

Diocesan Boys' School Primary Division



Annual School Report 2013-2014



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Achievement & Reflection of Annual School Plan 2013-2014

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

1. Partnership

1.1 Intended Outcome/Target: To organize pedagogical exchanges with other schools and institutions

1.1.1 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:

Success Criteria	Sept 2013 – Aug 2014
The core subjects arrange professional “ sharing sessions ” amongst department members to disseminate what teachers have learned in the courses / workshops / seminars that they participated at least once this year.	<p>The Chinese, Mathematics and General Studies Departments organized 5 sharing sessions for teachers. They were:</p> <p>Chinese:</p> <ul style="list-style-type: none"> ◆ 香港學科測驗(中文科) <p>Mathematics:</p> <ul style="list-style-type: none"> ◆ <i>How to improve students' TSA results</i> ◆ <i>The mathematics performance in Hong Kong</i> <p>General Studies:</p> <ul style="list-style-type: none"> ◆ <i>Science Museum (巨龍傳奇)</i> ◆ Digital Learning organized by Pearson
Over 90% of teaching staff participate in interflow in form of parallel sessions of professional sharing given by teachers.	<p>All staff members attended the SKH Staff Development Day. Since the school calendar was very tight, we could not organize parallel professional sharing sessions as planned.</p> <p>However, the EP members presented their proposals to the Chinese and English teachers (45.5%).</p> <p>A professional sharing session was also held in the EP meeting for members (18.2%).</p>

Over 35% of the Exploratory Practices team members can give a presentation at least once (international or local) in the current school year	<p>6 EP members (46.1%) gave a presentation in the 2013-2014 school year:</p> <ul style="list-style-type: none"> ◆ 3 EP members attended the ISATT Conference in Belgium in July, 2013. ◆ 1 EP member presented in the 3rd Global Conference: Writing (Greece) (9-14 Nov 2013) ◆ 1 EP member presented in the Conference in Portugal (2-4 May 2014) - Problem@Web: Technology, Creativity & Affect in Mathematical Problem Solving ◆ 1 EP member presented in Taiwan: The 31st International Conference on English Teaching & Learning (17-18 May 2014)
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2. Student Learning and Teaching

2.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

2.1.1 Strategies/Tasks: To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently

Success Criteria:

1. Students complete tasks with less teacher intervention for increasing periods of time.
2. Students are asked to predict likely outcomes - organize, plan and re-draft written responses.
3. Students are asked to work in co-operation in a group or individually to complete assignments.
4. Students will be given the opportunity to transfer learning to other areas of the curriculum.
5. Students have the ability to see mistakes as part of the learning process.

Report & Evaluation:

Department of English

1. The ability for teachers to implement various degrees of intervention depends on age development, group dynamics and individual teachers' ability.
2. Teachers explored through novel responses and selected reading texts where an open-ended response leads to group sharing and consolidation in a formative written response.
3. This was explored primarily through classroom teaching practices, for example, the think-pair-share strategy.
4. Students were given the opportunity to transfer acquired skills and knowledge through cross-curricular activities.
5. One example was that students were asked to analyze their work through cross referencing with the original piece of text, through peer editing and teacher input.

Department of Chinese

(a) 專題研習

1. 老師根據各級探究式學習所需的不同技能，指導學生循序漸進地完成專題研習，以引導他們進行自學。
2. 一年級的專題研習讓學生透過搜集資料，更了解個人成長，使學習更有趣味。
3. 二年級的專題研習與常識科進行跨學科課程學習，利用所學的知識，發揮創意，設計創意賀年食品，充份發揮他們的共通能力。
4. 三年級運用所學的實用文，並配合開放日的情境，設計一張開放日邀請卡。
5. 四年級同學能發揮創意改編故事，製作圖文並茂的童話書。
6. 五年級則與宗教科合作，配合生命教學的主題，搜集有關的「生命鬥士」的資料，製成報告。
7. 六年級以「香港貧窮問題」為母題，同學須搜集剪報及自擬問題進行訪問，並要歸納內容及有系統地撰寫感想。
8. 學生透過清晰的指引及老師的回饋，並運用已的學知識和技能，逐步掌握自學的方法。學生都認真完成報告，效果理想。

(b) 實地考察

1. 五、六年級學生透過實地考察，並配合課文的學習重點，提高對寫作重點的掌握。
2. 五年級學生於一月到香港公園考察，在參觀過程中，運用五感及步移法進行描寫，回校後須完成一篇遊記，以配合學習重點。
3. 六年級學生於一月參加海洋公園活動課程，各班課程不同，包括「保育大使」、「海豚面對面」、「雨林藏寶庫」或「海岸探險隊」，回校後學生須根據所見所聞，運用所學的描寫手法，完成一篇記敘文。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。

Department of Mathematics

1. Students completed tasks with less teacher intervention for increasing periods of time.
2. Students were asked to predict possible outcomes – organize, plan and re-draft written responses.
3. Students were asked to work in co-operation in a group or individually to complete assignments.
4. Students were given the opportunity to transfer learning to other areas of the curriculum.
5. Students had the ability to see mistakes as part of the learning process.
6. A lot of Math activities were carried out in the lessons. Students' understanding on Math concepts was enhanced through discoveries. In the learning process of trial-and-error, students were able to correct their mistakes and complete the task independently.

7. Individual or group projects had been assigned to students each term. Students had to work and share ideas with others. They had to apply the math concepts and skills learnt to complete the tasks. During the lessons, students had to give presentations followed by Q & A sessions to ensure they could fully understand the topic.
8. Some challenging questions were assigned to students in the form of classwork, homework or competitions to encourage them to think and work independently.
9. Teachers' feedback was collected after the activities.
10. Students' reflection on the learning activities, either orally or written were done.
11. A survey on the number of classes that had implemented such activities was also conducted.

Department of General Studies

1. The GS Department adopts different approaches and activities to encourage students' independence and self-responsibility in learning. Different in-class activities are designed to build up students' knowledge and arouse their learning interest.
2. In the 2013-2014 school year, students were asked to conduct mini research or information collection prior to their actual participation in activities. They had to apply the knowledge they learnt in class to solve the problems in different situations.
3. Science activities were conducted to provide hands-on activities for students to discover science concepts on their own and generate new ideas in the related topics.
4. Life skills and self-management skills were emphasized in G.1 and G.2. G.1 students were required to demonstrate their skills in packing their school bags according to the timetable & zipping-up a P.E. jacket while G.2 students were asked to fold their clothes and tie the shoe laces properly and independently. Students were required to put these skills learnt in class into practice every day.
5. G.3 and 6 students were taught the skills and techniques in delivering services to the community. G.3 students visited the home for the elderly in January 2014 and students had to design their own performances and other programmes for the elderly. G.6 students sold flags for Caritas HK in January 2014. They had to write self-reflection in their Service Manual afterwards.
6. GS projects also provided a platform for students to work collaboratively and independently. The projects for G.1, 2, 4 & 5 are listed below:

G.1	The Park in My Neighbourhood
G.2	Chinese New Year Festive Plants
G.4	Protecting Our Environment
G.5	Making a Security Box

2. Student Learning and Teaching

2.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

2.1.2 Strategies/Tasks: To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning

Success Criteria:

1. Students have the ability to use resources materials readily available to them within the classroom. (Use of dictionaries, thesauruses, newspapers, etc.)
2. Students are able to use school specific APPS, and other online forums (Planetii, Kanhan Chinese On-line Exercise) within the classroom setting.

Report & Evaluation:

Department of English

1. Students' use of resource materials is incorporated within regular delivery of classroom instruction/curriculum. The department has purchased sets of dictionaries and thesauruses to assist students in the classroom.
2. Students' use the computers for Lexile testing and in some classes for online exercises (cloze passages, vocabulary building, etc.)

Department of Chinese

1. 校方本年申請參與「看漢中文網」網上閱讀計劃，為學生創設自學平台。老師鼓勵學生每天上網閱讀一篇短文，並完成有關題目。透過網上練習，學生得到語文知識、運用資訊科技及自學精神的訓練。
2. 各班為學生訂購三款必讀圖書，供學生於長假期時自行閱讀。學生需完成有關工作紙、閱讀報告或跟進活動。此外，老師亦鼓勵學生借閱課室圖書，閱讀後需完成閱讀報告。這活動增加學生閱讀量，並有助推動閱讀風氣，培養對學習的責任感。
3. 老師在課堂上透過電子互動工具，運用語文遊戲複習教學內容。學生在視覺刺激下，提高參與課堂的主動性，引發自主學習的興趣。
4. 老師在課堂上安排學生觀看教育電視、短片等，不但幫助深化課程，使學生對課題更明瞭，而且提高學習興趣及自學的精神。

Department of Mathematics

1. Students are able to use school specific APPS, and other online forums, such as Planetii, within the classroom setting.
2. Many Math classroom activities were held during lessons. A lot of teaching resources such as pin boards, tangrams, 2-D and 3-D shapes, measuring tools, blocks etc. were used to facilitate students' learning and raise students' interest in Mathematics. Through participation in activities, students explored lots of new knowledge.
3. Teachers made use of different manipulative and various computer applications such as Cabri-3D, Geogebra, PowerPoint, Flip Chart to enhance students' geometric understanding.
4. Planetii online exercises and quizzes were assigned to students periodically to foster students' self-learning.
5. Students' use of resource materials was incorporated into the regular delivery of classroom instruction/curriculum.
6. Specific activities were indicated in the Scheme of Work and implemented on a term-by-term basis.
7. Records about the use of information technology were kept for future analysis.

Department of General Studies

1. The GS Department provides different resources to students to foster their learning. Reference books, LEAP worksheets, National Geographic magazines, posters, experiment equipment and DVDs were bought for students' use.
2. Information technology is introduced to students to promote self-learning. Some useful apps such as Mischief, Explain Everything, Popplet and Inspiration are used.
3. Brainpop and 'I Love Reading' websites have been subscribed so that students are able to access to the websites to watch scientific videos and newspaper critics at home.
4. The Department also works closely with different parties. Resources provided by the old boys and parents enabled the Department to organize a star-gazing workshop and a garment factory visit to Dongguan in the 2013-2014 school year.
5. The Officers from the DBS Habitat Office conducted Tree Tours and Plants Talks for our students. The Science Club of the Secondary Division also offered our PD students the opportunity to take part in a rat dissection session in the third term.
6. The Department tries to deploy all kinds of resources to make the curriculum more dynamic and interactive for students to stay interested and curious and thus self-learning of students is promoted.

2 Student Learning and Teaching

2.2 Intended Outcome/Target: To develop Multiple Intelligences, including Success Intelligence, throughout the school curriculum

2.2.1 Strategies/Tasks: To enable all departments to adopt approaches of Multiple Intelligences when planning for subject programmes and learning activities

Report & Evaluation:

Workshops were organized for all teachers on the concept of Multiple Intelligences. Specific examples of different MI's were given. Teachers themselves also filled out an MI evaluation form to ascertain which was their dominant MI. Based on that information, they could understand the different ways a topic could be approached to cater to the different MI's. A questionnaire was done at the end of the workshop. Teachers scored highly on all the questions. Most teachers strongly agreed that they understood the concept of MI as well as the different approaches. A large majority of teachers also indicated they have used some of the approaches of MI in their teaching.

Question	Percentage
The workshops have enabled me to understand the concept of Multiple Intelligences	91%
The workshops have enabled me to understand the different approaches to use the Multiple Intelligences	89.3%
I have used some of the approaches of Multiple Intelligences in my teaching.	85.3%

Major Concern: Second Priority – Student Performance

1 Attitude and Behaviour

1.1 Intended Outcome/Target: To enhance students' independent learning skills

1.1.1 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

1. All students in Grades 4 to 6 were given a Lexile reading test in September. From this test, an independent reading programme was generated based on the students' individual results.
2. Students are able to: preview or skim materials before reading them in detail.
E.g. The subject of a text was introduced to the students. The students were asked to predict what information might be discovered within the text. Their predictions were then checked against the original text.
3. Students are able to summarize the main points of the task.
E.g. Students were given discussion questions to discuss in small groups. Information was exchanged and shared. Students were then asked to summarize their discussion into a paragraph.
4. Students are able to display effective note taking skills to aid recall.
E.g. Within the textbook listening exercise allows for note taking. Students were asked to listen and take notes, compare and share information and then listen again; adding to the lists. From these notes, summarizing of the listening or reading passage was done. Students could then use the notes to answer specific questions or to reconstruct/ summarize the passage.

In group discussions, students reflected and prioritized issues raised and notes were taken to assist in follow-up writing assignments.

Please note: The above are examples only and may vary according to age and ability.

Department of Chinese

1. 一、二年級設有課後練習，着重在家中反覆朗讀。一年級要求學生自行配詞，並學習搜集跟課文內容有關的詞語，藉此提升學生的自學精神，並拓闊他們的構詞能力及識字量。二年級着重溫字詞，鞏固其自學的習慣，建立抄寫筆記的基礎。一、二年級亦設有《識字快樂誦》，着重搜集跟兒歌主題相關的詞語，擴大識字量，並從朗讀兒歌及古詩中，進一步提升學生自學能力。
2. 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。
3. 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。
4. 學生需作課前預習。老師要求學生在上課前先查字典，了解字詞意義，並進一步根據課文內容提出問題。尤其對於高年級學生，老師會應用祝新華提出的提問技巧，指導學生在預習時自擬問題，藉以訓練學生思考，提升自學能力。

Department of Mathematics

1. Students' motivation in keeping a record of their daily learning has been cultivated.
2. Students were encouraged to jot down the main points given by teachers and recorded their own opinions and reflections.
3. Good learning habit of students, particularly in intuitive exploration and active research, has been developed.

Department of General Studies

1. All G1 to G6 students were encouraged to jot down notes in their notebooks during lessons.
2. Teachers also designed pre-lesson task sheets for students. Students had to do information research before the lessons.
3. Through teachers' observation, most of the students have made good use of the notebooks. They constructed charts, tables, scientific diagrams and label pictures to assist learning and their independent learning skills have improved.

Major Concern: Third Priority – Management and Organization

1 Professional Leadership

1.1 Intended Outcome/Target: To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders

1.1.1 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 second workshop on Implementation and Monitoring of Subject Plans was conducted in October 2013 to remind subject administrators about the importance of taking up an active role in co-ordinating the implementation of priority tasks and to monitor the progress of implementation of subject plans. Further 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 extremely positive. All administrators agreed that the second workshop enabled them to understand the process of implementation and monitoring of subject development plans and understand the concept of 'P-I-E'.

Questions	Strongly Agree/Agree
1. The workshop has enabled me to understand the process of implementing my subject plan.	100%
2. The workshop has enabled me to understand the process of monitoring my subject plan.	100%
3. I understand the concept of 'Planning-Implementation-Evaluation' for subject development.	100%

1 Professional Leadership

1.1 Intended Outcome/Target: To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders

1.1.2 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 were required 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 second workshop for all subject administrators about planning and monitoring of implementation plan was conducted in the 2013-2014 academic year. Subject administrators were asked to analyze 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.

Teachers of the four core subjects had to discuss both the summative and formative assessment data in their subject collaborations at the end of each term and had to write up areas of improvement for student learning and teaching. The first and third assessment data was presented during the 2nd and 3rd CDAA General Meetings in terms of feedback and analysis. The second assessment data was discussed internally during the core subject collaborations.

1 Professional Leadership

1.1 Intended Outcome/Target: To develop subject administrators with a focus to further consolidate their knowledge and skills required of curriculum leaders

1.1.3 Strategies/Tasks: To strengthen the role of subject administrators as agents for cross department coherence so as to bring about enhanced learning outcomes

Report & Evaluation:

The school administrators acted as agents for cross department coherence through the planning and evaluation of cross-curricular activities throughout the year. As in the previous year, a questionnaire was given to all subject administrators to find out their views. Nearly all administrators agreed that there was a wide variety of cross-curricular activities in the 2013-2014 academic year and that students have benefited. Around 87% of subject administrators agreed that sufficient planning and evaluation was 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 in the 2013-2014 school year.

Questions	Strong Agree/Agree
1. There is a wide variety of cross-curricular activities for students this academic year (includes subject cross-curricular collaboration, Fun Learning Days, IBLW, etc.)	91 %
2. Students have benefited from these cross-curricular activities.	87%
3. Sufficient planning and evaluation was done for the cross curricular activities.	87%

In addition, all evaluation was done at the end of each cross-curricular activity by the teachers involved.

Report on Use of Capacity Enhancement Grant 2013-2014

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 60 courses were offered in 2013-2014. 39 courses were delivered by out-sourced organizations.

Task Area	Elective Courses
Major Area(s) of Concern	To employ out-sourced organizations and part-time tutors to develop and conduct electives for our students
Implementation Plan	<ol style="list-style-type: none">1. To provide various choices of electives for students to broaden their knowledge and horizon.2. There were 22 sessions of around 1 hour each from term 1 to term 3 in 2013-2014.
Benefits Anticipated	<ul style="list-style-type: none">● Boys are able to participate in electives providing basic and advanced knowledge in various areas (Art & Sport, Science, Language & Culture and Personal Development).● Since all electives are provided for students free of charge, all boys have equal opportunities to participate in these programmes.
Implementation Schedule	Term 1 - 8 sessions Term 2 - 7 sessions Term 3 - 7 sessions
Performance Indicators	<ul style="list-style-type: none">● Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.● Students' improvement in the knowledge of chess and sports activities.● Students' capability in applying etiquette, personal management and money management in daily life.

2. Programme Evaluation

a. The approved budget for running the Elective Programme of 2013-2014 was **\$1,131,270**. The total expenditure for Term 1 to Term 3 was about **\$1,131,270**.

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.

	Term 1	Term 2	Term 3
Budget	\$400,760.0	\$362,415.0	\$368,095.0
Courses delivered by out-sourced organizations	26	26	28
No. of students in the electives (out-sourced)	520	538	592

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

Area	No. of out-sourced courses	No. of students Term 1 - Term 3
Art & Sports	5	156
Science	7	274
Language & Culture	18	684
Personal Development	9	536
Total	39	1650

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

Evaluation	Term 1	Term 2	Term 3	Average
Students	44.6 / 50	45.3 / 50	44.2 / 50	44.3 / 50
Teachers	42.4 / 50	43.8 / 50	43.5 / 50	43.1 / 50
Parents	--	--	--	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 2013-2014

1. Student Learning and Teaching

1.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

1.1.1 Strategies/Tasks: To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently

Report & Evaluation:

1. The ability for teachers to implement various degrees of intervention depends on age development, group dynamics and individual teachers' ability.
2. Teachers explored through novel responses and selected reading texts where an open-ended response leads to group sharing and consolidation in a formative written response.
3. This was explored primarily through classroom teaching practices, for example, the think-pair-share strategy.
4. Students were given the opportunity to transfer acquired skills and knowledge through cross-curricular activities.
5. One example was that students were asked to analyze their work through cross referencing with the original piece of text, through peer editing and teacher input.

1. Student Learning and Teaching

1.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

1.1.2 Strategies/Tasks: To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning

Report & Evaluation:

1. Students' use of resource materials is incorporated within regular delivery of classroom instruction/curriculum. The department has purchased sets of dictionaries and thesauruses to assist students in the classroom.

2. Students' use the computers for Lexile testing and in some classes for online exercises (cloze passages, vocabulary building, etc.)

2 Attitude and Behaviour

2.1 Intended Outcome/Target: To enhance students' independent learning skills

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

Report & Evaluation:

1. All students in Grades 4 to 6 were given a Lexile reading test in September. From this test, an independent reading programme was generated based on the students' individual results.
2. Students are able to: preview or skim materials before reading them in detail.
E.g. The subject of a text was introduced to the students. The students were asked to predict what information might be discovered within the text. Their predictions were then checked against the original text.
3. Students are able to summarize the main points of the task.
E.g. Students were given discussion questions to discuss in small groups. Information was exchanged and shared. Students were then asked to summarize their discussion into a paragraph.
4. Students are able to display effective note taking skills to aid recall.
E.g. Within the textbook listening exercise allows for note taking. Students were asked to listen and take notes, compare and share information and then listen again; adding to the lists. From these notes, summarizing of the listening or reading passage was done. Students could then use the notes to answer specific questions or to reconstruct/ summarize the passage.

In group discussions, students reflected and prioritized issues raised and notes were taken to assist in follow-up writing assignments.

Please note: The above are examples only and may vary according to age and ability.

Evaluation of English Department Programme Plan 2013-2014

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 2014
- 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 2013
- 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 for the third time but we will not continue to participate in the BOB next year because other schools drill for the competition whereas we do not have time to do this and it is therefore demotivating for our students when they don't produce results. We also entered the Hong Kong Young Writers Award and we won an award for creative writing. Other competitions we participated in were the English Penmanship and HK Speech Festival, solo verse and choral competitions. We placed 1st runner up in both choral teams.

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 & 2)
Jeopardy (Grades 3, 4 & 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 to fifteen students from each level
- 5.3 Period: Grade 1: after the last week of October 2013
Grades 2-6: starting September 2013
- 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
- 6.3 Period: First term only (Grade 5), First & Second Terms only (Grade 6)
- 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: Students enjoyed the extended projects and took their assignments seriously.

Achievement and Reflection of Chinese Department Development Plan 2013-2014

2013-2014 年度中文科重點發展項目檢討

1. Student Learning and Teaching

學與教

1.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

採用適當的教學策略，鼓勵學生自學及培養學生對學習的責任感

1.1.1 Strategies/Tasks: To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently

學生能掌握學習重點，並能靈活地將知識和技能運用，以反映其自學能力

檢討：

(a) 專題研習

1. 老師根據各級探究式學習所需的不同技能，指導學生循序漸進地完成專題研習，以引導他們進行自學。
2. 一年級的專題研習讓學生透過搜集資料，更了解個人成長，使學習更有趣味。
3. 二年級的專題研習與常識科進行跨學科課程學習，利用所學的知識，發揮創意，設計創意賀年食品，充份發揮他們的共通能力。
4. 三年級運用所學的實用文，並配合開放日的情境，設計一張開放日邀請卡。
5. 四年級同學能發揮創意改編故事，製作圖文並茂的童話書。
6. 五年級則與宗教科合作，配合生命教學的主題，搜集有關的「生命鬥士」的資料，製成報告。
7. 六年級以「香港貧窮問題」為母題，同學須搜集剪報及自擬問題進行訪問，並要歸納內容及有系統地撰寫感想。
8. 學生透過清晰的指引及老師的回饋，並運用已的學知識和技能，逐步掌握自學的方法。學生都認真完成報告，效果理想。

(b) 實地考察

1. 五、六年級學生透過實地考察，並配合課文的學習重點，提高對寫作重點的掌握。
2. 五年級學生於一月到香港公園考察，在參觀過程中，運用五感及步移法進行描寫，回校後須完成一篇遊記，以配合學習重點。
3. 六年級學生於一月參加海洋公園活動課程，各班課程不同，包括「保育大使」、「海豚面對面」、「雨林藏寶庫」或「海岸探險隊」，回校後學生須根據所見所聞，運用所

學的描寫手法，完成一篇記敘文。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。

1. Student Learning and Teaching

學與教

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採用適當的教學策略，鼓勵學生自學及培養學生對學習的責任感

1.1.2 Strategies/Tasks: To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning

教師能應用學校的教學資源及資訊科技工具，以創設促進學生自學的學習環境

檢討：

1. 校方本年申請參與「看漢中文網」網上閱讀計劃，為學生創設自學平台。老師鼓勵學生每天上網閱讀一篇短文，並完成有關題目。透過網上練習，學生得到語文知識、運用資訊科技及自學精神的訓練。
2. 各班為學生訂購三款必讀圖書，供學生於長假期時自行閱讀。學生需完成有關工作紙、閱讀報告或跟進活動。此外，老師亦鼓勵學生借閱課室圖書，閱讀後需完成閱讀報告。這活動增加學生閱讀量，並有助推動閱讀風氣，培養對學習的責任感。
3. 老師在課堂上透過電子互動工具，運用語文遊戲複習教學內容。學生在視覺刺激下，提高參與課堂的主動性，引發自主學習的興趣。
4. 老師在課堂上安排學生觀看教育電視、短片等，不但幫助深化課程，使學生對課題更明瞭，而且提高學習興趣及自學的精神。

2 Attitude and Behaviour

態度及行為

2.1 Intended Outcome/Target: To enhance students' independent learning skills

提升學生自學能力

2.1.1 Strategies/Tasks: 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，並作課前預習

檢討：

1. 一、二年級設有課後練習，着重在家中反覆朗讀。一年級要求學生自行配詞，並學習搜集跟課文內容有關的詞語，藉此提升學生的自學精神，並拓闊他們的構詞能力及識字量。二年級着重重溫字詞，鞏固其自學的習慣，建立抄寫筆記的基礎。一、二年級亦設有《識字快樂誦》，着重搜集跟兒歌主題相關的詞語，擴大識字量，並從朗讀兒歌及古詩中，進一步提升學生自學能力。
2. 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。
3. 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。
4. 學生需作課前預習。老師要求學生在上課前先查字典，了解字詞意義，並進一步根據課文內容提出問題。尤其對於高年級學生，老師會應用祝新華提出的提問技巧，指導學生在預習時自擬問題，藉以訓練學生思考，提升自學能力。

Evaluation of Chinese Programme Plan 2013-2014

2013-2014 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：
 - 老師邀請各級有興趣的學生參加獨誦比賽，並給予適當的訓練與指導。
 - 部分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。

(五) 活動檢討：

參加今屆朗誦節的同學共有 151 位；同學接受訓練時見積極及投入。

- 本屆成績優良，獨誦共有 11 名同學奪得冠軍，15 名奪得亞軍，15 名奪得季軍；而集誦隊獲冠軍。
- 本年度得獎名單如下：

班別	學號	姓名	成績
1M	16	李政澤	冠軍
1M	9	蔡立橋	冠軍
1M	9	蔡立橋	冠軍
2D	15	梁子臻	冠軍
2J	16	梁靖暉	冠軍
2P	31	符從賢	冠軍
2S	30	楊喜喆	冠軍
3P	28	彭浩軒	冠軍
3P	28	彭浩軒	冠軍
3S	11	羅卓賢	冠軍
4J	4	陳昱良	冠軍
		拔萃男書院附屬小學	冠軍
1D	26	黃博文	亞軍
1J	7	朱行健	亞軍
1S	26	黃禮彥	亞軍
2M	4	陳彥良	亞軍
2M	17	梁頌	亞軍
2P	8	陳沚瑜	亞軍
2P	31	符從賢	亞軍
3D	12	馮灝一	亞軍
3J	13	黎穎誠	亞軍
3J	22	劉柏言	亞軍
3P	28	彭浩軒	亞軍

3P	9	何卓臻	亞軍
4J	4	陳昱良	亞軍
5J	2	陳樟良	亞軍
6S	1	陳啟迪	亞軍
1M	9	蔡立橋	季軍
1P	10	鍾健一	季軍
1P	30	黃珞寧	季軍
2D	17	盧恩樂	季軍
2J	21	吳卓賢	季軍
2M	13	林灝天	季軍
2S	23	吳晉栢	季軍
2S	11	許紹彰	季軍
3P	6	周思哲	季軍
4D	17	駱家熙	季軍
4P	7	莊泓峰	季軍
5J	14	黎逸熙	季軍
6D	18	蘇嘉朗	季軍
6M	8	黎偉基	季軍
6M	6	郭行知	季軍

- 通過朗誦訓練，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及訓練情緒智商。

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： 全校學生被邀請參加由教協舉辦的「第十八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。
優勝者會獲得證書，其作品亦會寄往教協參加比賽。
此活動能提高學生對硬筆書法的興趣，低年級學生的參與更顯積極。
- (五) 活動檢討： 本屆成績如下：
第十八屆全港小學中文硬筆比賽得獎名單
(全港小學組決賽)
2J 陳載朗 CHAN JOY LONG -- 優良
6D 蘇嘉朗 SO KA LONG JUSTIN -- 優良
- 校內賽賽果如下：
➤ 初級組(一、二年級)
冠軍： 2J 陳載朗 CHAN JOY LONG

亞軍： 2J 賴柏濤 LAI PAK HO

季軍： 2P 楊旻皓 YEUNG MAN HO

➤ 中級組(三、四年級)

冠軍： 4P 魏志曉 NGAI CHI HIU JEFFREY

亞軍： 3J 鄧肇熙 TANG SIU HEI

季軍： 4D 吳文迪 NG MAN TIK

➤ 高級組(五、六年級)

冠軍： 6J 陳令霖 CHAN LING LAM LEVI

亞軍： 6D 鞠承諭 KUK SHING YU

季軍： 6D 蘇嘉朗 SO KA LONG JUSTIN

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： 五年級：

一四年一月二十二日

六年級：

一四年一月十日

(四) 活動內容： 五年級：

一月二十二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。

六年級：

老師帶領學生參加了香港海洋公園舉辦的生態課程。學生回校後需完成一篇記敘文。

(五) 活動檢討： 五年級：

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；另外，是次作文為進展性評估，學生參觀前曾寫一篇遊記，老師批改後，學生再到香港公園遊覽，更能掌握寫作重點，內容更為豐富。

六年級：

1. 時間方面：

- 時間太緊迫，尤其是其中三個活動需要乘海洋列車上山，較花時間。
- 課程實際上有兩小時，一個小時正規活動，另一小時為自由參觀。可惜因學生需趕及回校午膳，所以正規活動後便離開。
- 有老師建議此活動可安排一天時間進行，並在該地點午膳，過程中可讓學生實地寫作。但亦有老師擔心戶外午膳會引起很多不便，亦影響正規課堂。

2. 課程內容：

- 保育大使:有關熊貓的居住環境及保育信息。
- 海豚面對面:介紹海豚品種及保護海洋生態的信息。
- 雨林藏寶庫:介紹熱帶雨林及其棲身的珍貴動物,並讓學生思考如何善用自然資源。
- 海岸探險隊:認識海獅、海豹及海洋資源。
- 除了雨林藏寶庫,其餘三個課程的內容不錯,既有課堂上講解,亦有親身觀察的活動。

3. 人手方面:

- 人手不足,6J班一名學生在拍照期間不小心跌倒,需召海洋公園的救援人員協助,而老師亦要留守照顧。在人手不足的情況下,延遲了離開時間。
- 建議下次可邀請家長義工幫忙照顧學生。

4. 其他建議:

- 可以再研究其他有導賞團的地方作實地考察寫作。

4. 學習活動日

- (一) 活動目標: 透過多元化的活動,讓學生更了解中國文化,並提高對中文科的興趣。
- (二) 活動對象: 小一至小六
- (三) 推動時間: 十二月十八至十九日
- (四) 活動內容:
- 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,有些級別的活動有別於去年,是新設計的。各級活動如下:

年級	活動
一	剪紙活動
二	祝賀掛牌
三	紙扇
四	風箏
五	寶盒/筆筒設計
六	書法

- (五) 活動檢討: 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：鼓勵學生發揮創意，推廣寫作風氣。
- (二) 活動對象：一至六年級
- (三) 推動時間：四至五月份
- (四) 活動內容：
- 一年級進行看圖寫作比賽；二至六年級舉行命題寫作比賽。
 - 每級設優勝者一名，可獲\$150 書券及獎狀；優異獎四至六名，各獲得\$50 書券及獎狀，以作鼓勵。
 - 優勝作品已張貼在壁報板上，讓同學互相觀摩及學習。
- (五) 活動檢討：
- 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；一至四年級選出 4 位同學獲得優異獎、五年級選出 5 位，六年級選出 6 位。
 - 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。
 - 以改善評分老師之間的溝通，已設計評分表格供來年使用。

● 比賽題目及成績如下：

年級	題目	優勝獎	優異獎
一	看圖寫段落	1M 莫宸爾	1D 梁傲熙、1P 黃啟彥 1J 朱行健、1S 林正謙
二	小明的奇遇	2P 王譽澄	2D 陳耀生、2J 梁峰朗 2M 謝易陶、2S 程日朗
三	好表現的經歷	3J 江志睿	3D 黎承恩、3M 陸進燊 3S 周栢賢、3P 梁正宇
四	我的朋友	4P 宋致行	4M 劉卓倫、4J 吳卓培 4D 林柏翰、4S 袁健熙
五	給陳大文的信	5M 劉晉志	5X(M)蘇政熹、5J 林晉鏗 5D 衛君朗、5S 朱健晞 5P 鍾卓熙
六	糖果屋(續寫故事)	6X(D) 蘇家朗	6P 劉尚蓁、6P 徐瑋珩 6D 黃智朗、6J 李澤富 6M 杜劍程、張皓

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：一、二年級同學
- (三) 推動時間：七月八日
- (四) 活動內容：
- 一、二年級進行故事演講比賽。老師着學生在復活節假期準備一

個故事，一方面作為第三次說話評估，另一方面遴選一位同學代表該班別參賽。

- (五) 活動檢討：
- 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。
 - 通過這次活動，提高了學生的說話技巧，並增加自信心。同學亦可藉此機會欣賞優秀的故事演繹。
 - 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。
 - 得獎名單：

一年級	
	學生姓名
冠軍	1M 李政澤
亞軍	1D 黃博文
季軍	1P 鍾健一
優異	1J 馬 田
優異	1S 馮文樂

二年級	
	學生姓名
冠軍	2P 符從賢
亞軍	2J 梁靖暉
季軍	2S 吳晉栢
優異	2D 盧恩樂
優異	2M 梁 頌

7. 演講比賽

- (一) 活動目標： 本活動旨在使學生能以「讀寫結合」的方式，學習寫作演講辭。
- (二) 活動對象： 四至五年級
- (三) 推動時間： 四月
- (四) 活動內容： 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。

四年級

題目：做個自律好學生

比賽日期：2014 年 4 月 24 日(星期四) 早上班主任節

五年級

比賽日期：2014 年 4 月 25 日(星期五) 上午 10 時 25 分至 11 時正

- 題目：1. 知識可以改變命運
2. 我心中的英雄
3. 讀萬卷書不如行萬里路

(五) 活動檢討：今年是第三次舉行演講比賽，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都合適，活動亦進行得非常暢順。四年級的題目配合了本年度德育組的主題，五年級亦如往年一樣有三道題目可選擇。五年級學生已有去年的比賽經驗，表演不俗；四年級部分同學表現緊張。然而，兩級同學均有演講超時的問題，影響分數。因此，建議明年在比賽前同級需要詳細商討賽制及評分準則，並要在設計工作紙及賽前提示學生演講的時限，亦設立「緩衝時間」，提醒演講內容充實的同學勿因超時而被扣減分數。此外，四、五年級科任老師可商討會否在比賽前更清楚地跟學生交代演講細則，使他們可作更好的準備。今年在四年級評判計分時段，繼續邀請了班主任對參賽同學作出評價，反應不錯。今年的比賽亦已作錄影，可作日後的教材。

錄影片段的存放位置：

PHOTOS_AND_VIDEOS/2013-14/Photos/20140424Chinese public Speaking

PHOTOS_AND_VIDEOS/2013-14/Photos/20140425Chinese public Speaking

得獎名單：

四年級	
	學生姓名
冠軍	4P 魏志曉
亞軍	4M 蔡秉熹
季軍	4D 吳文迪
優異	4J 鄭貝浠
優異	4S 陳澤朗

五年級	
	學生姓名
冠軍	5J 林晉鏗
亞軍	5S 文健行
季軍	5X 蘇政熹
優異	5D 衛君朗
優異	5M 陳力衡
優異	5P 李政喆

8. 看漢中文網

- (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「看漢中文網」閱讀計劃。老師鼓勵他們每天上網閱讀短文，並完成有關題目。老師可以定期查看各班成績，於課堂上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：
1. 根據「看漢中文網」的成績紀錄，低小同學的參與率較高小同學高。
 2. 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。
 3. 本科老師同意「看漢中文網」的教材較有新鮮感，能提高學生的閱讀興趣。
 4. 建議明年可善用「看漢中文網」對學生的回饋，張貼成績，希望鼓勵同學於網上主動學習語文。

9. 工作坊及講座

- (一) 活動目標：
1. 寫作工作坊
提升學生的審題、創意等寫作能力
 2. 話劇欣賞
讓學生明白平等及共融的重要，並且培養欣賞話劇的能力
- (二) 活動對象：
1. 寫作工作坊
五、六年級精英班同學
 2. 話劇欣賞
一、二年級同學
- (三) 推動時間：
1. 寫作工作坊
3/1/2014, 10/1/2014, 14/2/2014
 2. 話劇欣賞
7/2/2014
- (四) 活動內容：
1. 寫作工作坊
著名作家潘明珠到校三次，為小五、小六中文精英班主持寫作工作坊。
 2. 話劇欣賞
大細路劇團於本校演出《藍藍的故事》，內容提倡平等及共融。
- (五) 活動檢討：
1. 寫作工作坊
同學均表示滿意是次活動，課堂表現亦見積極，勇於發問及表達意見，對其寫作能力有所裨益。
 2. 話劇欣賞
是次話劇的主題健康，訊息明確，內容有趣及具創意，所以同學看得非常投入。

10. 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(如：小組討論、角式扮演等)。
- (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 4 本已絕版。
 - 六年級已添購兩套新必讀書，明年開始借閱。
 - 因明年五年級的編班制度改變了，故精英班老師認為暫不用添購必讀書。

11. 兒歌/古文/詩詞欣賞

- (一) 活動目標：讓學生認識中國詩歌和古文，提高文學素養，並加強對中國文化的認識
- (二) 活動對象：小一至小六
- (三) 推動時間：全年
- (四) 活動內容：
 - 由中文科老師自編教材。
 - 低年級由老師在課上略作講解及帶讀，而高年級則由學生自學。
 - 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，而課後練習還滲入了識字元素。
 - 五、六年級以學習古詩文為主
- (五) 活動檢討：
 - 同學於課堂內學習古文或詩歌，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。
 - 高年級生提前接觸古文，能讓它們認識古文的特點，減輕升中後學習古文的困難，有助高小與初中之課程銜接。

12. 圖書教學

- (一) 活動目標：老師引領學生閱讀圖書，讓學生體會閱讀的樂趣，並加強思維訓練。
- (二) 活動對象：一、二年級同學
- (三) 推動時間：全學年
- (四) 活動內容：
 - 老師根據圖畫書的內容，設計課堂活動及工作紙，引領學生進行討論及活動。
 - 引導學生閱讀圖畫書，能提升學生閱讀的興趣，並發展他們的思維、閱讀及說話能力。
 - 一年級選用《這是誰的》及《超神奇糖果舖》

- 二年級本年亦推行圖書教學，選用《搬過來，搬過去》及《不要隨便跟陌生人走》
- (五) 活動檢討：
 - 學生反應熱烈，積極投入課堂的活動。
 - 通過圖畫書跟學生分享故事，有助提高他們閱讀中文課外書的興趣，發展思維、閱讀及說話能力。
 - 建議明年繼續進行圖書教學。

13. 辯論隊

- (一) 活動目標：訓練學生的高階思維、提升讀寫聽說能力
- (二) 活動對象：小四至小六學生
- (三) 推動時間：全年
- (四) 活動內容：參與公開賽(保良局主辦第四屆全港小學校際辯論賽)及友誼賽(黃埔宣道小學及聖方濟各英文小學)
- (五) 活動檢討：透過比賽增加學生的經驗及提升辯論技巧。

14. 教師發展活動

- (一) 活動目標：透過舉辦講座，讓老師掌握現時教學發展的趨勢，提升教學素質。
- (二) 活動對象：中文科老師
- (三) 推動時間：十一月
- (四) 活動內容：
 - 十一月二十一日舉辦「邏輯思維與表達技巧」講座
 - 講座由資深辯論員黃振聲先生主講。
- (五) 活動檢討：
 - 講者以影片及投影片向老師講解如何訓練學生之思辯能力，讓老師們加深對辯論訓練之認識。

15. 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：三至六年級戲劇組同學
- (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二十五名學生參加才藝班，並邀外聘導師周家輝先生指導戲劇訓練。
 - 導師通過各種遊戲，訓練學生之想像力及表達能力；同時，在排練過程中，教授舞台知識及技巧。
 - 是次劇目以調查一宗虐殺動物案件為主題，帶出關注動物受虐個案及愛護動物的訊息。學生透過資料搜集、觀看資訊節目等活動更了解主題，並能參與創作。
- (五) 活動檢討：
 - 本年學生創作及演出《深夜牛牛神秘死亡事件》一劇，除了在校內演出外，亦獲邀在四月份於西灣河文娛中心作公開演出。

- 而是次參加「香港學校戲劇節」，話劇組成員更榮獲「評判推介演出獎」、「傑出舞台效果獎」及「傑出合作獎」；陳灝驊、曾永鏘及林晉鏗同學更獲得「傑出男演員獎」。
- 戲劇訓練讓學生寓遊戲於學習，而公開表演的機會，讓他們親身體驗舞台表演的樂趣及運用聲線、形體動作的表演技巧，學生樂在其中，獲益良多。

Achievement & Reflection of Mathematics Department Development Plan 2013-2014

1. Student Learning and Teaching

1.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

1.1.1 Strategies/Tasks: To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently

Report & Evaluation:

1. Students completed tasks with less teacher intervention for increasing periods of time.
2. Students were asked to predict possible outcomes – organize, plan and re-draft written responses.
3. Students were asked to work in co-operation in a group or individually to complete assignments.
4. Students were given the opportunity to transfer learning to other areas of the curriculum.
5. Students had the ability to see mistakes as part of the learning process.
6. A lot of Math activities were carried out in the lessons. Students' understanding on Math concepts was enhanced through discoveries. In the learning process of trial-and-error, students were able to correct their mistakes and complete the task independently.
7. Individual or group projects had been assigned to students each term. Students had to work and share ideas with others. They had to apply the math concepts and skills learnt to complete the tasks. During the lessons, students had to give presentations followed by Q & A sessions to ensure they could fully understand the topic.
8. Some challenging questions were assigned to students in the form of classwork, homework or competitions to encourage them to think and work independently.
9. Teachers' feedback was collected after the activities.
10. Students' reflection on the learning activities, either orally or written were done.
11. A survey on the number of classes that had implemented such activities was also conducted.

1. Student Learning and Teaching

1.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

1.1.2 Strategies/Tasks: To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning

Report & Evaluation:

1. Students are able to use school specific APPS, and other online forums, such as Planetii, within the classroom setting.
2. Many Math classroom activities were held during lessons. A lot of teaching resources such as pin boards, tangrams, 2-D and 3-D shapes, measuring tools, blocks etc. were used to facilitate students' learning and raise students' interest in Mathematics. Through participation in activities, students explored lots of new knowledge.
3. Teachers made use of different manipulative and various computer applications such as Cabri-3D, Geogebra, PowerPoint, Flip Chart to enhance students' geometric understanding.
4. Planetii online exercises and quizzes were assigned to students periodically to foster students' self-learning.
5. Students' use of resource materials was incorporated into the regular delivery of classroom instruction/curriculum.
6. Specific activities were indicated in the Scheme of Work and implemented on a term-by-term basis.
7. Records about the use of information technology were kept for future analysis.

2 Attitude and Behaviour

2.1 Intended Outcome/Target: To enhance students' independent learning skills

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

Report & Evaluation:

1. Students' motivation in keeping a record of their daily learning has been cultivated.
2. Students were encouraged to jot down the main points given by teachers and recorded their own opinions and reflections.
3. Good learning habit of students, particularly in intuitive exploration and active research, has been developed.
4. From G.1 to G.6, a note book was been assigned and students were encouraged to jot notes on it.
5. Some teachers collected the note books periodically for supervision of students' learning progress.
6. Numerous students made good use of the note book and sometimes they developed their own understanding and ideas with note taking.
7. We encouraged self-study among students. For instance, in a G.3 project, students were asked to choose a topic about capacity. They had to study the topic on their own and produced a piece of teaching material like power point slides. They showed great interest in the project and their products demonstrated very good understanding. They learned how to organize what they had learned and presented them as if they were a teacher.
8. For the G.6 project, students were asked to compare different bargains related to a consumer product that costs over \$1000. They collected information from shops and found out which shop provided the best offer. They condensed their project into a video and presented it to the class. They learned how to justify their choice and they overcame the challenges of movie filming and film editing on their own effort.
9. Students proved they possessed the capacity of independent learning with the tasks that were deployed. The department will evaluate and provide more opportunities for student to take the responsibility for their own learning in the near future.

Evaluation of Mathematics Programme Plan 2013-2014

Activity 1 Monthly Challenging Question

Teacher-in-charge: *Mr. Banting Poon, Mr. Moon Cheng

Programme Evaluation:

Objective(s):

- To motivate students and increase their interest in Math
- To challenge their mind as well

Target: G.1 – G.6

Period: October, November 2013, January, February, March, May 2014

Description:

- Mathematics challenging questions are to be displayed on the screen or posted on the notice board monthly.
- Students who get all answers correct receive a bookmark. Students who get 3 bookmarks receive a bronze certificate, 4 bookmarks a silver certificate and 5 bookmarks or above a gold certificate.

Evaluation:	G.1	Students were more developed and more familiar with the games. The number of winners has increased.	Participation Rate: ~75%	Winners %: ~40%
	G.2	Students participated actively. Event should continue next year.	Participation Rate: ~96%	Winners %: ~21%
	G.3	Games held smoothly. The number of winners has increased.	Participation Rate: ~77%	Winners %: ~21%
	G.4	Students developed more mature discussion among classmates.	Participation Rate: ~83%	Winners %: ~20%
	G.5	The level of difficulty can be adjusted so that the prize winning rate can be increased.	Participation Rate: ~70%	Winner %: ~18%
	G.6	Students were too busy to take part in the activity as they had lots of competitions and had to prepare for the graduation dinner. The duration for students to try was a bit too short and rushed.	Participation Rate: ~65%	Winner %: ~33%

Remark(s): Bronze winners: 82
Silver winners: 66
Gold winners: 44

Total: 192 winners

About one-fifth of our boys obtained the certificates.

Activity 2**Problem-Solving Strategies Training**

Teacher-in-charge:*Ms. Karina Luk, Mr. Brian Cheung

Programme Evaluation:

Objective(s): To introduce problem solving strategies to enhance students' problem-solving ability

Target: G.1 – G.6

Period: At least one problem solving week will be held in an academic year.

Description: G.1 Students were given challenging questions to train up logical thinking. Two mathematical games were also introduced to them.

G.2 Each student was given an abacus to learn the Chinese way of calculation to solve mathematical problems. 5 other IQ questions were also included to enhance logical and problem solving skills.

G.3 Draw a diagram to facilitate problem solving.

G.4 Five skills were introduced in the second term:

1. Making table
2. Cutting a circle
3. Water displacement
4. Drawing picture
5. Venn diagram

G.5 Students applied Polya's problem solving principles to solve a problem related to capacity. Students had to make an open-topped box with the largest capacity by cutting off same-sized squares out of the corners of an A4 paper.

G.6 Students were required to use different strategies, e.g. trial & error, drawing diagrams, tabling and algebraic equations, etc. to tackle problems of a wide range of varieties such as logic, permutation & combination, etc.

Evaluation: G.1 Students were very excited about the mathematical games. They enjoyed solving the challenging questions as well.

G.2 Students enjoyed using the abacus very much to do calculations and problem solving. Students also participated actively in attempting the IQ questions.

G.3 Most students were not able to devise a plan to solve problems that were different from their homework. After a week's intensive training, more than half of the students have acquired

- the strategy after the completion of 16 problems.
- G.4 Students enjoyed the discussion on different problems. A number of students found that some problems were quite challenging. It would be better to schedule this module after the assessment owing to the tight teaching scheme.
- G.5 Students actively participated in the whole process and tried to make use of Polya's problem solving principles to solve the problem.
Generally, students had difficulties in understanding the problem.
Teachers suggested including Polya's 4-step principles in the guideline so that students can refer to them when necessary.
Teachers also suggested increasing the duration from 5 lessons to 7 lessons.
- G.6 Students enjoyed and actively participated in the activities. However, more time was needed to make it more effective in learning the problem solving strategies and skills

Remark(s): ---

Activity 3

Math Projects

Teacher-in-charge: *Ms. Pency Wong, Mr. Brian Cheung

Programme Evaluation:

- Objective(s):
- To facilitates students' problem-solving skills and creativity
 - To stimulates students' interest in learning mathematics

Target: G.1 – G.6

Period: Students have to do at least 1 project per term. It could be group projects or individual projects.

Description:

	1st Term	2nd Term	3rd Term
G.1	Model Design using 3-D Shapes	Clock Face Design	Design a Calendar
G.2	Price Menu Design	Map Design	Math Game
G.3	Budget Planning for School Picnic	Capacity	Poster to introduce different quadrilaterals

	G.4	Making Shapes	Tessellation Pattern Design	Logo Design
	G.5	Math Game Booth Design	Using Nets to Make 3D Shapes	Find the dimensions of the open box with maximum capacity that can be made from a piece of A4 paper.
	G.6	3-D Curve Stitching	Price Analysis - Be a Smart Customer	Math Orienteering
Evaluation:	G.1	Students produced project work of good quality, and they put a lot of effort to do their projects.		
	G.2	Students enjoyed doing projects and they put a lot of effort to finish their work. Projects can also arouse grade 2 students' interest in learning mathematics.		
	G.3	There was a great variety of math projects. The learning proves helped demonstrate students' creativity.		
	G.4	Students demonstrated their creativity and various skills when they were doing their projects. They enjoyed the learning process very much.		
	G.5	Students learned various skills which cannot be acquired from normal school work. The third term problem-solving project was very beneficial to our students.		
	G.6	Students were tested on multiple intelligences through various activities. They enjoyed doing the projects very much.		
Remark(s):	Avoid displaying projects which were produced with too much parents' involvement. Teachers should show good quality projects which were produced by students within their ability.			

Activity 4 e-learning

Teacher-in-charge: *Ms. Pauline Ip, Mr. Jack Lo

Programme Evaluation:

- Objective(s):
- To promote students' self-learning attitude
 - To enhance students' interests in IT
 - To enhance students' IT skills

Target:	G.1 – G.6
Period:	Whole year
Description:	<p>G.1 Teacher demonstrating IT components in lessons.</p> <p>G.2 · Use of IT in teaching</p> <p>G.3 · Use of Planetii in quiz at least once per term</p> <p>G.4 · Use of IT skills in projects, such as use of Freeform in Microsoft Word for the G.4 tessellation project</p> <p>G.5 · Cross-Subject Collaboration, such as the use of Bar Chart in Microsoft Excel in G.5</p> <p>G.6 · Google Apps are used in G5&6 X-classes for discussions in forum</p>
Evaluation:	<p>G.1 It was successful as students' interests were enhanced.</p> <p>G.2 Students' IT skills were enhanced progressively and students</p> <p>G.3 showed great interest in IT learning.</p> <p>G.4</p> <p>G.5</p> <p>G.6</p>
Remark(s):	--

Activity 5

Math Team Training

Teacher-in-charge: *Mr. Lawrence Ng, Mr. Andrew Philip Kwok,
Mr. Jack Lo

Programme Evaluation:

Objective(s):	<p>To develop students' interest in Mathematics</p> <p>To foster students' problem solving skills</p> <p>To prepare students for Mathematics competitions</p>
Target:	Math Team members (77 boys from G.2 to G.6)
Period:	Throughout the whole school year
Description:	<p>● Similar to the first term, there was regular training during the second recess. Many teachers offered help on a voluntary basis. They were:</p> <ul style="list-style-type: none"> ➤ Mr. Edward Wong and Ms. Pency Wong for G.2 ➤ Mr. Cheng Ki Cheong and Ms. Susanna Chung for G.3 ➤ Mr. Brian Cheung and Mr. Jack Lo for G.4 ➤ Mr. Anthony Lau and Ms. Michelle Ng for G.5

➤ Mr. Andrew Kwok and Mr. Lawrence Ng for G.6

Many thanks for their hard work throughout the whole school year.

- The Easter School was held on the 10th and 11th of April. Our teachers included Ms. Susanna Chung, Ms. Michelle Ng, Mr. Cheng Ki Cheong, Mr. Andrew Kwok and Mr. Lawrence Ng. We also invited Dr. Samuel Leung and coaches from Mathematical Corporation (HK) to train our boys. Apart from team members from G.2 to G.6, 31 G.1 boys were selected by G.1 Math teachers for the “Math is Fun” programme which was held during the Easter School.

Evaluation: ● Students showed interests in the training programme and were proud to be Math team members.

● Regarding the curriculum of the training programme, some teachers enjoyed the freedom of running it while others would like to seek more advice.

Remark(s): A curriculum guideline recommended by the Mathematical Corporation (HK) was provided for teachers’ reference during the 3-day Mathematics Olympiad Training.

Activity 6

External Assessment

Teacher-in-charge: *Mr. Edward Wong, Mr. Anthony Lau

Programme Evaluation:

Objective(s): To establish a long-term standard referencing for students

Target: G.1 – G.6

Period: 18 March 2014

Description: The Math ICAS was made compulsory to all G.3 to G.6 students this year. It was held on 18 March 2014. A total Of 603 students enrolled in the ICAS.

Evaluation: The analyses for different grades are as follows:

G.3	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	76	86 (>10%)	76	86 (>10%)
Algebra & Patterns	74	84 (>10%)	62	72 (>10%)
Measures & Units	56	65 (>9%)	64	77 (>13%)
Space & Geometry	47	61 (>14%)	63	68 (>5%)
Chance & Data	38	46 (>8%)	68	76 (>8%)

G.4	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	73	84 (>11%)	52	61 (>9%)
Algebra & Patterns	76	84 (>8%)	74	80 (>6%)
Measures & Units	54	68 (>14%)	68	76 (>8%)
Space & Geometry	50	61 (>11%)	58	74 (>16%)
Chance & Data	64	72 (>8%)	60	64 (>4%)

G.5	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	65	77 (>12%)	52	68 (>16%)
Algebra & Patterns	48	58 (>10%)	62	76 (>14%)
Measures & Units	55	64 (>9%)	57	71 (>14%)
Space & Geometry	56	64 (>8%)	48	54 (>6%)
Chance & Data	50	60 (>10%)	76	84 (>8%)

G.6	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	46	63 (>17%)	61	73 (>12%)
Algebra & Patterns	65	75 (>10%)	74	84 (>10%)
Measures & Units	50	63 (>13%)	55	65 (>10%)
Space & Geometry	50	56 (>6%)	44	51 (>7%)
Chance & Data	62	70 (>8%)	70	66 (<4%)

Remark(s): ----

Activity 7**Fun Learning Day (Maths)**

Teacher-in-charge: *Ms. Jessica Chan, Ms. Karina Luk, Ms. Sally Yuen

Programme Evaluation:

- Objective(s):
- To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
 - To provide the opportunities for students to learn, communicate and cooperate in team work
 - To enable students to learn Mathematics meaningfully through integration with other subjects
 - To develop students' multiple intelligences throughout the curriculum

Target: G.1 – G.6

Period: 18 – 19 Dec 2013

Description: Mathematics activities are to be organized for all levels.

Math Talk We invited Dr. Siu Man Keung to share interesting Math problems with G.4-6 students.

Game Stalls The G.5 students designed and set up 6 game stalls for G.1-6 students. All games were related to the Math topics they learnt in school.

Joint Quiz Interclass Competition 6 sessions of competitions were held for G.1 to G.6.

Evaluation: Math Talk Dr. Siu shared how to solve problems by breaking down a problem into parts. It was interactive and most students were engaged actively. Students were attentive and motivated.

Game Stalls G.5 students enjoyed designing and running game stalls for the whole school. G.1-6 students had fun in the covered playground and participated actively in this activity.

Joint Quiz Interclass Competition The 6 competitions were smoothly completed. Participants and audience shared the excitement of the competition. A teacher reported that the G.6 Math questions were too hard.

Remark(s):

- Thanks to Mr. Antony Lau for the arrangements of the Math Talk.
- Thanks to all G.5 teachers, Ms. Karina Luk, Mr. Antony Lau, Mr. Brian Cheung, Mr. Lawrence Ng, Ms. Sally Yuen and Ms. Jessica Chan for helping the boys to set up their game stalls and

coordinating their duties.

- The Joint Departmental Quiz among Chinese, English, Math, and G.S. Departments was well coordinated by Mrs. Grace Ko and Ms. Michelle Ng. We also thanked the great effort of Ms. Sally Yuen and Ms. Jessica Chan in coordinating the scores taking and verification.

Activity 8 Open House

Teacher-in-charge: *Mr. Brian Cheung, Mr. Moon Cheong, Mr. Lau, Mr. Kwok

Programme Evaluation:

Objective(s): To show case our strength in learning and teaching as well as external competitions and activities

Target: G.1 – G.6

Period: 24-25/1 (Preparation)
 26/1 (Open House)

Description: Display boards showing G1 to G6 projects were set up. Over 100 excellent projects from each grade were exhibited. Photos of prize winners and trophies that our teams won at various external competitions were displayed. Various mini math-game stores were held by our students and visitors were invited to participate. Visitors were also welcome to join our mental challenge, Rummikub table and Facto Mahjong table to play with our Math student helpers.

Evaluation: Visitors enjoyed our games and were amazed to see our students' excellent work.

Remark(s): -----

Activity 9 Math Talk / Seminar

Teacher-in-charge: *Mr. Anthony Lau, Mrs. Grace Ko

Programme Evaluation:

Objective(s): ● To stimulate students' interest in learning Mathematics, and help them build up a positive learning attitude and habit

Target:	<ul style="list-style-type: none"> ● To foster students' confidence in learning and applying Mathematics ● To help students pursue a life-long interest in Mathematics
Period:	G.4 – G.6
Description:	9:00 a.m. to 10:30 a.m., 18 December 2013
Evaluation:	<p>Professor SIU Man Keung was invited to deliver a talk – ‘A few puzzles: From the simple case to the complicated case’</p> <ul style="list-style-type: none"> ● Students enjoyed the talk as the content was about games and was easy to understand. ● Students were excited to participate in the on-spot paper-folding activity. ● Through the talk, students learned the ‘Polya’s problem solving strategy’ -- how to solve complicated problems by solving a simpler model or breaking down a problem into parts. ● It was interactive and most students were actively engaged. Students were attentive and motivated. ● Teachers who attended the talk agreed that it was a success and could inspire our students’ mathematics learning.
Remarks (s):	-----

Activity 10

Post-exam Activities

Teacher-in-charge: * Ms. Sally Yuen , Ms. Pency Wong, Mr. Jack Lo

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> ● To arouse students' interests in learning Mathematics through playing games and seminars ● To train G.5 and G.6 students in preparing for the Pre-S1 Examination in the future
Target:	G.1 – G.6
Period:	2 July - 9 July 2014
Description:	<p>G.1 – 5: LOGIX</p> <p>There is a 1-hour session of learning and playing of LOGIX. There are three levels of difficulties:</p> <ul style="list-style-type: none"> ➤ G.1 – 2: Do level 1 ➤ G.3 – 5: Do level 2 ➤ G.5 – 6: Pre-S1 Training <p>G.5 students will have to do one set of Pre-S1 practice while G.6 will have</p>

to complete four sets.

Evaluation: Students enjoyed the LOGIX. Some of them requested for more LOGIX questions as they had lots of fun taking part in this game.

Remarks (s): -----

Activity 11 External Competitions

Teacher-in-charge: *Mr. Andrew Kwok, Mr. Lawrence Ng, Mr. Lau

Programme Evaluation:

Objective(s) : ● To foster students' curiosities in math and develop their interests in studying math in future

● To motivate students to explore and solve problems

● To learn skills and strategies in problem solving

● To apply mathematical knowledge and skills in solving problems

● To exchange ideas about solving problems with students from other schools

Target: ● Train a team of about 70 students from G.2 to G.6

● Take part in major mathematics competitions in Hong Kong

● Represent Hong Kong in international mathematics competitions

Period: 2 September 2013 – 4 August 2014

Description:

Date	Organization	Competition	Supervising / Invigilating teacher(s)
30 Nov 2013	Family Learning Association	11 th Problem Solving Olympiad	Mr. Brian Cheung
1 Dec 2013	HK Mathematical Corporation	Hua Cup	Mr. Andrew Kwok
1 Jan 2014	HK Math Olympiad Association	Hua Xia Cup	Mr. Anthony Lau Mr. Andrew Kwok
25 Jan 2014	Sheng Kung Hui Primary School Principal Council	17 th Primary Mathematics Olympiad	Mr. Anthony Lau Mr. Jack Lo
2 Mar 2014	HK Math Olympiad Association	HK Open	Mr. Andrew Kwok
9 Mar & 18 May 2014	HK Math Olympiad School	20 th Primary Mathematics Olympiad	Mr. Andrew Kwok Mr. Edward Wong Mr. Cheng Ki Cheong
12 April 2014	Hua Luo Geng Cup	19 th Hua Luo Geng Cup	Mr. Andrew Kwok

	Preparatory Committee		
18 April 2014	Multiple Intelligences Society	Multiple Intelligences Cup	Mr. Lawrence Ng
3 May & 31 May 2014	Professional Teachers Union	24 th Primary Mathematics Competition	Mr. Anthony Lau Mr. Andrew Kwok

Evaluation:

Date	Competition	Team results	Individual results
30 Nov 2013	11 th Problem Solving Olympiad	Middle Primary (P.3) 1st position Upper Primary (P.6) 6th position	Gold awards 3 Silver awards 2 Bronze awards 1
1 Dec 2013	Hua Cup	DBSPD 1st position	P.3 1st position P.4 1st position Outstanding Performance 2 1 st Class awards 2 2 nd Class awards 3
1 Jan 2014	Hua Xia Cup	DBSPD 4th position	P.5 1st position Gold awards 15
25 Jan 2014	17 th Primary Mathematics Olympiad	DBSPD 2nd position	3rd position Outstanding Performance 1 1 st Class awards 3 2 nd Class awards 3
2 Mar 2014	HK Open	DBSPD 6th position	P.5 1st position Gold awards 9
9 Mar & 18 May 2014	20 th Primary Mathematics Olympiad	DBSPD 8th position	P.4 Gold award 1 P.5 Gold awards 4 Silver awards 2 P.6 Gold awards 2 Silver awards 1 Bronze awards 2
12 April 2014	19 th Hua Luo Geng Cup	Middle Primary (P.4) 1st position	P.4 1st , 2nd & 5th position P.6 3 rd Class award 1
18 April 2014	Multiple Intelligences Cup	DBSPD Overall 2nd position	P.3 1st position P.4 1st & 4th position P.5 2nd & 5th position P.6 5th position Outstanding Performance 3 1 st Class awards 4

			2 nd Class awards 6
			3 rd Class awards 4
3 May & 31 May 2014	24 th Primary Mathematics Competition	DBSPD 2nd position	Outstanding Performance 3 2 nd Class awards 2 3 rd Class awards 1

Remark(s): -----

Activity 12

Overseas Tour

Teacher-in-charge: *Mrs. Grace Ko, Ms. Karina Luk, Mr. Jack Lo

Programme Evaluation:

Objective(s):	To provide an opportunity for students to experience an international education and to expand their knowledge
Target:	G.4 – G.6
Period:	10 April – 15 April 2014
Description:	<p>The Department organized a 6-day Singapore Overseas Tour during the Easter Holidays. 34 students and 5 Math teachers joined this tour.</p> <p>In this overseas tour, we participated in a lot of Math workshops.</p> <ul style="list-style-type: none"> ● In the Math workshop organized by Xinghua Primary School teachers, students took part in Math activities about decimals and fractions. ● In the Math workshop organized by Science Centre, students learnt how to win in the Monopoly game by applying the concepts of ratio and probability. ● In the Math and Science Magic Workshop organized by EMC Learning Centre, students were divided into 2 big groups. They learnt how to play some Math games and did some science experiments. ● In the F1 Robot and Racing Kart Workshop organized by F1 in Schools Singapore, students learnt about the history of F1 races and the concepts of different forces including gravity, air resistance and friction, etc., which may affect the speed of cars in the race. Then, students tried sanding and painting their racing car models, designed their logos, tested their reaction time and watched the

	<p>demonstration of a wind tunnel. In the last section of the workshop, students participated in the race. They were excited about the race and had great fun.</p> <ul style="list-style-type: none"> Besides the Math workshops, we also visited the Discovery Centre, Merlion Park, Gardens by the Bay, S.E.A. Aquarium, Maritime Experiential Museum, Typhoon Theatre, River Safari and Night Safari, Royal Selangor Visitor Centre, a Singapore bookshop – Popular, Chinatown Complex and Singapore Philatelic Museum.
Evaluation:	<p>Students' feedback was collected and summarized as follows:</p> <ul style="list-style-type: none"> The trip was well-organized (4.6). The itineraries were attractive and fun (4.6). The activities were interesting and enjoyable (4.6). The escort and tour guide were experienced and knowledgeable (4.75). The coach was clean and comfortable (4.6). The hotel was clean, tidy and comfortable (4.7). The students enjoyed this trip (4.8). <p><i>*5 is the full mark.</i></p>
Remark(s):	-----

Activity 13

Staff Development

Teacher-in-charge: *Mr. Anthony Lau, Mrs. Grace Ko

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> To enhance teachers' interest in solving Math Olympiad problems To strengthen teachers' strategies and abilities to teach ingenious problem solving
Target:	Mathematics teachers
Period:	6, 7, 10 March 2014
Description:	<p>A 3-day (11 hours) Mathematics Olympiad Training Programme was organized in March 2014. It was conducted by Mr. Leo Lui from Mathematical Corporation and 11 teachers joined the programme and 5 teachers took the examination. Contents of the programme include 工程問題、行程問題、水流問題、年齡問題、巧算、二元一次方程式.</p>
Evaluation:	Generally, teachers indicated that it was a good programme for teachers

	to improve their knowledge in mathematics.
Remarks (s):	A workshop on 'Using Geogebra' scheduled for 12 June 2014 was postponed as the guest speaker Mr. H.Y. Lai, Head of Mathematics Department (Junior Form) of Secondary Division of DBS, had to attend a staff development programme. The workshop was re-scheduled and will be held in September 2014.

Achievement & Reflection of General Studies Department Development Plan 2013-2014

1. Student Learning and Teaching

1.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

1.1.1 Strategies/Tasks: To enable students to have a good grasp of key learning points and can flexibly apply the knowledge and skills learnt to solve problems in different situations, reflecting their ability to learn independently

Report & Evaluation:

1. The GS Department adopts different approaches and activities to encourage students' independence and self-responsibility in learning. Different in-class activities are designed to build up students' knowledge and arouse their learning interest.
2. In the 2013-2014 school year, students were asked to conduct mini research or information collection prior to their actual participation in activities. They had to apply the knowledge they learnt in class to solve the problems in different situations.
3. Science activities were conducted to provide hands-on activities for students to discover science concepts on their own and generate new ideas in the related topics.
4. Life skills and self-management skills were emphasized in G.1 and G.2. G.1 students were required to demonstrate their skills in packing their school bags according to the timetable & zipping-up a P.E. jacket while G.2 students were asked to fold their clothes and tie the shoe laces properly and independently. Students were required to put these skills learnt in class into practice every day.
5. G.3 and 6 students were taught the skills and techniques in delivering services to the community. G.3 students visited the home for the elderly in January 2014 and students had to design their own performances and other programmes for the elderly. G.6 students sold flags for Caritas HK in January 2014. They had to write self-reflection in their Service Manual afterwards.
6. GS projects also provided a platform for students to work collaboratively and independently. The projects for G.1, 2, 4 & 5 are listed below:

G.1	The Park in My Neighbourhood
G.2	Chinese New Year Festive Plants
G.4	Protecting Our Environment
G.5	Making a Security Box

1. Student Learning and Teaching

1.1 Intended Outcome/Target: To adopt teaching approaches which encourage greater student independence and self-responsibility in learning

1.1.2 Strategies/Tasks: To enable teachers to deploy classroom and subject resources as well as information technology to create learning environments conducive to fostering students' self-learning

Report & Evaluation:

1. The GS Department provides different resources to students to foster their learning. Reference books, LEAP worksheets, National Geographic magazines, posters, experiment equipment and DVDs were bought for students' use.
2. Information technology is introduced to students to promote self-learning. Some useful apps such as Mischief, Explain Everything, Popplet and Inspiration are used.
3. Brainpop and 'I Love Reading' websites have been subscribed so that students are able to access to the websites to watch scientific videos and newspaper critics at home.
4. The Department also works closely with different parties. Resources provided by the old boys and parents enabled the Department to organize a star-gazing workshop and a garment factory visit to Dongguan in the 2013-2014 school year.
5. The Officers from the DBS Habitat Office conducted Tree Tours and Plants Talks for our students. The Science Club of the Secondary Division also offered our PD students the opportunity to take part in a rat dissection session in the third term.
6. The Department tries to deploy all kinds of resources to make the curriculum more dynamic and interactive for students to stay interested and curious and thus self-learning of students is promoted.

2. Attitude and Behaviour

2.1 Intended Outcome/Target: To enhance students' independent learning skills

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

Report & Evaluation:

1. All G1 to G6 students were encouraged to jot down notes in their notebooks during lessons.
2. Teachers also designed pre-lesson task sheets for students. Students had to do information research before the lessons.
3. Through teachers' observation, most of the students have made good use of the notebooks. They constructed charts, tables, scientific diagrams and label pictures to assist learning and their independent learning skills have improved.

Evaluation of General Studies Department Programme Plan 2013-2014

Programme Summation:

In the 2013-2014 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 1	Activities of National Identity
Objective	<ul style="list-style-type: none"> ● To help students develop a sense of pride and identification with our home country through participating in a series of activities ● To ensure students to have a better understanding about the National Day
Target	G.1-6
Period	27/9/2013, 30/6/2014
Description	<ul style="list-style-type: none"> ● Two flag raising ceremonies were held on 27 Sept 2013 and 30 June 2014 to promote national identity. GS II teachers showed the related PowerPoint to students before the ceremony. ● Each G1 student learnt how to sing the national anthem in classroom. ● An exhibition and booth games about the recent history of China were held in the GS Room during both recesses to let students know more about Chinese History.
Evaluation	<ul style="list-style-type: none"> ● Students shared a stronger sense of national identity. ● The Flag Raising Ceremonies were 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. ● G1 students welcomed the idea of singing the national anthem in classrooms. ● Students enjoyed participating in the activities and looking up information at the exhibition, especially playing booth games. They acquired more knowledge about Chinese history and culture.

Activity 2	Fun Learning Days														
Objective	<ul style="list-style-type: none"> ● To enable students to learn about various topics to supplement the regular curriculum ● To conduct science activities to supplement the GSI curriculum 														
Target	G1-6														
Period	18-19/12/2013														
Description	<ul style="list-style-type: none"> ● A Joint Quiz Competition was co-organized with the English, Chinese and Maths Departments. ● 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> ● A talk delivered by United Christian Nethersole Community Health Service about Health Education was held 	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?
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?														
Evaluation	<ul style="list-style-type: none"> ● Students found the learning experiences interesting and enjoyed participating in the activities. Students' discipline was very good while they were having the Quiz Competition in the school hall. ● 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. Towards the end of the activities, when teachers asked students to return the materials, many of them were very disappointed as they wanted to keep the products they made. ● Students learnt about different kinds of food and their functions, the importance of a balance diet and good eating habits which were covered in the talk. They also answered questions enthusiastically during the quiz session of the talk. 														

Activity 3	Environmental Education Programme
Objective	To heighten students' awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and 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"> 1. Two students from each class were nominated as Environmental Ambassadors. 2. Wind turbines and solar panels were installed on the Roof Garden. 3. Green Monday menus were provided to students every Monday in order to promote a low carbon diet. 4. Student Environmental Protection Ambassadors helped collect waste paper and enforce environmental protection policies in classrooms throughout the year. They also participated in different environmental protection related activities. The details are as follows: <ol style="list-style-type: none"> i. Farewell to Candlenut Tree (G.1) ii. Natural Soap Workshop (G.2-6) iii. Natural Mosquito Coil Workshop (G.2-6) iv. Visit to Science Park (G.1-3) v. Visit to CLP (G.4-6)
Evaluation	<ul style="list-style-type: none"> ● 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). ● Student Environmental Protection Ambassadors enjoyed the activities very much. They especially enjoyed participating in visits as they could get first-hand information from the organizations.

Activity 4a	Other Learning Experiences – GS Field Trips
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	October 2013 – May 2014

Description	The details are as follows:	
	Grade	Venue
	G1	Hong Kong Yakult Co. Limited
	G2	Kowloon City Police Station
	G3	Ecopark
	G4	Fanling Environmental Resource Centre
	G5	Electrical and Mechanical Services Department, Energy Efficiency Office
	G6	Legislative Council
Evaluation	The details are as follows:	
	Grade	Evaluation
	G1	<ul style="list-style-type: none"> ● Interesting explanation of the production of drinks. ● Smooth journey and students enjoyed the activity very much.
	G2	<ul style="list-style-type: none"> ● Smooth journey ● Students were interested in the visit to the police station as the police officer introduced different police gears and facilities to them. Some students also had a chance to get into the police wagon.
	G3	<ul style="list-style-type: none"> ● Instructors are resourceful and knowledgeable. Students enjoyed the visit very much and they learnt a lot from the instructors.
	G4	<ul style="list-style-type: none"> ● Smooth journey ● The theme of exhibition was pollution which was related to their term project.
	G5	<ul style="list-style-type: none"> ● Some of the instructors were resourceful. ● Students learnt a lot about the application of renewable energy & energy-saving strategies in daily life.
	G6	<ul style="list-style-type: none"> ● The G6 field trip was held in April 2014. Details were reported in the 3rd panel meeting.

Activity 4b	Other Learning Experiences – Life Education Activity Programme (L.E.A.P)
Objective	<ul style="list-style-type: none"> ● To enable students to have a healthy personal development ● To recognize students' roles and responsibilities as a member of the

	<p>family and society and to show concern and care for other's well-being</p> <ul style="list-style-type: none"> ● To develop students' critical thinking skills
Target	G.1-6
Period	28-29 January 2014 (G.6) & April 2014 (G.1-5)
Description	<ul style="list-style-type: none"> ● An outsourced organization "LEAP" was invited to deliver life education to students. Various teaching materials were used and the lessons for G.1-4 were conducted in a mobile classroom while the lessons for G.5-6 were conducted in the G.S. Room. ● Students attended workshops on the following themes: <ul style="list-style-type: none"> ➤ G.1 - Air to Live ➤ G.2 - Food for Life ➤ G.3 - Body Journey ➤ G.4 - Brain Bunch ➤ G.5 - Self-image ➤ G.6 - Surfing Internet ● GS II teachers were required to conduct follow-up activities with students in lessons. Students had to complete selected worksheets in order to consolidate their learning.
Evaluation	<ul style="list-style-type: none"> ● Feedback collected from teachers, students and LEAP tutors was positive. Tutors were knowledgeable with very good classroom management skills. ● Students were highly engaged when they attended the programme. According to the comments given by the tutors, our students are smart and active.

Activity 5	Improvement of G.S. Room and Resources Building
Objective	<ul style="list-style-type: none"> ● 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 ● To purchase teaching materials of different media that can be used as tools to teach the GS and supplement textbooks and workbooks
Target	G.1-6 and all GS teachers
Period	Whole year
Description	<ul style="list-style-type: none"> ● New reference books were purchased from publishers in Singapore for GS I teachers' reference. ● A number of equipment and tools were purchased for teachers and students to conduct classroom activities and experiments.
Evaluation	<ul style="list-style-type: none"> ● The reference books provided information for teachers to prepare for lessons and class activities, as well as for setting assignments and

	<p>assessments.</p> <ul style="list-style-type: none"> ● The videos and teaching aids can supplement teaching and learning, and enhance students' learning interest.
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Activity 6	Staff Development
Objective	<ul style="list-style-type: none"> ● To develop teachers' critical thinking skills and problem solving skills ● To enhance team spirit of GS teachers
Target	All GS teachers
Period	21 January 2014
Description	<ul style="list-style-type: none"> ● Team building and problem solving experience was enhanced through participating in real-life room escape game – <i>"If Pie Workshop"</i>
Evaluation	<ul style="list-style-type: none"> ● All teachers of the GS Department expressed that the game was enjoyable. ● Through taking part in the real-life room escape game, cooperation, communicating and comprehensive abilities among team members have been enhanced. ● Teachers unanimously agreed that this form of staff development can be organized again in the coming years.

Activity 7	GS School Team
Objective	<ul style="list-style-type: none"> ● To enable students to strike a balance between academic studies and extra-curricular activities ● To form G.S. School Teams to represent the School in different external academic-related competitions ● To provide students with the experience to participate in external competitions
Target	G. 1-6
Period	Whole year
Description	<p>Based on the nature of different external competitions, four G.S. School Teams were established. The details are as follows:</p> <ol style="list-style-type: none"> 1. The 7th Diplomatic Knowledge Cup Contest 2. The 17th Science Project Exhibition 3. Hong Kong Youth Science & Technology Innovation Competition 4. The Odyssey of the Mind

Evaluation	<p>Our School Teams got good results in these competitions. The results are as follows:</p> <ol style="list-style-type: none"> 1. The 7th Diplomatic Knowledge Cup Contest: Merit Awards 2. The 17th Science Project Exhibition: Distinction Awards 3. Hong Kong Youth Science & Technology Innovation Competition: 2 runners-up 4. The Odyssey of the Mind: 9th Position
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Activity 8	Cross-curricular Activities																						
Objective	<ul style="list-style-type: none"> ● To improve students' learning attitude ● To adopt a multi-disciplinary approach to help students who may not enjoy learning ● To provide students with an opportunity to do projects and work with other classmates ● To let students work on a certain theme in collaboration with different subjects ● To avoid repetition in teaching the same content 																						
Target	G.1-6																						
Period	Whole year																						
Description	<ul style="list-style-type: none"> ● Different grade levels conducted various teaching activities together with other departments. ● 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. <table border="1"> <thead> <tr> <th></th><th>Theme</th><th>Subjects Involved</th><th>Month</th></tr> </thead> <tbody> <tr> <td>G1</td><td>1. My School 2. All About Me</td><td>1. GS I, Music, CS & Library 2. GS II, Chi, Eng, Maths, VA, Music, Library & RE</td><td>September October</td></tr> <tr> <td>G2</td><td>1. Animals 2. Chinese New Year</td><td>1. GS I, English & PE 2. GS I & GS II, Chi, Maths, VA, Music, PTH, RE, Library & CS</td><td>November December</td></tr> <tr> <td>G3</td><td>1. Save Our Planet 2. Service Learning</td><td>1. GS I & English 2. GS II & ME</td><td>December- January</td></tr> <tr> <td>G4</td><td>1. Life Education 2. Environmental Protection</td><td>1. GS II, Chi, PTH, ME & RE 2. GS I, Eng, Chi, Math, Music & VA</td><td>November January</td></tr> </tbody> </table>				Theme	Subjects Involved	Month	G1	1. My School 2. All About Me	1. GS I, Music, CS & Library 2. GS II, Chi, Eng, Maths, VA, Music, Library & RE	September October	G2	1. Animals 2. Chinese New Year	1. GS I, English & PE 2. GS I & GS II, Chi, Maths, VA, Music, PTH, RE, Library & CS	November December	G3	1. Save Our Planet 2. Service Learning	1. GS I & English 2. GS II & ME	December- January	G4	1. Life Education 2. Environmental Protection	1. GS II, Chi, PTH, ME & RE 2. GS I, Eng, Chi, Math, Music & VA	November January
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	G5	1. Conserving Electricity 2. Solar System	1. GS I & Math 2. GS I, Eng, Music & VA	October December
	G6	1. Camouflage 2. War & Peace 3. Endangered Species	1. GS I & VA 2. GS II, Chi, PTH, Music, RE & VA 3. GS I, Math & English	September February February
Evaluation	<ul style="list-style-type: none"> 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. 			

Evaluation of French Department Programme Plan 2013-2014

Programme Summation:

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

Programme Evaluation:

Plan 1: Differentiation	
Objective	To cater to each individual's needs
Target	All French stream students
Period	Whole year
Description	<ul style="list-style-type: none"> ● Provide as much support as possible to students to help them expand their knowledge. ● Weaker students should be able to achieve learning objectives of each unit. ● Stronger students should be able to achieve goals set by the teacher.
Evaluation	On the 3-hour schedule per week, it has been quite difficult to offer differentiated activities to students. In order to support the weaker students to catch up the progress, individual support was provided to a few students who needed 1 on 1 support during the morning class period.

Plan 2: Project Based Learning	
Objective	<ul style="list-style-type: none"> ● To strengthen students' grammatical and spelling skills ● To develop students' creative writing skills
Target	From G3 to G6
Period	Whole year
Description	<ul style="list-style-type: none"> ● Pen Pal Project: Research based project where senior boys need to be involved in searching about a school in France. They have to prepare various oral and written presentations in French with different sorts of support (video, paper, electronic, etc...) ● Open House Preparation Projects
Evaluation	Due to an exchange programme with a school in France, students had to work on 2 main projects: Their biography and a presentation about traditional celebrations in HK. The former was an individual project and the latter was done within a group. These were very successful as students in France were very impressed by DBSPD

	students' abilities in the French language. It would have been even better if we have had the possibility to have a "live" discussion with the students.
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Plan 3: Reading Programme	
Objective	To expose students to French Reading
Target	All French stream students
Period	Whole year
Description	<ul style="list-style-type: none"> ● Students from all grade levels follow a reading programme. ● The French Department has acquired structured reading materials.
Evaluation	The French library is settled in the French Room. Students from senior grades are allowed to borrow books once a week in order to promote the exposure to the French language through reading activities. This works only on a voluntary basis. However, titles available in the library have aroused the students' curiosity.

Plan 4: Cultural Immersion	
Objective	<ul style="list-style-type: none"> ● To establish an impressive window of DBSPD French Stream during the Open House ● To expose students to the French culture inside and outside the class ● To organize a cultural trip to France ● To prepare students for the IBL week
Target	All students from the French stream
Period	Whole year
Description	A cultural trip to France for French Boys and boys who attended the French Electives
Evaluation	The Department has got the experience to organize a language & cultural trip to France that caters very well to students' needs. There was cultural immersion in Paris, and language immersion at the Alliance Française in Rouen. This trip was very successful and has boosted the French boys' confidence in their usage of the French language.

Plan 5: DELF Prim Exams	
Objective	To validate students' language level
Target	G3 to G6
Period	December 2013, January and April 2014
Description	<ul style="list-style-type: none"> ● DELF Prim A1.1 for G2 students ● DELF Prim A1 for G4 students ● DELF Prim A2 for G6 students
Evaluation	21 students took the exam this year and the results were extremely good (80% above 90 marks). The aim for arranging this examination for students is to boost their confidence in their knowledge of the French language.

Plan 6: Compositions, Projects and Journals	
Objective	<ul style="list-style-type: none"> ● To strengthen the grammatical foundation through writing ● To demonstrate spiral learning
Target	All grades
Period	All year
Description	<ul style="list-style-type: none"> ● Students write compositions twice a month. ● Students take part in projects that involve report writing.
Evaluation	These writing procedures are now well settled in the department activities. The objectives for the coming years will be to support students' writing process and help them order their ideas.

Evaluation of Putonghua Department Programme Plan 2013-2014

2013-2014 年度普通話科週年活動計劃檢討

活動項目 1	普通話專題展板
活動目標	提高學生對本科的學習興趣，培養學生的自學態度。
活動情況	選取不同主題的普通話資料，張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。
活動檢討	本年度已按時更換三次壁報，每次均有不同的主題，包括：「唐詩」、「新年用品及食品(粵普對譯)」、「普通話禮貌用語」。學生可以從佈告板所展示的內容，加深對普通話語音知識的認識。

活動項目 2	校際朗誦節及其他校外比賽
活動目標	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。
活動情況	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。
活動檢討	第 65 屆校際朗誦節已圓滿結束。本校普通話集誦隊奪得了季軍。獨誦方面，全校有 135 名學生參加朗誦，其中有 38 名學生分別獲得冠、亞、季軍。（詳見下表）此外，本科推薦了 12 名學生參加「第十六屆全港中小學普通話演講比賽 2014」，其中十位學生獲獎。（詳見下表）

活動項目 3	學習活動日
活動目標	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。
活動情況	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。
活動檢討	攤位遊戲的內容包括辨別聲調、聲母及韻母，學生踴躍參加攤位活動，表現投入，體驗了愉快學習的一天。

活動項目 4	普通話大使及普通話週
活動目標	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。
活動情況	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，普通話週訂定於 24/2-28/2/2014 舉行。活動期間，被甄選的大使於第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。

活動檢討	<p>普通話大使：本年度共有 60 位普通話大使。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。此次活動最後由全校同學評選出 13 位最受歡迎普通話大使和兩位遊戲之王。</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，在五日活动期間，齊心協力創造了一個良好的普通話語言環境。</p>
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活動項目 5	境外交流活動
活動目標	<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> <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>
活動情況	<p>拔萃景山交流團：</p> <p>本科與常識科協作，舉辦「香港拔萃-北京景山文化交流團」。景山學校的十名五年級學生於 19/1-26/1/2014 來港交流，與本校學生一同上學，並寄宿於本校學生的家中。十名我校五、六年級的學生於 12/4-19/4/2014 期間到北京進行交流。周一至周五與北京景山學校的學生一起上課；課後，學生住在景山學校學生的家中，體驗當地學生的生活。</p> <p>普通話西安交流團：</p> <p>本科於 28/6-2/7/2014 舉辦「普通話西安交流團」，由 4 位老師帶領 28 位學生前往西安交流，活動包括到當地小學上課及參觀當地名勝。整個旅程中，學生和老師都會以普通話交談，藉此提高其普通話的溝通能力。</p>
活動檢討	<p>拔萃景山交流團：</p> <p>這次交流團是首次由小學獨立籌辦。通過該項活動，學生在普通話能力、獨立自理能力、與人溝通等方面都有提高。我校學生和家長普遍表示此種校際交流較一般的遊學更有意義，學生在體驗友校學習環境的同時，更能夠住在友校學生家中，了解對方的文化。景山的老師、學生和家長對於我校的接待給予高度的評價。兩校的老師、學生，甚至家長之間，都建立了深厚的友誼。友校在接待交流團方面的經驗非常豐富，既安排了隨班上課，又為我校學生安排了特別的音樂課和書法課，並精心組織了文化名勝的參觀活動，值得我們學習。我校兩位老師也在此次交流活動中受益匪淺。因此，此交流團值得再次舉辦。</p> <p>普通話西安交流團：</p> <p>今年報名參加「普通話西安交流團」共有 79 人報名。由於報名者眾，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」。是次旅程，學生都非常投入，積極發問。當中所計畫的行程，除了與當地學生進行訪問及交流外，行程中學生還到不同的博物館參觀，這些活動都能給予學生大量的機會發問及溝通，並從中學習中國文化及歷史。而且，是次我們到當地小學參與義教活動，既能讓學生體驗貧苦學生的學習生活，也能讓他們有機會當上小老師，教導當地學生歌謠和棋藝。是次行程不但能令學生增廣見聞，體驗當地的學習生活，還能令他們對西安的歷史及文</p>

	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，值得再辦。
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活動項目 6	班際比賽
活動目標	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。
活動情況	比賽項目： 一年級—輕聲；二年級—繞口令；三年級—聲母；四年級—繞口令；五年級—粵普對譯；六年級試後的課堂改為畢業典禮綵排，故未能進行比賽。得獎班別獲頒獎狀及禮物，以作嘉許。
活動檢討	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，並改為在普通話週進行此活動，以提升氣氛。

活動項目 7a	參加友校交流活動及專題研討會
活動目標	鼓勵教師參加友校文流活動、教學講座、研討會作自我增值，以提高教學水平。
活動情況	科主任會把相關的課程及講座通告給教師傳閱，教師可自由參加。 科主任亦會推薦合適的教師參加不同的課程，以配合學校的發展。 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。
活動檢討	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。

活動項目 7b	協作會議
活動目標	1. 每週進行各級協作會議，以增加教師之間的專業交流。 2. 與中文科及中學部進行協作交流會議。
活動情況	全體教師參與協作會議，由五位教學助理輪流作記錄，中小學交流會議則由科主席出席。
活動檢討	各級老師能利用協作會議討論教學進度及安排，使更緊密地合作，亦有助檢討教學。本年度與中學進行了兩次協作交流會議，對中小學普通話及基礎漢語的課程銜接有幫助。

活動項目 8	購買普通話書籍、影音教材
活動目標	提高學生對本科的學習興趣及自學能力。
活動情況	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。
活動檢討	本科於本學年添置了二百多本彩虹系列的圖書及三十六本故事書，供基礎漢語的同學閱讀，學生可以在課堂上完成課業後或假期前借閱，以鞏固學習。

活動項目 9	收集本科專題資料
活動目標	提升教師對本科及教授普通話的專業知識，提供有關參考資料及輔助教材。
活動情況	特設文件夾收集本科知識及相關資料，邀請曾出席專題講座/課程的教師提供資料，予以分享。
活動檢討	資料不多，主要是朗誦及水平測試的材料

第 65 屆校際朗誦節

集誦：季軍

獨誦：參加人數：135 人

獲獎人數：38 人

冠軍：10 人

亞軍：16 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	1S	26	黃禮彥	殷華峰	U337	85	冠軍
2	1S	29	楊鎬朗	殷華峰	E337	87	冠軍
3	2D	2	陳耀生		U337	88	冠軍
					U437	88	冠軍
4	2D	28	王天朗		U337	88	冠軍
5	2P	8	陳沚瑜		K337	89	冠軍
6	2P	31	符從賢	劉巍	U337	88	冠軍
7	2S	11	許紹彰		U337	88	冠軍
8	3J	12	江志睿		U336	90	冠軍
9	3S	22	鄭令灝		U336	89	冠軍
10	5J	14	黎逸熙		U435	87	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	葉駿		U337	87	亞軍
2	1M	27	黃嘉揚	劉巧靈	E337		亞軍
3	1P	17	梁庭瑋		U337	86	亞軍
4	1P	30	黃珞寧	劉巧靈	K337	86	亞軍
5	1S	30	戎孝康		U337	86	亞軍
6	2J	17	廖子謙		U337	87	亞軍
7	2M	17	梁頌		U337	85	亞軍
8	2P	31	符從賢	劉巍	U437	86	亞軍
9	3D	15	劉耀駿	李哲	U336	87	亞軍
10	3D	19	馬逸行	李哲	K436	87	亞軍
11	3P	5	鄭丞祐		K336	87	亞軍
12	3P	28	彭浩軒		U336	88	亞軍
13	4D	26	黃子晉	劉巍	E336	86	亞軍

14	5J	14	黎逸熙		U335	86	亞軍
15	6J	15	羅子翹	徐鈺峰	U435	85	亞軍
16	6S	26	曾慶倫	徐鈺峰	U335	85	亞軍
李軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1D	16	梁傲熙	韓玥	U337	82	季軍
2	1M	16	李政澤		U337	86	季軍
3	1S	19	廖子進		U337	86	季軍
4	2D	17	盧恩樂		U437	84	季軍
5	2S	13	郭俊希		U337	86	季軍
6	3D	1	區逸匡	李哲	E436	85	季軍
					Y336	88	季軍
7	3D	9	杜浚文		U336	85	季軍
8	3J	13	黎穎誠	王煦淳	K336	85	季軍
9	3M	2	陳穎浚		U336	88	季軍
10	3S	11	羅卓賢		Y336	88	季軍
11	5S	6	朱柏程	徐鈺峰	K435	85	季軍
12	6S	1	陳啟迪	徐鈺峰	E335	86	季軍

K546	拔萃男書院附屬小學 一、二年級詩詞集誦	何潔生老師、 顧慧儀老師 韓玥老師	季軍
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第十六屆全港中小學普通話演講比賽 2014

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：10 人

	班別	學號	姓名	成績/名次
1.	1M	27	黃嘉揚	九龍區（初小組）優異獎
2.	2J	17	廖子謙	九龍區（初小組）優異星獎
3.	2P	30	王譽澄	九龍區（初小組）優異獎
4.	2P	31	符從賢	九龍區（初小組）金獎
5.	3D	19	馬逸行	九龍區（中小組）優異星獎
6.	3J	13	黎穎誠	九龍區（中小組）優異獎
7.	4P	9	范志傑	九龍區（中小組）優異星獎
8.	4P	21	毛虹霽	九龍區（中小組）優異獎
9.	6S	1	陳啟迪	九龍區（高小組）優異星獎
10.	6S	26	曾慶倫	九龍區（高小組）優異星獎

Evaluation of Music Department Programme Plan 2013-2014

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music Intensive Training Classes	
Objective	<ul style="list-style-type: none"> - To develop students' creativity, the ability to appreciate music and to effectively communicate through music - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music - To encourage students to learn at least one kind of musical instrument
Target	G.4 – G.5
Period	From October 2013 to June 2014
Description	Invite potential G.4 & G.5 students to attend special training classes to improve their technique and skills in playing the two Chinese instruments.
Evaluation	<ul style="list-style-type: none"> - Students' interest in learning the Chinese instruments was aroused. - Most of the students participated in the audition for the Chinese Orchestra. - Some members will be invited to join the Chinese Orchestra. - Most of the students will take private lessons after attending the special training programme. - Feedback received from both parents and students was positive.

Plan 2 : Music Appreciation	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music - To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitudes
Target	G.1-G.6
Period	Whole year
Description	<ul style="list-style-type: none"> - Music recommended by music teachers and G1-6 students includes Chinese and Western Music. - Cooperation with the Hong Kong Philharmonic Orchestra.
Evaluation	<ul style="list-style-type: none"> - Students showed very good response to the performances presented

	by the Hong Kong Philharmonic Orchestra and other performers. - Feedback received from both parents and students was positive.
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Plan 3: Take Part in Hong Kong School Music Festival and Other Competitions	
Objective	<ul style="list-style-type: none"> - To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitudes - To help students pursue a life-long interest and appreciation of music - To enable students to gain enjoyment and satisfaction through participating in music activities
Target	G.1-G.6
Period	October 2013 to March 2014
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Junior Choir, Woodwind and Brass Ensemble and School Orchestras.
Evaluation	<ul style="list-style-type: none"> - More than 400 students were involved in the 66th Hong Kong Schools Music Festival and the Hong Kong Youth Interflow. - More than 80% of our students were awarded merits or above in the Schools Music Festival. - The School achieved very good results in the Hong Kong Youth Interflow. Both the Senior School Orchestra and String Orchestra got the Gold Award. The Chinese Orchestra got the Silver Award. - We participated in 6 group events in the 66th Hong Kong School Music Festival. Our school achieved excellent results, and we were awarded First Place in the following competitions: School Orchestra, String Orchestra, Chinese Orchestra & Treble Choir and Junior Choir. We were awarded Third Place in 3 other events: Saxophone Ensemble, Horn Ensemble & Oboe Ensemble.

Plan 4 : Music Performance	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music - To nurture in students the aesthetic sensitivity and cultural understanding
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"> - In February, performances were presented on the day of our Open House and it was very successful. Feedback received from parents and guests was positive. - In June, two Prize Winners' Concerts were organized in the PD School Hall and SD Auditorium. Both concerts were very successful. The students and teachers enjoyed the performances very much. - We will try our best to organize different performances for students next academic year.

Plan 5 : Celebration Party after the 66th H.K. School Music Festival	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music
Target	G.1-G.6
Period	April 2014
Description	All members of the Senior School Orchestra, String Orchestra, Treble Choir, Junior Choir, Chinese Orchestra and Ensemble were invited to the party to celebrate their accomplishments in the Music Festival. Their parents and several old boys were also invited to join the celebration.
Evaluation	<ul style="list-style-type: none"> - Parents and students enjoyed participating in the function very much. - Feedback received from both parents and students was positive. - It was a great opportunity to organize a reunion for members of the Music Department.

Plan 6 : Music Captains	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To enrich students' music learning experience which is also one of the key tasks identified in "Moral and Civic Education"
Target	G.6
Period	Whole year
Description	9 potential G.6 students were selected as Music Captains to assist the

	Music Department.
Evaluation	<ul style="list-style-type: none"> - 9 Music Captains were selected to assist the Music Department. They assisted in the Open House, Prize Winners' Concert, Music Tour, audition of the Orchestras and regular rehearsals, etc. - All Music Captains were very helpful and responsible.

Plan 7 : Special Music Activities – Music Tour	
Objective t	<ul style="list-style-type: none"> - To nurture in students the aesthetic sensitivity and cultural understanding - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music
Target	G.4-6
Period	April 2014
Description	Music Tour to Sydney, Australia
Evaluation	<ul style="list-style-type: none"> - 58 G3-G6 Senior School Orchestra members were selected to participate in the Sydney Music Tour. - Parents and students enjoyed taking part in the tour very much. - Students learnt a lot from giving performances with other schools. - Besides music, the students also gained a lot of cultural knowledge through visiting various heritage sites and watching a musical.

Evaluation of Physical Education Department Programme Plan 2013-2014

Programme Evaluation:

Plan 1: Swimming Gala	
Objective	<ol style="list-style-type: none"> 1. To enhance students' interests in swimming 2. To promote sportsmanship among students 3. To provide an opportunity for students to utilize what they have learnt in swimming lessons/classes 4. To help students develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	<p>Heats: 5 September 2013 (G.3 & G.6)</p> <p>9 September 2013 (G.2 & G.5)</p> <p>10 September 2013 (G.1 & G.4)</p> <p>Finals: 2 October 2013 (G.2 & G.3 finalists and all G.4-G.6 students)</p>
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 Kowloon Park Indoor Swimming Pool by the PD & SD.
Evaluation	<ul style="list-style-type: none"> • The Heats were held on 5/9, 9/9 and 10/9, but due to the bad weather condition on 5/9 morning, some of the events were re-scheduled to 13/9. • The Inter-House Swimming Gala Finals programme booklet was prepared by the SD. The teacher duty roaster was given to PD teachers. • Medals for different events, individual champions, and overall champions were presented on the day of finals. Names on the Swimming Shields were updated afterwards. • Teacher's comments were collected afterwards. • Feedback from colleagues mainly showed concerns about the venue of the Swimming Gala Finals. The swimming pool may not be suitable for accommodating both the SD and PD at the same time. Next year, the availability of a suitable venue will depend on the result of drawing lots. Application for the new Indoor Swimming Pool in Victoria Park could be an alternative solution. • House teachers reported that there were not enough party tubes provided for students for cheering. It was suggested to provide 30

	<p>packs of party tubes for each house next year.</p> <ul style="list-style-type: none"> • There was a delay for 45 to 60 minutes. The delay was mainly due to the relay competitions held by the SD. It was suggested to inform teachers to prepare some snacks for themselves in case of a delay. Besides, the PD and SD should have better communication on dismissal arrangements.
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Plans 2 & 4: Pre-Golf Day	
Objective	<ul style="list-style-type: none"> • To provide students with more opportunities to strengthen their life-wide learning, and equip them with better communication, body coordination and strategic skills, etc. • To hand down the DBS tradition of a love of golf
Target	Student and parent golfers
Period	<p>Pre-Golf Day : 10 November 2013 (School Fete)</p> <p>DBS Golf Day in Fanling : 24 January 2014</p> <p>PD Golf Day at KSC : 2 May 2014</p>
Description	<ul style="list-style-type: none"> • 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 Garden Fete while the Golf Day was held in Fanling. • Due to rainy weather on the day of Garden Fete, the Pre-Golf activity was cancelled. • The PD Golf Day is a joint divisional event which promotes parent-child partnership. It is not a Fund Raising Event.
Evaluation	<ul style="list-style-type: none"> • These joint divisional functions were held successfully. Feedback received from participants was positive. • Old Boys, parents and students suggested that the school should organize the PD Golf Day as a regular school event.

Plan 3: Sports Day	
Objective	<ol style="list-style-type: none"> 1. To enhance students' interest in athletics 2. To promote sportsmanship among students 3. To provide an opportunity for students to utilize what they have learnt in athletics lessons/classes 4. To help students develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	<p>Heats: 16 December 2013</p> <p>Finals: 3 March 2014 (G.2 finalists, all G.3-G.6 students)</p>
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 the DBS school field. The joint divisional finals were held at the Wan Chai Sports Ground.
Evaluation	<ul style="list-style-type: none"> • Heats were originally scheduled for 16/12/13. Due to the bad weather condition, the event had to be re-scheduled to 9/1/14. • The PD Sports Day Finals were held in the Wan Chai Sports Ground. • The Inter-House Sports Day Finals programme booklet was prepared by the PD. The teacher duty roster was given to PD teachers. • In the Finals this year, the Inter-House Cheering and Games Competitions were held; but the teacher-student relay was cancelled. The Cheering and Games Competitions enabled students to get more involved in the Sports Day and the feedback for this event was very positive. • The schedule was set with longer intervals between the events in order to enable the finalists to have sufficient time to recover. • There were about 10-15 students absent in each house with a total number of around 100 absentees excluding the Junior Choir and Chinese Orchestra members. Thus, it was suggested that the Sports Day Finals could be held in February next year to avoid clashing with the Music Festival and the assessment period.

Plans 5 & 6: Pre-10Km FunD Run & 10Km FunD Run	
Objective	<ol style="list-style-type: none"> 1. To improve the physical fitness of students and promote healthy lifestyle 2. To help students cultivate positive values and social attitudes, such as fair play and good sportsmanship 3. To help students develop desirable moral behaviours, cooperation in communal life, the ability to make decisions, and appreciation of aesthetic movements
Target	Student and parent runners
Period	Pre-10Km FunD Run : 12 January 2014
Description	The Pre-10Km FunD Run is a fund raising event. It provides an opportunity for parents and students to participate in a sporting activity at school.
Evaluation	<ul style="list-style-type: none"> • Due to the change in the application policy of the Standard Chartered Hong Kong Marathon, the 10Km FunD Run was cancelled this year • Training Workshops for Pre-10 runners were held on 7 Dec 2013

	<p>and 4 Jan 2014. There were around 100 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 2014/15.</p> <ul style="list-style-type: none"> ● There were 536 parents and students who took part in the Pre-10Km FunD Run. ● This event raised about HK\$190,000. A decrease of HK\$200,000 in donation amount compared with last year should be due to the cancellation of 10KM FunD Run this year. ● There is room for improvement in processing and handling the results. Testing of the programme will be done several times before the actual event. ● Walk-in participants will not be entertained next year.
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Plan 7: Alternative Sports	
Objective	<ol style="list-style-type: none"> 1. To enable students to explore other sports in order to broaden their horizon 2. To enhance students' collaboration skills, communication skills, creativity and critical thinking skills
Target	Alternative Sports Programme: G.2 to G.6 students
Period	Alternative Sports Programme: Early-December 2013 to mid-March 2014
Description	<p>G.1 & 3 – Rope Skipping</p> <p>G.2 & 4 – Wu-shu</p> <p>G.5 – Dragon and Lion Dance</p> <p>G.6 – Pop Dance & Rugby</p>
Evaluation	<ul style="list-style-type: none"> ● 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. ● Rugby lessons for Grade 6 started from mid-Feb and lasted for 4 weeks. Grade 6 students enjoyed this activity very much. In order to support the Rugby Team of the SD, it is suggested the PD should include Rugby in the curriculum for Grade 6 in the coming school year.

Plan 8: Local / Overseas Training Camp / Competition	
Objective	To organize intensive local / overseas training camps for School Sports Team A or outstanding Team B members in order to prepare them for the Inter-School Competitions.
Target	G.3 to G.6 School Team members
Period	During major school holidays (Christmas, CNY, Easter & Summer Holidays)
Description	<ol style="list-style-type: none"> 1. Zhongshan Badminton & Table Tennis Training Camp (Christmas Holiday 2013) 2. Fencing Camp in France – Challenge C.E.P. 2014 (Feb 2014) 3. Badminton Boarding School Training Camp 2014 (CNY 2014) 4. Miami Basketball Training Camp 2014 (Easter 2014) 5. Football Training Camp in Korea (mid-July 2014)
Evaluation	<ul style="list-style-type: none"> ● Students enjoyed the sports camps very much and parents' comments were positive. They encouraged the School to organize more sports camps in the coming school year. ● Details of the evaluation reports of different sports camps can be found at the following link: <p>V:\Overseas Tour\2013 - 2014\Agenda and Minutes\PDPMC Report</p>

Evaluation of Visual Arts Department Programme Plan 2013- 2014

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:

Plan 1: Cross-Curricular Integrated Learning	
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.
Evaluation	The most successful inter-disciplinary collaboration was the War and Peace theme, as it was well-suited to the boys' as a topic of interest. This topic lasted for a duration of 2 months which covered three projects (Camouflage, Red Cloud-Explosion & Black Flag Planes), hence students were able to dive deeper into this particular theme.

Plan 2: Art In School Partnerships Projects	
Objective	To develop the boys' artistic potential through various media explorations
Target	Whole school
Period	Throughout the year
Description	Water Diamond: Venue: G/F School Campus in front of Grand Steps Classes that participated were 3D, 3M, 3P, 5P, 5J & 1D. It took two days to complete. The Mascot Workshop: Classes that participated were 5D, 3P, 3S & 3D. The Making of Phoenix Sculpture, Carl Cheng Chi Ming: Large scale sculpture created for the 'Transformations' exhibition took 10 lessons from 2 April 14 to 9 May 14. Participating classes

	<p>where 6S, 2J, 5P, 4P, 2M & 2P. Students took turns working with the sculptor in creating the large scale phoenix.</p> <p>Art-workshops at DBSPD Art Exhibition by Diane Huntoon:</p> <ul style="list-style-type: none"> ➤ Henry Matisse, the Master of Colour, relates to the exhibition works 'Matisse Room' by G.4 (2012-2014). It involved story telling (30 min) & art making (45 min) on 12/6, 13/6 & 17/6. ➤ The Story of the Maze Maker's Son Icarus was related to the exhibition work 'Labyrinth' by grade 6. It involved story telling (30 min) & art making (45 min) on 19/6, 20/6, 21/6, 24/6. ➤ Kowloon Junior Primary School (ESF) 6/6/14 John McArthur and his teaching assistant brought 30 grade 6 students to visit the exhibition. The visit aimed to aid students with generating ideas related to the cross-disciplinary project 'Transition' from G.6 to G.7.
Evaluation	<p>Water Diamond: There was praises by teachers and students about the beauty of this sculpture placed at the front of the school.</p> <p>The Mascot Workshop: Most students enjoyed the workshop.</p> <p>The Making of Phoenix Sculpture, Carl Cheng Chi Ming: Students enjoyed creating the large scale phoenix as they had an opportunity to work with materials a little different from those used in usual art lessons. They also had a chance to work with an expert on sculpture making.</p> <p>Art-workshops at DBSPD Art Exhibition by Diane Huntoon:</p> <ul style="list-style-type: none"> ➤ Students who joined the workshop(s) gained a deeper understanding and appreciation of the exhibits on display. ➤ Kowloon Junior Primary School (ESF) 6/6/14 Teachers were able to exchange and share ideas about art teaching. <ul style="list-style-type: none"> i) Art exhibition appreciation processes 'look, think & wonder'. ii) John said all grades do engage in written work suited to their year group.

	iii) Students were able to draw some ideas to assist with their 'Transition' project which was related to our exhibition theme 'Transformations'.
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Plan 3: Collaborative Art Projects	
Objective	Project Learning/Collaborative Learning
Target	All students
Period	Throughout the year
Description	<p>Students create group projects to help build their generic skills.</p> <p>1. School House, Team Spirit</p> <ul style="list-style-type: none"> ➤ Sports Day, Monday, 25 February 13 ➤ Flag Designs for cheering 2012-2014 ➤ Sports Day Cheering Hat design for cheering and celebration. <p>2. Fun Learning Day</p> <ul style="list-style-type: none"> ➤ G.1, 3 & 5 Mazes and Labyrinths (Ms. Chui) ➤ G.2, 4 & 6 Christmas Decorations (Ms. Yu) <p>3. Class Projects</p> <ul style="list-style-type: none"> ➤ All grades did several group projects ➤ Collaboration with SD ➤ Art appreciation lesson with the SD teacher in June 2014
Evaluation	<p>1. School House, Team Spirit</p> <ul style="list-style-type: none"> ➤ The atmosphere of Sports Day improved with students cheering with colourful flags. ➤ A small number of students joined the Sports Day Cheering Hat Design Competition which further added visual interest to the event. ➤ However the Sports Day cheering hat design may not be run as a competition next year. <p>2. Fun Learning Day</p> <ul style="list-style-type: none"> ➤ Students really enjoyed the group artwork using various materials to create mazes and labyrinth. ➤ Students also really enjoyed making the Christmas decorations as they could take them home for the holiday seasons. <p>3. Class Projects</p> <ul style="list-style-type: none"> ➤ Class collaborations helped generate students' ideas. Some

	<p>students were more productive when they worked alone, hence with certain projects students were allowed to choose to work either on their own or as a group.</p> <p>➤ Collaboration with SD</p> <p>This art appreciation lesson could not be run this year due to the DBSPD Art Exhibition and the G.6 Graduation Dinner rehearsals.</p>
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Plan 4: Art Appreciation	
Objective	To build students' knowledge and understanding of the visual world
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. They were encouraged to talk and write about the art they made.
Evaluation	<p>The focus was on Grade 6 students' written work this year. Class discussion and written work was given in sketchbooks and worksheets. It was a useful means to encourage student to learn or use art vocabulary.</p> <p>Student volunteers (G.4-6) at the art exhibition were also given numerous opportunities to give guided tours and talks about art at the exhibition which was a valuable experience for the students.</p>

Plan 5: Sketchbook (Visual Diary)	
Objective	To develop students' creativity & imagination, building skills and processes
Target	Students, teachers, parents and the general public
Period	Whole year
Description	<p>Students use sketchbooks as a means to:</p> <ul style="list-style-type: none"> ● Develop ideas for projects ● Write down notes given by teachers in lesson. ● Drawing for leisure during non-art lesson times. <p>Teachers use the sketchbooks as a means to encourage students' observation, creativity and imagination. It is also a means for teachers to gauge students' visual interests and give feedback and suggestions.</p>
Evaluation	Students really enjoyed showing their sketchbook of drawings to teachers and peers. They also enjoy getting reward stamps for their

	<p>effort.</p> <p>This year, each G.6 student had a sketchbook that was kept in the artroom. All sketches in the sketch book were related to art projects that were taught in art lessons. This was a useful practice to gauge students' learning, creative thinking processes and development.</p>
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Plan 6: Student Art Exhibition	
Objective	<ul style="list-style-type: none"> ● To display students' artworks inside and outside of the school premises to share their art with others ● To promote students' self-reflection and critical thinking skills through communicating their point of view using artworks they have created
Target	All students
Period	Throughout the year
Description	<ol style="list-style-type: none"> 1. Open House: 26 Jan 2014 in Room 101, DBSPD 2. DBSPD Art Exhibition 2014 'Transformations': 26 May-24 June 2014, DBS Auditorium Building
Evaluation	<p>1. Open House:</p> <p>The majority of visitors who came to the Open House were prospective students and parents. Other visitors were SD students and DBSPD students.</p> <p>2. DBSPD Art Exhibition 2014- 'Transformations'</p> <ul style="list-style-type: none"> ● The visitors who came to the 'Transformative' exhibition were DBSPD students with their family, relatives and friends, SD students with their teachers & four other schools. The schools were: <ul style="list-style-type: none"> ➢ 30/5: St Paul's Co-educational College Primary School Principal with 5 teachers ➢ 30/5 Maryknoll Convent School Principal and 4 teachers ➢ 20/6 Vice Principal (Old Boy and Father of Thomas Tsui 4M) with 4 teachers ➢ 4/6 Kowloon Junior School, 2 teachers and 30 students ● The special weekend open day attracted the greatest number of visitors. It was the day when many students came with their whole family. ● It was a valuable experience to have informal chats and ideas sharing with other school groups. ● There was positive feedback from students, parents and other schools:

	<p>i) All students got to see the exhibition and the exhibition did not have to pay rental fees as required by external venues.</p> <p>ii) It is convenient for parents to come after school with their child. Some lower primary students came twice and some upper students from PD came to visit the exhibition on their own after school.</p> <p>iii) It was the first time we invited parent volunteers to help with the art exhibition. Many of them were eager to help but too many parents were recruited this time. Hence, fewer parents will be recruited next time.</p>
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Plan 7: Art Competition	
Objective	To get students exposed in art competitions and gain experience
Target	All year groups
Period	All year-round
Description	<p>All students would be given an opportunity to participate in internal and international competitions.</p> <p>Internal Competition: Sports Day Cheering Hat Design Competition</p> <p>External Competitions:</p> <ol style="list-style-type: none"> 1. Road Safety Drawing Competition 2013-2014 2. Kowloon City District Sha Tin to Central Line Extension Drawing Competition 3. My Family's Environmental Magic Comic Competition 2013-2014 4. Building a Harmonious City with Mutual Respect and Care 5. Mead Johnson Nutrition Design Competition 2013: What is your talent? 6. Light of Art Competition 2014: Environment Protection Theme
Evaluation	All students were given the opportunities to participate in different competitions. Individual students also entered competitions on their own and got awards. Students showed pride and joy when their achievements were recognized during the prize presentation in the morning assembly.

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities in relation to art
Target	All students
Period	Throughout the year
Description	<p>1. JCCAC Visit (Cir.39, 25 Sept 2013):</p> <ul style="list-style-type: none"> ➤ It was supposed to be on 23 Sept but was cancelled due to typhoon. <p>2. Lama Island Glass Workshops (Cir.56, ECA Term 1):</p> <ul style="list-style-type: none"> ➤ 20/11 Glass Painting ➤ 3/11 Glass Painting ➤ 2/11 Glass Blowing ➤ 30/11 Glass Blowing <p>3. Hong Kong Museum of Art Visit (Cir.103, ECA Term 2):</p> <ul style="list-style-type: none"> ➤ New Media Workshops at HK Visual Arts Centre ➤ 22 March & 29 March, 2:30 p.m. - 6:00 p.m.
Evaluation	<p>The Lama Island Glass Workshops, New Media Workshops and JCCAC were the most popular cultural events as we received the most applications.</p> <p>Both students and teachers enjoyed the visits and trips immensely.</p>

Plan 9: Extra-Curricular Art Classes	
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>1. Traditional Art Classes:</p> <ul style="list-style-type: none"> ● Painting ● Sculpture ● Chinese Painting ● Ceramics ● Drawing ● Art Journaling and Material Exploration ● Glass Blowing Workshops ● Glass Painting Workshops

	2. Multi-Media Art Classes: <ul style="list-style-type: none"> ● Comic Drawing ● Stop-motion Animation ● Animation Character in Clay ● Web Design ● Digital Illustration
Evaluation	Both traditional & multi-media art classes proceeded smoothly this year.

Plan 10: Initiatives to Improve Programme Planning & Curriculum	
Objective	To further facilitate learning and teaching
Target	All students
Period	First Term, Second Term and Third Term
Description	1. Exploratory Practices: <ul style="list-style-type: none"> ➤ If divergent thinking is essential for encouraging creativity in students, what are some of the factors that can help enhance students' divergent thinking abilities during art lessons? 2. Formative Assessment: <ul style="list-style-type: none"> ➤ Reward stamps & assessment criteria stamps for good work ➤ Videos as prompts
Evaluation	1. Exploratory Practices: <ul style="list-style-type: none"> ➤ Factors that we presently know that affect divergent thinking and creativity are motivation, time, individual/group work dynamics and sense of freedom given with project guidelines and work environment. 2. Formative Assessment: <ul style="list-style-type: none"> ➤ Rewards stamps rather than assessment criteria stamps were useful means for encouraging students' good work as the feedback given to students would be more positive, more fun and less formal. ➤ Videos as prompts helped students to think more critically about their work in an enjoyable manner.

Evaluation of Religious Education Department

Programme Plan 2013-2014

2013-2014 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《屠龍六勇士》。福音話劇的內容講述接受基督作救主的人應帶上六件屬靈裝備，便能抵擋撒旦的引誘。話劇生動有趣，跟學生互動交流，學生秩序和反應良好，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宗教氣氛。
- (二) 活動對象：一、二年級學生
- (三) 推動時間：小一(5月29日);小二(6月17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，安排在第一節班主任課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. 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：老師祈禱會
- (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。

6. 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
- (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： 經三、四年級科任討論後，建議由明年起，在課程上加插背誦金句作為家課，相信更能讓學生緊記金句內容，並期望能應用於生活當中，故此今年暫停舉辦此項活動。

7. 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： 九月、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、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。

8. 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： 一月
- (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/德育科的學習情況。
- (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。

9. 聖經朗誦節

- (一) 活動目標：鼓勵對朗誦有興趣的同學參加聖經朗誦比賽，讓學生明白經文的意思，學習表達經文中的思想和感情。
- (二) 活動對象：小一至小六
- (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。

10. 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「挪亞方舟」，第三個學期的主題是家庭。
- (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。

11. 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發揮自己的優點和接納自己的缺點。

12. 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。

13. 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： 教師在九月開學的一次早會中，鼓勵全校學生參與問答遊戲，把答案投放於聆聽箱內，以為聆聽箱作宣傳。本年所收的字條較去年為多，全年共收到 14 張，內容與人際相處、家庭問題、信仰疑難及投訴相關，本科老師亦逐一跟進每一個學生的需要。聆聽箱在學校漸能發揮其作用，建議科任老師繼續在課上作出宣傳，以鼓勵學生使用。

14. 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 Library Studies Department Programme Plan 2013-2014

Programme Summation & Evaluation:

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

Plan 1: Development of the School Library	
Objective	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stocktaking (f) Decorate the library (g) Update information in Library WebOPAC (h) Organize and manage the student librarians (i) Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> (a) English, Chinese and French books (b) Magazines (c) Online encyclopaedia
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 26,000 items. The library collection had nearly reached the maximum capacity of the library. As part of the collection was

	getting out-dated, worn out items would be taken out for write-off.
	2. Students enjoyed the library facilities and a comfortable environment offered by the library.

Plan 2: Library Education	
Objective	To enhance students' information literacy skills and reading incentives
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 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. 2. G.1 and G.2 students had story time, extended reading activities and learnt simple library skills. 3. G.3 and G.4 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).
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.

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

	<p>books were selected to enrich 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>1. CDAA Cross-Curricular Activities</p> <p>The Library took part in the planning and organization of the two whole school cross-curricular activities: Fun Learning Days and Inquiry Based Learning Week.</p> <p>2. Collaboration with English and Chinese Departments: <i>Library Reading Programme</i></p> <p>There were some follow-up after the evaluation in 2012-2013:</p> <ul style="list-style-type: none"> ➤ After consulting the English teachers' opinions, G.1 to G.3 English reading record books were simplified. ➤ G.1 to G.3 Chinese reading record books had minor changes after consulting the Chinese teachers' opinions. ➤ G.4 to G.6 English and Chinese reading record books were combined and simplified because English and Chinese Departments had assessments or homework related to reading for G.4 to G.6 students starting from this school year. <p>3. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> ➤ Grade Level: All ➤ Activity : HEIFER "Read to Feed" ➤ Students learnt how HEIFER helped poor people in the world. <p>4. Collaboration with Other Departments</p> <ul style="list-style-type: none"> ➤ G1 My School: Library, GS I, Computer, Music ➤ G1 All About Me: Library, English, Chinese, Maths, G.S., Music, P.E., V.A. and R.E. ➤ G2 Chinese New Year: Library, GS I, GS II, Chinese, PTH, Music, Art, Computer Studies, Moral Education

Plan 4: Reading Activities	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole Year

Description	<ol style="list-style-type: none"> 1. DBSPD Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts 4. My Favourite Book Sharing Session 5. 4.23 World Book Day Celebration 6. Storytelling Team 7. Newspaper Subscription 8. Bulk Application of Hong Kong Public Library Cards 9. External Reading Activities 10. Book Donation
Evaluation	<ol style="list-style-type: none"> 1. DBSPD Reading Programme <ul style="list-style-type: none"> ➤ Total number of reading record books collected: 2,336 ➤ End-of-year Prizes: Top three students of each grade were awarded the First, Second and Third Prizes respectively. In addition, 132 big prizes, 139 medium prizes and 208 small prizes were given out. 2. Book Fair <p>Five 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 purchase.</p> 3. Books Borrowing Ranking Charts <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> 4. My Favourite Book Sharing Session <p>G.3 students took turns to present one of their favourite books during the library lesson. The aim was to enhance the reading culture among our boys. Students were very interested in the books that their classmates presented.</p> 5. 4.23 World Book Day Celebration <p>The notice board introducing the World Book Day was displayed outside the Library. 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>6. Storytelling Team</p> <p>There were about 130 volunteers who joined the storytelling team this year. The storytelling team conducted story telling sessions for G.1 and G.2 students. The team co-ordinators were helpful in organizing the volunteers.</p> <p>7. Newspaper Subscription</p> <p>For normal school days:</p> <ul style="list-style-type: none"> ➤ 194 students subscribed to Goodies, 129 students subscribed to Junior Standard, 89 students subscribed to the Student Standard, 82 students subscribed to the South China Morning Post, 63 students subscribed to 明報 and 60 students subscribed to 星島日報 this school year. <p>For summer newspapers subscription:</p> <ul style="list-style-type: none"> ➤ There were 34 students who subscribed to the South China Morning Post, 14 students subscribed to 明報 and 35 students subscribed to 星島日報 this school year. <p>8. Bulk Application for Hong Kong Public Library Cards</p> <p>28 G.1 students applied for the HKPL Library Cards through the School.</p> <p>9. External Reading Activities</p> <p>The PTU Bookmark Design Competition was held.</p> <p>10. Book Donation</p> <p>Although the Library had not issued any circulars to ask for books donation, there were still some parents who would like to 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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Plan 5: Student Librarian Training	
Objective	<ol style="list-style-type: none"> 1. To nurture selected student librarians to have the responsibility and a sense of belonging to the School 2. To provide students with library skills training
Target	The 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"> ● Assist in the daily operation of the Library ● Keep the Library clean and tidy ● Make sure the students behave themselves in the Library ● Help fellow students in using the Library ● Show students how to use the Library ● Direct the way for fellow students to locate books on the shelves
Evaluation	<ul style="list-style-type: none"> ● 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. ● Joint PD and SD Librarians Activities: PD student librarians visited the SD Library.

Plan 6: Library Promotion	
Objective	To promote the 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 Computer Studies Department Programme Plan 2013-2014

Programme Summation:

In the school year 2013/14, 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 2013 – July 2014

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 1st recess on Friday. Students from G5 were selected as team leaders.

- Evaluation:
- A total of 25 IT Captains and 9 IT Directors were recruited in September 2013.
 - 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: Sept 2013 to July 2014

Description: **Asia Pacific Robot Competition**

Evaluation: Results of the competition:

- Merit Award

Students participated in Asia Pacific Robot Competition in July 2013 and received the Merit award.

Description: **World Robot Olympiad Competition**

Evaluation: Results of the competition:

- Overall Champion

Students participated in World Robot Olympiad Competition and awarded the Champion in October 2013. Two of our students represented Hong Kong to compete in the International championship in Indonesia.

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 is the Champion & 1st Runner-up in the Robot Performance, Champion in Robot Design and Champion in Poster Design of the First Lego League 2014.

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 2013 to January 2014

Description: All students from G.1 to G.6 participated in the World Cup graphics design competition. G.1-2 students produced some graphics designs of a football. G.3 students designed football tee shirts. G.4 and G.6 students merged their own pictures to form a scene of a football match. G.5 students designed some posters to promote World Cup 2014. Students were given time during C.S. lessons to complete their designs. Students were taught the necessary skills to complete the graphics design. Good works of students were displayed on the day of the School Open House.

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 2013

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 (Collaborated with the Moral Education Department)

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 2014

Description: Two seminars (one for G.1-3 and another for G.4-6) were conducted to discuss the protection of privacy and freedom of speech on the Internet.

Evaluation: The seminars helped students understand the importance of protecting their privacy on the Internet. Practical suggestions were also provided for students so that they could better protect their privacy when using social networks. In addition, students were reminded to be cautious and responsible when they expressed themselves on the Internet.

6. 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: May – June 2014

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.

7. 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 2013 to February 2014

Description: Students became more competent in typing skills.

Evaluation: Most students became more competent in their typing skills and learnt more about Hanyu pinyin (漢語拼音).

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

8. Collaboration with the 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: May 2014

Description: Presentation and collaboration skills

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

9. 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 2013 to June 2014

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 learnt 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 Department Programme Plan 2013-2014

Programme Summation & Evaluation:

Many of the activities arranged this year focused on promoting self-management so as to echo the theme of whole school programme. A user-defined survey which was composed of the sub-scales “Academic Affect”, “Academic Initiation”, “Code of Conduct” and “Well-behaved” from the Assessment Program for Affective and Social Outcomes (APASO) was used to evaluate the effectiveness of the programme. The mean scores obtained at the end of school year were in general lower than the mean scores obtained at the beginning of the school year. A drop in the mean score among G.6 students was the most obvious. In contrast, there was an increase in the mean score of G.4 students in all the four sub-scales. The analysis of the result by class also indicated there was an improvement in certain sub-scales in many of the G.3 classes. The result suggested that the Moral Education Programme for the junior grades was more effective.

Programme Evaluation:

1. G.1 Adaptation Workshop

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

Target: G.1 students

Period: 9 September 2013

Description: G.1 class teachers were responsible for the workshop which aimed at helping G.1 students understand the daily routine in school. The workshop also reminded them the importance of courtesy and school rules. The School Social Worker (SSW) made use of this opportunity to introduce the guidance service to G.1 students and encouraged them to seek help when they had any difficulty in the future.

Evaluation: The workshop helped students gain a basic concept of their school life, reminded them to follow school rules and encouraged them to have proper social manners to form friendships with their new classmates. In a Moral Education lesson about seeking help in term 2, students were found to be able to tell how they could seek help from SSW.

2. Moral Education Lessons

Objectives: ● To design various learning activities that prompt students to do pre-lesson preparation as well as to apply the knowledge and skills that they have learnt to solve problems in different

situations

- To plan learning activities that involve visual/spatial, naturalist, musical/rhythmic and logical/mathematical intelligences in the curriculum so as to maximize the chance for students to use their multiple intelligences
- To arrange grade level meetings 3 times a year in order to evaluate and better monitor the progress of implementation of subject plans
- To organize activities to promote pro-social behaviour among students

Target: All students

Period: Whole year

Description: ● 24 Moral Education lessons were conducted for G.1, G.2, G.4 and G.5 while G.3 and G.6 had 22 lessons. Some of the lesson activities or worksheets were modified to incorporate the elements of multiple intelligences. For example, role play / drama were added to some lessons and students were taught to use songs or stories in a G.5 lesson about memory tactics.

● To better monitor the progress of subject plans, teachers of the same grade met up once about every 2 months to review students' performance in the lessons and to talk about the plans of the coming lessons.

Evaluation: Feedback about the lessons given by both students and teachers was positive. Students' reflections showed that they were able to grasp the key messages given in the lessons. Students asked their parents to fill in the parents' corner more often, but there was still room for improvement.

3. Parents' Workshop

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

Target: Parents of all students

Period: November 2013 – June 2014

Description: Two 3-session workshops were held for parents of G.1-3 students. The workshops talked about promoting children's self-care ability and resilience. In addition, two other 3-session workshops were held for parents of G.4-6 students. The workshop focused on promoting children's thinking skills and creativity. 20 parents participated in each of the four workshops.

Evaluation: Parents were very keen to participate in the workshops. The number of enrollments always exceeded the quota. Parents were invited to

give written feedback. Except for the workshop for parents of G.1-3 students in May, parents attending all others workshops gave very positive feedback. Parents considered that the workshops helped them understand more about how to nurture their children and they would try using the skills learnt.

4. Stationery Donation Programme

- Objectives:** To organize activities to promote pro-social behaviour among students
- Target:** All students
- Period:** 16-17 December 2013
- Description:** A stationery donation campaign was held in December right before the Christmas Holidays to encourage students to share their joy with underprivileged people in the community.
- Evaluation:** The original plan was to organize food donation, but it was finally changed to stationery donation. It was because food donation was held last year and changing to stationery donation could encourage students to use different means to help others. One big carton of stationery was collected and then donated to the Urban Peacemaker Evangelistic Fellowship. Participation was not very enthusiastic and more promotion to arouse students' concern for the needy people is required in the future.

5. Fun Learning Days

- Objectives:** To design various learning activities that prompt students to do pre-lesson preparation as well as to apply the knowledge and skills that they have learnt to solve problems in different situations
- Target:** All students
- Period:** 18-19 December 2013
- Description:** Two game stalls were designed to help consolidate students' learning with fun. One of them was about classroom tidiness. The game was straightforward which required students to pick up unwanted stuff in a mini-classroom. Another game was about quality homework. Students needed to differentiate homework that was done seriously from those that were not completed with efforts.
- Evaluation:** Students enjoyed the games. Students were able to identify the mistakes in the game about quality homework. The game reminded students of the mistakes that they should avoid when doing homework. The game about classroom cleanliness involved fine motor skills. It was found that some students needed to improve their skills.

6. G.3 and G.6 Service Day

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

Target: G.3 and G.6 students

Period: January 2014

Description: ● The activity was again jointly organized with the G.S. Department. All G.3 classes were arranged to participate in a community service visit to an elderly home this year. Students were divided into groups of 5-6. Each group had to prepare an activity such as a game, song, and performance. 3-4 groups in each class were finally selected to conduct their activities during the service visit.

- For flag sale, all G.6 students were required to participate in the Flag Day organized by The Caritas – Hong Kong on 11 January 2014. With the guidance given by teachers, students learned the meaning of the flag sale and the related attitudes and techniques required of the volunteers during the flag sale.

Evaluation: ● G.3 students were eager to participate in the service visits. They put a lot of effort into preparing for the activity. In each visit, the selected activities included song singing, musical performance and games. Besides the activities, students also prepared some souvenirs for the elderly. The service visits promoted a caring attitude for the elderly among students.

- For the G.6 Service Day, almost all G.6 students participated in the flag sale. About half of the students shared that it was their first time to participate in the flag sale. The experience provided an opportunity for them to serve the community.

7. Developmental Talks and Workshops

Objectives: ● To design various learning activities that prompt students to do pre-lesson preparation as well as to apply the knowledge and skills that they have learnt to solve problems in different situations

- To organize activities to promote pro-social behaviour among students

Target: All students

Period: September 2013 – June 2014

Description: 3 talks, 2 drama shows and 2 workshops were held for students. They covered a variety of topics including healthy eating habit, self-responsibility, understanding dementia, equal opportunity, volunteer service and poverty. In addition, 4 class activities were

held to talk about needs and wants, self-responsibility, problem of cheating and proper attitude towards money.

Evaluation: Students enjoyed the talks, drama shows and workshops very much. Most of the activities helped promote positive values among students in a lively way. Comparatively speaking, the class activities involved more structured learning. In addition to the regular Moral Education lesson, these activities provided the opportunities for teachers to share positive values with students and to have a more thorough discussion with them.

8. Read to Feed Programme

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

Target: All students

Period: 17 February – 28 March 2014

Description: The School has participated in the Read to Feed programme of Heifer International - Hong Kong for 7 years. This year, the programme aimed to raise funds for impoverished families in Xunhua County, Huzhu County and Pingan County in Qinghai Province.

Evaluation: Right before the programme, a promotion video was shown to students to encourage them to participate. The arrangement obviously motivated more students to join the programme. This year, 213 students completed the programme. The number increased by nearly 40% as compared with the previous year. The total amount of donations collected was \$111,430.

9. Internet Safety Talk

Objectives: To plan learning activities that involve visual/spatial, naturalist, musical/rhythmic and logical/mathematical intelligences in the curriculum so as to maximize the chance for students to use their multiple intelligences

Target: All students

Period: 7 & 9 July 2014

Description: The talk was jointly organised with the C.S. Department and aimed at raising students' understanding about protecting privacy and freedom of speech on the Internet. Two talks were held in which one of them was for G.1-3 students and the other one was for G.4-6 students.

Evaluation: The talks helped students understand how important it was for them to protect their privacy on the Internet. Practical suggestions were

also provided for students so that they could better protect their privacy when using social networks. On the other hand, the talks also reminded students to be cautious and responsible when they expressed their ideas on the Internet.

10. Pre-G.7 Preparation Workshop

Objectives: To design various learning activities that prompt students to do pre-lesson preparation as well as to apply the knowledge and skills that they have learnt to solve problems in different situations

Target: G.6 students

Period: 13 & 30 June 2014

Description: A class activity was first conducted for G.6 students on 13 June 2014 to talk about the challenges that secondary students might face and the possible coping strategies. On 30 June, 4 students from the Secondary Division (3 from senior grade and 1 from G.7) were invited to speak to the G.6 students in a sharing session.

Evaluation: The class activity stimulated students to think about the challenges that they might face in the secondary school and equip them with positive coping strategies. Students raised questions about class allocation and study pressure. These questions were answered by the students from the Secondary Division in the sharing session. The G.7 student highlighted that there were far more academic subjects in the coming year and the homework schedule was different. He shared how he made use of a diary to schedule his study. The senior students highlighted some of the school rules and the role of prefects. They also talked about the school culture and encouraged G.6 students to uphold the DBS spirit. The workshop was very useful in encouraging G.6 students to make good use of their summer holidays to get prepared for their secondary school life.

Evaluation of Electives Department Programme Plan 2013-2014

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 60 courses on offer in 2013-2014. 39 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.

Plan		Evaluation
1	To maintain a balance of courses of different learning areas to be provided in the electives curriculum	<p>There were 60 courses on offer in 2013-2014. They could be classified into four main areas: Art & Sport (18.33%), Science (16.67%), Language & Culture (18.33%) and Personal Development (46.67%).</p> <ul style="list-style-type: none"> ● 12 new electives have been introduced this year: Museum & Heritage Postcards, Think to Speak (環保小先鋒), 探索侏羅紀, Performing Arts, 象棋的藝術, 攝影感觀之旅, 「動+靜」@經喜之旅, School Pal, Cricket, History of Maths, 財商管理 and Podcasting were new programmes. ● Since there are too many choices for G5-6, some electives delivered by our teachers (History of Maths, 財商管理 and Podcasting (T1) were cancelled so as to have a better allocation of students in electives provided by the out-sourced organizations. ● 10 courses (16.67%) adopting the scientific approach were specially designed. Little Electronic Engineer, Paper Circuit, Science Workshops, Toy Science, Science Adventures & 天文實驗班, etc. provided students with a rare and precious chance to get to know more about astronomy and science. ● 11 courses (18.33%) provided basic language and cultural knowledge like Japanese, French and African Culture. ● 28 courses (46.67%) such as School Pal, Team Building Workshop, Stormy Chefs, Career in Future, Money Management, Applied Personal Management,

		2C's Training, Memory Booster Program, Be a Smart Leader, 通識達人 and Etiquette could enhance students' personal development.
2	To emphasize life-wide learning (students learn in real context and authentic setting). The experiential learning experiences enable students to acquire knowledge that is not covered in regular classroom learning alone.	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> ● Students who participated in the Etiquette Elective practised table manners in Greyhound Cafe. ● Students from Rock Climbing Elective practised their skills in Spotlight Recreation Club (博藝會) to challenge themselves. ● Students who have enrolled in the Museum and Heritage Postcard Elective visited the Hong Kong Maritime Museum to enhance their knowledge about the maritime history and trade in Hong Kong. ● Students from the Photography Elective visited Lingnan Garden. ● Students from the 「動+靜」@經喜之旅(書法) Elective visited the Hong Kong Museum of Art. ● Developed students' knowledge and skills to meet the requirement of new curriculum (Memory Booster Program, 通識達人 and Career in Future) and Environment Protection (Think to Speak 環保小先鋒). ● Students from Money Management practised their skills in the tuck shop. ● Tutors/teachers of the science electives (Science 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. ● Tutors of the African Culture Elective came from Africa. The language teachers (Japanese & French) are native speakers.
3	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations.	<ul style="list-style-type: none"> ● 39 courses were delivered by out-sourced organizations. Students were given lots of exposure and opportunities to interact with tutors from the out-sourced organizations. ● 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.														
4	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 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>														
5	To provide opportunities for students to exhibit their work.	<ul style="list-style-type: none">• Students' works from the Museum and Heritage Postcard Elective have been published in form of giant postcards.• Students' work from the Typhoon Magazine Elective will be published in the form of a magazine.• Students' work and learning photos were displayed for sharing with guests at the Open House.														
6	To help students develop the 9 generic skills through attending the electives courses.	<ul style="list-style-type: none">• Students' Multiple Intelligences were developed through participating in the assigned electives.• 7 electives (board games) focused on developing students' communication skills, collaboration skills, problem solving skills: Go Culture Courses: Beginners & Intermediate, 棋藝世界, Board Games, The Chess Academy, MONOPOLY (strategy & fun) and 象棋的藝術.• 4 electives focusing on developing students' fine motor skills (Art of Paper, FUN with LEGO, Juggling Matrix and Be a Magician) were introduced.														
7	To develop students' Multiple Intelligences.	<table><tr><th>MIs</th><th>Electives</th></tr><tr><td>Verbal / Linguistic</td><td>Japanese / French</td></tr><tr><td>Logical/ Mathematical</td><td>Maths Game Maths Olympic</td></tr><tr><td>Visual/ Spatial</td><td>Drawing on the Right Side of the Brain Workshop / 攝影感觀之旅</td></tr><tr><td>Musical</td><td>African Performing Art / African Culture</td></tr><tr><td>Naturalistic</td><td>Think to Speak / 環保小先鋒 / 探索侏羅紀</td></tr><tr><td>Body /</td><td>Rock Climbing / Handball /</td></tr></table>	MIs	Electives	Verbal / Linguistic	Japanese / French	Logical/ Mathematical	Maths Game Maths Olympic	Visual/ Spatial	Drawing on the Right Side of the Brain Workshop / 攝影感觀之旅	Musical	African Performing Art / African Culture	Naturalistic	Think to Speak / 環保小先鋒 / 探索侏羅紀	Body /	Rock Climbing / Handball /
MIs	Electives															
Verbal / Linguistic	Japanese / French															
Logical/ Mathematical	Maths Game Maths Olympic															
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Musical	African Performing Art / African Culture															
Naturalistic	Think to Speak / 環保小先鋒 / 探索侏羅紀															
Body /	Rock Climbing / Handball /															

		Kinaesthetic	Cricket
		Interpersonal	60 electives
		Intrapersonal	60 electives

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

Evaluation	Term 1	Term 2	Term 3	Average
Students	44.6 / 50	45.3 / 50	44.2 / 50	44.3 / 50
Teachers	42.4 / 50	43.8 / 50	43.5 / 50	43.1 / 50
Parents	--	--	--	4.2/5

Annual Financial Position Financial Summary for the 2012/2013 School Year

(Consolidated - Secondary Division and Primary Division) – Audited

	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)	49%	N.A.
School Fees	N.A.	40%
Donations, if any	N.A.	1%
Other Income, if any	0%	10%
Total	49%	51%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	64%	
Operational Expenses (including those for Learning and Teaching)	16%	
Fee Remission / Scholarship ¹	8%	
Repairs and Maintenance	2%	
Depreciation	10%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year [#]	0 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	5.2 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

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

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

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

Diocesan Boys' School Primary Division Student Achievements for the 2013/2014 School Year

A. Sports

The Primary Division competes in the Kowloon East Area which comprises sixty-five primary schools.

1. Inter-Primary Schools Swimming Competition (Kowloon East Area)

- Boys' A Grade – Champion
- Boys' B Grade – Champion

2. Inter-Primary Schools Games Competition (Kowloon East Area)

- Boys' A Grade – Champion
- Boys' B Grade – 1st Runner-up

3. Inter-Primary Schools Football Competition (Kowloon East Area)

- Champion

4. Inter-Primary Schools Athletics Competition (Kowloon East Area)

- Boys' A Grade – Trophy of Merit
- Boys' B Grade – Champion
- Boys' C Grade – Champion

5. Inter-Primary Schools Basketball Competition (Kowloon East Area)

- 1st Runner-up

6. Inter-Primary Schools Badminton Competition (Kowloon East Area)

- 3rd Runner-up

7. Inter-Primary Schools Table Tennis Competition (Kowloon East Area)

- Boys' A Grade – Champion
- Boys' B Grade – 1st Runner-up

8. All Hong Kong Inter-Primary Schools Table Tennis Competition

- Boys' A Grade 1st Runner-up

9. All Hong Kong Inter-Primary Schools Fencing Competition (Kowloon Area)

- Boys' A Grade – 1st Runner-up
- Boys' B Grade – 1st Runner-up

B. Speech

64th Hong Kong Schools Speech Festival

- Primary 3-4 Chinese Choral Speaking – Champion
- Primary 1-3 English Choral Speaking – 1st Runner-up

- Primary 4-6 English Choral Speaking – 1st Runner-up
- Primary 1-2 Putonghua Choral Speaking – 2nd Runner-up

C. Music

- 1. Llangollen International Musical Eisteddfod**
 - Junior Children's Choir (Under 12) – Champion
 - Children's Folk Choir (Under 18) – 3rd Place
- 2. Hong Kong Youth Music Interflows**
 - Senior Orchestra – Gold Award
 - String Orchestra – Gold Award
 - Chinese Orchestra – Silver Award
- 3. 66th HK Schools Music Festival**
 - Junior Choir – Champion
 - Chinese Orchestra – Champion
 - String Orchestra – Champion
 - Senior School Orchestra – Champion
 - Treble Choir
 - Champion;
 - The Best Primary School Senior Choir in the Hong Kong Region and the Kowloon Region;
 - The Most Outstanding Primary School Choir of the Year in the Hong Kong Region and the Kowloon Region

D. Robotics

- 1. World Robot Olympiad 2013**
 - Champion
- 2. First Lego League 2014**
 - Robot Performance – Champion & 1st Runner-up
 - Robot Design – Champion
 - Poster Design – Champion

E. Drama

HK School Drama Festival 2013/2014

- Award for Outstanding Performer – 陳灝驊、林晉鏗、曾永鏘
- Award for Outstanding Stage Effect – DBSPD
- Award for Outstanding Cooperation – DBSPD
- Adjudicators' Award – DBSPD

F. Mathematics

- 1. Bulgaria International Mathematics Competition**
 - Team Contest – 1st Position
 - Group Contest – 2nd Position

2. **Australian Mathematics Trust Australian Mathematics Competition**
 - Middle Primary – 1 High Distinction
 - Upper Primary – 1 High Distinction
3. **Family Learning Association 11th Problem Solving Olympiad**
 - Middle Primary – 1st Position
 - Upper Primary – 6th Position
4. **HK Mathematics Corporation Hua Cup**
 - 1st Position
5. **HK Mathematics Olympiad Association Hua Xia Cup**
 - 4th Position
6. **Sheng Kung Hui 17th Primary Mathematics Olympiad**
 - 2nd Position
7. **HK Mathematics Olympiad Association Hong Kong Open**
 - 6th Position
8. **HK Mathematics Olympiad School 20th Primary Mathematics Olympiad**
 - 8th Position
9. **Hua Luo Geng Cup Preparatory Committee 19th Hua Luo Geng Cup**
 - Middle Primary – 1st Position
10. **Multiple Intelligences Cup**
 - 2nd Position
11. **Professional Teachers Union 24th Primary Mathematics Competition**
 - 2nd Position
12. **Korea International Mathematics Competition**
 - Team Contest – 2nd Runner-up
 - Group Contest – 2nd Runner-up

G. General Studies

1. **Eighth Hong Kong Cup Diplomatic Knowledge Contest**
 - Merit
2. **Science Competition (科學小達人 創意競賽)**
 - 3rd Place – 2 Students
 - Merit – 1 Student
3. **17th Primary Science Project Exhibition**
 - 2 Distinction Awards