional team?	<ul style="list-style-type: none"> <li>● Clear goals and working schedule have been set at the first meeting.</li> <li>● Different meetings have been held to cater for individual differences: All teammates / Team A or B only / individual tutorials</li> </ul>
What have I done to coordinate my team in order to maximize the participation of all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"> <li>● My teammates are divided into 2 main groups which have different goals and stages of work in a two-year cycle.</li> <li>● Our team has Dr. Ying as our advisor and several mentors are assigned to help the new teammates.</li> </ul>



What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"> <li>● All teammates can design their EP plans with reference to their professional interest in the following areas: school management, curriculum, teaching and learning, student development and support.</li> <li>● Teammates are encouraged to give feedback and suggestions in sharing sessions during the EP meetings.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● Two Workshops –Design a Research Project &amp; Writing Up for Publication – have been organized to equip my teammates with relevant skills.</li> <li>● Teammates have given a Presentation about their Findings or Proposals in parallel sessions on different staff development days.</li> </ul>
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Teammates have to share their progress during regular meetings and in emails with Dr. Ying about their schedules.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Teammates have tutorials with Dr. Ying to report their schedule.</li> <li>● I have regular discussion and evaluation with Dr. Ying about individual member's progress.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Teammates have attended several local and international conferences.</li> <li>● Some teammates have their papers published in a local journal.</li> <li>● Most teaching staff members have participated in interflow in form of parallel sessions of professional sharing given by the</li> </ul>

	Exploratory Practices Team.
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● For Exploratory Practices Teammates: To work as a team / department / grade level to explore new teaching practices. Increase sharing and collaboration in his/her department—create a more professional culture.</li> <li>● Discuss meaningful data and suggestions with teachers for teaching and learning improvement.</li> <li>● Teaching staff will adopt ideas from the professional sharing by the Exploratory Practices Team, and apply the new practices in their own classroom teaching which helps cultivate a learning culture inside the school</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● A tool to explore students' need which enables us to plan our lessons to be more student-oriented.</li> </ul>

### 1.1.1.3 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Emily Yip

Position: Assistant Headteacher

**Priority Task:** Student Support

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"><li>● I had meetings and discussion with the teachers who are in-charge of D&amp; G, prefect board &amp; student affairs.</li><li>● I also met the class teachers in the Grade Level Meetings.</li><li>● Ad hoc meetings were always held with related teachers regarding the student support.</li></ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"><li>● Goals and clear guidelines were given to the team members. Suggestions and feedback from the teachers were collected before and after the implementing the priority tasks.</li></ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"><li>● Teachers are encouraged to express their opinions and give suggestions during the meetings.</li><li>● Effective suggestions are usually adopted.</li></ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"><li>● Case conferences and sharing sessions were carried out when necessary.</li></ul>

<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Clear guidelines and working schedule are given out to the team members.</li> <li>● Members are required to report the progress regularly and also the outcome of the priority task.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Feedback and suggestions are collected from team members after executing the priority task.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Team members would follow up each student's case seriously</li> <li>● Support and advice would be given to the team members when necessary.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● Teachers feel supported and helped when our team gives them constructive suggestions for handling students' problems.</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Students behave well and learn effectively when they can get enough support and clearly understand the school's expectations.</li> </ul>

#### 1.1.1.4 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: LAU Yiu Man

Position: Senior Teacher

**Priority Task:** Learning and Teaching (Mathematics)

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"><li>● Discussion with Panel Chairpersons when necessary.</li><li>● CLP Peer Observation.</li><li>● Weekly collaboration.</li><li>● Interview individual teachers when necessary.</li><li>● Informal discussion and sharing with mathematics teachers.</li><li>● Professional development workshops in software applications.</li></ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"><li>● Panel Meetings are held three times a year.</li><li>● Discussion and voting in new practices during collaborations when necessary.</li></ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"><li>● Provided that teachers can finish the designated curriculum and observe the guidelines specified in the subject memorandum, there is flexibility which allows teachers to exercise professional autonomy regarding the learning activities and teaching methods.</li><li>● Teachers are encouraged to give feedback and suggestions in collaboration and sharing sessions.</li></ul>
What have I done to coordinate provision of meaningful professional development experiences for my team	<ul style="list-style-type: none"><li>● Workshops would be arranged when necessary. Sharing sessions would be integrated in the collaborations from time to time.</li></ul>

members?	
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Discussion with teachers to learn about the effective teaching pedagogies and problems in teaching. Sometimes the learning outcomes and effectiveness could be demonstrated through the response and work of the students.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Special meetings would be called when necessary.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Level teachers are requested to review the revision exercises and class worksheets by topics to ensure the relevance and consistency of the teaching materials.</li> <li>● For the approach adopted for teaching a particular topic, teachers might experiment with a different mode of delivery. For instance, in teaching the basic concept of fraction, Mr. L. Hau opted for using IT aids while his partners used a folding paper activity.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● Correctional feedback from peers and department head / panel chairpersons.</li> <li>● Reflections by teacher after getting evaluative feedback from peers.</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Through different learning and teaching designs, motivate and enhance interests of students with different learning styles.</li> </ul>

### 1.1.1.5 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Pauline Ip

Position: Senior Teacher

**Priority Task:** WebSAMS

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"><li>● Communicate and work with the Secondary Division regarding the WebSAMS system.</li><li>● Conduct meetings with committee members to ensure an even distribution of workload throughout the year.</li><li>● Provide handouts to all teachers during briefings.</li></ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"><li>● Include a workflow and guidelines for committee members and all teachers so that everyone knows the schedule of events within the fixed time frame.</li><li>● Work with Headteacher, Deputy Headteacher, Assistant Headteachers, Discipline and Guidance Committee in areas of Grades Distribution, Results Analysis, Conduct Grades, SSPA, Subject Prizes, Class List, etc.</li></ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"><li>● Encourage feedback and suggestions from team members. Conduct sharing and review sessions at the end of each term.</li><li>● Give recognition to members showing good initiatives.</li></ul>
What have I done to coordinate provision of meaningful professional development experiences for my team	<ul style="list-style-type: none"><li>● Recommend relevant courses from e-services to team members.</li><li>● Rotate and assign different tasks to members so that they develop an overview of various</li></ul>



members?	work involved.
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Ensure team members are able to offer timely reminders and assistance to individual teachers so that each task does not fall behind deadline.</li> <li>● Do random checks to minimize the chances of mistakes.</li> <li>● Promote good record-taking to enable effective follow-up actions by other members.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Review whether each task was progressing in an orderly and timely manner. Certain tasks that are prone to errors should be given more attention.</li> <li>● Do planning beforehand and checking afterwards.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Team members are able to perform their assigned task independently, with accuracy and according to schedule.</li> <li>● Team members understand that each part of their work contributes and influences the overall progress of each other.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● Assessment analysis is provided to all major subject departments after each assessment to assist in results analysis.</li> <li>● Teachers are also given a general view of students' strengths and weaknesses so as to further tailor-make their teaching styles and strategies to cater to students' needs.</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Give recommendations for X class, Supersize Me and lift-off classes.</li> <li>● Subject &amp; Progress Prizes, Subject Performance Overviews, Subject Comments, etc. are given out to enable both students and</li> </ul>

	parents to review the students' strengths and learning styles.
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### 1.1.1.6 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Carrie Law

Position: Senior Teacher

**Priority Task:** Student Affairs

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"> <li>● We had a general committee meeting at the beginning of the school year. It aimed at letting the members know all the tasks of our committee in the coming year and also the job allocation among members.</li> <li>● Special meetings are also held for the execution of the tasks.</li> </ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"> <li>● Sub-committees are formed. Each of them is in-charge of a different task, such as photo-taking, health &amp; dental services, fee remission, purchase of exercise books, order of textbooks, injection, etc. All members are required to join one or two sub-committees.</li> </ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"> <li>● Members are encouraged to express their opinions and give suggestions during the meetings.</li> <li>● Constructive suggestions are usually adopted.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team	<ul style="list-style-type: none"> <li>● Sharing sessions are organized when necessary.</li> </ul>



members?	
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Clear guidelines and instructions are given to the members.</li> <li>● They are required to report their work progress to me when they are executing their tasks.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Feedback and suggestions are collected after the execution of the tasks.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Co-operation and communication are well demonstrated.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Students are able to learn more effectively under the well-organized environment.</li> </ul>

### 1.1.1.7 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Monique Lok

Position: Senior Teacher

**Priority Task:** Panel Chairperson of English Department

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"><li>● Our department holds vertical and horizontal collaborations on a weekly basis to share professional teaching practices and communicate the needs of our students.</li><li>● We also have professional development days where we can learn from guest speakers as well as each other.</li></ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"><li>● At the end of each year, all teachers are required to do a SWOT analysis to evaluate the strengths, weaknesses, opportunities and threats of the department.</li><li>● We also involve everyone in the department in decision making with regards to textbook selection, formulation of new dictation procedures and new rubrics for compositions.</li></ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"><li>● In 2011-2012, we invited a guest speaker in September to teach us various strategies about speech training so that we could be better prepared for the HK English Speech Festival.</li><li>● In 2012-2013, teachers were invited to watch a musical performed by a local children's choir so as to prepare us for our school musical Disney's Mulan Jr. Both professional development experiences</li></ul>



	<p>proved to be beneficial for our team as we learnt more about speech coaching and staging a musical performance.</p> <ul style="list-style-type: none"> <li>● Together with Ms. Beatrice Chiu, we have also shared with our team members our action research and our findings as part as professional development.</li> </ul>
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● I always welcome suggestions and questions from my colleagues whenever they need help, advice or clarification on teaching matters.</li> <li>● The department also encourages and is supportive of a variety of teaching approaches that employ up-to-date technology and educational trends.</li> <li>● Regular programme evaluation is done to monitor the work progress of my team. Both grade level and vertical feedback is collected.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● I have performed book inspections as well as lesson observations to ensure critical reflection and evaluation of outcomes among my team members in the performance of their day to day professional role.</li> <li>● Both written and oral constructive feedback was given.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● An excellent example of my team's shared responsibilities that demonstrate my team members can function as true professionals can be seen in the school musical that just took place. Each member was assigned an area of responsibility to take up and everyone completed their task</li> </ul>

	professionally, both on an individual basis and more importantly, as a team.
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● With the implementation of our new dictation procedures, we aim at developing our students' critical thinking skills and the learning of vocabulary in context.</li> <li>● Our English Language Programme is not confined to the English lessons, but it expands to service learning outside of the classroom for students in the accelerated classes as well as participation in other language learning activities i.e. speech and choral competitions, musical performances, BOB interschool competitions, etc.</li> </ul>

#### 1.1.1.8 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Jackie Lau

Position: Senior Teacher

**Priority Task:** Learning and Teaching (G.S.)

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"> <li>● Work closely with the Deputy Headteacher, Assistant Headteachers and the Panel Chairperson.</li> <li>● Vertical and horizontal collaborations.</li> <li>● CLP Peer Observation.</li> <li>● Staff development workshops by guests and staff members.</li> </ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and	<ul style="list-style-type: none"> <li>● All members discuss and vote during Panel Meetings and collaborations.</li> <li>● All members are involved in the textbook selection meetings and departmental</li> </ul>



objectives, processes and procedures?	<p>policies.</p> <ul style="list-style-type: none"> <li>● Level coordinators are entrusted to organize level activities.</li> </ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"> <li>● Welcome different learning activities and teaching methods designed by teachers.</li> <li>● Sharing sessions of good practices.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● Based on the members' needs, 2 workshops about use of iPad apps and IT devices in GS activities were held.</li> </ul>
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Regular programme evaluation.</li> <li>● Vertical and horizontal collaborations feedback.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Book inspections and lesson observations.</li> <li>● Written and oral feedback is given.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Level teachers are responsible for organizing their level activities, e.g. field trip, service and science activities.</li> <li>● Members are invited to share their good practices during Staff Development Days or collaborations.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● Give constructive feedback.</li> <li>● Use PIE process.</li> <li>● Give clear direction.</li> <li>● Share common vision.</li> </ul>
In what ways does my priority task improve the education	<ul style="list-style-type: none"> <li>● Students' learning interests are enhanced and they are developed to be critical</li> </ul>

quality of students?	thinkers and global citizens through different learning activities.
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### 1.1.1.9 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Natalie Ng

Position: Senior Teacher

**Priority Task:** Discipline and Guidance

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"> <li>● I had Grade Level Meetings with G.1 &amp; G.4 class teachers when necessary.</li> <li>● Class teachers have Class Meetings with subject teachers three times a year.</li> </ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"> <li>● Whole School D&amp;G Meetings would be held three times a year.</li> <li>● Case conference would be held when necessary.</li> </ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"> <li>● All class teachers are requested to hold Class Meetings three times a year.</li> <li>● All non-class teachers are assigned as D&amp;G Ambassadors to perform duties.</li> <li>● Teachers are encouraged to give feedback and suggestions in sharing session in the D&amp;G meetings.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● Case conference and Grade Level Meetings would be held when necessary.</li> </ul>



<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● The work progress could be observed by the implementation of the Whole School Programme (Lining-Up Campaign and Punctual Homework Campaign).</li> <li>● Grade Level Meetings would be held when necessary.</li> <li>● All Class Teachers are requested to write down essential notes in the blue book for further follow up.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Case conference would be held when necessary.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● The implementation of the Whole School Programme.</li> <li>● Teachers are asked to handle students' misbehavior cases by making phone calls to parents and conducting parents' meetings.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Through different positive and negative reinforcements, teachers are able to uphold students' discipline and help them build up good character to foster better learning attitude.</li> </ul>

### 1.1.1.10 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Crystal Tsang

Position: Senior Teacher

**Priority Task:** Discipline and Guidance

#### **Reflection:**

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"><li>● Whole School D &amp; G Meeting would be held 3 times a year. The regular meetings aim at letting all teachers know the workflow, the main concern and the theme of the whole school program. Handouts and guidelines are given to all teachers during the meetings.</li><li>● I have Grade Level Meetings with G.3 &amp; G.6 Class Teachers when necessary.</li><li>● Class teachers have Class Meetings with subject teachers three times a year. I attend the Class Meetings as often as I could.</li></ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"><li>● All teachers play a key role while upholding students' discipline.</li><li>● Whole School D&amp;G Meetings would be held for improving better communication and sharing good practices among all teachers.</li><li>● Case conference with class teacher, subject teachers and parents would be held when necessary.</li></ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"><li>● All class teachers are requested to hold Class Meetings three times a year.</li><li>● All non-class teachers are assigned as D&amp;G Ambassadors to perform duties.</li><li>● Teachers are encouraged to give feedback and suggestions in sharing sessions in the D&amp;G meetings and through teachers' feedback form.</li></ul>



	<ul style="list-style-type: none"> <li>● As the D &amp; G mistress, I would ensure that the members are on task and give advice and support when necessary.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● Recommend relevant courses to all teachers.</li> <li>● Rotate and assign different tasks to committee members so that they would develop an overview of various types of work involved.</li> </ul>
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● I always welcome suggestions and questions from teachers whenever they need help, and give advice when handling students' behavioral problems.</li> <li>● The work progress could be observed when implementing of the Whole School Programme (Lining-Up Campaign and Punctual Homework Campaign).</li> <li>● Grade Level Meetings would be held to collect feedback or give advice to Class Teachers when necessary.</li> <li>● All teachers are requested to write down essential notes or case reports in the blue book for further follow up.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Case conference would be held when necessary.</li> <li>● As the D &amp; G mistress, I will ensure teachers perform duties and offer help immediately.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Teachers demonstrate to be true professionals when carrying out the Whole School Programme.</li> <li>● Teachers are asked to handle students' behavioral problems by making phone calls to</li> </ul>

	parents and conducting case conference with parents.
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● I must give suggestions to teachers when they need to handle students' behavioral problem at the same time improving their instructional performance.</li> <li>● I work together with teachers to meet parents and set up the follow-up plan when necessary.</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Through different positive and negative reinforcements, teachers are able to uphold students' discipline and offer help to students for building up good character and fostering better learning attitude.</li> </ul>

#### 1.1.1.11 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Sammy Ho

Position: Senior Teacher

**Priority Task:** HoD of Moral Education Department

#### Reflection:

<b>A. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"> <li>● 3 panel meetings are held each year. Key changes in the curriculum plan are highlighted.</li> <li>● Briefing sessions are held from time to time (~5 sessions / year) to talk about the lesson plans.</li> <li>● Staff development workshop on Di Zi Gui has been held.</li> </ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and	<ul style="list-style-type: none"> <li>● Teachers' written feedback is collected and reported in the panel meetings.</li> <li>● Ad hoc discussion is arranged whenever necessary.</li> </ul>



procedures?	
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"> <li>● Teachers take turns to hold grade level assembly in which they can take the initiative in choosing the theme and format of the assembly.</li> <li>● Teachers are encouraged to give comments on the lesson plans.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● Professional sharing is arranged for teachers after they have attended a seminar/ workshop.</li> </ul>
<b>B. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● I observe how teachers and student interact during ME lessons.</li> <li>● Students' journals are inspected by the end of each term.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Teachers have to do evaluation after each lesson when they fill in the feedback form.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Year Heads are eager to help collecting opinions from teachers about the teaching arrangement of Di Zi Gui.</li> <li>● Class teachers coordinate very smoothly among themselves to hold the grade level assembly.</li> </ul>
<b>C. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● ME helps students develop positive learning attitude, study skills, and good character which can equip them to be active learners.</li> </ul>
In what ways does my priority task improve the education quality of students?	

### 1.1.1.12 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Sidney Mok

Position: Senior Teacher

**Priority Task:** PE & Sports

#### Reflection:

<b>D. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"><li>● I have biweekly collaborations with my colleagues. Special meetings will be called when necessary.</li><li>● Provide clear guidelines and make sure teachers' workload is manageable.</li><li>● Working Calendar is circulated and posted on the notice board of the PE Dept.</li><li>● News / Task(s) for the week are written down on a small white board of the PE Dept.</li><li>● Provide support when necessary.</li></ul>
What have I done to coordinate my team in order to maximize the participation all team members in the formulation of goals and objectives, processes and procedures?	<ul style="list-style-type: none"><li>● All stakeholders contribute their opinions in formulating the goals, objectives and developmental plan for the department.</li><li>● Feedback is collected each school term and is reported in the subject meetings.</li></ul>
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"><li>● Teachers are encouraged to organize various activities with back-up from the department (e.g. Ms. Ada Chu – Fencing Invitation Competition, Fencing Training Camp in France and Fencing &amp; Rope Skipping Training Camp in Boarding School. Mr. H.F. Lam – Sports Day Heats &amp; Finals, Thailand Football Training Camp. Mr. C.H. Kwok – Collect updated information for organizing a NBA standard</li></ul>

	<p>Basketball Training Camp).</p> <ul style="list-style-type: none"> <li>● Teachers are encouraged to give feedback and suggestions in the collaboration.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● Professional Development Programme / courses offered by the EDB, LCSD, HKSSF &amp; other Sports Associations are circulated weekly.</li> <li>● Participate in research project / conference / teaching practice programme conducted by local university (e.g. CUHK, SSPE research in “Physical Activity of Children in School Environments”, Mr. Sidney Mok &amp; Mr. H.F. Lam presented in the parallel sharing session in the Conference of Summer School for PE teachers 2012).</li> </ul>
<b>E. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Formal and informal collaborations are held biweekly / when necessary. Teacher-in-charge has to report the work progress in the meeting.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Evaluation is done after each school sports event.</li> <li>● Sports Team and Classes Evaluation is done each school term. Questionnaires are given out to collect feedback from parents and student.</li> </ul>
What are some of the examples of my team’s shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● Ms. Ada Chu – Fencing Invitation Competition, Fencing Training Camp in France and Fencing &amp; Rope Skipping Training Camp in Boarding School, Teacher-in-charge of Fencing and Rope Skipping Team, “Librarian” of the department.</li> <li>● Mr. H.F. Lam – Sports Day Heats &amp; Finals, Thailand Football Training Camp,</li> </ul>

	<p>Teacher-in-charge of Athletics, Handball &amp; Tennis Team, expert in using excel for data analysis.</p> <ul style="list-style-type: none"> <li>● Mr. C.H. Kwok – PR, strong connection with LCSD, other Sports Associations and sporting equipment providers.</li> </ul>
<b>F. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority task help all other teachers of the school improve their instructional performance?	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Implementation of programmes stated in the PE Handbook</li> <li>● Overseas Study Tours</li> </ul>

#### 1.1.1.13 Report on Implementation of Priority Task (2012-2013)

Name of Middle Manager: Vivian Chu

Position: Senior Teacher

**Priority Task:** Head of Chinese Department

#### Reflection:

<b>G. Coordination Work Involved When Implementing the Priority Task</b>	
What have I done to coordinate my team to ensure my working committee/department can operate as an effective professional team?	<ul style="list-style-type: none"> <li>● We have meetings once a week. It includes vertical collaboration and horizontal collaborations.</li> <li>● It aims at letting all Chinese teachers know about all subject matters required by the CDAA.</li> <li>● We share our opinions about teaching strategies during the level collaboration.</li> </ul>
What have I done to coordinate my team in order to maximize the	<ul style="list-style-type: none"> <li>● There are many activities being held by the Chinese Department. Each teacher is</li> </ul>



participation all team members in the formulation of goals and objectives, processes and procedures?	required to be in charge of different duties so that all teachers have the chance to participate in the decision making process besides executing the tasks.
What have I done to empower my team to develop professional autonomy and encourage collegial decision making processes?	<ul style="list-style-type: none"> <li>● Teachers are encouraged to express their opinions and give suggestions during the collaborations.</li> <li>● Effective and useful suggestions are always adopted.</li> </ul>
What have I done to coordinate provision of meaningful professional development experiences for my team members?	<ul style="list-style-type: none"> <li>● Sharing sessions are held especially after teachers attending courses or workshops.</li> </ul>
<b>H. Monitoring Role as the Leader of My Team</b>	
What have I done as a leader to monitor the work progress of my team when they work together to execute the priority task?	<ul style="list-style-type: none"> <li>● Clear guidelines and marking schemes are given to teachers.</li> <li>● They are required to report their work progress to me when they organize activities.</li> <li>● Progress meetings are regularly held to monitor the work progress.</li> </ul>
What have I done to monitor my team members to ensure critical reflection and evaluation of outcomes among them in the performance of their day to day professional role?	<ul style="list-style-type: none"> <li>● Feedback and suggestions are collected after the activities and assessments for evaluation and revision of future planning of activities and curriculum.</li> </ul>
What are some of the examples of my team's shared responsibilities which demonstrate my team members can function as true professionals?	<ul style="list-style-type: none"> <li>● All Chinese teachers are required to train students for either solo or choral speaking.</li> <li>● The Teaching Assistant is responsible for collecting the application forms and uploading data in the computer.</li> <li>● Co-operation is well demonstrated.</li> </ul>
<b>I. Outcome of My Priority Task on School Effectiveness</b>	
In what ways does my priority	<ul style="list-style-type: none"> <li>● N/A</li> </ul>

task help all other teachers of the school improve their instructional performance?	
In what ways does my priority task improve the education quality of students?	<ul style="list-style-type: none"> <li>● Students are able to learn more effectively under the well-organized and systematic environment.</li> </ul>

**1.1.2 Strategies/Tasks: To require middle managers to evaluate their effectiveness by conducting focused review of the implementation of work plans and analysis of school work outcomes**

**1.1.2.1 Focused Review Report on CR Main Domains (2012-2013)**

Domain	Area	Performance Indicators	Focus Group Members
I. Management and Organization	1. School Management	1.1 Planning	# Ms. Susanna Chung Ms. Pauline Ip
		1.2 Implementation	
		1.3 Evaluation	
	2. Professional Leadership	2.1 Leadership and Monitoring	
		2.2 Collaboration and Support	
		2.3 Professional Development	

**Reflection and Evaluation**

**Domain I: Management and Organization**

**Area 1 - School Management**

<b>1.1 Planning</b>	
Is there due attention to transparency and accountability in school management?	<ul style="list-style-type: none"> <li>● Extensive teacher participation in collaboration of subject meetings and Working Committees. Teachers are consulted and their views are incorporated when finalizing a decision.</li> <li>● School Development Plans, Annual School Plans &amp; Annual School Reports are uploaded on School Website for public viewing.</li> <li>● Parents are informed of the effectiveness of school work through the PTA, Parents' Meetings, School Magazine and newsletters.</li> </ul>
Does the school	<ul style="list-style-type: none"> <li>● School Development Plan &amp; Annual School Plan are</li> </ul>

formulate appropriate development priorities, taking into account its mission and vision, students' needs and self-evaluation findings?	<p>formulated based on the suggestions from the Comprehensive Review and SSE data. Development priorities and work plans are drawn up.</p> <ul style="list-style-type: none"> <li>● English, Chinese, Math and GS Subject Development Plans are formulated in line with the school development priorities.</li> </ul>
How does the school, in the light of its development priorities, formulate clear and concrete implementation strategies pertaining to manpower and resource deployment, etc. to foster school development?	<ul style="list-style-type: none"> <li>● School Development Plan, Annual School Plan and Subject Development Plans: Clear and concrete implementation strategies pertaining to manpower and resource deployment are drawn up.</li> <li>● Evaluation methods and success criteria are developed.</li> </ul>

## 1.2 Implementation

Is the school able to effectively co-ordinate and monitor the implementation of its priority tasks?	<ul style="list-style-type: none"> <li>● HT, DHT, AHTs &amp; ST's co-ordinate and monitor the implementation of all priority tasks.</li> <li>● HoD's &amp; Chairpersons of Working Committees co-ordinate and monitor the implementation of subject/committee level work plans and programmes.</li> <li>● Report in Staff Meetings &amp; Subject/Working Committee Meetings: HT, DHT, AHTs, ST's Chairpersons of Working Committees, HoD's, Panel Chairpersons &amp; Subject Teachers report work progress at regular intervals.</li> <li>● Budget Control: HT, ST's, HoD's and Chairpersons of Working Committees control the budget and utilization of resources.</li> </ul>
Is the school able to enhance communication and collaboration among	<ul style="list-style-type: none"> <li>● Informal administrators meetings are held once a fortnight.</li> <li>● English, Chinese, Mathematics, GS &amp; PTH</li> </ul>

subject panels/committees for realization of the school plans?	<p>collaborations (vertical and horizontal) are held once a week.</p> <ul style="list-style-type: none"> <li>● Working Committees meet at least 3 times each year.</li> <li>● Staff Briefing is held every Wednesday to enhance communication and collaboration among all staff.</li> </ul>
Does the school deploy resources effectively for the implementation of priority tasks to promote student learning, to strengthen student support and to enhance the effectiveness of school management?	<ul style="list-style-type: none"> <li>● General Administration/Department/Working Committee Budget: HT, HoD's and Chairpersons of Working Committees propose separate budgets for acquiring additional resources to promote student learning, strengthen student support and enhance the effectiveness of school management each year.</li> <li>● Budget Control: HT, HoD's and Chairpersons of Working Committees are entrusted to control their budgets and utilization of resources.</li> </ul>
Can the school properly handle exigencies that affect student learning and safety?	<p>"Crisis Management Procedures" are formulated to ensure ad hoc issues can be handled properly and promptly:</p> <ul style="list-style-type: none"> <li>● Guidelines for Handling Mass Food Poisoning</li> <li>● Guidelines for Handling Gas Leakage</li> <li>● Guidelines for Handling Fire Outbreak</li> <li>● Guidelines for Handling Power Interruption</li> <li>● Guidelines for Handling Student Suicide Cases</li> <li>● Guidelines for Handling Serious Crime</li> <li>● Guidelines for Handling School Violence</li> <li>● Guidelines for Handling Student Casualty</li> <li>● Guidelines for Handling Bomb Calls</li> </ul>

### 1.3 Evaluation

Is a school self-evaluation mechanism in place? Does this mechanism function effectively?	<ul style="list-style-type: none"> <li>● School Self-Evaluation Reports are written up with input from members of School Improvement Team and approved by all teaching staff.</li> <li>● The SSE tools (Performance Indicators, Key Performance Measures, Assessment Programme for Affective &amp; Social Outcomes and Stakeholders Survey</li> </ul>
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	developed by EDB) are used to collect and analyze data.
How does the school evaluate the effectiveness of its priority tasks?	<ul style="list-style-type: none"> <li>● Success criteria and methods of evaluation are set to measure the effectiveness of each priority task.</li> <li>● Quantitative data is collected through the stakeholders' survey, questionnaires, feedback from teachers, students and parents.</li> </ul>
How does the school use the evaluation findings to feedback on planning?	<ul style="list-style-type: none"> <li>● Evaluation findings are used to inform teachers of subsequent measures required for improving school management and work/teaching effectiveness.</li> <li>● Findings are used to devise new plans of the next planning cycle (To formulate the next 3-year Development Plan).</li> </ul>
How does the school inform the stakeholders of its performance?	<ul style="list-style-type: none"> <li>● Award presentations in assembly are uploaded on the School Website.</li> <li>● Evaluation findings of all priority tasks can be found in the School Annual Report which is uploaded on the School Website.</li> <li>● Stakeholders can get hold of information about the school performance through publications, such as School Prospectus, Mini-Steps and Illuminations.</li> </ul>
Is the school able to foster a culture of self-evaluation?	<ul style="list-style-type: none"> <li>● Our school has adopted the P-I-E SSE cycle and translated it into practice.</li> <li>● We make sure the SSE culture can take root in learning and teaching (e.g. utilize different teaching strategies and cater learners' diversities).</li> <li>● Teachers and students pursue excellence, contributing to the school's continuous improvement and sustained development.</li> </ul>

## Area 2 - Professional Leadership

<b>2.1 Leadership and Monitoring</b>	
How does the school management lead the teaching staff in building	<ul style="list-style-type: none"> <li>● Administrators collect suggestions from teachers through different channels (subject collaborations, committee meetings, weekly Staff Briefings) before</li> </ul>

a common vision for school development?	<p>formulating the new 3-year development plan.</p> <ul style="list-style-type: none"> <li>● School Annual Plan: Enhance collaboration between the SD and PD to build a stronger bond and develop a unified vision.</li> </ul>
How does the school management enhance school effectiveness, with a focus on students' learning outcomes and whole-person development?	<p>Measures to enhance school effectiveness:</p> <ul style="list-style-type: none"> <li>● Sharing of teaching strategies and experiences through collaboration</li> <li>● Peer observation</li> <li>● Staff development on teaching strategies</li> <li>● Visit to other schools</li> <li>● Mentorship</li> </ul>
Do the school management and middle managers have sufficient professional knowledge? Are they able to keep abreast of the latest trends in educational development, including those in their respective areas of expertise?	<ul style="list-style-type: none"> <li>● Both school management and middle managers have rich professional knowledge (average CPD 98.4 hrs in 2011/12) and are conversant with the latest educational trends.</li> <li>● They are visionary, capable of supporting teachers to meet the challenges due to new changes with a positive attitude.</li> </ul>
Do the school management and middle managers have strong commitment? Are they committed to driving the school's sustained improvement?	<ul style="list-style-type: none"> <li>● Both school management and middle managers are well aware of their duties and ready to undertake responsibilities.</li> <li>● They actively draw up specific plans for their panels/committees in line with the school's direction of development.</li> </ul>
Are the school management and the middle managers able to fulfill their planning, coordinating and monitoring functions?	<ul style="list-style-type: none"> <li>● Both school management and middle managers play an active role in planning and doing co-ordination work, also monitoring the progress and quality of work at appropriate intervals, and rendering support to basic rank teachers in need.</li> <li>● The school management can make effective use of staff appraisal to inform staff members of their strengths and weaknesses and to enhance their professional development, thereby bringing about</li> </ul>

	greater work effectiveness.
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## 2.2 Collaboration and Support

How good is the working relationship between the school management and middle managers? Are they able to foster communication and collaboration, promote team spirit and enhance morale among the teaching staff?	<p>The school management, the middle managers and teachers work in close collaboration and support one another. The school management empowers middle managers to share the leadership role.</p> <p>Stakeholder Survey (2011-2012)</p> <ul style="list-style-type: none"> <li>● About 97.3% of staff agreed that the management has an amicable working relationship with teachers.</li> <li>● About 93.2% of staff agreed that subject panel/committee heads have an amicable working relationship with teachers. The subject panel/committee heads provide effective guidance to the development (89.2%), and effectively promote teachers' professional interflow and collaboration (91.9%).</li> </ul>
How do the school management and the middle managers provide effective support to basic rank teachers?	<ul style="list-style-type: none"> <li>● The School Policy Manual provides a clear introduction of school affairs for all staff.</li> <li>● The School provides Induction Programme and mentoring by senior teachers and heads of department.</li> <li>● Staff members share their experience and ideas through collaborations, peer observations and staff development programmes.</li> <li>● School provides bonus, medical insurance, staff development fund to encourage and sustain teachers' motivation.</li> </ul>

## 2.3 Professional Development

Does the school management assign duties to members of staff commensurate with their abilities/expertise, thus making optimal use	<ul style="list-style-type: none"> <li>● The School collects teachers' input (Teaching Preference Form) before planning the "Teaching Duties Allocation" for the next school year. Teachers can inform the School how their ability and potential (teaching/administrative duties) can be best</li> </ul>
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of them?	developed and utilized.
<p>How does the school draw up and implement appropriate teacher professional development plans with the ultimate aim of enhancing student learning and the effectiveness of student support?</p>	<ul style="list-style-type: none"> <li>● Members of Staff Development Committee gather opinions from teachers of different departments.</li> <li>● Master Teachers are required to support school-based curriculum development and conduct action research for enhancing learning and teaching.</li> <li>● Some teachers have undergone SEN (Special Educational Needs) professional training and they have the expertise to cater for students' learning needs.</li> <li>● Teachers are encouraged to share/exchange ideas after attending seminars/workshops during subject collaborations.</li> </ul>
<p>How does the school management ensure that the school becomes a learning organization, by cultivating a climate of professional sharing?</p>	<ul style="list-style-type: none"> <li>● With the aim to enhance the professional capacity of teachers and establish the school to be a learning organization, the school management is striving to make use of the internal and external resources (e.g. local and overseas conferences, seminars with parallel sessions) to strengthen teachers' professional training.</li> <li>● The school management, senior teachers and subject administrators are required to attend specialized training programmes relevant to their job (e.g. school-based management, curriculum development and student support services etc.). They are able to practice what they have learnt in their daily work.</li> <li>● All staff are required to tailor-make their own Staff Development Plan and discuss it with the Headteacher during the Appraisal Meeting. They have to complete the plan within a three-year period.</li> </ul>
<p>How does the school make use of staff appraisal to identify the strengths and weaknesses, as well as</p>	<ul style="list-style-type: none"> <li>● Teachers evaluate their own performance through filling out the Self-Appraisal Form and Assessment of Skills &amp; Attributes Form.</li> <li>● The mean score for "School Appraisal System" was 3.9 as reflected in the Stakeholder Survey</li> </ul>

the training needs, of teaching staff for continuous improvement of their work performance?	<p>(2011-2012). The score indicates teachers' perception of the system is satisfactory in general.</p> <ul style="list-style-type: none"> <li>● All staff can express their views to the Headteacher anytime and during the appraisal interviews.</li> </ul>
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### 1.1.2.2 Focused Review Report on CR Main Domains (2012-2013)

Domain	Area	Performance Indicators	Focus Group Members
II. Learning and Teaching	3. Curriculum and Assessment	3.1 Curriculum Organization	# Mrs. Chandni Rakesh Ms. Monique Lok Mrs. Vivian Chu Mr. Anthony Lau Ms. Jackie Lau
		3.2 Curriculum Implementation	
		3.3 Performance Assessment	
		3.4 Curriculum Evaluation	
	4. Student Learning Teaching	4.1 Learning Process	
		4.2 Learning Performance	
		4.3 Teaching Organization	
		4.4 Teaching Process	
		4.5 Feedback and Follow-up	

## Reflection and Evaluation

### Domain II: Learning and Teaching

#### **Area 3 - Curriculum and Assessment**

3.1 Curriculum Organization	
Is the school able to align the planning of its curriculum with the recent trends in education development,	<ul style="list-style-type: none"> <li>● The school has well-defined and prioritized school-based curriculum development objectives that align with recent trends in HK education. The school's vision and mission and the goals can cater</li> </ul>

the school's development goals and students' progression of studies?	to our students' learning diversity.
How does the school map out a curriculum framework that is balanced and broad in coverage, so that students' learning experiences can be extended?	<ul style="list-style-type: none"> <li>● A flexible and open curriculum framework has been set in place to provide students with a broad and balanced curriculum framework.</li> <li>● Appropriate allocation of lesson time has been established and resources both financial and manpower have been given to provide different learning opportunities for students. These include overseas trips, scholarships, employment of outside tutors for Electives and ECA's as well as for activities within individual ECA's.</li> </ul>
How does the school adjust its learning content and formulate its learning and teaching strategy to cater for students' learning needs?	<ul style="list-style-type: none"> <li>● All KLA's have adopted teaching strategies that align with the school curriculum goals. This is reflected in the various curriculum documents.</li> <li>● All teachers are aware of the school and departmental goals and they adopt learning and teaching strategies that cater for our students learning.</li> </ul>

### 3.2 Curriculum Implementation

How strategic is the school in implementing its school-based curriculum?	<ul style="list-style-type: none"> <li>● Teachers are given both financial and human resources support to carry out school curriculum strategies.</li> <li>● All subjects have developed curriculum documents, such as scheme of works and subject memorandums, etc. that are aligned with the school plan.</li> <li>● The school conducts collaborative lesson preparation, cross-curricular collaboration, lesson observations, action research, etc. to enhance the quality of teaching and learning.</li> </ul>
Are the various Key	<ul style="list-style-type: none"> <li>● Collaboration is done through partnership with the</li> </ul>

Learning Areas (KLA) able to enhance the implementation of school-based curriculum through communication and collaboration?	KLA's during the cross-curricular activities, Fun Learning Days and Inquiry Based Learning Weeks. Different skills and knowledge are taught through the different KLA's so as to provide the highest quality learning to the students. This also enables efficient implementation of school curriculum reform.
Is the school able to effectively monitor the implementation of its school based curriculum?	<ul style="list-style-type: none"> <li>● Mechanisms are in place to monitor curriculum implementation in an effective and timely manner. We have lesson observations, exercise book inspections to ensure the quality of teaching programmes and learning activities.</li> <li>● Curriculum evaluation is done through subject evaluation of different activities. Stakeholder survey data, lift-off evaluation data, electives evaluation data, Supersize Me evaluation data, Fun Learning Days evaluation data and IBLW evaluation data, etc. is collected to reflect and evaluate our curriculum goals and hence strive for further improvement.</li> </ul>

### 3.3 Performance Assessment

How strategic is the school in implementing its assessment policy?	<ul style="list-style-type: none"> <li>● We both have formative and summative assessments.</li> <li>● We have also introduced students' self-assessment, peer assessment and parent assessment.</li> <li>● The assessment syllabus is given one month before the assessment to our students.</li> <li>● Formal guidelines are also given for General Studies projects.</li> </ul>
Does the school have a good grasp of Assessment for Learning? Is it able to adopt varied modes of assessment and effectively assess	<ul style="list-style-type: none"> <li>● A large variety of formative assessments such as quizzes, projects, oral presentations and life skills are conducted.</li> <li>● Learning attitude component is included in all core subjects.</li> </ul>

students' performance in respect of knowledge, skills and attitude?	<ul style="list-style-type: none"> <li>● The assessments cover the knowledge, attitudes and skills that students have learnt at different stages.</li> <li>● The design of assignments takes into consideration students' abilities and interest to consolidate and extend what they have learnt in school.</li> <li>● The school maintains records of students' academic and non-academic performances and experiences.</li> </ul>
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### 3.4 Curriculum Evaluation

What mechanism is in place for the school to evaluate the effectiveness of curriculum implementation?	<ul style="list-style-type: none"> <li>● There are regular subject collaborations, subject meetings, lesson observations and exercise book inspections.</li> <li>● Assessment Evaluation Forms are filled in to see the strengths and weaknesses of students.</li> <li>● Each department did the SWOT analysis last year to develop their strengths and rectify the weaknesses.</li> <li>● Stake holder survey is analyzed and discussed in subject collaborations.</li> <li>● Parents' feedback collected during the PTA forum or direct communication with teachers is also taken into consideration.</li> <li>● Various other evaluative data is collected during different curriculum events, such as Electives, Supersize Me, Lift-off, ECA's, individual KLA activities, Fun Learning Days and Inquiry Based Learning Week.</li> </ul>
How does the school make use of curriculum evaluation data to inform curriculum planning?	<ul style="list-style-type: none"> <li>● Recommendations are given in evaluation forms.</li> <li>● Weaknesses will be evaluated and certain areas may be revisited in the scheme of work.</li> <li>● Data will be used to select appropriate students for Lift-off, Accelerated Classes, Supersize Me Programmes and Gifted Workshops.</li> <li>● To prioritize teaching goals based on students' results and learning needs.</li> </ul>

## Area 4 - Student Learning and Teaching

<b>4.1 Learning Process</b>	
Do students possess good attitudes, motivation and interest in learning?	<ul style="list-style-type: none"><li>● The majority of students are highly motivated, have a good attitude and have interest in learning. They are capable of independent learning. They can apply appropriate learning strategies and use a variety of resources to attain their learning targets. They have a good grasp of IT. They have formed good reading habits especially since the introduction of the reading lesson. They have good critical thinking skills and communication skills. Lower classes have better learning attitude compared to senior grades.</li></ul>
Are students able to effectively apply learning strategies and resources in their learning, thus attaining their learning goals?	<ul style="list-style-type: none"><li>● Teachers teach the skills and students need to apply them in different settings, such as presentation, project, quizzes, writings tasks, etc. They are fluent in English and Chinese and are very presentable. Their work demonstrates originality and they always strive to make improvement in their learning.</li></ul>
Are students able to utilize feedback to improve their learning?	<ul style="list-style-type: none"><li>● Informal and formal feedback is given by teachers. For example, composition feedback by Chinese and English, remarks written on math's assignments, project and service feedback for GS. Parents can also give feedback on students' work. Students accept others' views and recognize their own strengths and weaknesses.</li></ul>

<b>4.2 Learning Performance</b>	
Do students successfully acquire and apply knowledge and skills?	<ul style="list-style-type: none"><li>● They can acquire well but need more practice and guidance to apply knowledge and skills.</li><li>● For weaker students they can attend lift-off classes; and for the brighter ones they can go to accelerated classes.</li></ul>

How well do students perform in their learning activities and assignments?	<ul style="list-style-type: none"> <li>● They generally do well.</li> </ul>
How well do students perform in the aspect of generic skills?	<ul style="list-style-type: none"> <li>● Different departments focus on different generic skills.</li> <li>● Students generally do well in this regard but it also depends on their attitude.</li> </ul>
How developed are students' reading habits?	<ul style="list-style-type: none"> <li>● They prefer reading English books compared to Chinese.</li> <li>● However, we have started the reading lessons since last year and students have to read Chinese and English books on alternate weeks. We hope this will give them an incentive to read more Chinese books.</li> <li>● The library has the Library Reading Programme to encourage students to read more.</li> <li>● We have also spent resources on developing the classroom library. For English, we have developed the lexile reading system.</li> </ul>

### 4.3 Teaching Organization

How do teachers design their teaching content and adopt teaching strategies according to their teaching objectives and students' abilities?	<ul style="list-style-type: none"> <li>● Teaching content is based on the EDB subject documents but has been adapted for our students. We adopt a wide variety of teaching strategies. For example, we have developed IT in education by having the iPads and interactive white boards in the classrooms.</li> </ul>
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### 4.4 Teaching Process

Are teachers' communication skills effective in promoting student learning?	<ul style="list-style-type: none"> <li>● Our teachers have developed teaching strategies suitable for boys and this promotes effective student learning.</li> </ul>
How do teachers flexibly adjust their teaching pace and strategies to promote	<ul style="list-style-type: none"> <li>● The school is flexible because the Scheme of Works can be adjusted. This may be done after a quiz,</li> </ul>



student learning to cater for different learning needs?	assessment, etc. depending on the students' needs. We also have collaborative lesson planning and cross-curricular activities to promote student learning.
Are teachers able to create a good classroom learning environment for students? Is classroom management effective?	<ul style="list-style-type: none"> <li>● There are regular class meetings among class teachers and subject teachers. We also have the Year Head meetings for teachers to voice out their suggestions to improve the classroom learning environment for students. Teachers can successfully create a lively classroom learning atmosphere with good class discipline so that students learn in a good learning environment.</li> </ul>
Are teachers able to provide various opportunities for students to participate and share experiences, with a view to promoting class interaction and enhancing learning effectiveness?	<ul style="list-style-type: none"> <li>● This is done through projects and presentations. We also have Fun Learning Days and Inquiry Based Learning Weeks. Grade level assemblies are held.</li> </ul>
Are teachers equipped with subject knowledge and do they have a good teaching attitude? Do they pitch their expectations of students at an appropriate level?	<ul style="list-style-type: none"> <li>● We have specialist teachers teaching the different subjects. They will attend regular professional development courses to get up-to-date subject knowledge. Teachers have high expectations on students but will adjust their expectations after evaluation.</li> </ul>

#### **4.5 Feedback and Follow-up**

Are teachers able to provide appropriate feedback to students to help them improve?	<ul style="list-style-type: none"> <li>● Teachers give both written and oral feedback.</li> </ul>
Are teachers able to follow up on students' learning progress and provide opportunities to	<ul style="list-style-type: none"> <li>● Teachers will follow up by using relevant methods appropriate to the teaching objectives to assess and follow up on students' learning progress. The school</li> </ul>



extend their learning?	provides lift-off classes, Supersize Me programmes, accelerated classes and gifted workshops to extend their learning. Teachers also have close communication with parents. Students are given ample opportunities to extend their learning, such as Fun Learning Days, service learning, overseas trips, various competitions and inquiry based learning, etc.
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### 1.1.2.3 Focused Review Report on CR Main Domains (2012-2013)

Domain	Area	Performance Indicators	Focus Group Members
III. Student Support and School Ethos	5. Student Support	5.1 Support for Student Development	# Mrs. Emily Yip Ms. Natalie Ng Ms. Carrie Law Mr. Sammy Ho
		5.2 School Climate	
	6. Partnership	6.1 Home-school Cooperation	
		6.2 Links with External Organizations	

### Domain III: Student Support and School Ethos

#### Area 5 – Student Support

5.1 Support for Student Development	
How does the school identify students' varied needs in the area of support for student development?	<ul style="list-style-type: none"> <li>● The School identifies students' learning needs through teachers' observation, close contact with parents, D&amp;G referral system, formative and summative assessments, learning style survey and Early Identification and Intervention Programme for G.1 with Learning Difficulties.</li> <li>● Also, the School identifies students' financial need by issuing circular about application for fee remission.</li> </ul>

<p>How does the school arrange different learning experiences to cater for students' personal development needs, in order to foster students' self-management ability and help them to set personal goals for learning?</p>	<ul style="list-style-type: none"> <li>● School-based support services include G.1 adaptation programme, G.1 Putonghua teaching assistants support, professional counseling, lift-off programme, Supersize Me programme, talented workshops and accelerated classes for G.5 and G.6 English, Mathematics and Chinese.</li> <li>● Also, the School arranges different learning experiences through organizing Inquiry Based Learning Week, Fun Learning Days, weekly elective lessons, field trips, overseas trips, ECA, Environmental Ambassador Programme, volunteer services and donation programmes.</li> </ul>
<p>How does the school formulate strategies to cater for students' social needs, with a view to fostering their positive values and attitudes and enhancing their interpersonal relationships and social responsibility?</p>	<ul style="list-style-type: none"> <li>● The School caters for students' social needs through conducting RE lessons, Moral Education lessons, morning assemblies, talks/workshops, group setting for G.1-3 to enhance group work and project work.</li> <li>● Leadership training is carried out through entrusting students to be prefects, class captains, group leaders, librarians, IT officers, VA directors, PTH Ambassadors, Environment Ambassadors, Flag Raising Squad and School Pals.</li> <li>● The School has also put in place systems for positive encouragement and discipline. For instance, Punctual Homework Campaign and Lining-up Campaign.</li> </ul>
<p>Does the school suitably support students with special educational needs (SEN) to help them integrate into campus life and enjoy equal education opportunity?</p>	<ul style="list-style-type: none"> <li>● The School supports students with Special Educational Needs (SEN) through drawing up individual accommodation plans for students and adjustment procedures for invigilation of assessments.</li> </ul>
<p>How does the school evaluate the effectiveness of student support</p>	<ul style="list-style-type: none"> <li>● Evaluation is done through teachers' observations, stakeholders' survey, APASO, and written evaluation forms.</li> </ul>

services?	
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<b>5.2 School Climate</b>	
How good are staff relationships, teacher-student and students-peer relationships?	<ul style="list-style-type: none"> <li>● Teachers indicate in stakeholders' survey that staff members are on harmonious terms (mean=4.1) and cooperate with one another happily (mean=4.1).</li> <li>● Teachers report that they have good relationships with students (mean=4.3). Students also indicate that teachers care about them (mean=4.3). Parents have similar perception (mean=4.3).</li> <li>● Students perceive that they get along well with their classmates (mean=4.3).</li> </ul>
What unique characteristics has the school developed in accordance with its vision, mission and goals?	<ul style="list-style-type: none"> <li>● The School values all aspects of a child's development with the same importance in order to offer a balanced education for the whole person development of each child.</li> <li>● The School organizes various annual activities (e.g. School Fete and Home-coming Concert) to maintain and build on the school identity and tradition.</li> <li>● Projects, Inquiry Based Learning Week, talented workshops, electives, Moral Education lessons, RE lessons, morning assemblies, community services, whole school programme and ECA are carried out to help students develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, as well as effective interpersonal and life-long learning skills.</li> <li>● Multiple intelligences are also promoted through the above measures.</li> <li>● Accelerated classes, Supersize Me Programme, Lift-off classes and individual accommodations are offer to students to cater for their individual needs.</li> </ul>
How does such uniqueness shape the culture and development	<ul style="list-style-type: none"> <li>● Students indicate in stakeholders' survey that they like the school (mean=4.3) and their classmates actively participate in ECA (mean=4.1).</li> </ul>

of the school?	<ul style="list-style-type: none"> <li>● Parents are pleased to let their children study in the School (mean=4.7) and their children likes to participate in the school's activities and affairs (mean=4.5).</li> </ul>
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## Area 6 - Partnership

<b>6.1 Home-School Cooperation</b>	
How is parent education, offered by the school, geared to students' development needs?	<ul style="list-style-type: none"> <li>● The PTA and School have organized talks and activities for parents.</li> <li>● The PTA organizes 2 parents' seminars each year (e.g. Growing through Music by Professor Gabriel Leung).</li> <li>● The D&amp;G Working Committee and Moral Education Department of the School jointly organize 4 workshops each year (e.g. self-responsibility and self-management, self-discipline and parent-child communication skills).</li> </ul>
How are parents mobilized to support the school?	<ul style="list-style-type: none"> <li>● Parents are kept informed of the school information, school policies and their children's performance through different channels of communication. Parents can also provide feedback to the school through the above channels of communication.</li> </ul>
How does the school assist the PTA to fulfill its function as a link between parents and the school?	<ul style="list-style-type: none"> <li>● The School invites parents through the PTA to help in various events. For instance, School Fete, School Cleaning Day, Pre-10 Km Fund Run, Open House, Story-telling Mum and Annual PTA Outing.</li> <li>● Parent representatives are also invited to participate in school affairs and serve in sub-committees. For instance, Catering Committee, School Bus Committee, cultural activities and G.6 Graduation Party.</li> </ul>
Are there appropriate channels for parents to express their opinions?	<ul style="list-style-type: none"> <li>● Various channels of communications, including school circulars, direct phone lines, regular parents' days, morning tea, websites, intranet, Parents'</li> </ul>

How are parents' opinions considered and followed up?	<p>Forum, e-mail and Facebook, are in place.</p> <ul style="list-style-type: none"> <li>● The PTA also collates parents' comments and passes them to the School for follow-up actions.</li> </ul>
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## 6.2 Links with External Organizations

Is the school able to develop appropriate links with external organizations in accordance with developmental needs?	<ul style="list-style-type: none"> <li>● The School develops appropriate links with external organizations to enhance the curriculum. For instance, Leap Programme and Exploratory Practices.</li> <li>● Electives/Supersize Me Programmes are organized in partnership with external organizations to meet the developmental needs (cognitive/social/physical/artistic) of our students.</li> <li>● Collaborations with external organizations/consultants are in place at the subject departmental level to help develop the teaching content.</li> </ul>
Can the school suitably support student learning and its priority tasks through links and collaboration with external organizations?	<ul style="list-style-type: none"> <li>● The School establishes links and collaborates with external organizations to widen the students' horizons and enrich their learning experiences. For instance, field trip to fire station, serving the community by visiting charitable organizations, flag sale, competitions and overseas study trips.</li> </ul>
How does the school maximize its alumni network to support development?	<ul style="list-style-type: none"> <li>● The DSOBA and DBS Alumni Parents' Association are very active and supportive. They are totally committed for the betterment of the School (e.g. organizing sharing sessions, fund raising events and co-organizing school events such as the Open House).</li> </ul>

#### 1.1.2.4 Focused Review Report on CR Main Domains (2012-2013)

Domain	Area	Performance Indicators	Focus Group Members
IV. Student Performance	7 Attitude and Behaviour	7.1 Affective Development and Attitude	# Mr. Sammy Ho Ms. Crystal Tsang Mr. Sidney Mok
		7.2 Social Development	
	8 Participation and Achievement	8.1 Academic Performance	
		8.2 Non-academic Performance	

#### **Domain IV: Student Performance**

#### **Area 7 - Attitude and Behaviour**

<b>7.1 Affective Development and Attitude</b>	
How good are students' self-concepts?	<ul style="list-style-type: none"> <li>● Students' self-concepts are very good.</li> <li>● Stakeholders' survey shows that students are very confident. High average values are evident in relevant questions among parents (mean=4.2), students (mean=4.4) and teachers (mean=4.1).</li> <li>● In the APASO survey, the school mean is always better as compared with the HK norm. Students perceive themselves in a very positive way.</li> <li>● In particular, students report a better sense of achievement (mean=3.2) as compared with HK students in general (mean=2.73).</li> <li>● Also, students report having a better social integration (mean=3.11) as compared with HK students in general (mean=2.82).</li> </ul>
How good is students' attitude towards learning?	<ul style="list-style-type: none"> <li>● Students' attitude towards learning is average.</li> <li>● In stakeholders' survey, both parents and teachers indicate that students are highly interested in learning.</li> </ul>

	<p>The respective average values are 4.3 and 4.1.</p> <ul style="list-style-type: none"> <li>● Students also report that they take the initiative to learn (mean=4.3).</li> <li>● However, teachers do not consider students can often complete their assignments seriously (mean=3.6).</li> </ul>
<p>How is students' moral behaviour?</p> <p>How appropriate are their values with respect to social harmony, civic obligation and national identity?</p>	<ul style="list-style-type: none"> <li>● Students' moral behaviour is quite good.</li> <li>● Students report in APASO that they are more well-behaved (mean=3.72) as compared with HK students in general (mean=3.34).</li> <li>● Students are willing to participate in activities related to national identity organized by the School (e.g. Flag Raising Squad, study tour to China and Military Camp).</li> </ul>
<p>Have students mastered self-management skills, e.g. fostering a healthy lifestyle, emotional balance and ability to handle stress?</p>	<ul style="list-style-type: none"> <li>● Students' self-management skills are average.</li> <li>● Students participate actively in a variety of ECA (including sports, music and arts) and lead a balanced lifestyle.</li> <li>● About 30% of students choose the Green Monday menu.</li> <li>● However, only 40 students can complete a campaign for saving food. Also, lots of veggies are usually left over in their lunch boxes.</li> <li>● Data from student guidance service estimates that about 1-2 students feel stressed in each class. A stress management workshop has to be organized for parents to address their concern.</li> </ul>

## 7.2 Social Development

<p>How good are students' interpersonal relationships, social and leadership skills?</p>	<ul style="list-style-type: none"> <li>● Students' interpersonal relationships, social and leadership skills are good.</li> <li>● Students indicate in stakeholders' survey that they get along well with their classmates (mean=4.3). Parents have a similar perception (mean=4.3).</li> <li>● Teachers consider that the School can help students develop good interpersonal skills (mean=4.1).</li> <li>● In the APASO, students report a better peer relation</li> </ul>
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	<p>(mean=3.07) as compared with HK students in general (mean=2.77).</p> <ul style="list-style-type: none"> <li>● Also, students report a greater concern about social harmony (mean=3.55) as compared with HK students in general (mean=3.38).</li> <li>● A better social integration is also found.</li> <li>● Students indicate in stakeholders' survey that the School is intent on fostering their leadership (mean=4.2). Teachers also perceive that the School provides enough opportunities for fostering students' leadership (mean=4.1).</li> </ul>
How good are students' behaviour and self-discipline?	<ul style="list-style-type: none"> <li>● Students' behaviour and self-discipline are average.</li> <li>● Parents indicate in stakeholders' survey that the School is able to foster students' self-discipline and make them abide by school regulations (mean=4.3).</li> <li>● However, students do not think that their classmates are self-disciplined and abide by school regulations (mean=3.8)</li> <li>● In the APASO, students report fewer inappropriate behaviour (mean=1.36) as compared with HK students in general (mean=1.57).</li> <li>● Also, a better code of conduct is reported among students (mean=3.66) as compared with HK students in general (mean=3.38).</li> </ul>

## Area 8 –Participation and Achievement

<b>8.1 Affective Development and Attitude</b>	
How well do students perform in internal assessment?	<ul style="list-style-type: none"> <li>● Students show good performance in internal assessment.</li> <li>● A mini-report is produced by each subject after the internal assessment to provide information for evaluation.</li> </ul>
How well do students perform in the	<ul style="list-style-type: none"> <li>● Students perform well in the Territory-wide System Assessment.</li> </ul>



Territory-wide System Assessment?	<ul style="list-style-type: none"> <li>● The percentages of students achieving basic competency in English, Chinese and mathematics are all higher than the average percentages among schools in Hong Kong.</li> </ul>
How good are students' achievements and performance in other academic-related areas?	<ul style="list-style-type: none"> <li>● Students' performance in other academic-related areas is good.</li> <li>● In ICAS, the average scores obtained by students in Mathematics, Science and English are higher than the scores obtained by HK students in general.</li> <li>● Students receive lots of prizes and awards in competitions (e.g. choral-speaking, Olympiad Mathematics Competition, etc.)</li> </ul>

## 8.2 Non-academic Performance

How good are students' participation and achievements in the school's extra-curricular activities?	<ul style="list-style-type: none"> <li>● Students' participation in the school's extra-curricular activities is very good.</li> <li>● Students indicate in stakeholders' survey that their schoolmates actively participate in ECA's (mean=4.1).</li> <li>● There are over 700 and 500 participants in sports classes/team training and instrumental classes/orchestra/choir respectively.</li> <li>● Also, there are 70 participants in arts classes.</li> </ul>
How good are students' participation and achievements in inter-school activities and open/international competitions?	<ul style="list-style-type: none"> <li>● Students' participation and achievements in inter-school activities and open/international competitions are very good.</li> <li>● Lots of prizes and awards are obtained in various competitions.</li> </ul>
How good are students' levels of physical fitness?	<ul style="list-style-type: none"> <li>● Students' levels of physical fitness are good.</li> <li>● Averaged BMI of students lies in the 50-75 percentiles.</li> <li>● Nearly 90% of students attain grade A or B levels in the PE assessment.</li> </ul>

- 1.2 Intended Outcome/Target: To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders**
- 1.2.1 Strategies/Tasks: To equip subject administrators with sufficient knowledge and skills so that they will take a more active role in coordinating the implementation of priority tasks and monitor the progress of implementation of subject plans**

### **Report & Evaluation:**

A workshop was conducted in June to equip subject administrators with sufficient knowledge and skills so that they would take a more active role in co-ordinating the implementation of priority tasks and monitor the progress of implementation of subject plans. Concrete examples were given on how to implement and what effective methods should be used for successful monitoring. A questionnaire was given out at the end.

The evaluation from the Subject Administrators was very positive. All administrators agreed that the workshop enabled them to understand the process of implementation and monitoring of subject development plans and understand the concept of 'P-I-E'.

<b>Questions</b>	<b>Strongly Agree/Agree</b>
1. The workshop has enabled me to understand the process of implementing my subject plan.	<b>90.00%</b>
2. The workshop has enabled me to understand the process of monitoring my subject plan.	<b>91.11%</b>
3. I understand the concept of 'Planning-Implementation-Evaluation' for subject development.	<b>91.11%</b>

- 1.2.2 Strategies/Tasks: To require subject administrators to evaluate their work effectiveness by conducting focused review of the implementation of work plans and analysis of student learning outcomes**

### **Report & Evaluation:**

All subject administrators of all departments had to attend an end of year evaluation meeting with the Deputy Headteacher. During these meetings, there was a focus review on the implementation of the work plans of the different departments. In addition, a workshop for all subject administrators about planning and monitoring of implementation plan was conducted this academic year. Subject administrators were asked to analyse statistical data such as formative and summative assessment data, questionnaire feedback after activities or programmes, analysis of student work, etc. to ensure that the items in the work plans benefit the students.

#### **1.2.3 Strategies/Tasks: To strength the role of subject administrators as agents for cross department coherence so as to bring about enhanced learning outcomes**

### **Report & Evaluation:**

The school administrators act as agents for cross department coherence through the planning and evaluation of cross-curricular activities done throughout the year. A questionnaire was given to all subject administrators in June to find out their views. Nearly all administrators agree that there is a wide variety of cross-curricular activities this academic year and that students have benefited. Around 87% of subject administrators said that there was sufficient planning and evaluation done for the activities. A workshop was given to subject administration and it was about planning and monitoring of implementation plan which includes the development of cross-curricular activities this year. It is hoped there will be further improvement in this area.

<b>Questions</b>	<b>Strong Agree/Agree</b>
1. There is a wide variety of cross-curricular activities for students this academic year (includes subject cross-curricular collaboration, Fun Learning Days,	<b>94.74%</b>

IBLW, etc.)	
2. Students have benefited from these cross-curricular activities.	<b>90.53%</b>
3. Sufficient planning and evaluation was done for the cross curricular activities.	<b>87.37%</b>



# Report on Use of Capacity Enhancement Grant 2012-2013

## Electives Programme

### 1. Programme Summation

Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. A total of 51 courses were offered in 2012-2013. 37 courses were delivered by out-sourced organizations.

<b>Task Area</b>	<b>Elective Courses</b>
<b>Major Area(s) of Concern</b>	To employ out-sourced organizations and part-time tutors to develop and conduct electives for our students
<b>Implementation Plan</b>	To provide various choices of electives for students to broaden their knowledge and horizon. There were 22 sessions of around 1 hour each from term 1 to term 3 in 2012-2013.
<b>Benefits Anticipated</b>	<ul style="list-style-type: none"><li>● Boys are able to participate in electives providing basic and advanced knowledge in various areas (Art &amp; Sport, Science, Language &amp; Culture and Personal Development).</li><li>● Since all electives are provided for students free of charge, all boys have <b>equal</b> opportunities to participate in these programmes.</li></ul>
<b>Implementation Schedule</b>	Term 1 - 8 sessions Term 2 - 7 sessions Term 3 - 7 sessions
<b>Performance Indicators</b>	<ul style="list-style-type: none"><li>● Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical &amp; science activities.</li><li>● Students' improvement in the knowledge of chess and sports activities.</li><li>● Students' capability in applying etiquette, personal management and money management in daily life.</li></ul>

## 2. Programme Evaluation

- a. The approved budget for running the Elective Programme of 2012-2013 was **\$1,141,960**. The total expenditure for Term 1 to Term 3 was about **\$ 1,141,960.0**.
- b. Over 500 students from G1 to G6 benefited from participating in the elective programmes conducted by out-sourced organizations each term. Their knowledge and horizon was broadened through taking part in different elective activities.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Budget</b>	<b>\$417,680.0</b>	<b>\$364,865.0</b>	<b>\$359,415.0</b>
<b>Courses delivered by out-sourced organizations</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>No. of students in the electives (out-sourced)</b>	<b>516</b>	<b>618</b>	<b>601</b>

- c. The elective courses are categorized into four main areas: Art & Sports, Science, Language & Culture and Personal Development. The number of students who participated in out-sourced elective courses on different areas are listed below:

<b>Area</b>	<b>No. of out-sourced courses</b>	<b>No. of students Term 1 - Term 3</b>
Art & Sports	6	211
Science	9	526
Language & Culture	6	289
Personal Development	16	709
<b>Total</b>	<b>37</b>	<b>1735</b>

- d. An evaluation was conducted at the end of each course. All feedback collected from students, teachers and parents will be used for the better planning of future elective courses.

<b>Evaluation</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Average</b>
<b>Students</b>	45.1 / 50	44.6 / 50	43.5 / 50	44.3 / 50
<b>Teachers</b>	43.6 / 50	43.6 / 50	43.8 / 50	43.7 / 50
<b>Parents</b>	--	--	--	4.2/5

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



## **Achievement & Reflection of English Department Development Plan 2012-2013**

### **1. Student Learning and Teaching**

#### **1.1 To Adopt Classroom Strategies to Better Match Students' Abilities**

##### **1.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced periodically throughout the year.**

#### **Evaluation:**

Teachers of the English Department give its students a wide variety of learning experiences both within and outside the classroom. These experiences include:

#### Concrete Experience

Examples of this are through performing in dramas and musicals and service learning (5X, 6X).

#### Reflective Observations

Examples of this are through service learning (5X, 6X) and one on one student feedback sessions (counseling).

#### Abstract Conceptualization

Examples of this are through text analysis and formulation of opinions on different topics, including social issues and written feedback on issues raised during novel discussions.

#### Active Experimentation

Examples of this are through group activities where planning takes place such as preparation for external team competition (BOB).

##### **1.1.2 To adopt a systematic approach in developing project learning**

The development of eight areas (collaboration skills, creativity, critical thinking, information technology skills, problem solving skills, self-management skills and study skills) are integrated into the English curriculum. In particular, the necessary skills for the IBL project and cross-curricular learning activities have been scheduled in the scheme of



work. Examples of this include: note taking, oral presentations, and paraphrasing of listening extracts and reading passages.

**2. Attitude and Behaviour**

**2.1 To Enhance Student's Independent Learning Skills**

**2.1.1 To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation**

**Evaluation:**

All students in Grades 4 to 6 are given a lexile reading test in September. From this test an independent reading programme is generated based on the students' individual results.

In all grades, students are encouraged and monitored to see how many books they have read from the Battle of the Books reading list.

The department has adopted a new textbook this year which guides students to listen or read and to jot down notes. From these notes summarizing of the listening or reading passage is done.

Also in group discussions, the students reflect and prioritize issues raised and notes are taken to assist in follow-up writing assignments.



## Evaluation of English Programme Plan 2012-2013

### 1. Overseas English Study Tour

- 1.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas
- 1.2 Targets: G5 and G6 students
- 1.3 Period: Summer holidays
- 1.4 Content: Interested students were asked to join an English immersion study tour to the United Kingdom. Forty-six students attended.
- 1.5 Evaluation: The programme was divided into Media and Cultural Studies. Grade Five students focused on the novel '*The Lion, the Witch and the Wardrobe*' by C.S. Lewis and the Grades Sixes did Shakespeare's *Romeo and Juliet*. Student feedback was very positive and they related very well to their British teachers. Students produced an in-house magazine and a drama which was videoed.

### 2. Fun Learning Days

- 2.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas
- 2.2 Targets: All students
- 2.3 Period: December 2012
- 2.4 Content: Grade 1 - Grade 6 students participated in activities not commonly done in the regular classroom syllabus. Various activities were held in the classrooms and a joint activity was held with other departments in the hall.
- 2.5 Evaluation: Overall Fun Learning Days were a success. Students enjoyed taking part in most activities. After evaluation of the previous year's activities, some activities were introduced, while others were kept or dropped.

### 3. External Competitions

- 3.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the



other learning areas and to build up their confidence in using English

- 3.2 Targets: All students
- 3.3 Period: The whole school year
- 3.4 Content: Students were given the opportunities to take part in various external events.
- 3.5 Evaluation: Many students were encouraged to join various competitions outside of the school and a lot of the students won numerous awards. Participation in external competitions was based on their appropriateness. Our school participated in the Battle of the Books Competition. We also entered and got Merit in the Hong Kong Budding Poets Awards. The boys performed well and we will continue to participate in these competitions in the future.

#### **4. Internal Competitions**

- 4.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 4.2 Targets: All students
- 4.3 Period: The whole school year
- 4.4 Content: Inter-class Penmanship (All Grades)  
Spelling Bee (Grade 1)  
Battle of the Books (Grades 2-6)  
DBSPD Got Talent (Grade 5)  
Epic Avatar (Grade 6)
- 4.5 Evaluation: Most students participated. More activities were introduced or re-introduced this academic year in order to broaden the scope of students' participation.

#### **5. Support Classes**

- 5.1 Objective: To build up the general English skills of weaker students
- 5.2 Targets: Eight students from each level
- 5.3 Period: Grade 1: after the last week of October 2012  
Grades 2-6: starting September 2012
- 5.4 Content: Students attended remedial classes weekly where further



- support materials were given.
- 5.5 Evaluation: Students followed the same syllabus that was being conducted in the classroom. Feedback from students and parents indicated that the support classes were greatly appreciated.

## **6. Accelerated Classes**

- 6.1 Objective: To extend the general English skills of more advanced students.
- 6.2 Targets: 30 - 34 students from Grades 5 and 6
- 5.3 Period: The whole school year
- 6.4 Content: Students followed the same syllabus that was being conducted in the classroom. However, students were involved in extended projects and assignments.
- 6.5 Evaluation: Feedback from students and parents indicated that the accelerated classes were greatly appreciated. The syllabus for the accelerated students remains, and still needs to be extremely flexible in order to meet the needs of the students.

**Achievement and Reflection of Chinese Department**  
**Development Plan 2012-2013**  
**2012-2013 年度中文科重點發展項目檢討**

**1. Student Learning and Teaching 學與教**

**1.1 To adopt classroom strategies to better match students' abilities**

因應學生能力運用適當的教學策略

**1.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced**

通過體驗式學習有效提升學生的共通能力

檢討：

十一月至十二月，老師邀請各級有興趣的學生參加獨誦比賽，並給予適當的訓練與指導。參加今屆朗誦節的同學共 152 人次；同學接受訓練時見積極及投入。部分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。本屆成績優良，獨誦共有 17 名同學奪得冠軍，9 名奪得亞軍，14 名奪得季軍；而集誦隊則獲冠軍。通過朗誦訓練，學生能體驗朗誦藝術及情感的表達。

五、六年級學生透過實地考察，提高觀察能力及寫作興趣。六年級學生於十一月參觀海洋公園的四川奇珍館及熊貓館，並在竹林課室上課，回校後須完成一篇作文。學生及老師的反應良好，工作紙設計有助學生豐富寫作內容及加強對寫作重點的掌握。五年級於四月到香港公園考察，在參觀過程中，運用五感進行描寫，回校後須完成一篇遊記。

三至六年級才藝班同學創作及演出《回到街坊街里時》一劇，參加學校戲劇節，並獲邀請參與公演。同學透過戲劇訓練及戲劇欣賞活動，發揮演藝細胞，培養團隊精神，反應熱烈。

中文科老師於七月帶領二十八位四至六年級學生到新加坡作境外交流，讓學生體驗當地的學校生活及中國文化。

**1.1.2 To adopt a systematic approach in developing project learning**

採用有系統的方式指導學生進行專題研習

檢討：

老師根據各級探究式學習所需的不同技能，指導學生按步驟完成專題研習，以確保他們學會所需的技能。一至六年級學生在本年度均已進行專題研習。二年級的專題研習與常識科進行跨學科課程學習，四年級與普通話科合作進行專題研習，五年級則與宗教科合作進行專題研習。專題研習有清晰的指引，分步驟進行，讓學生明白製作專題研習的目的及方法，學生反應良好，效果理想。



## **2 Attitude and Behaviour 態度與行為**

### **2.1 To enhance students' independent learning skills**

提升學生自學能力

#### **2.1.1 To further enhance students' independent learning skills, and to encourage them to take notes and do pre-lesson preparation**

進一步提升學生自學能力及鼓勵學生抄寫筆記和預習

檢討：

三至六年級均設有中文科筆記簿，鼓勵學生在上課時把課堂的學習重點記下。此外，老師設計預習工作紙、主旨及段落大意工作紙，既方便學生溫習，又能提升學生的自學能力。

老師會查閱學生的筆記簿，了解學生抄筆記的情況，確保他們是否適當地運用它，並對學生抄筆記技巧給予回饋，以求改進。

# Evaluation of Chinese Programme Plan 2012-2013

## 2012-2013 年度中文科週年活動計劃檢討

### 1. 校際朗誦節

- (一) 活動目標：透過活動，訓練學生的說話能力及技巧，並培養審美情趣。
- (二) 活動對象：小一至小六
- (三) 推動時間：九月至十二月
- (四) 活動內容：
  - 師邀請各級對獨誦有興趣的學生參加比賽，並給予適當的訓練與指導。
  - 分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。
  - 年級同學由中學部兩位老師訓練，為其中一項中小學聯合活動。
- (五) 活動檢討：
  - 加今屆朗誦節的同學共有 152 人次；同學接受訓練時見積極及投入。
  - 屆成績比去年更理想，獨誦共有 17 名同學奪得冠軍，9 名奪得亞軍，14 名奪得季軍；而集誦隊獲冠軍。
  - 年度得獎名單如下：

	班別	姓名	參賽項目
冠軍	1D	陳彥良	詩詞獨誦
	1D	梁頌	散文獨誦
	1D	盧恩樂	散文獨誦
	1P	許紹彰	詩詞獨誦
	1P	游心賢	詩詞獨誦
	2J	周栢賢	詩詞獨誦
	2P	康澤峰	詩詞獨誦
	2P	黎穎誠	詩詞獨誦
	2S	羅卓賢	詩詞獨誦
	3S	陳煜良	詩詞獨誦
	3S	陳煜良	散文獨誦
	4M	陳樟良	散文獨誦
	5M	郭行知	散文獨誦
	6M	李梓睿	詩詞獨誦
	6M	李梓睿	散文獨誦
	6P	劉凱信	詩詞獨誦
	6P	唐嘉朗	詩詞獨誦
		拔萃男書院附屬小學	集誦
亞軍	1M	梁子臻	散文獨誦
	1P	雷鈞立	詩詞獨誦
	2D	梁敬忠	散文獨誦
	2D	彭浩軒	散文獨誦



季軍	4D	劉嘉朗	詩詞獨誦
	5S	陳啟迪	散文獨誦
	6M	張博滔	詩詞獨誦
	6P	危思睿	詩詞獨誦
	6P	危思睿	散文獨誦
	1M	潘昉哲	散文獨誦
	1P	梁靖暉	詩詞獨誦
	1P	姚博章	詩詞獨誦
	1P	王則暉	詩詞獨誦
	1S	楊喜喆	詩詞獨誦
	1S	葉棣鈞	詩詞獨誦
	2D	彭浩軒	說故事
	2D	馬逸行	詩詞獨誦
	2P	周思哲	詩詞獨誦
	3D	曾永鏘	散文獨誦
	3P	陳子諾	詩詞獨誦
	4S	尹昊	散文獨誦
	5J	楊諾銘	詩詞獨誦
	6M	張博滔	散文獨誦

## 2. 硬筆書法比賽

- (一) 活動目標： 讓學生體認中華文化，並培養審美情趣。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 十月
- (四) 活動內容：
- 校學生被邀請參加由教協舉辦的「第十七屆全港中小學中英文硬筆書法比賽」，老師選出初級、中級、高級三組的冠、亞、季軍。
  - 勝者會獲得證書，其作品亦會寄往教協參加比賽。
  - 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。
- (五) 活動檢討：
- 惜只有部份同學的反應見積極及認真，老師宜多鼓勵同學認真參加比賽。
  - 年度校內硬筆書法比賽成績如下：

校內賽賽果：

➤ 初級組(一、二年級)

冠軍： 2M 呂健禧

亞軍： 2S 郭逸韜



季軍： 1J 徐鏞深

➤ 中級組(三、四年級)

冠軍： 3J 魏志曉

亞軍： 4P 王綽枏

季軍： 3M 陳子朗

➤ 高級組(五、六年級)

冠軍： 6M 李梓睿

亞軍： 6P 劉凱信

季軍： 6J 文禮信

- 2S 呂健禧同學更選晉身複賽。

### 3. 實地考察寫作計劃

(一) 活動目標： 透過實地考察，提高學生的觀察能力及寫作興趣。

(二) 活動對象： 五、六年級同學

(三) 推動時間： 十一月及四月

(四) 活動內容： 六年級：

參觀香港海洋公園學院舉辦的「巨蟹創意班」，主要教授大熊貓的特徵及保育知識。學生回校後需完成一篇遊記。

五年級：

科任老師於四月二十九日帶領學生分別遊覽了香港公園的溫室、茶具文物館及人工湖。學生回校後需完成一篇遊記。

(五) 活動檢討： 六年級-海洋公園

1. 整個活動順利

2. 學生大致滿意活動內容

3. 學生寫作內容較豐富

4. 能提高學生學習動機及寫作的趣味性

五年級-香港公園

學生反應良好，五年級的工作紙設計有助學生豐富寫作內容及加強對寫作重點的掌握；唯舉辦時間與校內活動出現衝突，建議來年提早於十一月舉辦。

### 4. 學習活動日

(一) 活動目標： 加強學生對中國文化及語文知識的認識，並提高同學學習中文的興趣。

(二) 活動對象： 全校學生

(三) 推動時間： 十二月十四日及十五日

(四) 活動內容： 學習活動日的活動由各個科目合辦，節目多元化。本科除了安排了語文攤位遊戲外，更與英文科、數學科、常識科、普通話科合作舉辦班際問答比賽。此外，各級分別於課室進行了中文科學習活動。





- (五) 活動檢討：
- 本年中文科設有兩個遊戲攤位，由五、六年級的拔尖班同學負責，活動十分受歡迎。
  - 課室活動多元化，各級活動如下：

年級	活動
一	剪紙
二	剪紙
三	紙扇設計(弟子規)
四	砌字裝飾(忍/仁/信)
五	門牌設計(諺語/論語)
六	棋盤

- 不少作品極具創意，並供開放日作展覽之用，來年亦會保留這些活動。

## 5. 寫作比賽

- (一) 活動目標： 提高學生的寫作能力及興趣。
- (二) 活動對象： 小一至小六
- (三) 推動時間： 四月至五月
- (四) 活動內容：
- 各級以其中一次的作文作為參賽作品，每級選出 1 位優勝者及 4 位優異獎得獎者。
  - 優勝者可獲\$150 書券及獎狀，而 4 位優異獎得獎者各獲得\$50 書券及獎狀。

- (五) 活動檢討:
- 寫作比賽能鼓勵學生發揮創意，並提高學生對寫作的興趣。
  - 優勝作品已張貼在壁報板上，讓同學互相觀摩及學習。
  - 建議明年除了優勝作品，優異獎的得獎作品也可以張貼出來，以示鼓勵
  - 比賽成績如下：

	一年級	二年級	三年級	四年級	五年級	六年級
題目	看圖造句	參觀消防局	XX 比賽	給地球媽媽的信	假如我是……	(糖果屋/ 國王的新衣) 故事續寫
優勝者	1M 岑卓義	2D 馬逸行	3M 吳卓泓	4P 方君諾	5X 蘇嘉朗	6M 潘華康
優異獎	1D 盧恩樂	2J 江志睿	3D 徐曉揚	4D 周天翼	5D 黃智朗	6D 趙均健
	1J 阮承佑	2M 鄭丞祐	3J 袁柏謙	4J 梁恩陶	5J 陳智康	6J 陳玉麟
	1P 梁峯朗	2P 馮灝一	3P 陳穎邦	4M 侯顯政	5M 賴信謙	6P 周皓哲
	1S 陳元鈞	2S 黃澤龍	3S 陳天朗	4S 何知庭	5P 劉尚堯 5S 張皓	6S 李炯熙 6X 劉凱信

## 6. 故事演講比賽

- (一) 活動目標: 通過活動，訓練學生的說話能力，並培養審美情趣。
- (二) 活動對象: 小一及小二
- (三) 推動時間: 四月十八日
- (四) 活動內容:
- 一、二年級進行故事演講比賽。老師着學生在春節假期準備一個故事，一方面作為第二次說話評估，另一方面遴選一位同學代表該班別參賽。
  - 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。

- (五) 活動檢討：
- 通過這次活動，提高了學生的說話技巧，並增加自信心。
  - 老師推薦高年級同學擔任司儀，也為他們帶來面對群眾演說的機會。
  - 學生表現積極投入，活動流程亦相當順利。
  - 今年加設的同學為班代表「打氣」片段，令同學更加投入活動。
  - 繼續邀請各班代表家長到校支持，家長表示感謝老師的訓練及滿意安排。
  - 科任挑選班代表時，可多加考慮故事/成語故事的適合程度及學生的用辭。
  - 本年度得獎名單如下：

一年級	學生姓名	故事名稱
冠軍	1S 楊喜喆	青蛙的飛行
亞軍	1M 符從賢	醜小鴨
季軍	1J 陳祉瑜	阿凡堤的故事
優異	1D 盧恩樂	白雲枕頭
優異	1P 梁晴暉	老鼠金巴

二年級	學生姓名	故事名稱
冠軍	2D 馬逸行	東施效顰
亞軍	2P 黎穎誠	虎頭蛇尾
季軍	2M 鄭丞祐	金石為開
優異	2J 沈柏言	自相矛盾
優異	2S 林天翱	覆水難收

## 7. 演講比賽

- (一) 活動目標：通過活動，訓練學生的說話能力，並培養審美情趣。
- (二) 活動對象：小四至小五
- (三) 推動時間：五月
- (四) 活動內容：本活動旨在使學生能以「讀寫結合」的方式，學習寫作演講辭。  
方法：在四、五年級的其中一次創意寫作中，寫作演講比賽的題目，並於每班選出一位代表，進行演講比賽。各級均設有冠、亞、季軍及優異獎。

- (五) 活動檢討：
- 今年是第二次舉行演講比賽，此活動可訓練學生的演說能力及有助提升學生的自信心。
  - 今年所安排的活動日期及時間較去年為佳，兩級均在同日進行，四年級於班主任時段進行比賽，而五年級則於緊接的第一節課進行比賽，活動進行得非常暢順，故建議明年可沿用此時段。
  - 五年級學生因有去年的比賽經驗，表演不俗；四年級同學則較為緊張。
  - 今年在四年級評判計分時段，邀請了一些非中文科的班主任對參賽同學作出評價，反應不錯。
  - 建議下次將比賽過程錄影，作為教材。

四年級題目：我是環保小先鋒	
	學生姓名
冠軍	4P 方君諾
亞軍	4M 衛君朗
季軍	4D 梁嘉祐
優異	4J 林樂俊
優異	4S 王凱正

五年級題目：1. 讀萬卷書不如行萬里路 2. 勤有功，戲無益 3. 小學生需要補習嗎？	
	學生姓名
冠軍	5X 蘇嘉朗
亞軍	5S 袁榮軒
季軍	5D 譚維霖
優異	5J 羅子翹
優異	5M 郭行知
優異	5P 陳學林

## 8. 境外交流活動

- (一) 活動目標：透過網上閱讀，培養學生閱讀的習慣，並提高學生的理解能力及自學能力。
- (二) 活動對象：小一至小六
- (三) 推動時間：七月十五日至七月十九日
- (四) 活動內容：
1. 參與老師：朱譚月清、陳美穎、洪卓筠、何穎賢
  2. 學生參加人數：28 人
  3. 目的地：新加坡



4. 期間：5 天

5. 日期：二零一三年七月十五日至七月十九日

目的：體驗新加坡的學校生活及中國文化

節目：1. 與當地兩所學校學生交流，體驗當地的學校生活，並進行觀課。

2. 參觀博物館及參加工作坊，體驗當地的中國文化。

- (五) 活動檢討：
- 交流團結束後，我們共發出 24 份的問卷收集家長和學生的意見。學生對此趟新加坡學習之旅的評價挺高，平均分都在 4.5 分或以上(問卷以 5 分為滿分)，學生們認為學習活動既充實又有趣，不但能加深了他們對新加坡的歷史及文化的認識，還讓他們有機會親身體驗當地的風土民俗，增廣見聞。除此之外，學生還認為透過此次的交流活動，他們學會如何照顧自己，如何與同伴相處，只是在照顧同伴方面，他們的評分相對低一點只有 4.2 分，這方面確實是有改進的空間。總結而言，學生們覺得此趟的學習之旅經驗是嶄新和難忘的！
  - 至於家長問卷方面，平均分在 4.3 以上。我們收集了家長的意見，發現他們除了感謝老師們連日來對孩子們悉心的照料之外，也感謝學校給予孩子們寶貴的機會，讓他們能走進新加坡與當地的孩子一起學習，互相交流，增廣見聞，豐富彼此的心靈。雖然，家長們與孩子分隔短短的幾天，但他們卻覺得孩子在不知不覺中成長了，也變得獨立了。
  - 從老師的角度來看，讀萬卷書不如走萬里路。這次的交流活動的確是給了學生一個難得的學習經驗，讓他們能從中窺探新加坡的歷史及文化。雖然今年參加的學生年紀偏小(集中是四年級的學生)，在照顧方面比較勞心和費神，但看見他們在學習過程中的投入和認真程度覺得很欣慰，此趟交流之旅的目標亦算達到。整趟的行程設計都以學生為本，不但迎合他們的興趣，更適合他們的能力。

## 9. 每日一篇

- (一) 活動目標：透過網上閱讀，培養學生閱讀的習慣，並提高學生的理解能力及自學能力。
- (二) 活動對象：小一至小六
- (三) 推動時間：全年
- (四) 活動內容：全校學生均登記為會員，參與「每日一篇」閱讀計劃；老師鼓勵他們每天上網閱讀一篇短文，並完成有關題目。教師會定期查看各班成績，於課堂上讚揚成績優秀的學生，並鼓勵參與率較低的同學。
- (五) 活動檢討：
- 根據「每日一篇」的成績紀錄，低小同學的參與率較高小同學高。
  - 老師認為高小學生參與程度不高，有以下原因：



- \* 高小課程過於緊迫，減少進行網上練習。
- \* 高小學生於課餘時間忙於參加課外活動，不太重視被認為非正規課程的功課。
- \* 高小同學已參與網上練習多年，對其興趣減低。
- 本科老師一致通過明年改為選用「看漢中文網」，以提高學生使用網上閱讀工具的新鮮感及閱讀興趣。
- 「看漢中文網」的篇章內容較適合學生的程度，而且除了每天閱讀的篇章，還有其他類型的文章可供選擇。

## 10. 工作坊及講座

- (一) 活動目標：透過不同的學習模式，提高學生學習語文的能力及興趣。
- (二) 活動對象：全校
- (三) 推動時間：辯論工作坊(一月)、辯論比賽(七月)、戲劇欣賞(七月)
- (四) 活動內容：
  - 辯論工作坊  
著名時事評論員黃潔慧到校為小五、小六中文精英班主持辯論工作坊，三次工作坊分別於 1 月 18、25 及 28 日舉行。
  - 辯論比賽  
小五、小六中文精英班同學於 7 月 9 日舉行一場辯論比賽，辯題為「學校推行精英班制度利多於弊」，並邀請了中學部負責辯論隊的黃家朗老師擔任評判。
  - 話劇欣賞  
中文話劇組的同學於 7 月 5 日於禮堂演出《回到街坊街里時》，供四至六年級同學欣賞。
- (五) 活動檢討：
  - 同學不但學到辯論的技巧，並獲得邏輯思維及口語表達能力的訓練。同學對是次工作坊非常投入，亦覺得非常實用。
  - 此類型比賽屬首次舉辦，參賽的同學表現中規中舉，其辯論技巧仍有進步空間，幸得黃家朗老師給與意見，同學獲益良多。觀眾亦見投入，給與同學一個認識辯論比賽的機會。
  - 是次活動能讓同學認識話劇;而故事內容極具教育意義，同學定能從中得到啟發，明白人與人之間要守望相助的道理。

## 11. 課室圖書

- (一) 活動目標：培養學生閱讀的習慣，並增加學生的閱讀量。
- (二) 活動對象：小一至小六
- (三) 推動時間：全年
- (四) 活動內容：校方為各班訂購圖書，並放置於課室內，讓學生定期借閱。
- (五) 活動檢討：
  - 學生於完成堂課後或在閱讀課上可以自由借閱，充分地利用空間時間，更可改善課室秩序；而且課室圖書便於借閱，有效地增





加學生的閱讀量。

- 學生閱讀後可以將圖書的資料填寫在圖書館編製的閱讀獎勵計劃紀錄冊中。
- 某些班級失書的數量較多，老師宜將圖書妥存於圖書箱或書櫃內，盡量減少失書數目。

## 12. 必讀書

- (一) 活動目標：透過不同形式的活動，讓學生互相分享閱讀的樂趣。
- (二) 活動對象：小一至小六
- (三) 推動時間：全年
- (四) 活動內容：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。
- (五) 活動檢討：
  - 這活動有助推動閱讀風氣。
  - 各班科任於聖誕、新年和復活節假期把必讀書給學生借閱，並完成相關跟進活動。
  - 已補購去年遺失的必讀書，當中有九本已絕版，故建議科任把必讀書存於有鎖的櫃子內，並督促學生妥善保管。
  - 二年級已添購一套新必讀書，以取代早年因水浸損耗的書籍。
  - 六年級認為精英班已有足夠圖書借閱，故暫時無需把必讀書重新編號。
  - 五年級精英班及六年級建議明年添購一套新必讀書。

## 13. 古文/詩詞欣賞

- (一) 活動目標：透過文學學習，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。
- (二) 活動對象：小一至小六
- (三) 推動時間：全學年
- (四) 活動內容：
  - 由中文科老師自編教材，加強學生接觸詩歌和古文。
  - 低、中年級由老師在課上略作講解，高年級主要由學生自學。
  - 科任老師鼓勵學生在換課時朗讀及回家背誦。
  - 所有一、二年級學生獲派發《識字快樂誦》，以訓練朗讀兒歌和背誦唐詩為重點，練習滲入識字元素，同時提高識字的樂趣。
  - 由於本年度校方於閱讀課推行全校性誦讀《弟子規》，因此三年級學生亦跟四年級一樣改為學習《三字經》，但兩級所選的章節則有所不同，教材由老師剪裁調適以配合緊迫的課程。
  - 所有五、六年級學生獲發《古詩文誦讀》一冊，由老師編纂及選取初中課程常讀之古詩文，以加強高小與初中之課程銜接。
- (五) 活動檢討：
  - 低年級學生喜愛誦讀《識字快樂誦》，大部分學生能讀得琅琅上口，而且能從中學到不少生字，成效頗佳。



- 三、四年級同時學習《弟子規》和《三字經》，能加強學生對中華文化之認識及培養良好品德，有機會把兩部經典的內容混淆。
- 五、六年級學生雖感到困難，但仍然感到有興趣。然而，由於課程太緊湊，大部份班別未能騰出時間完成所有篇章，建議明年將教材加以剪裁。

#### 14. 圖書教學

- (一) 活動目標：提升學生閱讀中文課外書的興趣、進行思維訓練及品德情意教學。
- (二) 活動對象：一年級同學
- (三) 推動時間：全學年
- (四) 活動內容：
  - 一年級中文科老師根據圖畫書《超神奇糖果鋪》及《這是誰的？》的內容，設計課堂活動。老師同時進行同儕觀課，分享教案、投影片及教具，帶領學生進行討論及完成活動工作紙，拓展學生的創意思維。
- (五) 活動檢討：
  - 學生反應熱烈，積極投入課堂的活動，大大提高閱讀中文課外書的興趣，同時也能夠發展高階思維及提升說話能力。
  - 建議明年繼續進行圖書教學。

#### 15. 雲水集

- (一) 活動目標：提高學生對寫作及閱讀的興趣。
- (二) 活動對象：一至六年級同學
- (三) 推動時間：全學年
- (四) 活動內容：
  - 由各班任教老師挑選佳作，每班刊登3篇散文及1篇詩歌。
- (五) 活動檢討：
  - 出版《雲水集》能激發學生創作及閱讀的興趣。被校方刊登文章的同学感到極大的鼓舞，而同學亦對閱讀同儕的作品感興趣，從中學習他人的優點，改進自己的寫作技巧。
  - 校方建議明年起《雲水集》將會停刊，學生作品將由其他渠道發表或展覽。

#### 16. 教師發展活動

- (一) 活動目標：提升教學質素。
- (二) 活動對象：全體教師
- (三) 推動時間：全學年
- (四) 活動內容：
  - 安排全體中文科老師參加「資訊科技教學工作坊」、「書法靈修基礎班」。
  - 六年級中文科老師與中學部中文老師作觀課交流及檢討會議。
- (五) 活動檢討：
  - 本年度教師活動共有三項：「資訊科技教學工作坊」、「書法靈修基礎班」及「中小學觀課交流及檢討會議」。





- 於八月三十一日舉行「資訊科技教學工作坊」，由出版社介紹其資訊科技教學支援及使用方法。
- 「書法靈修基礎班」由中文科及宗教科合辦，邀請福音證主協會到校為老師主持工作坊，讓老師通過寫法臨摹練習，對自己的心靈和生活進行反思，重新感受和領會「慢、靜、定」的生活和處事方式。
- 中小學老師於四月份互相觀課交流，以了解學生的學習情況及學習模式的差異。觀課後，老師填寫觀課表及進行檢討會議，交流教與學方面的意見。

## 17. 戲劇組

- (一) 活動目標：發掘學生演藝細胞，進行各項戲劇訓練及戲劇欣賞活動。
- (二) 活動對象：三至六年級才藝班同學
- (三) 推動時間：全學年
- (四) 活動內容：
  - 從三至六年級學生當中選拔二十一名學生參加才藝班，並邀外聘導師周家輝先生指導戲劇訓練。
  - 邀請導師到校指導魔術表演技巧。
- (五) 活動檢討：
  - 本年學生創作及演出《回到街坊街里時》一劇，除了兩度在校內演出外，亦獲邀在「香港學校戲劇節」期間演出。
  - 本校榮獲「傑出劇本獎」、「傑出合作獎」及「傑出整體演出獎」。
  - 此外，學生對學習魔術十分好奇和感興趣，導師的示範略嫌未夠清晰，練習的時間也不太足夠。

## **Achievement & Reflection of Mathematics Department Development Plan 2012-2013**

### **1. Student Learning and Teaching**

#### **1.1 To adopt classroom strategies to better match students' abilities**

##### **1.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced**

Teachers design experiential learning activities or games which incorporate different learning styles and enable students to learn through concrete, reflective and active experimentation. All classes have implemented such learning activities.

Some examples of the learning activities are as follows:

G1 – Clock Face Design (measure of time)

G2 – Advertising Poster Design (numeracy & money)

G3 – Classification of Triangles (shape & space)

G4 – Folding Papers (basic concept of fraction)

G5 – Building Blocks & Drawing (volume)

On-line Function Machine Game (algebra)

Cutting cross-sections of a cube (shape & space)

G6 – Happy Bakery & Tasty Bakery (percentage)

Better Deal for CowCow Milk (percentage)

##### **1.1.2 To adopt a systematic approach in developing project learning**

The development of nine generic skills (collaboration skills, communication skills, creativity, critical thinking, information technology skills, numeracy skills, problem solving skills, self-management skills and study skills) has been integrated into the mathematics curriculum. In particular, the necessary skills for the IBL project and cross-curricular learning activities have been scheduled in the scheme of work, at the time agreed by the subject coordinators of the same grade.



## **2 Attitude and Behaviour**

### **2.1 To enhance students' independent learning skills**

#### **2.1.1 To further enhance students' independent learning skills, and to encourage them to take note and do pre-lesson preparation**

All G.4 to G.6 students have a notebook and are encouraged to jot down notes during the lessons. Through teachers' observation, the performance of students varied in the aspect. Teachers collected randomly the notebooks for inspection and gave feedback to students.

Teachers always assign tasks for students to do preparation before taking part in special learning activities, such as project learning and creative problem solving.

## **Evaluation of Mathematics Programme Plan 2012-2013**

### **Programme Summation:**

In the school year 2012/13, all activities were carried out as planned. All mathematics teachers demonstrated good team spirit and worked collaboratively, and hence enabled the successful running of most of our programmes.

### **Programme Plan Evaluation:**

#### **1. Fun Learning Days**

- Objectives:
- To explore and discover Mathematics in daily life situations
  - To learn to communicate, cooperate and work in teams
  - To learn Mathematics meaningfully through integration with other subjects
  - To facilitate students' acquisition of problem solving ability
  - To develop students' creativity
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics
  - To instill in students the habit of continual and independent learning
- Target: G1 to G6 students
- Period: 17<sup>th</sup> and 18<sup>th</sup> December 2012
- Description:
- 6 games booths with different mathematics activities were set up at the covered playground. The game booths were managed by G.5 students.
  - In the preparatory stage, all G.5 students were divided into groups to design a booth game as their first term mathematics project. The subject teacher selected the best booth game designed by each class for the Fun Learning Days.
  - 'Inter-class Joint Quiz' was organized for each level of G.1 to G.6.
  - A mathematics talk was held on the first Fun Learning Day. Professor Siu Man Keung was invited to give a talk. The title of the talk was "How great is the expectation? --- Certainty within uncertainty", 「期望有多大?---偶然中的必然」.

- Evaluation:
- Feedback about the game booths was generally positive. Students found those games interesting and they had great fun. As only one grade of students was allowed to play at each time slot, most students could play for 5-7 rounds.
  - For the Inter-Class Joint Quiz, students of each grade were required to answer 5 mathematics questions. 70% of the questions were answered correctly.

## 2. Mathematics Seminar

- Objectives:
- To explore and discover Mathematics in daily life situations
  - To learn Mathematics meaningfully through integration with other subjects
  - To facilitate students' acquisition of problem solving ability
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
- Target: G5 to G6 students
- Period:
- 17<sup>th</sup> December 2012
  - 20<sup>th</sup> to 24<sup>th</sup> December 2012 & 23<sup>rd</sup> to 26<sup>th</sup> March 2013
- Description:
- Professor Siu Man Keung was invited to give a talk for G4 to G6 students, and the title of the talk was "How great is the expectation? --- Certainty within uncertainty", 「期望有多大?---偶然中的必然」.
  - Dr. Leung Hing Keung Samuel was invited to deliver a total of 6 sessions of mathematics talk to G5 & G6 school mathematics team members on "Preparation for Hua Luo-geng Cup Mathematics Competition" during the Christmas School and the Easter School.
- Evaluation:
- Students found the talk interesting and easy to understand.
  - Students considered the talk to be beneficial to them and it helped increase their exposure to mathematics.

## 3. External Competitions

- Objectives:
- To explore and discover Mathematics in daily life situations
  - To learn to communicate, cooperate and work in teams
  - To facilitate students' acquisition of problem solving ability
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics



	<ul style="list-style-type: none"> <li>● To instill in students the habit of continual and independent learning</li> </ul>
Target:	G2 to G6 students
Period:	November 2012 to August 2013
Description:	<p>Tutorials during lunch recess were given to the school team members. A training programme of 6 sessions, conducted by mathematics teachers during Christmas and Easter Holidays, was offered to the competition team members. This school year the School Mathematics Team entered 14 competitions organized by various organizations:</p> <ul style="list-style-type: none"> <li>(i) The Hua Cup Mathematics Olympiad</li> <li>(ii) The Kowloon City Mathematics Contest</li> <li>(iii) The Hua Xia Cup Mathematics Olympiad</li> <li>(iv) The 9<sup>th</sup> EDB Hong Kong Primary Mathematics Creative Problem Solving</li> <li>(v) The 16<sup>th</sup> Sheng Kung Hui Primary Mathematics Olympiad</li> <li>(vi) The HK Primary School Mathematics Competition 2013 organized by Po Leung Kuk</li> <li>(vii) HK Mathematics Olympiad Association Mathematics Olympiad Open 2013</li> <li>(viii) Asia Pacific Mathematics Olympiad 2013</li> <li>(ix) The 18<sup>th</sup> National Hua Luo Geng Gold Cup</li> <li>(x) The 10<sup>th</sup> Hong Kong Problem Solving Olympiad</li> <li>(xi) The 20<sup>th</sup> Hong Kong Primary School Mathematical Olympiad (G5 &amp; G6)</li> <li>(xii) The Multiple Intelligences Cup 2013</li> <li>(xiii) The 24<sup>th</sup> Primary Mathematics Competition organized by HKPTU</li> <li>(xiv) The Australian Mathematics Competition 2013</li> </ul>
Evaluation:	<p>This year the mathematics department has attained our goals set for the mathematics external competitions. We have provided ample learning opportunities and challenging problems for our students who are gifted in mathematics. Students have raised their self-esteem, heightened motivation in learning and enhanced their cognition development in mathematics. The School Mathematics Team consisted of 76 students. We won a total of 132 1<sup>st</sup> class honours / gold awards, 85 2<sup>nd</sup> class honours / silver awards and 42 3<sup>rd</sup> class honours / bronze awards. DPSPD came 1<sup>st</sup> overall in the Hua Cup Mathematics Olympiad. In this competition we got the 1<sup>st</sup></p>

position in the G2, G3, G4 and G6, and 2<sup>nd</sup> position only in G5. Our team came 4<sup>th</sup> overall in the Kowloon City Mathematics Contest. We were 5<sup>th</sup> overall in the Hua Xia Cup Mathematics Olympiad with 1<sup>st</sup> position in the Primary 3 category. DBSPD was 6<sup>th</sup> overall in the 16<sup>th</sup> Sheng Kung Hui Primary Mathematics Olympiad and 20<sup>th</sup> Hong Kong Primary School Mathematical Olympiad. In the 9<sup>th</sup> EDB Hong Kong Primary Mathematics Creative Problem Solving Competition, DBSPD was the First Runner Up in the final. DBSPD was 1<sup>st</sup> position overall in the 18<sup>th</sup> National Hua Luo Geng Cup Mathematics Competition (Intermediate Primary) and the Family Learning Association HK Problem Solving Olympiad 2013 (Junior Grades). Our school also came 2<sup>nd</sup> in the HK Mathematics Olympiad Association Mathematics Olympiad Open 2013 and the 24<sup>th</sup> Hong Kong Primary Mathematics Competition (East Kowloon Region). DBSPD came 3<sup>rd</sup> in the Multiple Intelligences Cup 2013.

For individual awards, Anson Koo (4S) came 1<sup>st</sup> in the Hua Xia Cup Mathematics Olympiad in the P.4 category. Kong Chi Yui (2J) and Harris Leung (4D) came 1<sup>st</sup> in the Hua Cup Mathematics Olympiad in the P.2 and P.4 categories respectively. In the 20<sup>th</sup> Hong Kong Primary School Mathematical Olympiad, Wong Pak Qiu (3M) was awarded 2<sup>nd</sup> in position. Leung Chun Yue (4P) came 1<sup>st</sup>, Kong Chi Yui (2J) came 3<sup>rd</sup> and So Ka Long (5D) came 2<sup>nd</sup> in the Multiple Intelligences Cup 2013 in the P.4, P.2 and P.5 categories respectively.

DBSPD was invited to send a team to represent Hong Kong in the International Mathematics Competition in Bulgaria, which was held from 30<sup>th</sup> June to 5<sup>th</sup> July 2013. The results were encouraging. DBSPD was the Champion in the Team Contest and the First Runner Up in the Group Prize. For the Individual Contest, So Ka Long Justin (5D) and Leung Harris (4D) got the silver medals while Chow Bak Yue (6M) and Li Kwing Hei (6S) got the bronze medals. Having the opportunity to take part in competitions can successfully arouse students' interest in mathematics. They enjoyed the learning process and gained valuable experience.

- In the Taiwan International Mathematics Competition 2012, DBSPD was 2<sup>nd</sup> Runner-up in the Group Contest. For individual awards, we got 1 Bronze Award and 3 Merits.
- In the International Competitions and Assessments for Schools 2012 - Mathematics Competition, we got 2 High Distinctions, 10 Distinctions and 13 Credits.

#### **4. Mathematics Challenge**

- Objectives:
- To explore and discover Mathematics in daily life situations
  - To facilitate students' acquisition of problem solving ability
  - To develop students' creativity
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics
- Target: G1 to G6 students
- Period: October 2012 to May 2013
- Description: Challenging questions are posted at the classrooms each month.
- Evaluation: There were totally 6 rounds of monthly challenging questions and the rate of participation was about 81%. There were 223 students, 49 students and 15 students who got the Bronze award, Silver award and Gold award respectively.

#### **5. Problem Solving Strategies Training**

- Objective:
- To explore and discover Mathematics in daily life situations
  - To facilitate students' acquisition of problem solving ability
  - To develop students' creativity
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics
  - To instill in students the habit of continual and independent learning
- Target: G3 to G6 students
- Period: September 2012 to June 2013
- Description: At least 1 additional unit on problem solving strategies was introduced to each level of G3 to G6. For G3, students learnt smart calculation strategies. For G4, students solved logical reasoning problems by using tables and diagrams; and used Venn diagram to solve problems that some items or events were





counted twice or more in the counting process. For G5, students learnt how to solve problems with Polya's problem solving principle. For G6, students learnt how to solve problems with two unknowns using simultaneous equations. They also learnt methods of listing, tabling, tree diagrams and thinking backwards. Teachers of junior grades also tried to implement similar training, such as block modeling method and identifying key information in problems.

**Evaluation:** Most students, more than 60%, found learning to be interesting and enjoyable. They were more enthusiastic than usual. G6 students, in particular, found problem solving strategies very interesting as teachers delivered the lessons with NBA as a start. The lesson design in G6 was part of the Differentiation Project organized by the Gifted Education Section of EDB and UNSW.

## **6. Lift-Off Programme**

**Objective:**

- To facilitate students' acquisition of problem solving ability
- To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
- To foster students' confidence in learning Mathematics
- To instill in students the habit of continual and independent learning

**Target:** G1 to G6 students

**Period:** September 2012 to June 2013

**Description:**

- About eight students from each level were invited to attend the weekly Lift-off Programme on a term basis. The aim is to offer individual support and guidance to students with special needs and learning difficulties. For G2 and G3, there were two classes for each grade in the 2012-2013 school year.
- A special morning tutorial was offered thrice a week to G.1 students who are extremely weak in mathematics.

**Evaluation:** We found diverse teaching effects and learning outcomes demonstrated by students who attended support classes in different levels. In general, parents commended their boys' progress. They scored higher marks in assessments. The boys show greater motivation to learn and their self-esteem has become more positive.

## **7. Super-size Me Programme**

- Objective:**
- To explore and discover Mathematics in daily life situations
  - To facilitate students' acquisition of problem solving ability
  - To develop students' creativity
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics
  - To instil in students the habit of continual and independent learning
- Target:** G3 to G6 students
- Period:** September 2012 to June 2013
- Description:** Eight students from each level were invited to join the Super-size Me Programme (SMP) and they attended two SMP lessons weekly. For G.5 and G.6 students, two SMP classes were on offer on a yearly basis, and they were Applying Mathematics and School Pals. Two SMP's were offered on a term basis to G3 & G4 students and G5 & G6 students respectively.
- Evaluation:** Students were offered the opportunity to experience learning mathematics, such as Mobius band, Fibonacci sequence and ancient history of mathematics that was beyond the regular curriculum. They could also appreciate the application of mathematics in daily life situation. Students enjoyed participating in the programme very much.

## **8. e-Learning**

- Objective:**
- To explore and discover Mathematics in daily life situations
  - To learn to communicate, cooperate and work in teams
  - To learn Mathematics meaningfully through integration with other subjects
  - To facilitate students' acquisition of problem solving ability
  - To develop students' creativity
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics
  - To instil in students the habit of continual and independent learning
- Target:** G1 to G6 students



Period:	September 2012 to June 2013
Description:	<ul style="list-style-type: none"> <li>● Each student was assigned an account to do exercises and assessment tests using the Planetii platform during school hours.</li> <li>● Students used the e-class to retrieve learning materials to facilitate their learning.</li> <li>● Teachers as well as students used the IWB and iPads as the teaching and learning tools in classroom activities.</li> <li>● Encourage teachers and students to visit the WLTS and websites about Geogebra.</li> </ul>
Evaluation:	<ul style="list-style-type: none"> <li>● Most students enjoyed the activity. The tools have been fine-tuned in response to our school's requirement.</li> <li>● Some levels tried using the apps during lessons after the assessments.</li> <li>● Feedback from students, parents and teachers was all positive although there existed some technical problems when the course was being delivered.</li> </ul>

## 9. On-line Assessment

Objective:	<ul style="list-style-type: none"> <li>● To explore and discover Mathematics in daily life situations</li> <li>● To facilitate students' acquisition of problem solving ability</li> <li>● To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit</li> <li>● To foster students' confidence in learning Mathematics</li> <li>● To instil in students the habit of continual and independent learning</li> </ul>
Target:	G2 to G6 students
Period:	September 2012 to June 2013
Description:	<ul style="list-style-type: none"> <li>● Different topics were assigned to students for extra practice after school.</li> <li>● One on-line quiz using the Planetii platform was assigned each term.</li> </ul>
Evaluation:	<ul style="list-style-type: none"> <li>● Students are keen to practice using the Planetii in general. Our boys are always on the list of the top score board of the Planetii.</li> <li>● Their assessment results are satisfactory.</li> <li>● Improvement in the Planetii platform assures a better monitoring of students' progress and resource management.</li> </ul>



## **10. Mathematics Projects**

- Objectives:**
- To explore and discover Mathematics in daily life situations
  - To learn to communicate, co-operate and work in teams
  - To learn Mathematics meaningfully through integration with other subjects
  - To facilitate students' acquisition of problem solving ability
  - To develop students' creativity
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics
  - To instill in students the habit of continual and independent learning
- Target:** G1 to G6 students
- Period:** September 2012 to May 2013
- Description:** Students were assigned to complete one project each term which could be done on their own or in groups. These projects formed part of their assessment. Themes of the projects covered different dimensions in mathematics.
- Evaluation:** The result was satisfactory. More than 70% of the students demonstrated good communication and collaborative skills. They could think and work logically to achieve the objectives of their projects.

## **11. External Assessment**

- Objectives:**
- To facilitate students' acquisition of problem solving ability
  - To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit
  - To foster students' confidence in learning Mathematics
  - To instill in students the habit of continual and independent learning
- Target:** G3 to G6 students
- Period:** March 2013
- Description:** The ICAS mathematics was made compulsory for all G3 to G6 students this year.
- Evaluation:** Our school average in all areas is higher than the Hong Kong average.

## **12. Performance Analysis**

Objectives:	<ul style="list-style-type: none"><li>● To learn to communicate, cooperate and work in teams</li><li>● To facilitate students' acquisition of problem solving ability</li><li>● To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit</li><li>● To foster students' confidence in learning Mathematics</li><li>● To instill in students the habit of continual and independent learning</li></ul>
Target:	G5 students
Period:	September 2012 to May 2013
Description:	Students as well as teachers were involved in the performance analysis of quizzes for G5.
Evaluation:	All G.5 students learned how to input their quiz marks question by question using Google Docs in their CS lessons. Marks broken down by questions were collected. After each written quiz, students received an email which contained a link to the input page through e-class. The data was processed in the 3 <sup>rd</sup> term to analyze the progress of our students and seek further improvement of G5 quiz papers. Students and teachers found it useful for improving the quality of learning and teaching although the process needed refinement.

## **13. Sharing of Professional Experience**

Objectives:	<ul style="list-style-type: none"><li>● To learn to communicate, cooperate and work in teams</li><li>● To learn Mathematics meaningfully through integration with other subjects</li><li>● To stimulate students' interest in learning Mathematics, and to help them build up a positive learning attitude and habit</li></ul>
Target:	All teachers
Period:	Whole School Year
Description:	Teachers shared their insight and experience they got by attending different workshops, courses or conferences: <ul style="list-style-type: none"><li>(i) Differentiation Project organized by the Gifted Education Section of EDB and UNSW (Jack Lo)</li><li>(ii) 'Inquiry-based Learning in Mathematics and e-Learning in Green and Cloud Computing Environment' organized by The HK I. Ed. and the EDB (Grace Ko &amp; Banting Poon)</li><li>(iii) 'Hong Kong Mathematics Education Conference 2013'</li></ul>



organized by the Hong Kong Association for Mathematics Education & Faculty of Education of the University of Hong Kong (Anthony Lau & Brian Cheung)

(iv) Visiting two Taiwan elementary schools during the Taiwan Mathematics Trip (Anthony Lau, Grace Ko, Lawrence Ng, Sally Yuen & Simon Lee)

**Evaluation:** Over 75% of feedback given by teachers regarding the sharing sessions was positive.

## **Achievement & Reflection of General Studies Department Development Plan 2012-2013**

### **1. Student Learning and Teaching**

#### **1.1 To adopt classroom strategies to better match students' abilities**

##### **1.1.1 To further engage students in experiential learning and have their generic skills effectively enhanced**

A number of field trips, various classroom activities and science activities were organized for student throughout the year. Students' different generic skills could be developed through participating in these activities.

The GS Department has designed different experiential learning activities to cater for students with different learning styles. The table below shows the destinations of field trips organized for different grades this year:

<b>Grade</b>	<b>Venue</b>
1	Hong Kong Yakult Co. Limited
2	Mongkok Fire Station
3	E-Wise Discovery Centre
4	Fanling Environmental Resource
5	Electrical & Mechanical Services Department, Energy Efficiency Office
6	Kadoorie Farm and Botanic Garden

Moreover, Grade 4 students were engaged in a planting activity in November, 2012 while Grade 6 students had a school tour to get to know about trees in DBS. A talk about how to take care of the pets was co-organized with the English Department during the Fun Learning Days. A Shandong tour and A Dongguan tour were organized in April and May respectively. The LEAP programme was held in April and a UNICEF talk about natural disasters and children was organized in July. A joint SD/PD Chinese History Field Trip was held in July. Students enjoyed taking part in the activities very much. Feedback collected from both students and teachers was positive.

### **1.1.2 To adopt a systematic approach in developing project learning**

Different IBL skills were selected and incorporated into different grades' project learning. Before doing a GS project, students would be given the project guidelines which state clearly the background and objectives of the project, learning skills required of students, rubrics, marking scheme, worksheets, planning sheets and evaluation forms.

## **2 Attitude and Behaviour**

### **2.1 To enhance students' independent learning skills**

#### **2.1.1 To further enhance students' independent learning skills, and to encourage them to take note and do pre-lesson preparation**

Students were required to do pre-lesson preparation by doing information search and pre-lesson reading. Starting from this academic year, students are also encouraged to take note during lessons. In order to promote such a practice, each student was given two GS notebooks for note taking purposes.

The GS Department has designed the GS I and GS II notebooks for all G1 to G6 students this year. Besides, teachers have also designed some pre-lesson task sheets for students to do some information research before the lessons. Through teachers' observation, most of the students have made good use of the notebooks and their independent learning skills have improved.



## Evaluation of General Studies Programme Plan 2012-2013

### Programme Summation:

In the 2012-2013 school year, various kinds of activities were organized to supplement the core curriculum so that students could acquire life-wide learning and other learning experiences. A variety of activities were also designed for catering students' different learning needs and learning styles. Most of our students enjoyed participating in the activities. All G.S. teachers worked together to plan, implement and evaluate the activities that we held this year.

### Programme Evaluation:

Activity	Activities of National Identity
Objective	<ul style="list-style-type: none"><li>● To help students develop a sense of pride and identification with our home country through participating in a series of activities.</li><li>● To ensure students to have a better understanding about the National Day.</li></ul>
Target	G.1-6
Period	26 – 30/9/2011, 28/6/2012
Description	<ul style="list-style-type: none"><li>● Two flag raising ceremonies were held on 28 Sept 2012 and 28 June 2013 to promote national identity. GS II teachers showed the related PowerPoint to students before the ceremony.</li><li>● Each G1 student was given a small national flag and they learnt how to sing the national anthem in classroom.</li><li>● An exhibition about national identity and booth games about Chinese culture were held in the GS Room during recesses to let students know more about the National Day and the background of the People's Republic of China.</li></ul>
Evaluation	<ul style="list-style-type: none"><li>● Students shared a stronger sense of national identity.</li><li>● The Flag Raising Ceremony was held smoothly. Students learnt to keep solemn while observing the ceremony and the experience helped nurture in students a sense of belonging to the country.</li><li>● G1 student welcomed the idea to have a small national flag of their own. Students also learned to sing the national anthem in classroom.</li><li>● Students enjoyed participating in the activities and looking up information at the exhibition, especially playing booth games. They acquired more knowledge about the establishment of the People's Republic of China, the National Day and Chinese culture.</li></ul>



<b>Activity</b>	<b>Fun Learning Days</b>														
<b>Objective</b>	<ul style="list-style-type: none"> <li>● To enable students to learn about various topics to supplement the regular curriculum.</li> <li>● To conduct science activities to supplement the GSI curriculum.</li> </ul>														
<b>Target</b>	G1-6														
<b>Period</b>	17-18/12/2012														
<b>Description</b>	<ul style="list-style-type: none"> <li>● A Joint Quiz Competition was co-organized with English, Chinese and Maths Departments.</li> <li>● Science Activities were held for students of all levels as classroom activities. The Science activities for different grades are as follows: <table border="1"> <thead> <tr> <th>Grade</th><th>Science Activity</th></tr> </thead> <tbody> <tr> <td>Grade 1</td><td>Catching a Bird (Optical illusions)</td></tr> <tr> <td>Grade 2</td><td>Ice Magic (Salt and temperature)</td></tr> <tr> <td>Grade 3</td><td>Command a Submarine (Buoyancy)</td></tr> <tr> <td>Grade 4</td><td>Paper Airplane Design (Thrust, lift, weight and drag)</td></tr> <tr> <td>Grade 5</td><td>To Get a Jet Going (Action and reaction force)</td></tr> <tr> <td>Grade 6</td><td>How do Catapults Work?</td></tr> </tbody> </table> </li> <li>● Dog Rescue Hong Kong was invited to give a talk about taking care of pets.</li> </ul>	Grade	Science Activity	Grade 1	Catching a Bird (Optical illusions)	Grade 2	Ice Magic (Salt and temperature)	Grade 3	Command a Submarine (Buoyancy)	Grade 4	Paper Airplane Design (Thrust, lift, weight and drag)	Grade 5	To Get a Jet Going (Action and reaction force)	Grade 6	How do Catapults Work?
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Grade 5	To Get a Jet Going (Action and reaction force)														
Grade 6	How do Catapults Work?														
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>● Students found the learning experiences interesting and enjoyed participating in the activities. Students' discipline was very good while they were having the Quiz Competition at the school hall.</li> <li>● According to the feedback given by teachers and students, students enjoyed the science activities as they could learn new science concepts through conducting interesting experiments. However, since a number of G.5 &amp; G.6 students were recruited as helpers in the games booths; some classes only had a few students left to do the science activity and the learning atmosphere was seriously affected. In order to ensure a better learning atmosphere and classroom management, teachers suggested combining some classes to do the activity together next year when necessary.</li> <li>● The talk was co-organized with the English Department for G1-2 students. Students learnt different ways to get along with dogs and pets. Some of them even had a chance to have a face-to-face encounter with the dogs on stage.</li> </ul>														

Activity	Environmental Education Programme																		
Objective	To heighten students' awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and depletion of energy.																		
Target	G1-6																		
Period	Whole Year																		
Description	<p>A number of activities were held. The details are as follows:</p> <ol style="list-style-type: none"><li>1. Eco-friendly students' and teachers' handbooks were distributed to all students and teachers in Sept 2012.</li><li>2. World Food Day: Simple Lunch Campaign was launched in October 2012.</li><li>3. Wind turbines and solar panels were installed on the Roof Garden.</li><li>4. Green Monday menus were provided to students every Monday in order to promote a low carbon diet.</li><li>5. Zero Food Waste @Campus Project aiming at reducing food wastage was launched to raise students' awareness of the food wastage problem in Hong Kong.</li><li>6. 5-minute Showers Campaign was launched to encourage students taking a 5-minute shower in 21 days. Students who could accomplish the task received a certificate.</li><li>7. G4 students practised organic farming in the 1<sup>st</sup> term while G2 students did the job in the 3<sup>rd</sup> term. Each class attended a workshop about planting of Chinese Mustard and Indian Cabbage in November.</li><li>8. Student Environmental Protection Ambassadors helped collect waste paper and enforce environmental protection policies in classrooms throughout the year. Moreover, they also participated in different environmental protection related activities. The details are as follows:</li></ol> <table><tr><th>Grade</th><th>Date</th><th>Activity</th></tr><tr><td>1</td><td rowspan="2">6 May</td><td rowspan="2">Planting Papaya</td></tr><tr><td>2</td></tr><tr><td>3</td><td rowspan="2">3 May</td><td rowspan="2">Farewell to Flame of The Forest</td></tr><tr><td>4</td></tr><tr><td>5</td><td>25 Apr</td><td>Food Wastage Exhibition</td></tr><tr><td>6</td><td>20 – 31 May</td><td>Measurement of Food Wastage in G.1 Classrooms</td></tr></table>		Grade	Date	Activity	1	6 May	Planting Papaya	2	3	3 May	Farewell to Flame of The Forest	4	5	25 Apr	Food Wastage Exhibition	6	20 – 31 May	Measurement of Food Wastage in G.1 Classrooms
Grade	Date	Activity																	
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4																			
5	25 Apr	Food Wastage Exhibition																	
6	20 – 31 May	Measurement of Food Wastage in G.1 Classrooms																	

Evaluation	<ul style="list-style-type: none"> <li>• With all the activities launched this year, students' awareness of environmental protection has been heightened. For example, most of the classes implemented some practices of environmental protection (e.g. collect paper for recycle; switch off lights and fans which are not in use). Besides, 70% of students successfully completed the 5-minute shower campaign and 1/3 of students ordered Green Monday Menus.</li> <li>• Students enjoyed the organic farming workshop very much. They learnt a lot about the organic farm throughout the whole period while they were taking care of the vegetables.</li> </ul>
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<b>Activity</b>	<b>Other Learning Experiences – GS Field Trips</b>
Objective	To enable students to visit relevant places of interest as an extension of the core curriculum as well as part of the life-wide learning experience.
Target	G.1-6
Period	18/2/2013 -19/4/2013
Description	<ol style="list-style-type: none"> <li>1. G.1 students went to Hong Kong Yakult Co. Limited to learn about food handling safety and bacteria.</li> <li>2. G.2 students visited the Mongkok Fire Station to learn about the job nature and equipment used by the firemen. Afterwards, students wrote a composition about their visit during Chinese lessons.</li> <li>3. G.3 students visited E-wise Discovery Centre to learn about different energy saving strategies.</li> <li>4. G.4 students visited the Fanling Environmental Resource Centre to learn about different pollutions and environmental friendly strategies in Hong Kong. The visit was part of the GS term project.</li> <li>5. G.5 students went to the Electrical and Mechanical Services Department to learn about different alternative sources of energy. The visit was part of the GS term project.</li> <li>6. G.6 students visited Kadoorie Farm and Botanic Garden to learn about the different wildlife and its conservation in Hong Kong.</li> </ol>
Evaluation	<ul style="list-style-type: none"> <li>• Students found the field trips beneficial. Some other departments also made use of the field trips to organize cross-curricular activities. Students enjoyed taking part in the field trips a lot and they learnt a lot of new knowledge which is in line with the GS curriculum.</li> <li>• Same as last year, the field trips were organized in-line with the teaching schedule.</li> </ul>

<b>Activity</b>	<b>Other Learning Experiences – Life Education Activity Programme (L.E.A.P)</b>
Objective	<ul style="list-style-type: none"> <li>● To enable students to have a healthy personal development.</li> <li>● To recognize students' roles and responsibilities as a member of the family and society and to show concern and care for other's well-being.</li> <li>● To develop students' critical thinking skills.</li> </ul>
Target	G.1-6
Period	15-26/4/2013
Description	<ul style="list-style-type: none"> <li>● An outsourced organization "LEAP" was invited to deliver life education to students. Various teaching materials were used and the lessons were conducted in a mobile classroom.</li> <li>● Students attended workshops on the following themes: <ul style="list-style-type: none"> <li>➢ G.1 - Air to Live.</li> <li>➢ G.2 - Food for Life</li> <li>➢ G.3 - Body Journey</li> <li>➢ G.4 - Brainy Bunch</li> <li>➢ G.5 - Alcohol</li> <li>➢ G.6 - Drug Abuse</li> </ul> </li> <li>● GS II teachers were required to conduct follow-up activities with students in their lessons. Students had to complete selected worksheets in order to consolidate their learning.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● Feedback collected from teachers, students and LEAP tutors was positive. Tutors were knowledgeable with very good classroom management skills.</li> <li>● Students were highly engaged when they attended the program. According to the comments given by the tutors, our students are smart and active.</li> <li>● Due to the limited space on the LEAP vehicle, G.5 - 6 students will have the lessons in the GS Room instead next year.</li> </ul>

<b>Activity</b>	<b>Improvement of G.S. Room and Resources Building</b>
Objective	<ul style="list-style-type: none"> <li>● To furnish the G.S. Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities.</li> <li>● To purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks.</li> </ul>
Target	G.1-6 and all GS teachers

Period	Whole year
Description	<ul style="list-style-type: none"> <li>● New reference books were purchased from overseas publishers (e.g. U.K. and Singapore) for GS I teachers' reference.</li> <li>● A number of equipment and tools were purchased for teachers and students to conduct classroom activities and experiments.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● The reference books provide information for teachers to prepare for lessons and class activities, as well as for setting assignments and assessments.</li> <li>● The videos and teaching aids can supplement teaching and learning, and enhance students' learning interest.</li> </ul>

<b>Activity</b>	<b>Staff Development</b>
Objective	<ul style="list-style-type: none"> <li>● To provide training for teachers in utilizing assessment data to inform curriculum planning, and reflection on teaching strategies and effectiveness.</li> <li>● To sharpen teachers' professional knowledge and attitude and to further improve the quality of teaching.</li> <li>● To introduce interactive learning in the curriculum.</li> </ul>
Target	All GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> <li>● The exploratory practices presentation was held on 30 Nov 2012 and the topic was "Empowering Students' Independent Learning Through Service Learning in a Context of Hong Kong Primary School". The presentation was given by Ms. Susanna Chung.</li> <li>● On 22 March 2013, all GS teachers attended a workshop titled "Using iPad Application in Exploratory Learning" which was about using an iPad application called "Eagleeye" for field trips or outdoor activities. The workshop was conducted by Ms. Michelle Ng.</li> <li>● On 23 April 2013, all GS teachers attended another workshop about the use of IT to promote group activity. The workshop was conducted by Ms. Jenny Lo.</li> <li>● Teachers attended seminars/workshops held by outside organizations and shared what they had learnt during collaborations. The training materials and teaching materials were also shared amongst teachers.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● Teachers found that both workshops were useful and they could make use of the iPad application for planning field trips and class activities.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers also found that the analysis of assessment results was very useful when they set assessment papers and make teaching plans.</li> <li>Teachers sharpened their knowledge on teaching GS by attending different workshops on various GS topics held by outside organizations. Teachers were encouraged to share their learning and resources that they obtained when attending the seminars and workshops.</li> </ul>
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<b>Activity</b>	<b>GS School Team</b>
Objective	<ul style="list-style-type: none"> <li>To enable students to strike a balance between academic studies and extra-curricular activities.</li> <li>To form G.S. School Teams to represent the School in different external academic-related competitions.</li> <li>To provide students with an experience to participate in competitions.</li> </ul>
Target	G. 1-6
Period	Whole year
Description	<p>Based on the nature of different external competitions, different G.S. School Teams were established.</p> <ol style="list-style-type: none"> <li>Four students (6J Lester Ho, 6S Jaden Tsui, 5P Adrian Lee and Adrian Wong) were nominated by G.S. teachers to take part in the Budding Scientists Award 2012-2013 organized by the Gifted Education Section of the Education Bureau. The competition started in November 2012 and the winning team continued the competition till June 2013. The competition includes: Heats (Science Knowledge Quiz), Quarter Final (Submission of a science proposal), Semi Final (Defending their proposal by meeting the adjudicator, Final (Part 1: "Future World Problems/Authentic Problems" Proposal &amp; Part 2: "Interview with Scientists").</li> <li>Three G.6 students (6J Henry Li, 6P Wesley Jon and Adrian Li) took part in the 16<sup>th</sup> Primary School Science Project Exhibition.</li> <li>150 G4-6 students were selected to take part in the 7<sup>th</sup> Diplomatic Knowledge Cup Contest. Students were required to complete the online MC quizzes which were related to the diplomatic knowledge of China.</li> </ol>

Evaluation	Our School Teams got good results in these competitions. Two representatives got the 1 <sup>st</sup> Class Honour while another member got the Second Class Honour in the heat competition of the Hong Kong Budding Scientists Awards 2013. Our team got the 1 <sup>st</sup> Runner-up in the finals. Our school team got the Merit Award in the 16 <sup>th</sup> Primary School Science Project Exhibition. For the 7 <sup>th</sup> Diplomatic Knowledge Cup Contest, five students got the Merit Awards. They are 4S Chu Kin Hei, 6D Douglas Chiu, 6J Jerome Lau, 6M Jerry Ng and Louie Lau.
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Activity	Cross-curricular Activities
Objective	<ul style="list-style-type: none"> <li>● To improve students' learning attitude.</li> <li>● To adopt a multi-disciplinary approach to help students who may not enjoy learning.</li> <li>● To provide students with an opportunity to do projects and work with other classmates.</li> <li>● To let students work on a certain theme in collaboration with different subjects.</li> <li>● To avoid repetition in teaching the same content.</li> </ul>
Target	G.1-6
Period	Whole year



Description	<ul style="list-style-type: none"><li>● Different grade levels conducted various teaching activities together with other departments.</li><li>● For each level, at least one cross-curricular activity that adopts a multi-disciplinary approach was organized by either GS I or GS II each year.</li></ul> <table><tr><td></td><td>Theme</td><td>Subjects Involved</td><td>Month</td></tr><tr><td>G1</td><td>1. My School 2. All about me</td><td>1. GSI, Music, CS &amp; Lib 2. GSII, Chi, Eng, Maths, VA, Music, PTH, RE</td><td>September October</td></tr><tr><td>G2</td><td>1. Chinese New Year  2. Fire Station</td><td>1. GSI&amp; GSII, Chi, Eng, Maths, VA, Music, PTH, RE, ME &amp; CS 2. GSII &amp; Chi</td><td>December- January</td></tr><tr><td>G3</td><td>1. Weather 2. Service Learning</td><td>1. GSI, Maths &amp; RE 2. GSII, Music &amp; ME</td><td>December- January</td></tr><tr><td>G4</td><td>Environmental Protection</td><td>GSI, Chi, Maths, Music &amp; VA</td><td>December</td></tr><tr><td>G5</td><td>Reflection of light</td><td>GSI &amp; VA</td><td>March</td></tr><tr><td>G6</td><td>1. Camouflage 2. War &amp; Peace  3. Report Writing</td><td>1. GSI &amp; VA 2. GSII, Chi, PTH, Music &amp; VA 3. GSI, Maths &amp; Eng</td><td>September- January  February</td></tr></table>		Theme	Subjects Involved	Month	G1	1. My School 2. All about me	1. GSI, Music, CS & Lib 2. GSII, Chi, Eng, Maths, VA, Music, PTH, RE	September October	G2	1. Chinese New Year  2. Fire Station	1. GSI& GSII, Chi, Eng, Maths, VA, Music, PTH, RE, ME & CS 2. GSII & Chi	December- January	G3	1. Weather 2. Service Learning	1. GSI, Maths & RE 2. GSII, Music & ME	December- January	G4	Environmental Protection	GSI, Chi, Maths, Music & VA	December	G5	Reflection of light	GSI & VA	March	G6	1. Camouflage 2. War & Peace  3. Report Writing	1. GSI & VA 2. GSII, Chi, PTH, Music & VA 3. GSI, Maths & Eng	September- January  February
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G4	Environmental Protection	GSI, Chi, Maths, Music & VA	December																										
G5	Reflection of light	GSI & VA	March																										
G6	1. Camouflage 2. War & Peace  3. Report Writing	1. GSI & VA 2. GSII, Chi, PTH, Music & VA 3. GSI, Maths & Eng	September- January  February																										
Evaluation	<ul style="list-style-type: none"><li>● Students enjoyed taking part in the extra-curricular activities as they could apply their knowledge of different areas. Students learnt different kinds of skills through participating in various activities organized by different departments. Teachers were required to prepare detailed activity guidelines in order to help students construct their learning.</li></ul>																												

## Evaluation of the French Programme Plan 2012-2013

### **Programme Summation:**

The French workplan aims at developing language skills in the four areas of speaking, listening, writing and reading.

### **Programme Evaluation:**

<b>Plan 1: Thematic Conversation</b>	
Objective	French conversation
Target	All French stream students
Period	Whole year
Description	Students took part in French conversation during the class.
Evaluation	Small class size allows students to participate actively in daily class conversation. French is used as MOI except for G3 and G1, where English may be used at times.

<b>Plan 2a: Presentation &amp; Performance: Open House &amp; IBL Week</b>	
Objective	<ul style="list-style-type: none"> <li>● To expose students to the French culture inside and outside the classroom.</li> <li>● To prepare students for the IBL Week</li> </ul>
Target	G3 to G6
Period	December - January and April
Description	Introduction of French culture during Open House and IBL Week.
Evaluation	<ul style="list-style-type: none"> <li>● Participation of some boys in the AFLE event: Cinépanorama in December attracted only a few students as it was in the middle of Term 1 assessment.</li> <li>● The organization of the Open House through projects was very beneficial for French Boys to use research skills and find out about France and French Culture.</li> </ul>

<b>Plan 2b: Presentation &amp; Performance: Cross-curricular Project</b>	
Objective	<ul style="list-style-type: none"> <li>● To provide learning experiences catering to students' needs and to involve their skills in subject areas other than French</li> <li>● To collaborate with other departments so as to enrich such learning experiences.</li> </ul>



Target	All grades
Period	All year
Description	None
Evaluation	This year the French Department did not participate in any cross-curricular activities.

### **Plan 3: Compositions, Projects and Journals**

Objective	Usage of mind map/ Brainstorm/ Knowledge reactivation
Target	From G3 to G6
Period	Whole year
Description	Students have to gather necessary information in order to organize their writing for bi-monthly composition
Evaluation	This helped student to reuse what they have learnt previously and make the best of their creativity. Students realized that they could do more than what they thought they would.

### **Plan 4: Reading Programme**

Objective	To establish a structured reading programme for all levels.
Target	All students from French stream
Period	Whole year
Description	Usage of reading books in the French Room/ New materials for G1/ G4/ G5
Evaluation	For G4 and G5 students, they have not benefited entirely from the programme due to the tight schedule. G1 benefited from this programme as they had a full reading period once a week.

### **Plan 5: Cultural Trip**

Objective	<ul style="list-style-type: none"> <li>● To expose students to the French culture inside and outside the classroom.</li> <li>● To organize a cultural trip to France</li> <li>● To prepare students for the IBL Week</li> </ul>
Target	G3 to G6
Period	December - January and April
Description	Introduction of French culture during Fun Learning Days and Open House.
Evaluation	● Participation of some boys in the AFLE event:



	<p>Cinépanorama in December attracted only a few students as it was in the middle of Term 1 assessment.</p> <ul style="list-style-type: none"> <li>● The organization of the Open House through projects was very beneficial for French Boys to use research skills and find out about France and French Culture.</li> <li>● This year the French Department did not organize a trip to France due to Mrs. Morley's maternity leave.</li> </ul>
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#### **Plan 6: DELF Prim Exam**

Objective	<ul style="list-style-type: none"> <li>● To recognize students' achievements at their individual level through the preparation for DELF exams.</li> <li>● To allow students to work independently on learning areas of their needs and interests.</li> </ul>
Target	Grade 6 (7 students)
Period	From January to May 2013
Description	Preparation for DELF Junior Exam for G6
Evaluation	Due to a lack of resources for the DELF Prim Examination, it has been agreed with the Secondary Division we will only prepare students for the DELF Junior Exams (for students aged 12 and above). Teachers of the SD will present the examination in June 2014 by the end of G7.

#### **Plan 7: Edmodo School Social Network**

Objective	<ul style="list-style-type: none"> <li>● To make use of innovative and powerful learning resources that appeal to students and motivate them to learn.</li> <li>● To help students realize their potential for self-learning and lifelong learning in areas of their needs or interests.</li> <li>● To ensure students are equipped with the indispensable IT skills required of the new generation of learners.</li> </ul>
Target	All students from French stream
Period	Whole year
Description	<ul style="list-style-type: none"> <li>● Active usage of IWB in the classroom.</li> <li>● Usage of videos as French teaching media.</li> </ul>
Evaluation	As originally planned, Edmodo for senior grades was on longer used.

## Evaluation of Putonghua Department Programme Plan 2012-2013

### 2012/2013 年度普通話科週年活動計劃檢討

<b>活動項目</b>	<b>專題展板</b>
<b>活動目標</b>	提高學生對本科的學習興趣，培養學生的自學態度。
<b>活動情況</b>	選取不同主題的普通話資料，張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。
<b>活動檢討</b>	本年度已按時更換三次壁報，每次均有不同的主題，包括：「台灣交流團」、「新年祝賀語」、「上海交流團」。學生可以從佈告板所展示的資料了解普通話科的活動，並加深對普通話語音知識的認識。

<b>活動項目</b>	<b>校際朗誦節及其他校外比賽</b>
<b>活動目標</b>	透過活動，訓練學生的說話能力及朗讀技巧，並培養審美情趣。
<b>活動情況</b>	由教師推選有潛質的學生加以訓練，學生亦可自行報名參加，好讓學生能汲取比賽的經驗，為學生提供一個與友校互相觀摩、切磋的機會。
<b>活動檢討</b>	第 64 屆校際朗誦節已圓滿結束。本校普通話集誦隊奪得了亞軍。獨誦方面，全校有 132 名學生參加朗誦，其中有 30 名學生分別獲得冠、亞、季軍。此外，本科推薦了 12 名學生參加「第十五屆全港中小學普通話演講比賽 2013」，全部學生獲獎，並且榮獲「最傑出參與學校獎」。

<b>活動項目</b>	<b>學習活動日</b>
<b>活動目標</b>	透過與其他學科合作設計各類型的活動，讓學生跳出課堂學習的框架，提高學生對普通話學習的興趣。
<b>活動情況</b>	設計兩個攤位遊戲，讓學生從遊戲中學習普通話，並提高學生的學習興趣。
<b>活動檢討</b>	攤位遊戲的內容包括辨別聲調及聲母，學生踴躍參加攤位活動，表現投入，體驗了愉快學習的一天。

<b>活動項目</b>	<b>普通話大使及普通話週</b>
<b>活動目標</b>	增強學生的普通話說話能力及溝通技巧，從而發展他們的領導才能及組織活動能力，為學生營造普通話語言環境。
<b>活動情況</b>	普通話大使由科任老師按學生的普通話能力、課堂表現及操行進行甄選。大使需進行四天的培訓，學習做一名稱職的普通話大使，並讓學生分級各自設計攤位活動，六年級的學生以動態為主設計攤位遊戲，四、五年級可選擇設計靜態攤位遊戲。普通話週訂定於 10/4-12/4/2013 舉行。活動期間，被甄選的大使於第一、二小息與同學進行普通話活動。學生每參與活動一次可蓋一個印章，集齊四個印章可換領禮物一份。活動的最後一天，學生可在活動記錄卡上填寫心儀的大使，投票選出「最受歡迎的普通話大使」。全部活動結束後，普通話大使獲頒發獎狀以示鼓勵。

<b>活動檢討</b>	<p>普通話大使：本年度共有 60 位普通話大使。於四、五及六年級選出一批新大使。整體大使表現突出，服務盡職，能帶動學生齊說普通話，創造了一個良好的普通話學習語言環境。而且，活動內容均由大使個人設計，有助培養學生的思考、組織及溝通能力。</p> <p>普通話週：活動期間，一至六年級的學生都踴躍參加。大使準備充分，認真負責，在三日活動期間，齊心協力創造了一個良好的普通話語言環境。</p>
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<b>活動項目</b>	<b>境外交流團</b>
<b>活動目標</b>	<p>普通話大使計劃之延伸，從計劃中挑選表現優秀的學生參與。</p> <p>挑選合適的境外交流地點，以營造學習語境，提高學生對本科的自學能力及應用能力。</p>
<b>活動情況</b>	<p>普通話上海交流團：</p> <p>本科於 31/3 - 4/4/2013 舉辦「普通話上海交流團」，由 4 位老師帶領 28 位學生前往上海交流，活動包括到當地小學上課及參觀當地名勝。整個旅程中，學生和老師都以普通話交談，藉此提高學生普通話的溝通能力。</p>
<b>活動檢討</b>	<p>普通話上海交流團：</p> <p>由於今年報名參加「普通話上海交流團」者眾多，故沿用去年的方法，先選出優秀的普通話大使參加，餘下的名額則經老師推薦及抽籤。是次交流的行程安排著重讓學生「多問多說」。在旅程中，學生都非常投入，積極發問。學生在一天半的學校活動中，能積極地運用普通話與當地的學生和老師進行互動和交流。學生通過參觀上海的不同景點，對這個古今交萃，中西融合的都市有了一定的認識，是次行程不但能令學生增廣見聞，體驗當地的學習生活，還能令他們對上海的歷史及文化加深了解。是次活動非常成功，根據學生的自評表及家長回饋中反映，學生對說普通話的信心增強了，普通話聽說能力也明顯提升了，獨立自主的能力也得到了訓練，值得明年再辦。</p>

<b>活動項目</b>	<b>班際比賽</b>
<b>活動目標</b>	<p>由各級老師因應各級的課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓緊學生愛比拼的心理，提高學生對本科的學習興趣。</p>
<b>活動情況</b>	<p>比賽項目：</p> <p>一年級—輕聲；二年級—繞口令；三年級—聲母；四年級—繞口令；五及六年級—粵普對譯。得獎班別獲頒獎狀及禮物，以作嘉許。</p>
<b>活動檢討</b>	各年級比賽圓滿結束，學生踴躍參與，反應理想，建議明年續辦。

<b>活動項目</b>	<b>參加友校交流活動及專題研討會</b>
<b>活動目標</b>	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。
<b>活動情況</b>	<p>科主任會把相關的課程及講座通告給教師傳閱，教師可自由參加。</p> <p>科主任亦會推薦合適的教師參加不同的課程，以配合學校的發展。</p> <p>教師在出席講座或課程後，亦會於協作會議中與同事分享內容。</p>
<b>活動檢討</b>	本學年初，本科邀請了香港藝海語言藝術中心羅穗萍老師來為老師講解朗誦的技

	巧，並作示範，給老師在朗誦技巧方面獲得啟發。從老師的回饋反映，所有老師均同意工作坊內容切合主題，並有助老師指導學生練習朗誦，因此建議明年再請導師到校辦工作坊。
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<b>活動項目</b>	<b>購買工具書、參考書及輔助教具教材</b>
<b>活動目標</b>	提高學生對本科的學習興趣及自學能力。
<b>活動情況</b>	主要由教師購買有關普通話科參考書籍和教材，特別是普通話教中文的書籍，以協助課程剪材及教學。
<b>活動檢討</b>	本學年初，為了鼓勵基礎漢語的學生多閱讀故事書，給他們購買了74本附拼音的故事書，供學生於假期時閱讀，並完成跟進活動。各基礎漢語的老師反饋信息：學生利用聖誕節、新年及復活節假期很好地閱讀圖書。學生有興趣閱讀並認為所購圖書適合他們閱讀。

<b>活動項目</b>	<b>收集本科專題資料</b>
<b>活動目標</b>	提升教師對本科及教授普通話的專業知識，提供有關參考資料及輔助教材。
<b>活動情況</b>	特設文件夾收集本科知識及相關資料，邀請曾出席專題講座/課程的教師提供資料，予以分享。
<b>活動檢討</b>	資料不多，主要是朗誦及水平測試的材料



## 第 64 屆校際朗誦節

集誦：亞軍

獨誦：參加人數：132 人

獲獎人數：30 人

冠軍：5 人

亞軍：13 人

季軍：12 人

編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
冠軍							
1	1D	19	盧恩樂		詩 337	86	冠軍
2	2J	15	江志睿	劉巧靈		詩 337 冠軍 86/ 散 437 冠軍 88	
3	2S	1	區逸匡			詩 337 冠軍 87/ 散 437 冠軍 87	
4	4D	7	朱柏程	陳思	詩 336	88	冠軍
5	5S	26	曾慶倫	徐鈺峰	詩 335	90	冠軍

亞軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1J	30	容煒翔	王琦雅	詩 337	86	亞軍
2	1M	26	黃捷熙		詩 337	86	亞軍
3	2D	25	馬逸行	劉巧靈	散 437	86	亞軍
4	2J	16	鄭學麒		詩 337	85	亞軍
5	2J	29	楊嘉傑		詩 337	85	亞軍
6	2M	2	陳穎浚		詩 337	85	亞軍
7	2M	7	杜浚文		詩 337	86	亞軍
8	2P	16	黎穎誠	殷華峰	散 437	86	亞軍
9	3J	8	范志傑	王煦淳	詩 336	89	亞軍
10	5D	22	王英懷		詩 335	87	亞軍
11	5M	6	郭行知		詩 335	87	亞軍
12	6M	15	李梓睿		詩 335	87	亞軍
13	6S	26	黃德窰		詩 335	85	亞軍

季軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1J	17	李晉康		散 437	85	季軍
2	1M	30	符從賢	王琦雅	詩 337	84	季軍
3	1P	9	許紹彰	王琦雅	散 437	86	季軍
4	2J	18	劉耀駿		詩 337	84	季軍





5	2M	24	蘇可璋	劉巧靈	詩 337	85	季軍
6	2P	7	周思哲	殷華峰	詩 337	84	季軍
7	2S	3	陳可維		詩 337	85	季軍
8	2S	26	黃澤龍	殷華峰	詩 337	84	季軍
9	5D	7	趙旨駿	劉巍	詩 335	86	季軍
10	5P	18	李梓聰		詩 335	88	季軍
11	6J	10	郭庭津	徐鈺峰	詩 335	86	季軍
12	6M	25	吳啟洛		詩 335	85	季軍

U546			拔萃男書 院附屬小 學一、二年 級詩詞集 誦		何潔生老 師、顧青 老師		亞軍
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### 第十五屆全港中小學普通話演講比賽 2013

主辦機構：新市鎮文化教育協會 / 語常會

參加人數：12 人 獲獎人數：12 人

	班別	學號	姓名	成績/名次
1.	1P	9	許紹彰	良好獎
2.	4D	7	朱柏程	良好獎
3.	3M	18	駱家熙	良好獎
4.	4S	16	羅鈞祐	良好獎
5.	6S	26	黃德審	良好獎
6.	3P	28	王煒衡	優異獎
7.	1J	30	容煒翔	優異星獎
8.	2D	25	馬逸行	優異星獎
9.	6P	4	張嘉揚	優異星獎
10.	2J	15	江志睿	九龍區初小組銀獎
11.	6D	19	梁延澤	九龍區高小組銀獎
12.	6P	14	劉凱信	九龍區高小組金獎
我校榮獲				最傑出參與學校

## Evaluation of Music Department Programme Plan 2012-2013

### Programme Evaluation:

<b>Plan 1 : Dizi Music and Erhu Music Intensive Training Classes</b>	
Objective	<ul style="list-style-type: none"> <li>- To develop students' creativity, the ability to appreciate music and to effectively communicate through music.</li> <li>- To enable students to gain enjoyment and satisfaction through participating in music activities.</li> <li>- To help students pursue a life-long interest and appreciation of music.</li> <li>- To encourage students to learn at least one kind of musical instrument.</li> </ul>
Target	G.4 – G.5
Period	From October 2012 to June 2013
Description	Invite potential G.4 & G.5 students to have special training in learning the two Chinese instruments.
Evaluation	<ul style="list-style-type: none"> <li>- Feedback received from both parents and students was positive.</li> <li>- This training programme could arouse students' interest in learning Chinese Instruments.</li> <li>- Some students will be invited to be members of the Chinese Orchestra.</li> <li>- Most of the students will take private lessons after completing the special training programme.</li> <li>- Lots of students auditioned for the Chinese Orchestra.</li> </ul>

<b>Plan 2 : Music Appreciation</b>	
Objective	<ul style="list-style-type: none"> <li>- To enable students to gain enjoyment and satisfaction through participating in music activities.</li> <li>- To help students pursue a life-long interest and appreciation of music.</li> <li>- To develop students' technical skills in playing music, constructing music knowledge, and positive values and attitudes.</li> </ul>
Target	G.1-G.6
Period	Whole year
Description	<ul style="list-style-type: none"> <li>- Music recommended by music teachers and G4-G6 students includes Chinese and Western Music.</li> <li>- Cooperation with the Hong Kong Philharmonic Orchestra.</li> <li>- Master Classes were organized by the PTA.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>- Students' response for the performances by the Hong Kong Philharmonic Orchestra and other performers was extremely good.</li> <li>- Feedback received from both parents and students was positive.</li> </ul>

<b>Plan 3: Take Part in Hong Kong School Music Festival and Other Competitions</b>	
Objective	<ul style="list-style-type: none"> <li>- To develop students' technical skills in playing music, constructing music knowledge, and positive values and attitudes.</li> <li>- To help students pursue a life-long interest and appreciation of music.</li> <li>- To enable students to gain enjoyment and satisfaction through participating in music activities.</li> </ul>
Target	G.1-G.6
Period	October 2012 to March 2013
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Junior Choir, Woodwind & Brass Ensemble and School Orchestras and Chinese Orchestra.
Evaluation	<ul style="list-style-type: none"> <li>- More than 400 students were involved in the 65<sup>th</sup> H.K. Schools Music Festival and the Hong Kong Youth Interflow.</li> <li>- We achieved very good results in the Hong Kong Youth Interflow. Both the Senior School Orchestra and the Chinese Orchestra got the Gold Award.</li> <li>- More than 80% of our students were awarded merits or above in the Schools Music Festival.</li> <li>- We participated in 11 group events in the 65<sup>th</sup> Hong Kong Schools Music Festival. Our school achieved very good results in the competitions. We got 3 First Place: School Orchestra, Chinese Orchestra and Saxophone Ensemble; and 2 Second Place: Treble Choir and String Orchestra</li> </ul>

<b>Plan 4 : Music Performance</b>	
Objective t	<ul style="list-style-type: none"> <li>- To enable students to gain enjoyment and satisfaction through participating in music activities.</li> <li>- To help students pursue a life-long interest and appreciation of music.</li> <li>- To nurture in students the aesthetic sensitivity and cultural understanding.</li> </ul>
Target	G.1-G.6
Period	Whole year
Description	Music performances were presented by professional organizations, senior boys from DBS and our students.
Evaluation	<ul style="list-style-type: none"> <li>- The Prize Winners' Concert was held as an internal event in our school. It was very successful and students enjoyed the performances very much. We will try our best to organize different performances for students next academic year.</li> <li>- In February, performances were presented during the Open House and it was very successful. Feedback received from parents</li> </ul>



	and guests was positive.
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<b>Plan 5 : Cerebration Party (After the 65th H.K. Schools Music Festival)</b>	
Objective t	<ul style="list-style-type: none"> <li>- To enable students to gain enjoyment and satisfaction through participating in music activities.</li> <li>- To help students pursue a life-long interest and appreciation of music.</li> </ul>
Target	G.1-G.6
Period	April 2013
Description	All members of the Senior School Orchestra, String Orchestra, Treble Choir, Junior Choir, Chinese Orchestra and Ensembles were invited to a gathering to celebrate their accomplishment in the Music Festival. Their parents were also invited to join our celebration.
Evaluation	<ul style="list-style-type: none"> <li>- Parents and students enjoyed participating in the function very much.</li> <li>- It was a great opportunity for a reunion of members of the Music Department.</li> </ul>

<b>Plan 6 : Music Captains</b>	
Objective t	<ul style="list-style-type: none"> <li>- To enable students to gain enjoyment and satisfaction through participating in music activities.</li> <li>- To enrich students' music learning experience through one of the key tasks: "Moral and Civic Education".</li> </ul>
Target	G.6
Period	Whole year
Description	8 potential G.6 students were selected to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> <li>- 8 Music Captains were selected to assist the Music department. They assisted in the Open House, Prize Winners' Concert, Audition of the Orchestras and regular rehearsals, etc.</li> <li>- They were very helpful and responsible.</li> </ul>

<b>Plan 7 : Special Music Activities – Music Tour &amp; Overseas Choir Competition</b>	
Objective t	<ul style="list-style-type: none"> <li>- To nurture in students the aesthetic sensitivity and cultural understanding.</li> <li>- To enable students to gain enjoyment and satisfaction through participating in music activities.</li> <li>- To help students pursue a life-long interest and appreciation of music.</li> </ul>
Target	G.4-6
Period	July 2013



Description	The Treble Choir Participated in the Llangollen International Musical Eisteddfod.
Evaluation	<ul style="list-style-type: none"> <li>- 58 G4-G6 Treble Choir members were selected to participate in the Music Tour.</li> <li>- Parents and students enjoyed taking part in the tour very much.</li> <li>- Students learnt a lot from listening to and learning from other choirs from all over the world.</li> <li>- Besides music, the students also gained a lot of cultural knowledge through visiting various heritage sites and grammar schools.</li> </ul>

## Evaluation of Physical Education Programme Plan 2012-2013

### Programme Evaluation:

<b>Plan 1    Swimming Gala</b>	
Objective	<ol style="list-style-type: none"> <li>1. To enhance students' interests in swimming</li> <li>2. To promote sportsmanship among students</li> <li>3. To provide an opportunity for students to utilize what they have learnt in swimming lessons/classes</li> <li>4. To help students develop a sense of belonging to their Houses</li> <li>5. To allow students to handle challenges and failures</li> </ol>
Target	G.1 to G.6 students
Period	Heats: 4 September 2012    (G.6) 5 September 2012    (G.2 & G.4) 6 September 2012    (G.1, G.3 & G.5) Finals: 13 September 2012 (G.2 finalists, all G.3-G.6 students)
Description	The Inter-House Swimming Gala application was opened to all PD students. Heat competitions were held in the DBS outdoor swimming pool whilst finals were jointly organized in the TKO Outdoor Swimming Pool by the PD & SD.
Evaluation	<ul style="list-style-type: none"> <li>• The Heats were held on 4, 5 and 6 of September. The DBS Timing Squad and DSSC swimming coaches provided assistance during the competitions.</li> <li>• The Inter-House Swimming Gala Finals programme booklet was prepared by the SD. The teacher duty roaster was given to PD teachers.</li> <li>• Medals for different events, individual champions, and overall champions were presented on the day of finals. Names on the Swimming Shields were updated afterwards.</li> <li>• Teacher's comments were collected afterwards.</li> <li>• Feedback from colleagues mainly showed concerns about the venue of the Swimming Gala Finals. It is small and may not be suitable for accommodating both the SD and PD at the same time. Also, it is an outdoor pool, so the hot weather became a problem for the audience. Some teachers were also concerned about misbehaviours of the SD boys which may have negative influence on the PD boys when they share the same spectator stand.</li> <li>• Next year, the availability of a suitable venue will depend on the</li> </ul>

	result of drawing lots. Application for the new Indoor Swimming Pool in Kwun Tong could be an alternative solution.
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<b>Plans 2 &amp; 4 Pre-Golf Day</b>	
Objective	<ul style="list-style-type: none"> <li>To provide students with more opportunities to strengthen their life-wide learning, and equip them with better communication, body coordination and strategic skills, etc.</li> <li>To hand down the DBS tradition of a love of golf</li> </ul>
Target	Student and parent golfers
Period	Pre-Golf Day : 11 November 2012 (School Fete) DBS Golf Day in Fanling : 1 February 2013 PD Golf Day at KSC : 24 May 2013
Description	<ul style="list-style-type: none"> <li>The Pre-Golf Day and DBS Golf Day are fund raising golfing events which are opened to all guests. The Pre-Golf Day was held on the day of our School Fete while the Golf Day was held in Fanling.</li> <li>The PD Golf Day is a joint divisional event which promotes parent-child partnership. It is <b>not</b> a Fund Raising Event.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>These joint divisional functions were held successfully. Feedback received from participants was positive.</li> <li>Old Boys, parents and students suggested that the school should include the PD Golf Day as a regular school event.</li> </ul>

<b>Plan 3 Sports Day</b>	
Objective	<ol style="list-style-type: none"> <li>To enhance students' interest in athletics</li> <li>To promote sportsmanship among students</li> <li>To provide an opportunity for students to utilize what they have learnt in athletics lessons/classes</li> <li>To help students develop a sense of belonging to their Houses</li> <li>To allow students to handle challenges and failures</li> </ol>
Target	G.1 to G.6 students
Period	Heats: 11 December 2012 Finals: 25 February 2013 (G.2 finalists, all G.3-G.6 students)
Description	Inter-House Sports Day application was opened to all PD students. Students could participate in different track or field competitions on the heats day which was organized at DBS school field. The joint divisional finals were held at the Wan Chai Sports Ground.
Evaluation	<ul style="list-style-type: none"> <li>The PD Sports Day Finals were held in the Wan Chai Sports Ground.</li> <li>The Inter-House Sports Day Finals programme booklet was</li> </ul>



	<p>prepared by the PD. The teacher duty roaster was given to PD teachers.</p> <ul style="list-style-type: none"> <li>• New devices were used for time measurement of track events. It would be more accurate and less manpower would be required.</li> <li>• The Inter-House Cheering Competition was a new event organized for students. It enabled students to get more involved in the Sports Day and the feedback for this event was very positive. It was also suggested that students should be informed about the cheering competition in advance, so that they could have more time to do the preparation.</li> </ul>
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<b>Plans 5 &amp; 6    Pre-10Km FunD Run &amp; 10Km FunD Run</b>	
Objective	<ol style="list-style-type: none"> <li>1. To improve the physical fitness of students and promote healthy lifestyle</li> <li>2. To help students cultivate positive values and social attitudes, such as fair play and good sportsmanship</li> <li>3. To help students develop desirable moral behaviours, cooperation in communal life, the ability to make decision, and appreciation of aesthetic movements</li> </ol>
Target	Student and parent runners
Period	Pre-10Km FunD Run : 20 January 2013 10Km FunD Run : 24 February 2013
Description	The Pre-10Km FunD Run, which is a fund raising event, provides a chance for parents and students to participate in a sporting activity in school. The 10Km FunD Run is a joint divisional fund raising event for DBS teachers, parents, old boys and secondary students to participate on the day of the Standard Chartered Hong Kong Marathon.
Evaluation	<ul style="list-style-type: none"> <li>• Training Workshops were held on 8 Dec 2012, 5 &amp; 12 Jan 2013. There were 44, 46 and 75 participants who turned up for the workshops respectively. The feedback from parents and students was good. It is recommended that workshops should be organized again for runners in 2013/14.</li> <li>• There were 392 parents and students who took part in the Pre-10Km FunD Run.</li> <li>• A total amount of \$248,950 and \$219,530 was raised for the Pre-10Km FunD Run and 10Km FunD Run respectively.</li> </ul>



<b>Plan 7 Alternative Sports</b>	
Objective	<ol style="list-style-type: none"> <li>1. To enable students to explore other sports in order to widen their horizon</li> <li>2. To enhance students' collaboration skills, communication skills, creativity and critical thinking skills</li> </ol>
Target	Alternative Sports Programme: G.2 to G.6 students
Period	Alternative Sports Programme: Early-December 2012 to mid-January 2013
Description	<p>G.1, 2 &amp; 3 – Rope Skipping</p> <p>G.4 – Wu-shu</p> <p>G.5 – Dragon and Lion Dance</p> <p>G.6 – Pop Dance</p>
Evaluation	Rhythmic movement is an essential part of FM. Pop dance could help G.6 students develop such ability. Since dancing is included in the G.1 & 2 curricula only, it is suggested that activities such as pop dance should be incorporated into the curriculum of other grades so that rhythmic movements of students can be further developed.

# Evaluation of the Visual Arts Department Programme Plan

## 2012-2013

### Programme Summation:

Through learning visual arts the boys explore and exercise their creativity and imagination, develop and evaluate their ideas, and gain a better understanding of arts in context.

### Programme Evaluation:

<b>Plan 1: Cross-Curricular Integrated Learning</b>	
Objective	To help students make connections between art, nature, science, history and culture.
Target	All students
Period	Throughout the year
Description	In collaboration with other subject departments and IBL, we offered students a diverse range of cross-curricular topics this year, including science, nature, history and culture.
Evaluation	Other subject departments appreciated the inter-disciplinary collaborations. For example, 'Op Art' by the Maths Department, a Grade 6 project, and an IBL Week project 'Living Creatures' for G.2.

<b>Plan 2: Art In School Partnership Projects</b>	
Objective	To develop the boys' artistic potential through various media explorations.
Target	Whole school
Period	Throughout the year
Description	<p>Invite artists, other institutions and organizations to run art appreciation and art making workshops for students. Media and topics taught in those workshops are not usually covered in art lessons.</p> <p><b>Pre France Trip Art Workshops (Eva Chui)</b></p> <p>➤ The workshop was held on 1 Mar 2013. 25 students who went on the France Art Tour participated.</p> <p><b>'Water Diamond' 3D Mosaic Workshop (Tracy Yu)</b></p>



	➤ The workshop lasted for 3 days during class times. 10 classes of G.1, 3 & 5 were involved.
Evaluation	The activities offered students alternative opportunities to broaden their art making experiences and exposure to various media. Students' different learning styles could also be catered.

<b>Plan 3: Project Learning/Collaborative Learning</b>													
Objective	To give students an opportunity to develop collaborative skills in a teamwork situation.												
Target	All students												
Period	Throughout the year												
Description	<p>Students created group projects which help build their generic skills*. Large-scale displays were created and put around the school.</p> <p><b>1. School House, Team Spirit</b></p> <p>It was a collaboration project between the Visual Art Department and PE Department. The whole school participated and colourful flags were created during Fun Learning Days. The aim was to boost team spirit of students on the School Sports Day.</p> <p><b>2. Class Projects</b></p> <table border="1"> <tr> <td>G.1</td><td>Poster design with Animal Drawing Panda and Bamboo Forest</td></tr> <tr> <td>G.2</td><td>Leaves Shapes and Patterns Living Creatures posters (IBL)</td></tr> <tr> <td>G.3</td><td>Poster Design with Experiment Tools Picasso Mural size art Large size ceramic Figure</td></tr> <tr> <td>G.4</td><td>Trees/Tree of life Matisse Room Mural size art</td></tr> <tr> <td>G.5</td><td>Chinese Painting Paul Klee abstract colour paintings</td></tr> <tr> <td>G.6</td><td>Surrealist/Op art furniture</td></tr> </table> <p><b>3. Collaboration with SD</b></p> <p>An art appreciation lesson was organized with the SD teacher for G.6P on 20/6/2013.</p>	G.1	Poster design with Animal Drawing Panda and Bamboo Forest	G.2	Leaves Shapes and Patterns Living Creatures posters (IBL)	G.3	Poster Design with Experiment Tools Picasso Mural size art Large size ceramic Figure	G.4	Trees/Tree of life Matisse Room Mural size art	G.5	Chinese Painting Paul Klee abstract colour paintings	G.6	Surrealist/Op art furniture
G.1	Poster design with Animal Drawing Panda and Bamboo Forest												
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G.3	Poster Design with Experiment Tools Picasso Mural size art Large size ceramic Figure												
G.4	Trees/Tree of life Matisse Room Mural size art												
G.5	Chinese Painting Paul Klee abstract colour paintings												
G.6	Surrealist/Op art furniture												
Evaluation	● The P.E. Department, teachers and students all gave positive												



	<p>feedback. The atmosphere of Sports Day has improved with students cheering with colourful flags. The P.E. Department would like to collaborate with our department again for next year's Sports Day.</p> <ul style="list-style-type: none"> <li>● Students who find creating art difficult benefited by having group work. Students who are creative enjoyed sharing and working together with others and taking each other's ideas.</li> <li>● This art appreciation lesson has been running for more than 5 years. It has helped the SD teachers to gauge the PD students' standard of art appreciation.</li> </ul>
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<b>Plan 4: Art Appreciation</b>	
Objective	<ul style="list-style-type: none"> <li>● To use various means to develop students' literacy and ability to communicate their point of view in art.</li> <li>● To build students' knowledge and understanding of the visual world.</li> </ul>
Target	All students
Period	Whole year After-school Art Classes (ECA)
Description	Students learnt the language of art. Artists, art concepts, movements and various styles of art and design were introduced to students.
Evaluation	At present, more art concept and ideas are introduced in the G3-G6 projects, while the Grade 2's learn art elements and principles through simpler themes that are related to nature and the living environment. In this manner of how we introduce ideas, students are able to keep up the pace of learning and make good progress.

<b>Plan 5: Sketchbook (Visual Diary)</b>	
Objective	To develop students' creativity & imagination, building skills and processes
Target	Students, teachers, parents and the general public
Period	Varies from 3 days, one term to permanent exhibitions
Description	<p>Students use sketchbooks as a means to:</p> <ul style="list-style-type: none"> <li>● Develop ideas for projects</li> <li>● Write down notes given by teachers in lesson</li> </ul>

	<ul style="list-style-type: none"> <li>● Draw for leisure during non-art lesson times</li> </ul> <p>Teachers use the sketchbooks as a means to gauge students' visual interests and give feedback and suggestions to students.</p>
Evaluation	<p>G.2 &amp; G.4 students really enjoyed showing their sketchbooks of drawings to teachers and peers. They also enjoyed getting reward stamps for their efforts.</p> <p>Looking at students sketchbooks are also a good means to gauge their interests and understand their visual world. Typical topics of interest of our boys are computer games and characters. There are also students who show more specific interest in drawing with their sketchbooks, and their favorite topics are cars, machines and animals, etc.</p>

<b>Plan 6: Student Art Exhibition</b>	
Objective	<ul style="list-style-type: none"> <li>● To display students' artworks inside and outside of the school premises to share their art with others</li> <li>● To promote students' <u>self-reflection</u> and <u>critical thinking skills</u>* through communicating their point of view using the artworks they have created.</li> </ul>
Target	All students
Period	Throughout the year
Description	<p>Art Exhibitions held:</p> <ul style="list-style-type: none"> <li>● 2013 Art Exhibition 'Global Citizen' presented by DBSPD</li> <li>● (4 July-7 July 2013)</li> <li>● Boyhood Abstraction (16-18 November 2012)</li> <li>● Open House (3 February 2013)</li> <li>● Exhibition of Primary School Students' Creative Visual Arts Work 2012-2013 (28 June-23 July 2013)</li> </ul> <p>Students are also given worksheets to help reinforce their learning.</p>
Evaluation	<p>By exhibiting students' artwork, we have created opportunities for the boys to use verbal communication to express their ideas about the artwork being displayed. This adds to the development of a critical eye for visual arts (IBL learning skill), which would in turn assist in students' artistic development. Participating in an exhibition also gives students a great sense of pride and confidence when they can present their own artwork in the gallery.</p>

<b>Plan 7: Art Competition</b>	
Objective	To get students exposed in art competitions and gain experience.
Target	All year groups
Period	All year-round
Description	<p>All students were given an opportunity to participate in national and international competitions organized in school or in Hong Kong.</p> <p><b>Internal Competition:</b></p> <ul style="list-style-type: none"> <li>● Flag Design competition</li> </ul> <p><b>External Competitions:</b></p> <ol style="list-style-type: none"> <li>1. Lantern Design Competition 2012</li> <li>2. Kowloon City District Road Safety Drawing Competition</li> <li>3. Marine Life Drawing Competition 2012</li> <li>4. International Children Painting Competition in Hong Kong</li> <li>5. Kowloon West Regional Headquarters - Stop Crime Design Competition</li> <li>6. Light Rail Road Safety Drawing Competition 2012</li> <li>7. Exhibition of Primary School Students' Creative Visual Arts Work 2012-2013</li> </ol>
Evaluation	<p>All students were given an opportunity to participate in competitions. Individual students have also entered competitions on their own and received awards. Students showed great pride and joy when their achievements were recognized during the morning assembly.</p> <p>There are 3 students who entered external competitions and won the gold award(s). Details of the awards achieved by students are kept in the VA competition folder.</p>

<b>Plan 8: Cultural Adventures</b>	
Objective	To get students involved in life-wide learning activities in relation to art.
Target	All students
Period	Throughout the year
Description	<ul style="list-style-type: none"> <li>● <b>Mid-Autumn Festival Lantern Design Competition Exhibition</b> (28 September 2012)</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>Boyhood Abstraction' Exhibition</b> (16 November 2012)</li> <li>● <b>France Art Tour</b> (28 Mar – 7 April 2013) 26 G.4-6 students visited 7 galleries, attended art and culture workshops and had site visits.</li> <li>● <b>Exhibition of Primary School Students' Creative Visual Arts Work 2012-2013</b> (28 June-23 July 2013, Post-assessment Visit)</li> </ul>
Evaluation	Both students and teachers enjoyed taking part in the visits and the art trip immensely. For the previous consecutive years, there have been 3-4 local trips being organized yearly. The addition of overseas trips being organized in consecutive years would increase students' experiential learning opportunities.

<b>Plan 9: Extra-Curricular Art Classes</b>	
Objective	To develop student's artistic potential through explorations in various media.
Target	All students
Period	First Term, Second Term and Third Term
Description	<p>The following after school art classes were offered to students this year :</p> <p><b>Traditional Art Classes</b></p> <ul style="list-style-type: none"> <li>● Painting</li> <li>● Sculpture</li> <li>● Chinese Painting</li> <li>● Ceramics</li> <li>● Drawing</li> <li>● Outdoor Drawing*</li> <li>● Art Journaling and Material Exploration*</li> <li>● Special Workshops (Term 1)</li> <li>● Glass Blowing Workshop (27 October 2012)</li> <li>● Glass Painting Workshop</li> </ul> <p><b>Multi-Media Art Classes</b></p> <ul style="list-style-type: none"> <li>● Digital Illustration</li> </ul>

	<ul style="list-style-type: none"> <li>● Comic Drawing</li> <li>● Stop-Motion Animation</li> <li>● Web Design</li> <li>● Digital Comic</li> </ul>
Evaluation	<p><b>Traditional Art Class</b></p> <ul style="list-style-type: none"> <li>● No. of student participants: 166</li> <li>● The most popular Traditional Art Class was Ceramics and the second most popular was Chinese Painting.</li> <li>● This year, an attempt was made to find ways to encourage students to further explore in the area of drawing. The two new classes 'Outdoor Drawing' and 'Art Journaling and Material Exploration' were well received by students.</li> </ul> <p><b>Multi-Media Classes</b></p> <ul style="list-style-type: none"> <li>● No. of student participants: 90</li> <li>● Students enjoyed the multimedia classes, especially Game Design.</li> <li>● The range and number of participants in the ECA classes were appropriate. Feedback received from students and parents is positive.</li> </ul>



# Evaluation of Religious Education Department

## Programme Plan 2012-2013

### 2012/2013 年度宗教科工作計劃檢討報告

#### 1. 福音話劇(佈道會)

- (一) 活動目標：透過福音話劇，向學生傳福音。
- (二) 活動對象：小三至小四
- (三) 推動時間：十二月
- (四) 活動內容：邀請「點蟲蟲熱線」到校以福音話劇形式與學生分享信仰，希望學生相信並接受耶穌基督為個人救主。
- (五) 活動檢討：與德育科合辦，活動配合「學習活動日」(Fun Learning Days)，主題《驚世預言》。福音話劇揭示聖經記載的救恩真理，帶出聖經一早預知基督降生及至為人類受死的福音信息。學生反應良好，互動的福音劇令學生十分投入。

#### 2. 新生調適活動

- (一) 活動目標：讓小一新生認識學校是一所基督教學校，盡快投入校園生活。
- (二) 活動對象：小一
- (三) 推動時間：九月至十月
- (四) 活動內容：開學期間於課堂中舉行調適活動，引領學生認識學校的環境及人物，加強新同學對學校及基督教有初步的認識。
- (五) 活動檢討：透過介紹班名(D, J, M, P, S)的由來，學生了解五位聖經人物的事跡和性格特徵，學生表現投入。學生亦從調適課程中學習如何祈禱，並學會主禱文。教師

亦可透過以上活動加強對學校宗教文化的認識。

### 3. 歌唱比賽

- (一) 活動目標：透過詩歌的頌唱，提升學生對本科的興趣及藉此加強氣氛。
- (二) 活動對象：一、二年級學生
- (三) 推動時間：小一（4月30日）；小二（3月12日）
- (四) 活動內容：為提升學生對本科的興趣及加強宗教氣氛，本科與音樂科合作，安排在分級早會時間進行班際歌唱比賽。各級設有五個獎項，包括：最演出投入獎、最團結獎、最認真表演獎、最動聽獎及最感情豐富獎，以示鼓勵。
- (五) 活動檢討：學生對此活動反應良好，建議來年續辦。

### 4. 跨學科活動

- (一) 活動目標：透過跨學科活動，培養學生的共通能力，並把基督教教義與其他知識融合，以深化教導。
- (二) 活動對象：全體學生
- (三) 推動時間：全年
- (四) 活動內容：為深化學生對課題內容的認識，各級教師可透過跨學科會議，與其他科目合作，計劃配合相關內容的活動。
- (五) 活動檢討：為了提高學生的學習效能，課程統整是有需要的。每年學校均會安排各科教師進行課程統整會議，籌劃跨學科活動。

## 5. 學生小組

- (一) 活動目標：讓學生透過學生團契學習聖經真道，培養愛主愛人的精神。
- (二) 活動對象：小四至小六
- (三) 推動時間：全年
- (四) 活動內容：由學校社工於課後以小組形式進行，本科老師會被邀請參與帶領宗教活動，內容包括唱詩、祈禱、讀經、遊戲、服事等。
- (五) 活動檢討：合共 15 位同學參與。小組透過讓學生了解多元智能、主耶穌和摩西的事蹟，幫助他們明白神愛每一個人，也給予各人不同的天賦；在自信心不足的時候，可以靠主耶穌的幫助重拾信心。另外，小組也透過不同的體驗活動（例如：黑暗中對話），幫助學生提升逆境智商。

## 6. 老師祈禱會

- (一) 活動目標：透過每學期一次之祈禱會，旨在聯繫老師之間之情誼，並透過代禱彼此互相守望及為學校和學生的需要代禱。
- (二) 活動對象：宗教科教師
- (三) 推動時間：全年
- (四) 活動內容：透過分享經歷或見證並彼此代禱，老師持續預備自己的服事，旁人也會感受到老師的熱忱和得到被神改變的生命。
- (五) 活動檢討：老師們十分享受相交的時間，但由於老師工作繁重，僅暫定繼續安排每學期舉辦一次。

## 7. 班際金句背誦比賽

- (一) 活動目標： 讓學生緊記聖經金句，遵從聖經的教導。
- (二) 活動對象： 小三、小四學生
- (三) 推動時間： 一月
- (四) 活動內容： 安排小三學生背誦課本內的金句，小四學生背誦詩歌集內的金句，以班際的形式進行比賽，得分最高的班別獲贈禮物以茲鼓勵。
- (五) 活動檢討： 活動已於 1 月順利舉行。

## 8. 崇拜

- (一) 活動目標： 透過教堂的崇拜禮儀，讓學生感受真正的崇拜氣氛。
- (二) 活動對象： 全校
- (三) 推動時間： 十二月、三月、五月及七月
- (四) 活動內容： 為了讓學生了解及感受崇拜進行時的禮儀及氣氛，本校配合節期，在聖誕節、升天節及結業禮舉行感恩崇拜，並分別安排不同級別的學生到基督堂、聖三一座堂、諸聖座堂或留校參與。本年度更邀請 Rev. Robertson 到校主持開學禮崇拜。
- (五) 活動檢討： 學生對崇拜的態度有改善。留校學生在崇拜時表現尊重及敬虔。

## 9. 開放日

- (一) 活動目標： 讓到訪的嘉賓了解本校推行宗教教育的情況。
- (二) 活動對象： 全校
- (三) 推動時間： 二月
- (四) 活動內容： 與德育科共同展示有關的學生活動照片、作品及設計攤位遊戲，並邀請學生向嘉賓進行講解，讓他們更了解本校宗教/德育科的教學情況。



- (五) 活動檢討：本年度續與德育科合作，共同展示有關的學生活動照片及作品，效果理想；惟部份學生未有出現當值，個別表現亦未如理想。

## 10. 聖經朗誦節

- (一) 活動目標：鼓勵對朗誦有興趣的同學參加聖經朗誦比賽，讓學生明白經文的意思，學習表達經文中的思想和感情。
- (二) 活動對象：小四至小六
- (三) 推動時間：三月
- (四) 活動內容：鼓勵同學參與漢語聖經協會舉辦的聖經朗誦節，以獨誦為主。
- (五) 活動檢討：本年度有三十位同學參與，有一位同學奪得低年級組總冠軍。

## 11. 專題展板

- (一) 活動目標：透過展板內容，宣揚基督教信仰，建立正面價值觀。
- (二) 活動對象：教師及學生
- (三) 推動時間：全年
- (四) 活動內容：第一學期主題是祈禱，第二學期的主題是肢體相連。
- (五) 活動檢討：展板製作精美，相當吸引。可惜普遍學生只顧在有蓋操場上玩耍，沒有留意展板內容。宗教科老師可以在課堂上作宣傳，也可以邀請學生協助佈置展板，讓同學可以參與其中。

## 12. 福音日營

- (一) 活動目標：透過舉辦福音日營，幫助學生肯定生命的價值與意義。



- (二) 活動對象： 小五及小六
- (三) 推動時間： 五月
- (四) 活動內容： 是次營會活動包括破冰遊戲，小組討論，和音樂時間等。透過牧師生命信息和見證的分享，學生能夠了解建立積極的信仰是獲取更豐盛生命的關鍵。
- (五) 活動檢討： 學生能在彼此鼓勵和互相尊重扶持的氣氛下才能更深入認識自己、了解個人的優缺點。在神的愛和人的接納中，會強化成長的動力和勇於發掘和發揮自己的優點和接納自己的缺點。

### 13. 早會

- (一) 活動目標： 每星期三次的早會旨在凝聚學生的注意力，強化他們奮力面對新一天生活的意識。
- (二) 活動對象： 全校學生
- (三) 推動時間： 全年
- 活動內容： 藉老師和校長親切和誠懇的分享，加強感性和情性(affective domain)的教育，從而建立良好的師生關係和校風。
- (五) 活動檢討： 學生能從早會中學習敬拜讚美神，將新一天的生活交託祂，仰望祂的帶領和祝福。

### 14. 聆聽箱

- (一) 活動目標： 透過設置聆聽箱，從而關心學生的信仰及成長需要。
- (二) 活動對象： 全校學生
- (三) 推動時間： 全年
- (四) 活動內容： 在有蓋操場設置聆聽箱，教師會定期收集同學的信

仰問題及代禱事項，並作個別回應。教師會藉此輔導有需要的學生，關心他們的信仰狀況及成長需要。

- (五) 活動檢討：在九月開學時，教師在早會時作出相關宣傳。那時，全校也有數位學生使用聆聽箱；到了第二學期，只有一位同學投放個人代禱事項於聆聽箱內，老師也隨即跟進個案。到了第三學期，已再沒有收到任何學生的信息。

聆聽箱對於本校學生的作用不大，但仍有其存在價值，但建議科任老師不時在課堂上作出宣傳，以鼓勵學生使用。

## 15. 添置教具

- (一) 活動目標：加深老師對本科的認識。
- (二) 活動對象：全體教師
- (三) 推動時間：全年
- (四) 活動內容：陸續購買有關的聖經書籍、教學軟件及光碟，讓老師借用。
- (五) 活動檢討：校方已按需要購買影音光碟及書籍，並已編碼。



## Evaluation of the Library Studies Programme Plan 2012-2013

### Programme Summation & Evaluation:

The School Library plays an essential role in guiding students to be a life-long learner. Through promoting the interest in reading and equipping students with the skills to search for information, students will be able to benefit from the enriched life that comes with the habit of reading and the ability to solve problems through reading.

<b>Plan 1: Reading Environment and Resources</b>	
Objective	<ol style="list-style-type: none"> <li>1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning</li> <li>2. To provide a good learning and reading environment for students and staff</li> </ol>
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> <li>1. Management of School Library               <ol style="list-style-type: none"> <li>a. Provide check in/check out services</li> <li>b. Issue overdue notices</li> <li>c. Keep the library tidy and comfortable</li> <li>d. Offer advice on library resources</li> <li>e. Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stocktaking</li> <li>f. Decorate the library</li> <li>g. Update information in Library WebOPAC</li> <li>h. Organize and manage the student librarians</li> <li>i. Organize the library parent volunteers</li> </ol> </li> <li>2. Budget Management</li> <li>3. Collection Development               <ol style="list-style-type: none"> <li>a. English, Chinese and French books</li> <li>b. Magazines</li> <li>c. Online encyclopaedia</li> </ol> </li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. The size of the library collection continued to expand this year to over 25,000 items. The library collection had nearly reached the maximum capacity of the Library. As part of the collection was getting old, worn out items would be taken out for</li> </ol>



	<p>write-off.</p> <p>2. Students enjoyed the library facilities and a comfortable environment offered by the library.</p>
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<b>Plan 2: Library Education</b>	
Objective	To enhance students' information literacy skills and reading incentives
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> <li>1. G.1-G.4 students were introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources.</li> <li>2. G.1-G.2 student had story time, and participated in extended reading activities to learn simple library skills.</li> <li>3. G.3, G4 and G.5 students learned the usage of library WebOPAC, the way to use both printed and online encyclopaedia and the classification methods of library materials (Dewey Decimal Classification and Chinese Books Classification).</li> </ol>
Evaluation	The library curriculum was refined this school year to suit the needs and interests of our students. Teaching resources and worksheets were selected and designed to enhance learning effectiveness and motivation of the students. Independent reading time was inserted in the library lessons to provide a period for students to read.

<b>Plan 3: Cross-curricular Collaboration</b>	
Objective	<ol style="list-style-type: none"> <li>1. To develop our school library to be an information and media centre which provides diversified reading materials and resources for teaching and learning</li> <li>2. To provide a good learning and reading environment for students and staff</li> </ol>
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> <li>1. Cross-curricular activities were held in collaboration with different departments.</li> <li>2. Departmental scheme of works were referred to regarding the specific needs of each subject in order to support teaching and learning.</li> </ol>

	<p>3. The English and Chinese Departments were consulted when books were selected to enhance the quality of reading materials of the School Library.</p> <p>4. The Librarian helped select, order and process the classroom libraries books for the English and Chinese Departments.</p>
Evaluation	<p>Collaboration with various departments this year:</p> <p><b>1.CDAA Cross-curricular Activities</b></p> <p>The Library took part in the planning and organization of the two whole school cross-curricular activities: the Fun Learning Days and Inquiry Based Learning Week.</p> <p><b>2.Collaboration with English and Chinese Departments: <i>Library Reading Programme</i></b></p> <ul style="list-style-type: none"> <li>● All the English and Chinese teachers took part in running the programme.</li> <li>● There were some follow-ups after the evaluation in 2011-2012: <ul style="list-style-type: none"> <li>a. Marking system of the reading record books was simplified.</li> <li>b. The number of collection times was increased to twice a year in order to alleviate teachers' pressure in marking all the reading record books at the end of the school year.</li> <li>c. The deadline of the programme was changed from May to April in order to give sufficient time to teachers to finish marking and the library staff to add up the total marks.</li> </ul> </li> <li>● The teacher-librarian asked the level co-ordinators of the English and Chinese Departments to help collect opinions from all English and Chinese teachers in the collaboration meeting and would make amendments accordingly.</li> </ul> <p><b>3. Collaboration with Moral Education Department</b></p> <ul style="list-style-type: none"> <li>● Grade Level: All Levels</li> <li>● Activity : HEIFER "Read to Feed"</li> <li>● Students learnt how HEIFER helps poor people in the world.</li> </ul> <p><b>4. Collaboration with Other Departments</b></p> <ul style="list-style-type: none"> <li>● G1: My School: Library, GSI, Music</li> <li>● G2: Chinese New Year: Library, GSI, GSII, Chinese, PTH, Music, Art, Computer Studies, Moral Education</li> </ul>

<b>Plan 4: Reading Activities</b>	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> <li>1. DBSPD Reading Programme</li> <li>2. Book Fair</li> <li>3. Good Book Promotions</li> <li>4. Books Borrowing Ranking Charts (by individual and class)</li> <li>5. My Favourite Book Sharing Session</li> <li>6. 4.23 World Book Day Celebration</li> <li>7. Storytelling Team</li> <li>8. Newspaper Subscription</li> <li>9. Bulk Application for Hong Kong Public Library Cards</li> <li>10. External Reading Activities</li> <li>11. Book Donation</li> </ol>
Evaluation	<p><b>1. DBSPD Reading Programme</b></p> <ul style="list-style-type: none"> <li>● Total number of reading record books collected: 2703</li> <li>● Term Gifts: Gifts were given to students after Term 1 as encouragement.</li> <li>● End-of-year Prizes: Each grade had First, Second and Third Prize respectively. In addition, 287 big prizes, 211 medium prizes and 226 small prizes were given out.</li> <li>● To follow-up the evaluation of 2011-2012, English reading record books were provided to G4-G6 students this school year.</li> </ul> <p><b>2. Book Fair</b></p> <p>Six companies were invited to set up booths in our annual book fair. They provided English, Chinese, religious and science reading materials and educational computer software for students, parents and teachers to choose.</p> <p><b>3. Good Book Promotions</b></p> <p>There were 6 G.4 and G.5 students who recommended 6 books (3 English and 3 Chinese) to their fellow school-mates. They produced an audio recording first and those recordings were played to the G.4-G.6 classes during the Fun Learning Days.</p>

	<p><b>4. Books Borrowing Ranking Charts (by individual and class)</b></p> <p>These borrowing ranking charts gave students the incentives to borrow more books in order to get a higher ranking for themselves and their own classes.</p> <p><b>5. My Favourite Book Sharing Session</b></p> <p>G.3-G.5 students presented one of their favourite books during the library lessons. This was to enhance the reading culture among the students. The students were very interested in the books their classmates presented.</p> <p><b>6. 4.23 World Book Day Celebration</b></p> <p>Some of the World Book Day activities were held during the Fun Learning Days. World Book Day posters designed by the students were posted inside the Library to promote the event. Students received souvenirs if they borrowed books during the week of the World Book Day.</p> <p><b>7. Storytelling Team</b></p> <p>There were 200 volunteers who joined the storytelling team this year. The team co-ordinators were helpful in organizing the volunteers. After collecting class teachers' opinions, there would not be any storytelling sessions for G.3 next year.</p> <p><b>8. Newspaper Subscription</b></p> <p>For normal school days:</p> <p>194 students subscribed to Goodies, 148 students Junior Standard, 106 students the Student Standard, 65 students the South China Morning Post, 76 students 明報 and 44 students 星島日報 this school year.</p> <p>For the summer newspapers subscription:</p> <p>There were 26 students who subscribed to the South China Morning Post, 13 students 明報 and 36 students 星島日報 this school year.</p> <p><b>9. Bulk Application for Hong Kong Public Library Cards</b></p> <p>27 G.1 students applied for the HKPL Library Cards</p>
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	<p>successfully through the School.</p> <p><b>10. External Reading Activities</b></p> <ul style="list-style-type: none"> <li>● Hong Kong Public Libraries 4.23 World Book Day Creative Competition 2013: G.4-G.6 students participated in this activity.</li> <li>● 24<sup>th</sup> PTU Reading Carnival Photo-taking Activity: 100 Reading Carnival's tickets were obtained by students from the Library. 7 students participated in the photo-taking activity. They were given additional marks for the Reading Programme as encouragement.</li> </ul> <p><b>11. Book Donation</b></p> <p>Although the Library did not issue any circulars to ask for books donation, there were still some parents who would like donate books to the Library. The Library collected the books which will then be donated to other schools or charitable organizations.</p>
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<b>Plan 5: Student Librarians Training</b>	
Objective	<ol style="list-style-type: none"> <li>1. To nurture selected student librarians to have the responsibility and a sense of belonging to the School</li> <li>2. To provide students with library skills training</li> </ol>
Target	Selected Student Librarians
Period	Whole Year
Description	<p>Student librarians were recruited, and training was provided so that they could:</p> <ul style="list-style-type: none"> <li>● Assist in the daily operation of the Library</li> <li>● Keep the library clean and tidy</li> <li>● Make sure the students behave themselves in the Library</li> <li>● Help fellow students in using the Library</li> <li>● Show students how to use the library</li> <li>● Direct the way for fellow students to locate books on the shelves</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>● Overall speaking, the student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training and practice. The Library issued certificates to recognize their contribution to the School.</li> <li>● Joint PD and SD Librarians activities: PD student librarians</li> </ul>

	visited the SD Library.
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<b>Plan 6: Library Promotion</b>	
Objective	To promote reading materials of the School Library
Target	All Students
Period	Whole Year
Description	The information in the Library WebOPAC is updated regularly to provide the latest reading and school library information for students. Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.
Evaluation	The promoted items could draw students' attention to those new and good quality books that they had not noticed before in the School Library. Those items were frequently enquired by the students.

## **Evaluation of the Computer Studies Department Programme Plan 2012-2013**

### **Programme Summation:**

In the school year 2012/13, students had a lot of opportunities to learn Computer Studies meaningfully and build up a positive learning attitude and habit towards the use of computers and Information Technology. Joint projects were conducted in various cross-curricular themes with different subjects. Students also participated in many internal and external competitions and other activities.

### **Programme Evaluation:**

#### **1. IT Directors/ IT Captains**

- Objectives:
- To help students develop fine qualities and skills, such as leadership and cooperation
  - To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G4 to G5 students

Period: Sept 2012 – July 2013

Description: Students were selected as IT Directors and IT Captains to assist the IT Officers in maintaining order and discipline in the Computer Room during the 2 recesses on Monday, Tuesday, Wednesday, and Thursday, and the 1<sup>st</sup> recess on Friday. Students from G5 were selected as team leaders.

- Evaluation:
- A total of 25 IT Captains and 7 IT Directors were recruited in September 2012.
  - Most students participated actively and were very responsible for their duties.

#### **2. External Competitions**

- Objectives:
- To equip students with knowledge and daily life skills related to computer operations
  - To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
  - To foster students' independent thinking, creativity and problem solving skills
  - To develop students' self-learning, research and life-long skills



- To stimulate students' interest in learning computer technology
- To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
- To help students develop fine qualities and skills, such as leadership and cooperation
- To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology
- To give students more exposure to outside competitions

Target: G1 to G6 students

Period: Nov 2012 to May 2013

Description: **I-Cube Competition**

Evaluation: Results of the competition:

- An inter-class competition was held from 18<sup>th</sup> Feb to 22<sup>nd</sup> Feb 2013. All G.1-6 students participated in the competition during CS lessons.
- Certificates for classes and students were given by I-Cube.

Students enjoyed participating in the competition very much and it is suggested to continue promoting this event in the coming school year.

Description: **World Robot Olympiad 2012 (Hong Kong)**

Evaluation: Results of the competition:

- Overall Champion

Students represented HK in World Robot Olympiad International Championship in Malaysia and awarded 24<sup>th</sup> in position (out of 70 teams from 40 countries) which was held during 9<sup>th</sup> – 14<sup>th</sup> November 2012.

Students achieved excellent results in the competition and it is suggested to continue promoting this function in the coming school year.

Description: **First Lego League Competition**

Evaluation: Results of the competition:

- Champion

Our Robotics Team participated in the First Lego League Competition (Hong Kong) on 23 Feb 2013. Our Grade 6 team won the Champion and represented HK to compete in First Lego League Open European Championship in Germany during 4<sup>th</sup> – 12<sup>th</sup> May 2013. Our team was awarded the second place for Core



Value Presentation (out of 53 teams from 33 countries).

Students achieved excellent results in the competition and it is suggested to continue promoting this function in the coming school year.

### **3. Internal Competitions**

- Objectives:
- To equip students with knowledge and daily life skills related to computer operations
  - To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
  - To foster students' independent thinking, creativity and problem solving skills
  - To develop students' self-learning, research and life-long skills
  - To stimulate students' interest in learning computer technology
  - To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
  - To help students develop fine qualities and skills, such as leadership and cooperation
  - To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G1 to G6 students

Period: October 2012 to January 2013

Description: All students from G.1 to G.6 participated in the CS logo design competition. Students were given time during C.S. lessons to complete their designs. Teachers also taught about the necessary skills to complete the graphics design.

Evaluation: Students' self-esteem has been raised after joining the internal competitions. They learned different kinds of computer skills.

### **4. Fun Learning Days**

- Objective:
- To equip students with knowledge and daily life skills related to computer operations
  - To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects



- To foster students' independent thinking, creativity and problem solving skills
- To develop students' self-learning, research and life-long skills
- To stimulate students' interest in learning computer technology.
- To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
- To help students develop fine qualities and skills, such as leadership and cooperation.
- To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G1 to G6 students

Period: December 2012

Description: A game booth was set up during the Fun Learning Days. Students could explore more about Internet Safety and the problems of addiction to the Internet.

Evaluation: Students enjoyed the game booth very much and it is suggested to continue promoting this event in the coming school year.

## **5. Seminar (Conducted by School Social Workers)**

Objective: To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology

Target: G1 to G6 students

Period: July 2013

Description: Two seminars (one for G.1-3 and another for G.4-6) were conducted to discuss the health issues and social issues related to the excessive use of interactive electronic devices, e.g. smart phones and tablets.

Evaluation: The seminars were able to alert students about the health issues and potential hazards of using smart phones and tablets (e.g. iPad). The speaker was able to provide adjusted content catering for the junior and the senior primary students.

## **6. Experiential Learning Trip**

- Objective:
- To foster students' independent thinking, creativity and problem solving skills.
  - To develop students' self-learning, research and life-long skills
  - To stimulate students' interest in learning computer technology.
  - To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
  - To help students develop fine qualities and skills, such as leadership and cooperation
- Target: G4 to G6 students
- Period: July 2013
- Description: This event was cancelled because the itinerary proposed by the travel agencies did not contain enough educational programmes to fulfill the purposes for this trip.

## **7. Collaboration with the Music Department**

- Objective: To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
- Target: G6 students
- Period: December 2012 to February 2013
- Description: Students used a computer software to compose music during Music and CS lessons
- Evaluation: The collaboration could not be completed because the music teachers were too busy preparing for the Schools Music Festival and concerts throughout the school year.

## **8. Collaboration with the Putonghua Department**

- Objective: To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
- Target: G2 and G6 students
- Period: November 2012 to February 2013
- Description: Students became more competent in typing skills.
- Evaluation: Most students became more competent in their typing skills and learned more about Hanyu pinyin (漢語拼音).  
It is suggested to continue teaching these skills in the coming school year.

## **9. Collaboration with English and G.S. Departments**

**Objective** To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects

**Target:** G5 students

**Period:** October 2012 - March 2013

**Description:** Presentation and collaboration skills

**Evaluation:** Students learnt various presentation and collaboration skills and could apply the skills during the IBL Week.

## **10. Collaboration with the English and the Chinese Departments (on typing skills)**

**Objective:** To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects

**Target:** G1 to G4 and G6 students

**Period:** September 2012 to June 2013

**Description:** Students became more competent in their typing skills (English) and Chinese Input Methods.

**Evaluation:** Most students became more competent in their typing skills and learned various styles of Chinese input methods (九方，速成，倉頡).

It is suggested to continue teaching students these skills in the coming school year.

## **Evaluation of Moral Education Programme Plan 2012-2013**

### **Programme Summation & Evaluation:**

In order to align with the theme “Self-discipline” of the whole school programme this year, the Moral Education Programme specifically included activities that aimed at promoting self-discipline and self-management. A user-defined survey which composed of the sub-scales “Inappropriate Assertiveness”, “Code of Conduct” and “Well-behaved” from the Assessment Program for Affective and Social Outcomes (APASO) was used to evaluate the effectiveness of this year’s programme. As compared with the result obtained at the beginning of school year, the mean scores of “Code of Conduct” and “Well-behaved” were almost the same. In contrast, a decrease in the mean score was observed in “Inappropriate Assertiveness” across all the grade levels from G.3 to G.6 (ranging from 0.05 to 0.09). The Moral Education Programme was therefore successful in helping students develop better self-control and refrain themselves from committing inappropriate behaviour. However, more effort is still needed to promote students’ positive behaviour.

### **Programme Evaluation:**

#### **1. G.1 Adaptation Workshop**

**Objectives:** To organize activities to promote pro-social behaviours among students

**Target:** G.1 students

**Period:** 4 September 2012

**Description:** The workshop was carried out by G.1 class teachers. First, teachers introduced the campus and daily routine to G.1 students. Second, students were reminded about the importance of courtesy and school rules. Finally, students were encouraged to learn about self-care skills and the importance of mutual support. On the other hand, the School Social Worker (SSW) who was responsible for G.1 guidance service introduced herself to students and encouraged students to approach the SSW for help if they had difficulty in handling particular problems.

**Evaluation:** Students participated actively in the workshop. The workshop could facilitate G.1 students to understand more about their new school life and help them adapt to the new stage of primary school life.



## **2. Moral Education Lessons**

- Objectives:**
- To focus on characters (topics having been included in Character Education) that help strengthen students' self-discipline and self-management skills. For instance, orderliness, cautiousness, self-control, patience and discretion
  - To organize activities to promote pro-social behaviours among students
  - To inspect Student Journals by the end of each term so as to help evaluate the implementation of work plans and students' learning outcomes

**Target:** All students

**Period:** Whole year

**Description:** 22 Moral Education lessons were conducted for G.1-5 while G.6 had altogether 20 lessons. Orderliness, cautiousness, self-control, patience and discretion were included in Character Education for different grade levels.

In addition to regular Moral Education lessons, 2 class activities were held to promote self-discipline. They included an activity about self-responsibility for G.1-2 students, and another activity about food conservation for G.4-5 students. Inspection of Student Journals was done by the end of each term.

**Evaluation:** In general, feedback given by students was positive. Teachers were also asked to evaluate the teaching objectives, quality of teaching activities and worksheets after each lesson. The mean ratings were above 4.8 out of 6. When inspection of Student Journals was being done, it was found that students in general were able to give correct answers in their journals. Sometimes, students could write meaningful reflections. However, quite a number of students, especially senior boys, did not ask their parents to fill in the parents' evaluation. More effort was required for improvement in order to foster home-school co-operation.

### **3. Mooncake / Food Donation Programmes**

**Objectives:** To organize activities to promote pro-social behaviours among students

**Target:** All students

**Period:** September - December 2012

**Description:** Mooncake donation was held in September 2012 while food donation was held before Christmas Holidays. Students were encouraged to donate corresponding food items to the less fortunate people in the community.

**Evaluation:** For mooncake donation, 8 coupons and 13 boxes plus 44 individual mooncakes were collected. All donation items were sent to St. James Settlement which in turn helped deliver them to the people in need.

For food donation, 5 big cartons of food were collected and were then sent to “Blessed Food” Short-term Food Assistance Service Project of Hong Kong Sheng Kung Hui. This programme provided an opportunity for students to show concerns for the needy people and help them learn to share what they have with others. However, the response was less enthusiastic than we had expected. More promotion was required to arouse students’ concerns for the under-privileged people.

### **4. Staff Development Workshops**

**Objectives:** To organize subject-based staff development workshops to enhance the effectiveness of learning and teaching

**Target:** All class teachers

**Period:** 11 September 2012

**Description:** The workshop aimed at equipping teachers with the knowledge and skills required for delivering Di Zi Gui. Speakers from the International Classics Culture Association were invited to conduct the workshop.

**Evaluation:** The workshop was able to provide basic knowledge of Di Zi Gui to teachers. However, teachers considered the experience shared by the speakers not very relevant as it was mainly about teaching kindergarten students. Discussion was held among teachers after the workshop to refine the teaching arrangement.

## **5. Developmental Talks and Workshops**

**Objectives:** To focus on characters (topics having been included in Character Education) that help strengthen students' self-discipline and self-management skills. For instance, orderliness, cautiousness, self-control, patience and discretion

**Target:** All students

**Period:** September 2012 – June 2013

**Description:** 4 talks and workshops were held. They included a talk on healthy eating for G.1-6, a sharing session on life in rural China for G.4-5, and 2 drama shows on appreciation and hearing impairment for G.1-3.

**Evaluation:** Students enjoyed the talks and workshops. Particularly, they liked the drama shows very much. These activities could convey positive messages to students in a cheerful learning atmosphere.

## **6. Parents' Workshops**

**Objectives:** To conduct workshops to promote effective parenting skills among parents

**Target:** Parents of all students

**Period:** October 2012 – June 2013

**Description:** Two rounds of workshops were organized, one in October and November 2012 and another one in May and June 2013. In each round, there was a workshop for parents of G.1-3 students as well as a workshop for parents of G.4-6 students.

For parents of G.1-3 students, both workshops consisted of 3 sessions and were conducted by a social worker from Centre for Restoration of Human Relationships. The theme of the workshops was self-responsibility and self-management.

For parents of G.4-6 students, both workshops also consisted of 3 sessions and were conducted by a counsellor from United Christian Nethersole Community Health Service. The theme of the first workshop was self-management and positive emotion whilst the theme of the second workshop was self-management and effective parent-child communication.

**Evaluation:** Written feedback was collected at the end of each



workshop. All participants were satisfied with the workshops and considered the workshops to be beneficial, except the second workshop for G.4-6 parents. Some participants of that workshop expected the workshop to be more informative and put more emphasis on how to develop children's self-management.

Overall speaking, many participants stated that it would be better to have more sessions and more case studies. Also, some participants suggested that the School Social Workers could also share their experience in the workshop because they know the characteristics of our students and can give more concrete and relevant advice on parenting.

## **7. Fun Learning Days**

**Objectives:** To focus on characters (topics having been included in Character Education) that help strengthen students' self-discipline and self-management skills. For instance, orderliness, cautiousness, self-control, patience and discretion

**Target:** All students

**Period:** 17-18 December 2012

**Description:** Two game stalls were designed to help consolidate students' learning in a fun atmosphere. One of them was about good behaviour in classroom and another one was about healthy lifestyle.

**Evaluation:** Students eagerly participated in the game stalls. They enjoyed the games very much. The feedback collected after the Fun Learning Day was also positive.

## **8. G.3 and G.6 Service Day**

**Objectives:** To organize activities to promote pro-social behaviours among students

**Target:** G.3 and G.6 students

**Period:** January - February 2013

**Description:** The activity was again jointly organized with the G.S. Department. Each G.3 class was arranged to participate in a community service visit to an elderly home/centre. In order to equip students with the skills required for carrying out suitable games for the elders, a guest speaker from Jockey Club Centre for Positive Ageing was invited to

deliver a workshop on game design for G.3 students in November 2012. In the visits, students sang songs, played musical instruments, had games and chatted with the elders in the service visits. Students also presented some hand-made souvenirs to the elders.

All G.6 students were required to participate in the flag sales on 19 January 2013. Prior to the Service Day, teachers helped students understand the meanings of flag sales and acquire related techniques. Teachers also guided students to do reflection on their learning experience after the activity.

**Evaluation:** G.3 students participated actively in their service visits as well as in the preparation work. They were divided into groups of 5-6. Each group had to prepare an activity such as game, a song, and a performance. 3 groups in each class were finally selected to conduct their activities during the service visit. Students who were not selected to hold an activity were arranged to be helpers assisting their classmates to conduct the activities. After the activities, students presented souvenirs to the elders and chatted with them. The service visits did provide an opportunity for students to serve the community and learn to care for the elders.

For G.6 Service Day, almost all G.6 students participated in the flag sales. After the activity, students reflected that many people were not very willing to buy a flag. When they were rejected, they felt unhappy. From this experience, they realised that they had to do more to help the needy people.

## **9. Read to Feed Programme**

**Objectives:** To organize activities to promote pro-social behaviours among students

**Target:** All students

**Period:** 6 – 31 May 2013

**Description:** The School has carried out the programme for 6 years. Similar to the previous years, the programme provided an opportunity for students to take concrete actions to help poor people in the Mainland China. This year, the programme aimed to raise funds for the Qinghai



Community Development Project of Heifer International - Hong Kong.

**Evaluation:** 153 students completed the programme this year. The number was doubled as compared with last year. This year, students who completed the “Read to Feed” Programme and submitted their reading record would be given extra marks for the school library reading programme. This arrangement seemed to be able to enhance students’ motivation to join the programme. Nevertheless, the participation rate of G.4-6 students was still very low. Only 31 out of the 153 participants were in G.4-6. The total amount of donations we collected was \$111,430 which was sent to Heifer International - Hong Kong in June 2013.

## **10. Internet Safety Talk**

**Objectives:** To focus on characters (topics having been included in Character Education) that help strengthen students’ self-discipline and self-management skills. For instance, orderliness, cautiousness, self-control, patience and discretion

**Target:** All students

**Period:** 8 July 2013

**Description:** The focus of this year’s internet safety talk was not on the use of internet. Instead, the talk emphasized the proper use of electronic devices so as to respond to the increasing popularity of electronic devices. Also, the talk was not arranged for G.4-6 only. Instead, there was a talk for G.1-3 and another one for G.4-6.

**Evaluation:** The talk was able to alert students the problems about internet addiction and misuse of electronic devices. Students understood that misuse of these devices could put their own physical and mental health as well as their family relationships at risk. The talk was able to remind students about the importance of proper use of electronic devices. Students also learnt about the proper posture when using electronic devices.

## **11. Pre-G.7 Preparation Workshop**

**Objectives:** To focus on characters (topics having been included in Character Education) that help strengthen students' self-discipline and self-management skills. For instance, orderliness, cautiousness, self-control, patience and discretion

**Target:** G.6 students

**Period:** 2 & 8 July 2013

**Description:** A class activity was first conducted for G.6 students on 2 July 2013. In the activity, challenges possibly encountered by G.7 students were highlighted and some positive coping strategies that help students adjust to secondary school life were introduced. On 8 July, three students from the Secondary Division (2 from senior grade and 1 from G.7) were invited to conduct a sharing session with G.6 students. In the sharing, the importance of self-discipline and participation in a variety of student activities were highlighted. The speakers also answered some questions raised by G.6 students regarding their forthcoming secondary school life.

**Evaluation:** G.6 students looked forward to their secondary school life and would like to know more about it. The sharing heightened G.6 students' awareness of the preparation work that they had to do in order to better adapt to their new stage of life. Also, the workshop helped G.6 students resolve some of their worries about the secondary school life.

## Evaluation of the Electives Programme Plan 2012 – 2013

### **Programme Summation & Evaluation:**

Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. There were 51 courses on offer in 2012-2013. 37 courses were delivered by out-sourced organizations. Evaluation was done at the end of the course. The feedback from students, teachers and parents was positive and encouraging.

<b>Plan</b>		<b>Evaluation</b>
<b>1</b>	To balance across the curriculum in electives	<p>There were 51 courses on offer in 2012-2013. They could be classified into four main areas: Art &amp; Sport (17.65%), Science (17.65%), Language &amp; Culture (23.53%) and Personal Development (41.17%).</p> <ul style="list-style-type: none"> <li>● Digital Comic, Baking is FUN, Online Newsletter and Flag Raising Squad were new programmes.</li> <li>● 9 courses (17.65%) adopting the scientific approach were specially designed. Little Electronic Engineer, Paper Circuit, Science Workshops, Toy Science, Science Adventures &amp; 天文實驗班, etc. provided students with rare and precious chances to get to know more about astronomy and science.</li> <li>● 12 courses (23.53%) provided basic language and cultural knowledge like Japanese, French, Spanish and African Culture.</li> <li>● 21 courses (41.17%) such as Money Management, Applied Personal Management, 2C's Training, Memory Booster Program, Be a Smart Leader, 通識達人, Team Building Workshop, Stormy Chefs, Career in Future and Etiquette could enhance students' personal development.</li> </ul>
<b>2</b>	To emphasize life-wide learning (students' learning in real contexts and authentic settings). Such experiential learning enables students to achieve certain learning goals that are more difficult to attain	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> <li>● Students who participated in the Etiquette Elective practised table manners in Apple Green.</li> <li>● Students from Money Management practised their skills in the Tuck Shop.</li> <li>● Students' knowledge and skills to meet the requirement of the new curriculum could be developed: Memory Booster Program, 通識達人 and Career in Future.</li> <li>● Tutors/Teachers of the science related electives (Science</li> </ul>



	through classroom learning alone.	<p>Workshop, Science Adventures, Little Electronic Engineer, Paper Circuit and 天文實驗班) prepared different experiments to develop students' science processing knowledge, interest and skills.</p> <ul style="list-style-type: none"> <li>● Students from Rock Climbing Elective practised their skills in Spotlight Recreation Club (博藝會) to challenge themselves.</li> <li>● Tutors of the African Culture Elective came from Africa. The language teachers (Japanese &amp; French) are native speakers.</li> </ul>
3	To let students choose the electives that best suit their learning styles.	<p>The electives for each student were allocated with the help of an Elective Selective Programme. Teachers would then modify the list manually to ensure a better allocation before producing the final version.</p> <p>Students' electives were allocated with reference to their priority. Each student was assigned to one elective out of his <u>first three choices</u> according to his preference for <u>one main area</u> in the school year.</p>
4	To let students gain learning interaction between schoolmates and out-sourced organizations tutors.	<ul style="list-style-type: none"> <li>● 37 courses were delivered by out-sourced organizations. Students were given lots of exposure and opportunities to interact with tutors of the out-sourced organizations.</li> <li>● Students were shuffled and regrouped according to their electives. They were given the chance to communicate with schoolmates of other levels and classes, which could equip and enhance their interpersonal skills.</li> </ul>
5	To provide opportunities for students to create new projects for the Students' Work Exhibition.	<ul style="list-style-type: none"> <li>● Students from the Online Newsletter took photos to record the learning process of each elective in Term 1.</li> <li>● Students' work and photos were displayed for sharing with guests at the Open House.</li> <li>● Students from the 校園報小記者 published their own newsletter and shared with schoolmates.</li> </ul>
6	To develop students' 9 generic skills through electives. Focus on communication skills, collaboration skills, problem solving skills (6 electives – board games) and fine motor skills (4 electives in G. 1-2)	<ul style="list-style-type: none"> <li>● Students' multiple intelligences were developed through participating in the assigned electives.</li> <li>● 6 electives (board games) focused on developing students' communication skills, collaboration skills, problem solving skills: Go Culture Courses: Beginners &amp; Intermediate, 棋藝世界, Board Games, The Chess Academy and MONOPOLY (strategy &amp; fun).</li> <li>● 4 electives focusing on developing students' fine motor skills (Art of Paper, FUN with LEGO, Juggling Matrix and Be a Magician) were introduced.</li> </ul>

An evaluation was conducted at the end of each course. All feedback collected from students, teachers and parents was positive and encouraging.

<b>Evaluation</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Average</b>
<b>Students</b>	45.1 / 50	44.6 / 50	43.5 / 50	44.3 / 50
<b>Teachers</b>	43.6 / 50	43.6 / 50	43.8 / 50	43.7 / 50
<b>Parents</b>	--	--	--	4.2/5

## Annual Financial Position Financial Summary for the 2011/2012 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	44%	N.A.
School Fees	N.A.	42%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	14%
Total	44%	56%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	56%	
Operational Expenses (including those for Learning and Teaching)	22%	
Fee Remission / Scholarship <sup>1</sup>	11%	
Repairs and Maintenance	2%	
Depreciation	9%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	1.69 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7.75 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

### Details of expenditure for large-scale capital works, if any:

Nil

<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.



It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).





## **Diocesan Boys' School Primary Division Student Achievements for the 2012/2013 School Year**

### **A. Sports**

- 1. Inter-Primary Schools Swimming Competition (Kowloon East Area)**
  - Boys' A Grade – Overall Champion
  - Boys' B Grade – Overall Champion
- 2. Inter-Primary Schools Games Competition (Kowloon East Area)**
  - Boys' A Grade – 2<sup>nd</sup> Runner-up
  - Boys' B Grade – Grand Slam Champion
- 3. All Hong Kong Inter-Primary Schools Tennis Competition**
  - Boys' A Grade – 2<sup>nd</sup> Runner-up
- 4. Inter-Primary Schools Athletics Competition (Kowloon East Area)**
  - Boys' B Grade – 1<sup>st</sup> Runner-up
  - Boys' C Grade – Champion
- 5. Inter-Primary Schools Badminton Competition (Kowloon East Area)**
  - 1<sup>st</sup> Runner-up
- 6. All Hong Kong Inter-Primary Schools Handball Competition**
  - 3<sup>rd</sup> Runner-up
- 7. All Hong Kong Inter-Primary Schools Fencing Competition (Kowloon Area)**
  - Boys' A Grade – 1<sup>st</sup> Runner-up
  - Boys' B Grade – 2<sup>nd</sup> Runner-up
- 8. Inter-Primary Schools Table-Tennis Competition (Kowloon East Area)**
  - Boys' A Grade – 1<sup>st</sup> Runner-up
  - Boys' B Grade – Champion
- 9. HK Island & Kowloon Regions Inter-Area Primary Schools Table-Tennis Competition**
  - Boys' B Grade – Champion

### **B. Speech**

#### **64<sup>th</sup> Hong Kong Schools Speech Festival**

- Primary 3-4 Chinese Choral Speaking – Champion
- Primary 1-3 English Choral Speaking – 1<sup>st</sup> Runner-up
- Primary 1-2 Putonghua Choral Speaking – 1<sup>st</sup> Runner-up
- Improvised Dramatic Scenes – 1<sup>st</sup> Runner-up

### **C. Music**

#### **1. Hong Kong Youth Music Interflows**

- String Orchestra – Gold Award
- Chinese Orchestra – Gold Award

#### **2. 64<sup>th</sup> HK Schools Music Festival**

- Chinese Orchestra – Champion



- Senior School Orchestra – Champion
- Saxophone Ensemble – Champion
- Treble Choir – 1<sup>st</sup> Runner-up
- String Orchestra – 1<sup>st</sup> Runner-up
- Wind & Brass Ensemble – 2<sup>nd</sup> Runner-up

#### **D. Information Technology**

##### **1. First Lego League 2013**

- School Robotics Team – Champion

##### **2. First Lego League Open European Championship in Paderborn,**

##### **Germany**

- G6 School Robotics Team – 2<sup>nd</sup> Place for Core Values Presentation for Best Gracious Professionalism

#### **E. Mathematics**

##### **1. HK Mathematics Corporation Hua Cup**

- 1<sup>st</sup> Position Overall

##### **2. HK Mathematics Olympiad Association Hua Xia Cup**

- 1<sup>st</sup> Position (Primary 3)

##### **3. HK Mathematics Olympiad Association Hong Kong Open**

- 2<sup>nd</sup> Position Overall

##### **4. 18<sup>th</sup> National Hua Luo Geng Cup Mathematics Competition**

- 1<sup>st</sup> Position Overall (Intermediate Primary)

##### **5. Family Learning Association HK Problem Solving Olympiad 2013**

- 1<sup>st</sup> Position Overall (Junior Grades)

##### **6. Education Bureau 9<sup>th</sup> HK Primary Creative Problem Solving Competition**

- 2<sup>nd</sup> Position Overall

##### **7. Multiple Intelligences Cup 2013**

- 3<sup>rd</sup> Position

##### **8. Professional Teachers Union 24<sup>th</sup> HK Primary Mathematics Competition**

- 2<sup>nd</sup> Position Overall (East Kowloon Region)

##### **9. Bulgaria International Mathematics Competition 2013**

- One of four teams representing Hong Kong for the 3<sup>rd</sup> consecutive year

#### **F. General Studies**

##### **1. Hong Kong Budding Scientists Award 2012-2013 (Organized by EDB)**

- 2<sup>nd</sup> Place

##### **2. 16<sup>th</sup> Primary Science Project Exhibition Innovations in Science Environmental Studies (Co-organized by HKIED, HK EdCity, HK Science Museum and EDB)**

- Merit

