

Diocesan Boys' School Primary Division



Annual School Report 2019-2020



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Achievement and Reflection of Annual School Plan 2019-2020

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

1. Student Learning & Teaching

1.1 Intended Outcomes/Targets

To explore more strategies to cater for learners' diversity.

1.1.1 'Strategies / Tasks

To reconstruct the class size of G.3-6 especially in teaching the core subjects.

Success Criteria

1. Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work.
2. Learners' diversity will be the focus for collaborative lesson planning (CLP) and formal observations.

Report and Evaluation:

Department of English

All schemes of work clearly indicated that activities had been planned to cater for learners' diversity. Many of these activities included group work and eLearning tools to appeal to the different learning styles and needs of the students. Teachers created "golden worksheets" with small challenges and critical thinking tasks to provide the more able students with additional challenges to stretch their learning.

Weaker students were also given more support from the teachers. Grade 3 and Grade 4 had a support class for learning English where 10 students could work closely with one teacher to help improve their English skills. In Grades 5 and 6, 5 students from each class were chosen to join a special accelerated English class where they can learn more from their teachers and work at a faster pace.

In collaboration meetings teachers shared strategies and eLearning tools that could be used in the classroom to support the varying needs of students when they are learning English. During the Collaborative Lesson Planning Period teachers planned a variety of lessons using many different techniques to help cater for the learning needs of students.

The English Department is working on developing a blended learning environment which is an ideal way to cater for the diverse needs of students learning English at DBSPD.

How CLP catered for Learner' Diversity

Grade 1	Students were asked to make their own family tree and work in groups to talk about their families. As this was very personal to the students it appealed to their interests and all students were able to complete the project well. The project to create a family tree was suitable for Grade One students and unleashed their creativity. It was a particularly good task for visual learners.
Grade 2	Students had a debate to talk about the positive and negative aspects of keeping animals in Zoos. Afterwards, students were given pictures to help them tell a story by speaking it and writing it. This lesson covered many multiple intelligences and enabled the students to succeed in the tasks.
Grade 3	Students created a tourist information booklet focusing on one or two places in Hong Kong. Students used IT tools such as Nearpod to support their learning. They were able to work in groups and set the leaflet out in a way that suited them. This helped all learners achieve the same goal which was to produce a poster.
Grade 4	Grade Four learned about Gerunds and played a Kahoot Game on iPads. Teachers used the target language from the Kahoot to explain how Gerunds were used. More able students explained to the less able students which created a supportive environment. This also helped the more able students refine their language skills as well as to show their understanding of the grammar item.
Grade 5	Students reviewed their knowledge of different tenses by playing a game and using some Visible Thinking Routines such as Think Puzzle Explore and doing a Round Robin talking to different classmates. These activities tapped into different learning styles.
Grade 6	Grade 6 students were learning about anxiety and how to handle it. A variety of IT resources were used, such as Brainpop and Padlet to appeal the students. Students then read articles. As the lesson was on Nearpod students could work at their own pace and were given a place to anonymously post their thoughts about anxiety. A variety of tasks were planned to suit the learning styles of all the students.

Department of Chinese

關注事項(一): 課程與評估; 學與教及學生支援

1. Curriculum & Assessment

課程與評估

1.1 To explore more strategies to cater for learners' diversity

探討照顧學習差異的策略

1.1.1 To reconstruct the class size of G.3-6, especially in teaching core subjects

重組三至六年級班級人數

Success Criteria:

成功準則:

1. 教學進度表能清晰顯示照顧學習差異的活動計劃
2. 共同備課計劃(CLP)及觀課均以照顧不同學習需要為重點

Report & Evaluation:

報告及檢討:

1. 各級均有照顧學習差異的活動(包括共同備課計劃 CLP), 詳列如下:

級別	照顧學習差異的策略/活動
一年級	<ul style="list-style-type: none">● 寫作練習提供小錦囊, 並給予額外時間指導能力較遜的學生。● 專題以分組形式進行, 異質分組可達以強帶弱的效果。● 老師預先上載電子教材, 供學生預習及自學, 學生可按個別需要, 反覆收看。
二年級	<ul style="list-style-type: none">● 寫作使用分層工作紙, 以照顧學習差異。● 課堂運用不同程度的提問, 包括復述、解釋、重整、伸展、評鑒和創意, 培養學生高階思維的能力。● 為有需要的學生 (SEN) 加長默書時間。
三年級	<ul style="list-style-type: none">● 課堂運用不同程度的提問。● 寫作使用分層工作紙, 為能力較遜色的學生提供寫作框架。● 展示寫作佳句, 為學生提供寫作參考。● 保底班(3A)以小組形式進行。設有預默, 並鼓勵學生在小息時運用 iPad 完成看漢中文網。為鼓勵學生閱讀, 3A 班設閱讀獎勵計劃。老師新購置程度較淺的圖書, 並設計內容較淺的工作紙。
四年級	<ul style="list-style-type: none">● 為成績較遜色的同學提供寫作框架及相關詞彙, 並提供範文作參考。● 課堂運用不同程度的提問。● 課堂討論按異質分組。● 保底班(4A)以小組形式進行。設有預默, 並為有需要的學生 (SEN) 刪減溫習默書的範圍。寫作框架按學生程度分兩層, 更切合學生的需要。老師為學生提供額外的筆記, 以圖象拆解字詞, 加強學生的記憶。電子教學幫助學生鞏固字詞的學習, 亦能增加學生的學習興趣。為鼓勵學生閱讀, 4A 班設閱讀獎勵計劃。老師新購置程度較淺的圖書, 並設計內容較淺的工作紙。
五年級	<ul style="list-style-type: none">● 普通班(17-26 人)設有預默, 並為有需要的學生 (SEN) 刪減溫習默書的範圍。● 寫作時, 多提供相關詞彙予能力較弱的學生。

	<ul style="list-style-type: none"> ● 善用電子教材，作翻轉教學。 ● 精英班(5X):加強字辨及字詞拓展的認識;學習文言文。 ● 精英班(5S):運用網上平台，深化學習及加強師生互動;透過電子教學，增進學生的自學能力。
六年級	<ul style="list-style-type: none"> ● 普通班(17-24 人)設有預默，並為有需要的學生 (SEN) 刪減溫習默書的範圍。 ● 寫作時，普通班的字數要求會有調適。 ● 為配合學生程度，普通班的教學內容會作適當的剪裁。 ● 精英班(6X):增設深化課程筆記及兒童文學賞析，鞏固學生語文知識和鑑賞能力。透過新詩創作活動，促進創作思維。 ● 精英班(6S):透過電子教學活動，深化學習;寫作指引較普通班的要求高，並有學生佳作分享，培養鑑賞能力。

2. 因停課關係，觀課取消。

Department of Mathematics

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

1. Curriculum and Assessment & Learning and Teaching
 - 1.1. To explore more strategies to cater for learners' diversity
 - 1.1.1. To reconstruct the class size of G.3-6, especially in teaching core subjects

Success Criteria:

- Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject.
- Learner diversity will be the focus for collaborative lesson planning (CLP) and formal observations.

Report & Evaluation:

Innovative Teaching Strategies

All grades have implemented different innovative teaching strategies to cater for higher and lower ability students.

Innovative Teaching Strategies	G1	G2	G3	G4	G5	G6
- ebook	✓	✓	✓	✓	✓	✓
- ebook (student version)			✓	✓	✓	✓
- Google Classroom					✓	✓
- Plickers						✓
- Kahoot	✓	✓	✓		✓	✓
- Nearpod			✓	✓	✓	✓
- Geogebra		✓	✓	✓	✓	✓
- Powtoon	✓	✓	✓	✓	✓	✓
- Brainpop	✓	✓	✓	✓	✓	✓
- Math Apps				✓	✓	✓
- High Order Think Questions	✓	✓	✓	✓	✓	✓
- Visible thinking skills	✓	✓	✓	✓	✓	✓

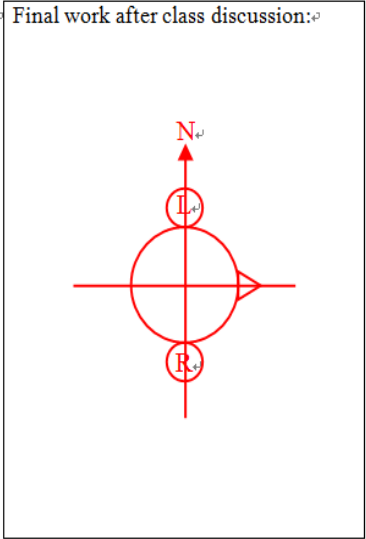
CLP Evaluation Report

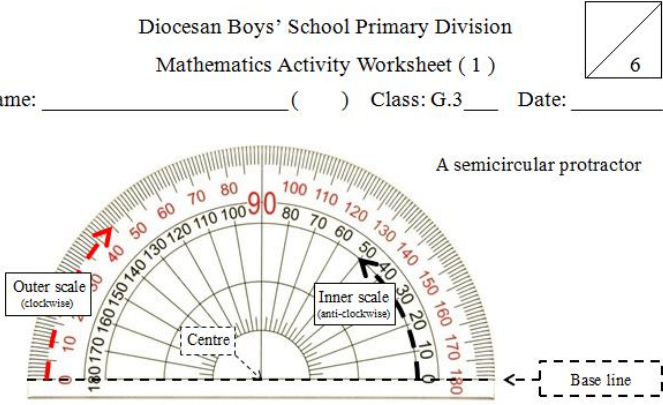
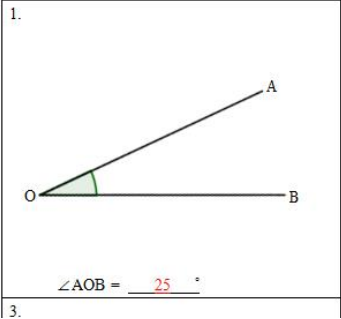
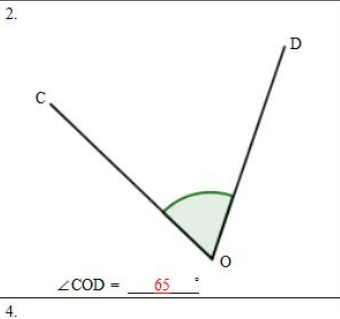
100% teachers planned and designed Mathematics activities and tasks that catered for learners' diversity and were marked clearly on the CLP forms.

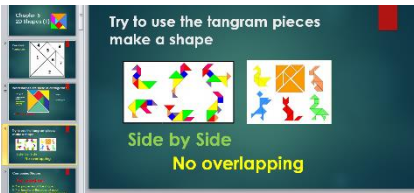
- Challenging questions or higher-order thinking skills were incorporated in lesson designs to keep high achievers motivated.
- Group discussions and group work were arranged in class to promote peer learning and active engagement.
- Hands-on activities were designed to make the lessons more engaging and fun.
- Prompt feedback and positive comments were given to encourage and motivate students to learn.


The formal CLP was cancelled due to the school suspension.

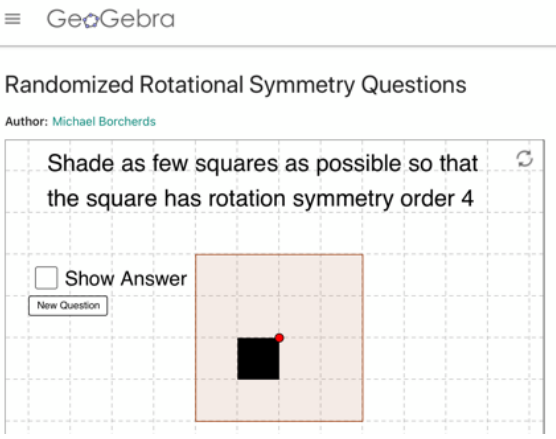
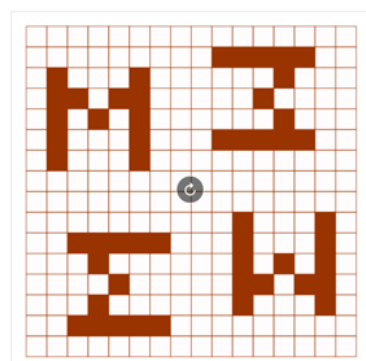
Grade	1	Teachers	Mrs. Grace Ko, Ms. Teresa Fok & Ms. Maggie Wu				
Period	Week 8	Topic	Counting in groups of 2/5/10				
Objectives	1. To understand and use the way of counting in groups of 2/5/10. 2. To create problems that involves counting in groups of 2/5/10.						
Tasks	<div><div><div>Round 1</div></div><div><table><tr><td>Student</td><td>Mrs. Ko took away some blocks from my bag. I have _____ blocks now.</td></tr><tr><td>Teacher (Tips)</td><td>Before that, there was no blocks left when counting in groups of 5.</td></tr></table><div>At least how many blocks did Mrs. Ko take away?</div></div></div>			Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.	Teacher (Tips)	Before that, there was no blocks left when counting in groups of 5.
Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.						
Teacher (Tips)	Before that, there was no blocks left when counting in groups of 5.						
How the lesson catered for learner diversity?	<div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><d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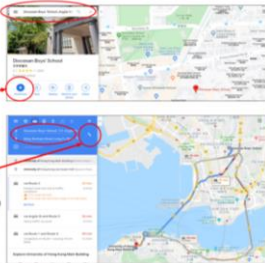
Grade	2	Teachers	Ms. Ada Chu, Mr. Kelvin Ho, Ms. Ronnie Liang & Mr. Louis Hau
Period	Week 6	Topic	Directions
Objectives	<ol style="list-style-type: none"> To equip students with the skills to solve direction problems involving the 4 basic directions, left and right by drawing diagrams. To equip students with the skills to solve direction problems involving rotation by right-angles. 		
Tasks	<ul style="list-style-type: none"> Students were taught to use diagrams to show the locations of objects and to identify the directions of objects with respect to various items. Higher-order thinking questions were included by adding the element of turning the reference point clockwise/ anti-clockwise by right angle(s). <div data-bbox="319 640 1214 1270" data-label="Complex-Block"> <p>B. Draw Pictures to solve the problems.</p> <p>1. Amy faces the east and Bob is on the left of her. Bob is to the <u>north</u> of Amy.</p> <p>Work in pairs on a rough work paper:</p> <p>Step 1: Draw the direction sign.</p> <p>Step 2: Draw a circle at the centre of the direction sign to represent Amy.</p> <p>Step 3: Mark a small triangle on the east side of the circle to show that Amy faces the east.</p> <p>Step 4: Draw 2 small circles on the left and right of Amy and label them 'L' and 'R' respectively.</p> <p>Final work after class discussion:</p>  </div>		
How the lesson catered for learner diversity?	Two activity worksheets with different levels of difficulties were designed and pair work activities were arranged in this CLP. Students gained different levels of achievement according to their abilities.		
Evaluation	<ul style="list-style-type: none"> Students were equipped with the skills to solve problems on directions. Students were able to find the directions in different scenarios by drawing diagrams to show the locations of objects with respect to various items. Higher-order thinking questions were included by adding the element of turning the reference point clockwise/ anti-clockwise by right angle(s). 		

Grade	3	Teachers	Ms. Macy Lai, Ms. Teresa Chan & Mr. Jack Lo
Period	Week 8	Topic	Angles
Objectives	1. To measure angles intuitively using tools. 2. To draw angles with a protractor. 3. To cater for learners' diversity through group work, worksheets and questioning techniques.		
Tasks	<ul style="list-style-type: none"> Before lessons, students were required to watch a video on how to draw an angle with a protractor and to observe the angles they could find in their daily life at home. Then they tried out drawing tasks on class worksheets during lesson time. Teachers used 'Nearpod' to share students' answers. Students had a productive discussion on the topic. <div style="text-align: center;"> <p>Diocesan Boys' School Primary Division</p> <p>Mathematics Activity Worksheet (1)</p> <p>Name: _____ () Class: G.3 _____ Date: _____</p>  <p>A semicircular protractor</p> <p>Outer scale (clockwise)</p> <p>Inner scale (anti-clockwise)</p> <p>Centre</p> <p>Base line</p> </div> <p>A. Measure the following angles by using a protractor.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1.</p>  <p>$\angle AOB = 25^\circ$</p> <p>3.</p> </div> <div style="text-align: center;"> <p>2.</p>  <p>$\angle COD = 65^\circ$</p> <p>4.</p> </div> </div>		
How the lesson catered for learner diversity?	They worked in pairs so that they could work together and help each other. When one student finished drawing an angle with the specific degree, the other student checked his answer, took a photo of his answer and then shared in Nearpod for class discussion. This part helped to address common errors in drawing angles effectively.		
Evaluation	When students took photos of their work, the sizes of the angles shown on screen were different from the angles drawn on their worksheets. It was difficult to verify students' answers accurately. However, this learning activity could test students' understanding on the procedures of drawing angles with the given size.		

Grade	4	Teachers	Ms. Pency Wong, Ms. Jackie Lau & Mr. Anthony Lau
Period	Week 6	Topic	2-D Shapes
Objectives	1. Learn how to compose 2-D shapes. 2. Investigate how to make new shapes using different 2-D shapes.		
Tasks	<p>Task 1: For students to make a parallelogram, a rectangle and a triangle using specified pieces --- make sure most of the students can finish the task.</p> <p>Task 2 to 4: For students to choose a certain number of pieces on their own to make a trapezium.</p> 		
How the lesson catered for learner diversity?	<p>The more capable students were encouraged to think of more possibilities in creating new shapes and present their ideas to their peers.</p> <p>The more capable students helped the less able students when completing tasks 2-4.</p>		
Evaluation	<p>Students enjoyed the activities. The more capable students were happy to show their ideas to the class and the less capable students were happy to learn from their peers. The outcome was satisfactory.</p>		

Grade	5	Teachers	Mr. Brian Cheung, Ms. Jessica Chan & Ms. Michelle Ng
Period	Week 11	Topics	Rotational Symmetry
Objectives	1. To understand the concept of rotational symmetry. 2. To identify the shapes that are rotational symmetry. 3. To create a rotationally symmetrical shape.		
Tasks	<p>Teacher introduced the concept of rotational symmetrical shapes with different examples by using a PowerPoint.</p> <p>Activity 1: Draw a rotational symmetry shape under the teacher's guidance by using an iPad.</p> <p>Activity 2: Work in pairs to</p> <div style="text-align: center;"> <p>Examples of rotationally symmetrical shapes</p>  </div>		

	<p>finish a rotationally symmetrical shape that was set by your partner.</p> <p>Activity 3: Design a rotationally symmetrical shape on your own.</p> <p>Students were requested to finish an activity worksheet after the learning activity.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>		
How the lesson catered for learner diversity?	<p>Students were asked to work in pairs so that they could learn from each other. Students learned at their own pace according to their ability. Learning tasks were differentiated with different levels. Students could try a higher level task when they finish a lower level task.</p>		
Evaluation	<p>Most students understood the concept of rotational symmetry. Through the pair work of drawing rotationally symmetry shapes, they learned from each other which deepened their understanding on the topic. The learning outcome was satisfactory as most students could create and draw a rotationally symmetrical shape on an activity worksheet correctly.</p>		
Grade	6	Teachers	Ms. Susanna Chung, Ms. Pauline Ip & Ms. Sally Yuen
Period	Week 11	Topic	Speed
Objectives	<ol style="list-style-type: none"> 1. Enable students to recognise the relationship between speed, distance and time. 2. Enable students to find out average speed. 3. Enable students to find out the distance and travelling time by using Google Map. 		
Tasks	<ul style="list-style-type: none"> • Before the lesson, students learned how to use Google Map App. • During the activity, students worked in pairs to find out the distance and travelling time among 3 places using the Google Map App. • Students then used the information collected to calculate the average speed of the whole journey. 		

	<ul style="list-style-type: none"> After that, students reported their findings and shared their ideas about calculating the average speed of the whole journey. 																				
How the lesson catered for learner diversity?	<p>Students were able to make use of real life applications to calculate distance, time and speed.</p> <div> <div> <p>Tips on using Google Map app</p> <ul style="list-style-type: none"> First input the <u>address/postal code/name</u> of the starting point Press the Direction  button Then input the <u>address/postal code/name</u> of the finishing point Press the Toggle  button to swap the locations if necessary </div> <div>  </div> </div> <table border="1"> <thead> <tr> <th>Location</th><th>Distance (in km) <small>(Hint: Go to Settings → Using Map → Distance units → choose "kilometres")</small></th><th>Travelling time (by car)</th><th>Visiting time</th><th>Speed <small>(Round off the answer to 1 decimal place)</small></th></tr> </thead> <tbody> <tr> <td>between the hotel and Anfield in Liverpool</td><td>38.7 km <small>(38-45 km)</small></td><td>42 minutes</td><td>Visit for 1 hour</td><td>$38.7 \times \frac{60}{60}$ = 55.3 km/h</td></tr> <tr> <td>between Anfield in Liverpool and Old Trafford in Manchester</td><td>52.1 km</td><td>54 minutes</td><td>Visit for 1 hour</td><td>$52.1 \times \frac{60}{60}$ = 57.8 km/h</td></tr> <tr> <td>between Old Trafford in Manchester and Hotel</td><td>35 km</td><td>29 minutes</td><td></td><td>$35 \times \frac{60}{60}$ = 72.4 km/h</td></tr> </tbody> </table> <div> <p>How to find the average speed of the whole journey?</p> <p><input type="checkbox"/> A. Add the 3 speed together</p> <p><input checked="" type="checkbox"/> B. $\frac{\text{Total distance}}{\text{Total time taken}}$</p> <p><input type="checkbox"/> C. Both A & B are correct</p> </div>	Location	Distance (in km) <small>(Hint: Go to Settings → Using Map → Distance units → choose "kilometres")</small>	Travelling time (by car)	Visiting time	Speed <small>(Round off the answer to 1 decimal place)</small>	between the hotel and Anfield in Liverpool	38.7 km <small>(38-45 km)</small>	42 minutes	Visit for 1 hour	$38.7 \times \frac{60}{60}$ = 55.3 km/h	between Anfield in Liverpool and Old Trafford in Manchester	52.1 km	54 minutes	Visit for 1 hour	$52.1 \times \frac{60}{60}$ = 57.8 km/h	between Old Trafford in Manchester and Hotel	35 km	29 minutes		$35 \times \frac{60}{60}$ = 72.4 km/h
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	<p>Students were guided by their teacher to fill in a table before doing the calculations on speed - a more systematic way in finding the answer.</p> <p>Higher ability students were given the option of plotting their answers onto a Travel Graph to further illustrate the travel path.</p>																				
Evaluation	<p>Students found the lesson interesting and recognized the practical use of learning the topic on Speed.</p>																				

Department of General Studies

Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support¹

1. Curriculum and Assessment & Learning and Teaching

1.1. To explore more strategies to cater for learners' diversity.

1.1.1 To reconstruct the class size of G.3-6, especially in teaching core subjects.

Success Criteria:

- Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject.
- Learners' diversity will be the focus for collaborative lesson planning (CLP) and formal observations.
- Teachers of GS/CS subjects will arrange smaller classes with the help of external instructors to cater for learners' diversity.

Report & Evaluation:

Activities catered for learners' diversity were planned and marked clearly on the Schemes of Work. Graded exercises and different teaching strategies were used to cater for learners' diversity. Details are as follows:

	GS I: G.1-3 Science: G.4-6	GS II	GS II (French)
G.1	<ul style="list-style-type: none">• Various task styles and assessment criteria on project work.• Higher-order thinking questioning techniques.• Open-ended questions in exercises.• Extended learning materials in pre-lesson worksheets for more capable students.	<ul style="list-style-type: none">• Questioning Techniques.• Open-ended questions in WS and pre-lesson.• Pictures and video.• Graphic organizer (e.g. mind-maps).• Extended learning materials in pre-lesson worksheets for advanced students.	<ul style="list-style-type: none">• Open-ended questions in worksheets.• Fast learners help slow learners.• High-order thinking questioning techniques.• Extended learning materials in pre-lesson worksheets.
G.2	<ul style="list-style-type: none">• Project work with multiple assessment criteria on different aspects.• Questioning techniques.	<ul style="list-style-type: none">• Questioning techniques.• Open-ended questions in exercises.• Think-pair-share and presentation.	<ul style="list-style-type: none">• Open-ended questions in worksheets.• Fast learners help slow learners.• High-order thinking questioning

	<ul style="list-style-type: none"> ● Open-ended questions in exercises. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Sharing with graphic. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<p>techniques.</p> <ul style="list-style-type: none"> ● Extended learning materials in pre-lesson worksheets.
G.3	<ul style="list-style-type: none"> ● Poster design: students good at graphics were grouped to work together with students good at writing slogans. ● Open-ended questions in worksheets. ● Fast learners help slow learners. ● Questioning techniques. ● Extended learning materials in pre-lesson worksheets. ● Group work in projects. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in exercises. ● Group discussion. ● Sharing pair. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in exercises. ● Provide different support in learning tasks.
G.4	<ul style="list-style-type: none"> ● Challenging task in class activities. ● Questions techniques. ● Open-ended questions in exercises. 	<ul style="list-style-type: none"> ● Group discussions. ● Extended learning materials in pre-lesson worksheets for advanced students. ● Sharing sessions after discussions by students of different abilities. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions ● Self-paced Edpuzzle videos. ● Extended learning task on pre-lesson worksheets.
G.5	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in exercises. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in assignments. ● Group discussion. ● Sharing. 	/
G.6	<ul style="list-style-type: none"> ● Open-ended questions in assignments. 	<ul style="list-style-type: none"> ● Make use of flexible grouping. 	/

	<ul style="list-style-type: none"> ● Extended learning materials in pre-lesson worksheets for advanced students. ● Questioning techniques. ● Self-paced Edpuzzle videos and flash videos. ● Group discussion. ● Sharing. ● Experiments done in groups. 	<ul style="list-style-type: none"> ● Make use of open-ended tasks. ● Breaking tasks into smaller steps. ● Provide different support in learning tasks. 	
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Learners' diversity was the focus for collaborative lesson planning (CLP) and formal observations. However due to the school suspension, formal lesson observations were cancelled. Examples of CLP activities in different grades are as follows:

	GS I: G.1-3 Science: G.4-6	GS II
G.1	M1 I am a primary school student Unit 4 School members: group activity of knowing school members.	單元一 我的需要 第3課 有動有靜: 以分組情景活動學會保護脊椎及保持正確姿勢
G.2	M1 I am growing up Unit 3 I love doing exercise: group activity of the benefits of doing exercises.	單元一 我會應付 第4課 珍惜金錢: 以分組情景活動分析和分辨「需要」和「想要」的物品
G.3	M1 Healthy diet Unit 4 Never abuse drugs: group activity of making a slogan against alcohol abuse.	單元一 消費與浪費 第二課 明智消費者: 以分組個案研習分析在購物時需要注意的事項
G.4	(Cancelled due to school suspension.)	單元一 抗病強身 第3課 不同的健康需要: 分組製作血管模型用以認識不同的血管疾病
G.5	(Cancelled due to school suspension.)	因停課關係，觀課取消。
G.6	(Cancelled due to school suspension.)	因停課關係，觀課取消。

Teachers of G.6 Science and CS arranged smaller classes with around 15 students per class for the Science project and CS programming in Term 3. The project was cancelled due to the school suspension.

Major Concern: Second Priority - Management & Organization; Partnership

1. School Management

1.1 Intended Outcome/Target:

To identify the latest trends in education and focus on the major aspects of development.

1.1.1 Strategies /Tasks:

To unleash teachers' potential and strengths in focused areas.

Success Criteria:

To organize workshops and student activities using Design Thinking for teachers and students.

Methods of Evaluation:

Feedback and evaluations on workshops and Project Week.

- A teacher workshop on Design Thinking was conducted by Dr. Ernest S. Lo (Founder, Future Impact Lab; Lecturer, University of Hong Kong; President, HK Internet of Things Alliance) and his team at DBSPD on 22 August 2019. 95% of DBSPD teachers attended the workshop.
- The evaluation survey revealed that, out of those who responded, 78% of teachers found the workshop very useful and informative; 71% enjoyed the workshop; however, only 40% thought the information and concepts they learned at the workshop would be helpful for their future work in school.
- Due to the extended class suspension, the originally planned project week which included 3 hours of teacher workshop and 20 hours of G1-6 student activities were cancelled.

Major Concern: Second Priority – Management & Organisation

2. Professional Leadership

2.1 Intended Outcome/Target:

To equip teachers with the latest pedagogies and encourage them to participate in more professional development activities both inside and outside of school.

2.1.1 Strategies /Tasks:

To provide more platforms for teachers to get exposure to new ideas and technologies, especially in developing students' creativity and critical thinking.

Description and Evaluation:

Success Criteria	Sept 2019 – July 2020																								
<ul style="list-style-type: none">At least 60% of core subject teachers will attend workshops which focus on creativity and critical thinking.	<ul style="list-style-type: none">95% of DBSPD teachers attended the Design Thinking workshop.There were 63 teachers in 5 core subjects who planned to attend a total number of 35 workshops that focused on creativity and critical thinking:<table><tr><th>Department</th><th>Total No. of teachers</th><th>No. of teachers attended</th></tr><tr><td>English</td><td>21</td><td>6</td></tr><tr><td>Chinese</td><td>16</td><td>12</td></tr><tr><td>French</td><td>2</td><td>0</td></tr><tr><td>Math</td><td>19</td><td>11</td></tr><tr><td>GS</td><td>16</td><td>5</td></tr><tr><td>GS (as only core subject)</td><td>5</td><td>1</td></tr><tr><td>Total</td><td>63</td><td>35</td></tr></table>Most workshops were cancelled (Covid 19) from February to June.55.5% of core subject teachers attended workshops which focus on creativity and critical thinking.	Department	Total No. of teachers	No. of teachers attended	English	21	6	Chinese	16	12	French	2	0	Math	19	11	GS	16	5	GS (as only core subject)	5	1	Total	63	35
Department	Total No. of teachers	No. of teachers attended																							
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French	2	0																							
Math	19	11																							
GS	16	5																							
GS (as only core subject)	5	1																							
Total	63	35																							

Major Concern: Second Priority – Management & Organisation

3. Partnership

3.1 Intended Outcome/Target:

To further strengthen the connection with other schools.

3.1.1 Strategies /Tasks:

To organize more joint-school events to strengthen the links with other schools for building long term partnerships.

Description and Evaluation:

Success Criteria	Sept 2019 – July 2020										
<ul style="list-style-type: none">At least two joint-school events / visits for professional exchange will be held this year to strengthen our connection with other schools.	<ul style="list-style-type: none">Professional sharing (joint-school events / visits) with 4 schools were conducted.<table><tr><th>Joint-school events / visits</th><th>No. of teachers</th></tr><tr><td>石鐘山天主教小學 Shak Chung Shan Memorial Catholic Primary School</td><td>16</td></tr><tr><td>聖保羅書院 St. Paul's College Primary School</td><td>21</td></tr><tr><td>聖公會基恩小學 SKH Kei Yan Primary School</td><td>18</td></tr><tr><td>中華基督教會協和小學 C.C.C. Heep Woh Primary School</td><td>14</td></tr></table>	Joint-school events / visits	No. of teachers	石鐘山天主教小學 Shak Chung Shan Memorial Catholic Primary School	16	聖保羅書院 St. Paul's College Primary School	21	聖公會基恩小學 SKH Kei Yan Primary School	18	中華基督教會協和小學 C.C.C. Heep Woh Primary School	14
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Major Concern: Third Priority – Student Performance

1. Attitude and Behaviour

1.1 Intended Outcome/Target:

To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough

1.1.1 Strategies / Tasks:

To encourage students to show appreciation to others and refrain from making criticism against others

Success Criteria:

1. Messages about relevant topics will be delivered in morning assemblies and through class activities.
2. To join the EDB scheme “My Pledge to Act – Expressing gratitude, to cherish, be proactive and optimistic.”
3. To plan cross-curricular activities focusing on the theme of School Pastoral Care.

Report & Evaluation based on the Success Criteria

1. RE teachers and SKH reverends were invited to deliver messages on relevant topics during morning assemblies throughout the year. This helped students reflect on their behaviour and weaknesses and encouraged them to keep trying and to strive for improvement.
2. The school signed up for the EDB scheme “My Pledge To Act” and placed posters around the school. The key messages of the pledge are aimed at helping students:
 - Develop a sense of gratitude, learning to cherish the things they have.
 - Adopt a proactive and optimistic attitude towards life, in order to face the challenges and difficulties of growing-up well.
 - To set goals and formulate plans of action.

Students entered a competition to express their thoughts and gratitude to their parents in a letter. The information was posted on eClass and students were encouraged to send their letters to enter the competition. It was difficult to oversee the progress of the scheme due to the School Suspension.

3. The following cross-curricular activities were organized this year:

Grade	Task/Topic	Subjects	Date
1	Family	All subjects	October 2019
2	Happy Family	Chinese, Maths, GSII, RE	October 2019
3	Love your schoolmates	Chinese, VA, RE	December 2019
4	Caring for others	English, Chinese, Moral Ed, RE, PTH	November 2019
5	NA		NA
6	NA		NA

Comments:

Despite the school suspension we were able to organize some activities to help students work towards achieving the targets. The school will join the “Pledge To Act” scheme again next year if the opportunity arises.

Major Concern: Third Priority – Student Performance

2. Participation and Achievement

2.1 Intended Outcome/Target:

To help students adopt a healthy lifestyle and strike a good balance between academic studies and ECAs.

2.1.1 Strategies / Tasks:

To help students understand the meaning of getting involved in ECAs and the lifelong benefit of ECAs on their learning process.

Success Criteria:

1. Relevant messages will be communicated to parents through PTA Talk and Morning Tea.
2. Sharing by Mrs. Yip will be given in at least one PTA Talk and two G4-G6 Morning Tea sessions this school year.

Report & Evaluation:

1. At the G.1 Orientation meeting with parents, we encouraged the parents to explore their son's interests and talents by giving them a chance to participate in different activities when they are in junior grades. Having said that, we reminded parents that students should not join more than 3 ECAs when they are in senior grades. A balance between academic studies and ECAs was strongly emphasized in the meeting.
2. At the G6 Morning Tea Sessions, teachers from the SD were invited to talk to the parents about the transition and changes that G6 students would face so that parents could understand how they could prepare their sons for G7. The teachers from the SD also encouraged parents to allow their sons to participate in different ECAs and strike a balance between academic studies and ECAs.
3. Most of the students participated in different ECAs, e.g. sports, music, cubs, scout, visual arts and drama, etc. These activities are an important part of their personal growth.
4. Due to the coronavirus pandemic, the Morning Tea sessions for G4 and G5 had to be cancelled.

Report on Use of Capacity Enhancement Grant 2019-2020

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 75 courses were offered in 2019-2020. 55 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 courses for our students.
Implementation Plan	<ul style="list-style-type: none"> ● To provide various choices of electives for students to broaden their knowledge and horizon. ● 21 sessions of around 1 hour each were planned to be conducted from Term 1 to Term 3 in 2019-2020.
Benefits Anticipated	<ul style="list-style-type: none"> ● Students are able to participate in Electives courses providing basic and advanced knowledge in various areas (Art & Sport, Science, Language & Culture and Personal Development). ● Since all the Electives courses are provided for students free of charge, all boys have equal opportunities to participate in these programmes.
Implementation Schedule	Term 1 - 7 sessions Term 2 - 7 sessions Term 3 - 7 sessions
Performance Indicators	<ul style="list-style-type: none"> ● Enthusiasm and willingness of the students 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 lives.

2. Programme Evaluation

- a. The approved budget for running the Elective Programme of 2019-2020 was **\$1,574,885 (material cost \$175,130)**. The total expenditure for Term 1 to Term 2 was **\$954,345**.
- b. Over 600 students from G1 to G6 benefited from participating in the Electives programmes conducted by out-sourced organizations each term. Their knowledge and horizon was broadened through taking part in different Electives courses.

	Term 1	Term 2	Term 3
Budget	\$503,335.0	\$451,010.0	\$445,410.0
No. of lessons completed in each term (7 lessons)	6	3	0
Courses delivered by out-sourced organizations	34	32	31
No. of students enrolled in those electives (out-sourced)	666	615	587

Due to the suspension of classes (social events from 13 November to 19 November 2019 and coronavirus pandemic from 3 Feb to 6 June 2020) and half-day school arrangements, students attended only 9 elective lessons. Students attended six lessons in Term 1 (with the last lesson cancelled) & three lessons in Term 2 (42.9%).

- 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 2
Art & Sports	11	222
Language & Culture	7	148
Personal Development	16	385
Science	21	526
Total	55	1281

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

Evaluation	Term 1	Term 2	Term 3	Average
Students	Social Event ^{#1}	School suspension ^{#2}	School suspension ^{#2}	--
Teachers	44.0/ 50			
Parents	--	--	N.A. ^{#3}	

Remarks:

- #1 Due to the suspension of classes on Friday, 15 Nov 2019 (Last lesson of Term 1) instructed by the EDB because of the unstable road conditions and the suspension of public transport, the student evaluations could not be conducted.
- #2 Due to the suspension of classes and the half-day school arrangements from 3 Feb to 6 June 2020 because of the coronavirus pandemic, evaluations were not conducted.
- #3 As students only attended 9 out of 21 lessons, evaluations were not conducted due to the low validity and reliability of the survey.

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

Achievement and Reflection of English Department Development Plan 2019-2020

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

1. Student Learning & Teaching

1.1 Intended Outcomes/Targets

To explore more strategies to cater for learners' diversity.

1.1.2 Strategies / Tasks

To reconstruct the class size of G.3-6 especially in teaching the core subjects.

Success Criteria

1. Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work.
2. Learners' diversity will be the focus for collaborative lesson planning (CLP) and formal observations.

Report and Evaluation:

All schemes of work clearly indicated that activities had been planned to cater for learners' diversity. Many of these activities included group work and eLearning tools to appeal to the different learning styles and needs of the students. Teachers created "golden worksheets" with small challenges and critical thinking tasks to provide the more able students with additional challenges to stretch their learning.

Weaker students were also given more support from the teachers. Grade 3 and Grade 4 had a support class for learning English where 10 students could work closely with one teacher to help improve their English skills. In Grades 5 and 6, 5 students from each class were chosen to join a special accelerated English class where they can learn more from their teachers and work at a faster pace.

In collaboration meetings teachers shared strategies and eLearning tools that could be used in the classroom to support the varying needs of students when they are learning English. During the Collaborative Lesson Planning Period teachers planned a variety of lessons using many different techniques to help cater for the learning needs of students.

The English Department is working on developing a blended learning environment which is an ideal way to cater for the diverse needs of students learning English at DBSPD.

How CLP catered for Learner' Diversity

Grade 1	Students were asked to make their own family tree and work in groups to talk about their families. As this was very personal to the students it appealed to their interests and all students were able to complete the project well. The project to create a family tree was suitable for Grade One students and unleashed their creativity. It was a particularly good task for visual learners.
Grade 2	Students had a debate to talk about the positive and negative aspects of keeping animals in Zoos. Afterwards, students were given pictures to help them tell a story by speaking it and writing it. This lesson covered many multiple intelligences and enabled the students to succeed in the tasks.
Grade 3	Students created a tourist information booklet focusing on one or two places in Hong Kong. Students used IT tools such as Nearpod to support their learning. They were able to work in groups and set the leaflet out in a way that suited them. This helped all learners achieve the same goal which was to produce a poster.
Grade 4	Grade Four learned about Gerunds and played a Kahoot Game on iPads. Teachers used the target language from the Kahoot to explain how Gerunds were used. More able students explained to the less able students which created a supportive environment. This also helped the more able students refine their language skills as well as to show their understanding of the grammar item.
Grade 5	Students reviewed their knowledge of different tenses by playing a game and using some Visible Thinking Routines such as Think Puzzle Explore and doing a Round Robin talking to different classmates. These activities tapped into different learning styles.
Grade 6	Grade 6 students were learning about anxiety and how to handle it. A variety of IT resources were used, such as Brainpop and Padlet to appeal the students. Students then read articles. As the lesson was on Nearpod students could work at their own pace and were given a place to anonymously post their thoughts about anxiety. A variety of tasks were planned to suit the learning styles of all the students.

Evaluation of English Programme Plan 2019-2020

1. External Competitions

1.1	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.
1.2	Targets:	All Students
1.3	Period:	Whole School Year
1.4	Content:	Students were given the opportunities to take part in various external events.

1.5	Evaluation:	<p>Many students were encouraged to join various competitions outside of the school and a number of students won awards. Participation in external competitions was based on their appropriateness. This year, due to the school suspension most competitions were cancelled. The awards we received were:</p> <table><tr><td>1.</td><td>71st HK Schools Speech Festival Words and Movement Competition ➤ English Performing Arts Team - Champion</td></tr><tr><td>2.</td><td>71st HK Schools Speech Festival Improvised Dramatic Scenes Competition ➤ English Performing Arts Team – Champion ➤ English Performing Arts Team – First Runner-Up</td></tr></table>	1.	71 st HK Schools Speech Festival Words and Movement Competition ➤ English Performing Arts Team - Champion	2.	71 st HK Schools Speech Festival Improvised Dramatic Scenes Competition ➤ English Performing Arts Team – Champion ➤ English Performing Arts Team – First Runner-Up
1.	71 st HK Schools Speech Festival Words and Movement Competition ➤ English Performing Arts Team - Champion					
2.	71 st HK Schools Speech Festival Improvised Dramatic Scenes Competition ➤ English Performing Arts Team – Champion ➤ English Performing Arts Team – First Runner-Up					

2. Internal Competitions

2.1	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.
2.2	Targets:	All Students
2.3	Period:	Whole School Year
2.4	Content:	Grade Levels arranged at least one inter-class competition throughout the year.
2.5	Evaluation:	This year, due to the school suspension, it was difficult to arrange inter-class competitions as planned. A DBSPD Speech Festival was organized for all grade levels. Students competed with their classmates and the winner represented their class to compete with the other classes in their grades at the DBSPD Speech Festival.

3. Reading Programme

3.1	Objective:	To foster a good reading habit and cultivate an interest in reading amongst students, especially struggling readers.
3.2	Targets:	All Students
3.3	Period:	December 2019 – July 2020
3.4	Content:	<ul style="list-style-type: none"> Students were given access to the online reading platform <i>Reading A-Z</i> where they could complete quizzes after reading books and move up through the different levels as they progress. A record of book titles for each class was kept. A class reading book set and reading logs were distributed to subject teachers. Stock check was conducted at the end of the year.
3.5	Evaluation:	Students were able to participate in the reading programme and complete the tasks. However, due to the school suspension teachers were not able to promote it as much. Therefore more work will be needed in 2020-2021 to maintain the reading programme.

4. Open House Decoration and Display

4.1	Objective:	To showcase English Department work and activities for the DBSPD community and the public.
4.2	Targets:	All Students
4.3	Period:	December 2019 – January 2020
4.4	Content:	Teachers collected work from students, such as poems, compositions, posters and models, to be displayed in the English Display Room. A slide show of videos were collected and played in a small ‘cinema’ on rotation throughout the day. The themes for our Open House rooms were <i>London</i> (Display Room) and <i>Where The Wild Things Are</i> (Storytelling Room). A photo booth area was designed for visitors to take photos.
4.5	Evaluation:	The English Rooms received a lot of visitors. The photo booth area and cinema were especially popular among visitors. Students enjoyed visiting with their parents to show their contribution to the room display. Due to the diverse nature of our English curriculum, we were able to display a wide variety of students work, including projects and compositions, at the Open House.

5. Open House Storytelling Sessions

5.1	Objective:	To provide activities for the visiting children at the Open House.
5.2	Targets:	Visiting children to DBSPD during Open House.
5.3	Period:	January 2020
5.4	Content:	Two teachers took charge of the Storytelling Room. The room was based on the book <i>Where The Wild Things Are</i> and was decorated with scenes and objects from the story. Visiting children could enter the room for a story-telling session. They moved around the room to visit different scenes and objects from the story. At the end children were invited to become King/Queen of the Wild Things by decorating their own crowns and posing for a photo to be the leader of the “wild rumpus”.
5.5	Evaluation:	The Storytelling activities received a lot of visitors and were extremely popular with children of all ages (including DBSPD students). Due to the shortened time of the Open House and a time slot clashing with the Opening Ceremony, some visitors were not able to join the story-telling session.

6. Social Events and Gatherings

6.1	Objective:	To provide opportunities to improve staff morale and build more positive relationships among teachers in the English Department
6.2	Targets:	All English Department Teachers
6.3	Period:	September 2019 – July 2020
6.4	Content:	To arrange activities for the teachers in the English Department to join.
6.5	Evaluation:	The English Department arranged different activities for the English teachers to join after school. These events were well attended by staff. Due to the pandemic, planned activities had to be cancelled so that teachers could ensure social distancing measures were adhered to.

7. Workshops, Talks and Field Trips for Students

7.1	Objective:	To broaden the horizons of the students and enable them to learn more about the world around them.
7.2	Targets:	All Students
7.3	Period:	September 2019 – July 2020
7.4	Content:	Teachers were encouraged to arrange workshops, talks and outings for the students.
7.5	Evaluation:	<p>Due to the pandemic many outings and planned activities had to be cancelled. Luckily, the following events were organized as planned.</p> <p>Grade One – Parent-Child Activity Day and Picnic Grade Three – Virtual Online Tour of the Wright Brothers Museum Grade Five – Hong Kong Shark Foundation Talk Grade Six – The Mock Trial</p> <p>During the school suspension, a weekly Lecture Series were organized for Grades 4-6 students online. Students had the chance to attend a lecture about different local and global issues and were able to meet different members of the community online. The lectures included:</p> <ol style="list-style-type: none">1. Ms. Tanya Tamara, Climate Change Scientist2. Mr. Jeff Rotmeyer, Founder of Impact Hong Kong3. Ms. Janet Walker, Chief Tour Guide from Hong Kong Dolphinwatch4. Ms. Karina O'Carroll, Animals Asia Foundation5. Ms. Jessica Ng, Professional Opera Singer and Performer6. Ms. Debbie McGowan, Parishioner from St. John's Cathedral7. Mr. Victor Berrjod, Learning Languages

8. English Service Learning Day

8.1	Objective:	To raise students' awareness of different social issues and raise funds to be donated to support the needy.
8.2	Targets:	All students
8.3	Period:	September – November 2019
8.4	Content:	The school signed up to support the Charity Box of Hope and students were asked to provide a shoe box filled with gifts that would be distributed to underprivileged children in Hong Kong and Asia. After the Service Learning Day students wrote a reflection in class talking about the experience.
8.5	Evaluation:	Students collected a lot of boxes with the help of the PTA. Due to the late release of details of the Box Of Hope Programme and School Suspension in November, we were not able to promote the event as much as we would like to. The boxes were collected during the School Suspension period and therefore we were unable to count the number of boxes collected this year.

9. English Department Global Education Programme

9.1	Objective:	For students to experience education at a British Boarding School and have total immersion in British Culture to improve English speaking, writing and drama skills.
9.2	Targets:	Grade 5 and Grade 6 students
9.3	Period:	Two weeks in July 2019
9.4	Content:	Students will stay at the British Boarding School, Tonbridge School and have daily English lessons and experience British life by visiting famous places and landmarks.
9.5	Evaluation:	We had 75 boys sign up for the programme and were able to take 40 Grade 5 and Grade 6 to the United Kingdom. Unfortunately, due to the pandemic the trip had to be postponed to Summer 2021. Approximately half of the students decided to defer to the next summer and the other half decided to withdraw. Around 20 more students will be recruited for the coming year.

10. English Department Curriculum Development Team

10.1	Objective:	To help develop and support the new school-based curriculum.
10.2	Targets:	Teachers in the English Department
10.3	Period:	September 2019 – July 2020
10.4	Content:	The G1-2 school-based curriculum (SBC) was implemented in 2019-2020. The G3 school-based curriculum will be developed in 2020-2021. Blended learning was introduced in all grades.
10.5	Evaluation:	The SBC was well received by students, teachers and parents. The department took on a blended learning approach and stepped up elearning in our lessons.

Achievement and Reflection of Chinese Department

Development Plan 2019-2020

2019-2020 年度中文科重點發展項目檢討

關注事項(一): 課程與評估; 學與教及學生支援

2. Curriculum & Assessment

課程與評估

1.1 To explore more strategies to cater for learners' diversity

探討照顧學習差異的策略

1.1.1 To reconstruct the class size of G.3-6, especially in teaching core subjects

重組三至六年級班級人數

Success Criteria:

成功準則:

1. 教學進度表能清晰顯示照顧學習差異的活動計劃
2. 共同備課計劃(CLP)及觀課均以照顧不同學習需要為重點

Report & Evaluation:

報告及檢討:

1. 各級均有照顧學習差異的活動(包括共同備課計劃 CLP)，詳列如下:

級別	照顧學習差異的策略/活動
一年級	<ul style="list-style-type: none"> ● 寫作練習提供小錦囊，並給予額外時間指導能力較遜的學生。 ● 專題以分組形式進行，異質分組可達以強帶弱的效果。 ● 老師預先上載電子教材，供學生預習及自學，學生可按個別需要，反覆收看。
二年級	<ul style="list-style-type: none"> ● 寫作使用分層工作紙，以照顧學習差異。 ● 課堂運用不同程度的提問，包括復述、解釋、重整、伸展、評鑒和創意，培養學生高階思維的能力。 ● 為有需要的學生 (SEN) 加長默書時間。
三年級	<ul style="list-style-type: none"> ● 課堂運用不同程度的提問。 ● 寫作使用分層工作紙，為能力較遜色的學生提供寫作框架。 ● 展示寫作佳句，為學生提供寫作參考。 ● 保底班(3A)以小組形式進行。設有預默，並鼓勵學生在小息時運用 iPad 完成看漢中文網。為鼓勵學生閱讀，3A 班設閱讀獎勵計劃。老師新購置程度較淺的圖書，並設計內容較淺的工作紙。

四年級	<ul style="list-style-type: none"> ● 為成績較遜色的同學提供寫作框架及相關詞彙，並提供範文作參考。 ● 課堂運用不同程度的提問。 ● 課堂討論按異質分組。 ● 保底班(4A) 以小組形式進行。設有預默，並為有需要的學生 (SEN) 刪減溫習默書的範圍。寫作框架按學生程度分兩層，更切合學生的需要。老師為學生提供額外的筆記，以圖象拆解字詞，加強學生的記憶。電子教學幫助學生鞏固字詞的學習，亦能增加學生的學習興趣。為鼓勵學生閱讀，4A 班設閱讀獎勵計劃。老師新購置程度較淺的圖書，並設計內容較淺的工作紙。
五年級	<ul style="list-style-type: none"> ● 普通班(17-26 人)設有預默，並為有需要的學生 (SEN) 刪減溫習默書的範圍。 ● 寫作時，多提供相關詞彙予能力較弱的學生。 ● 善用電子教材，作翻轉教學。 ● 精英班(5X):加強字辨及字詞拓展的認識;學習文言文。 ● 精英班(5S):運用網上平台，深化學習及加強師生互動;透過電子教學，增進學生的自學能力。
六年級	<ul style="list-style-type: none"> ● 普通班(17-24 人)設有預默，並為有需要的學生 (SEN) 刪減溫習默書的範圍。 ● 寫作時，普通班的字數要求會有調適。 ● 為配合學生程度，普通班的教學內容會作適當的剪裁。 ● 精英班(6X):增設深化課程筆記及兒童文學賞析，鞏固學生語文知識和鑑賞能力。透過新詩創作活動，促進創作思維。 ● 精英班(6S):透過電子教學活動，深化學習；寫作指引較普通班的要求高，並有學生佳作分享，培養鑑賞能力。

2. 因停課關係，觀課取消。

Evaluation of the Chinese Programme Plan 2019-2020

2019-2020 年度中文科週年活動計劃檢討

活動	期限	負責人	活動內容	活動檢討																																								
1. 校際朗誦節	九至十二月	朱譚月清 鄭頌慧	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能。	<p>校際朗誦節</p> <p>1. 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。</p> <p>2. 活動對象：小一至小六</p> <p>3. 推動時間：九月至十二月</p> <p>4. 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。</p> <ul style="list-style-type: none">• 部分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。• 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。 <p>5. 活動檢討：</p> <ul style="list-style-type: none">• 本校共有 93 人次參加本屆的校際朗誦節，共有 4 位獲冠軍，7 位同學獲亞軍，14 位同學獲得季軍，成績理想。• 由於社會運動，多項比賽包括集誦被取消。• 得獎名單如下： <table><tr><th>班別</th><th>學號</th><th>姓名</th><th>成績</th></tr><tr><td>1M</td><td>21</td><td>柯仲一</td><td>冠軍</td></tr><tr><td>1P</td><td>11</td><td>嚴焯南</td><td>冠軍</td></tr><tr><td>2P</td><td>11</td><td>叶傲迎</td><td>冠軍</td></tr><tr><td>3M</td><td>7</td><td>徐逸希</td><td>冠軍</td></tr><tr><td>1J</td><td>14</td><td>李浩宏</td><td>亞軍</td></tr><tr><td>1P</td><td>20</td><td>吳百崙</td><td>亞軍</td></tr><tr><td>1P</td><td>24</td><td>陶俊熙</td><td>亞軍</td></tr><tr><td>2D</td><td>27</td><td>符從德</td><td>亞軍</td></tr><tr><td>2P</td><td>23</td><td>譚靖晞</td><td>亞軍</td></tr></table>	班別	學號	姓名	成績	1M	21	柯仲一	冠軍	1P	11	嚴焯南	冠軍	2P	11	叶傲迎	冠軍	3M	7	徐逸希	冠軍	1J	14	李浩宏	亞軍	1P	20	吳百崙	亞軍	1P	24	陶俊熙	亞軍	2D	27	符從德	亞軍	2P	23	譚靖晞	亞軍
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2. 硬筆書法比賽	十月	黃樂桐 陳可心	為了讓學生體認中華文化，並培養審美情趣，全校學生參加由教協舉辦的「第二十四屆全港中小學中英文硬筆書法比賽」。	<ul style="list-style-type: none">老師選出校內賽初級、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全港公開賽。但因為本學年特別情況，公開賽取消，改為根據初賽作品，由大會選出優秀入圍作品。此活動能提高學生對硬筆書法的興趣。大會提供的題目有誤，來年宜在派發書寫紙前多作檢查。 <ul style="list-style-type: none">校內賽成績如下： 初級組 冠：2M 邱一錫 亞：1D 黎以謙 季：2S 陳上謙																																																																

				<p>中級組 冠：4D 張冬彥 亞：3M 徐逸希 季：3J 劉進</p> <p>高級組 冠：6M 劉禹之 亞：6M 伍俊明 季：6S 王子介</p> <p>● 公開賽成績如下 優秀入圍獎 3M 徐逸希 6M 劉禹之</p>
3. 實地考察寫作計劃（五、六年級）	一月	吳鳳婷 陳美穎	<p>五年級： 活動日期：二月十九日（星期三） 各班老師及家長義工帶領學生重點遊覽香港公園的霍士傑溫室、茶具文物館及人工湖。學生回校後需完成一篇遊記。</p>	<p>● 由於教育局指示全港學校於農曆新年假期後停課至6月5日，而所有課外活動亦需停辦，故本學年五年級的實地考察活動未能按計劃完成。經商討後，建議來年六年級實地考察地點改為<u>香港公園</u>，重教本年度實地考察的寫作重點。</p>
			<p>六年級： 活動日期：二月十三日（星期四） 教師帶領全體六年級學生遊覽九龍寨城公園，以寫作一篇遊記作為活動紀錄及評估。</p>	<p>● 由於因為受到疫情的影響，教育局宣布全港學校停課，並指示學校停辦一切的課外活動。儘管所有事前的預備工作已經辦妥，但此考察活動未能按計劃完成。</p>
4. 寫作比賽	二至四月	甄靄雯 趙霜	<p>（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：二至五月份 （四）比賽內容：一年級進行看圖寫作比賽；二至六年級舉行命題寫作比賽。</p>	<p>由於教育局指示全港學校於農曆新年假期後停課至6月5日，而所有課外活動亦需停辦，故本學年寫作比賽未能按計劃完成。</p>

			(五)獎項：每級設優勝者一名，可獲\$100 書券及獎狀；優異獎四至五名，各獲得\$50 書券及獎狀，以作鼓勵。	
5. 演講比賽 (四、五年級)	五月	羅懿文 王文婕	<ul style="list-style-type: none"> 四、五年級演講比賽同時進行，各級冠、亞、季軍各一名及優異獎；優勝者會獲得書券及證書，以作鼓勵。 比賽日期及時間： 6 月 19 日 9:00-9:45 	由於教育局宣布全港學校提早放暑假，雖然已做好事前預備，但是比賽仍需取消。
6. 故事演講比賽 (一、二年級)	七月	黃嘉欣 巫家帆	一、二年級進行故事演講比賽。老師着所有學生準備一個故事，向同班同學及科任老師表演。通過是次活動，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。	<ul style="list-style-type: none"> 為配合復課安排，本年度比賽擬更改形式，由每班遴選一位代表作賽改為由科任老師在班中選出一位優勝者，優勝者會獲得書券及證書，以作鼓勵。 本年度加設示範影片播放，讓同學掌握比賽要求，並欣賞過往得獎同學的演繹，效果不俗，建議來年可以沿用。 由於教育局宣布提早放暑假，雖然已做好事前預備（發通告、播放示範影片等），但是比賽仍需取消。
7. 看漢中文網	全學年	郭嘉恩	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。	<ol style="list-style-type: none"> 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。 整體高年級學生的參與率較低，有以下原因：*高年級的學生課外活動較多，功課亦較繁忙。 今年善用「看漢中文網」對學生的回饋，每月張貼成績，並列出在閱讀寶庫中最高頭 10 名的學生，藉此鼓勵同學於網上主動學習語文。 停課期間，整體登入「看漢中文網」及完成練習的學生人次較多，惟高年級學生的參與率仍然較低，建議明年運用不同的方式鼓勵同學踴躍參與活動。

8. 工作坊及講座	全學年	羅家華	因為停課關係，未有作出安排。	/
9. 必讀書/ 親子伴讀計劃	全學年	何潔生	<p>各班訂購三款圖書，每款十多本，共三十多本，給學生約一個月時間閱讀，並完成有關的工作紙、閱讀報告或跟進活動(如：小組討論、角式扮演等)。</p> <p>親子伴讀計劃由一年級中文科老師負責。老師定期向學生派發一本指定圖書，並於一星期後交還圖書。學生每天向家長朗讀圖書內容一遍，家長須在記錄冊上簽署。</p>	<ul style="list-style-type: none"> 由於停課影響，各班只進行了2次必讀書借閱活動。 為照顧個別學習差異，3A及4A班於今年另購每班各3套圖書，圖書以繪本為主，藉著豐富的圖象及有趣的內容，帶給學生天馬行空的想像，從而提升學生的閱讀興趣。此外，為配合學生的程度，因材施教，老師另行設計新一套閱讀報告。經過兩次借閱活動的觀察所見，同學反應熱烈，他們表示能讀懂故事的內容，亦樂於追看情節的發展。有不少學生收到圖書後馬上翻開閱讀，並表示希望再借閱。 親子伴讀計劃亦由於停課影響，各班只能在新年前進行借閱活動。就觀察所見，學生反應熱烈，所派發的圖書能有助學生學習中文，建議明年續辦。
10. 古文/詩歌欣賞	全學年	全體老師	<ul style="list-style-type: none"> 二年學習唐詩 三年級學習《三字經》 四年級學習諺語 五、六年級以學習古詩文為主 	<ul style="list-style-type: none"> 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；高年級也可以提早接觸古文，幫助他們適應初中課程。 一年級本年教授教科書內《詠鵝》、《畫雞》兩首詩歌，建議明年加入更多詩歌。 二年級因疫情停課影響，沒有教授詩歌。 三年級因疫情停課影響，重新安排教學進度，以完成讀文教學為首要任務，故未能進行《三字經》教學。 四年級因疫情停課影響，未能完成所有諺語。 五年級增設古詩《春望》及《絕句》，讓學生初步認識古詩。 六年級復課後的課程以教授古文為主，讓學生沉浸於古文學習。X班老師於網上教學期間額外教授古詩文。
11. 圖書教學	全學年	一至三年級老師	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 由於故事內容有趣，具吸引力，因此學生的反應熱烈，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，並同時進行德育訓練。 一年級上學期，老師引導學生閱讀《這是誰的》及相關工作紙，讓學生明白樂於分享的道理。在停課期間，上載《小豬別哭啦》故事

			<p>力。</p> <ul style="list-style-type: none"> • 一年級選用《這是誰的》、《超神奇糖果舖》及《小豬別哭啦》。 • 二年級選用《搬過來，搬過去》、《蘿拉的寶藏》及《柺杖狗》。 • 三年級選用《敵人派》。 	<p>影片及工作紙，以老師的錄音及簡報導讀故事，引領學生思考。由於七月份再度停課，因此未能完成《超神奇糖果舖》一書。</p> <ul style="list-style-type: none"> • 二年級學生閱讀《柺杖狗》這故事時，以平板電腦輔助，增加學生閱讀的趣味。 • 三年級圖書教學以引領思維方式，提高學生閱讀興趣，發展學生高階思維。是次教學亦與宗教科合作，作跨學科學習，配合校本主題，令學生明白如何與同學和朋友相處，明白應學習欣賞身邊人。
12. 好書推介	全學年	鄭頌慧 黃慧瑩	<p>(一)活動目標：鼓勵學生多閱讀，並通過同學分享好書及邀請書店到校舉行分享會及書展，藉此提高學生閱讀興趣，推廣閱讀氣氛。</p> <p>(二)活動對象：小二至小六學生</p> <p>(三)推動時間：全年</p> <p>(四)活動內容：</p> <p>一、好書推介：三至六年級學生於農曆新年假期後完成「好書推介工作紙」，由三至六年級科任挑選出佳作，然後在四至六月期間，每月在各班課室張貼佳作，藉此向同學分享不同類型之好書。</p> <p>二、圖書分享會及書展：是次活動對象為二至三年級學生，由讀書人書店負責人—怪獸叔叔向同學分享和推介好書，並設有小書展讓學生體驗購書樂趣。</p>	<p>一. 好書推介</p> <p>因停課關係而無法進行活動，只有六年級曾於第一學期進行。</p> <p>二. 圖書分享會及書展：</p> <p>因停課關係，故今年停辦。</p>
13. 教師發展活動	全學年	何穎賢	<p>教師發展活動(一)</p> <p>主題：電子教材及課程剪裁</p>	<p>活動檢討：</p> <p>1. 由於本年起學校轉用《現代中國語文》教科書，因此邀請了出版</p>

			<p>日期：二零一九年十二月十六日 時間：15:45-16:45</p> <p>教師發展活動(二) 主題：參觀天主教石鐘山紀念小學 日期：二零一九年十二月五日 時間：14:30-16:00</p>	<p>社人員到校向老師講解電子教學的資源配套，並讓老師了解出版社在課程剪裁方面提供的服務。老師在工作坊上亦積極向編輯提問應用教材時所遇到的問題。</p> <p>2. 全體中文老師到天主教石鐘山紀念小學參觀，兩校科主任講解中文科及交流中文科校本課程的特色，另外亦帶領老師參觀學校各項設施，包括：校園電視台、水耕種植、電腦室及禮堂內的大型電子屏幕。</p>
14. 戲劇組	全學年	羅家華 朱譚月清 何穎賢	<ul style="list-style-type: none"> 從三至六年級學生當中選拔二十四名學生參加才藝班，並邀外聘導師周家輝先生指導戲劇訓練，並會參加「香港校際戲劇節」。 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「平等」為主題，帶出人人平等，包括動物。學生透過經驗分享、討論、反思、演出等活動，更了解主題。 	<ul style="list-style-type: none"> 本年的劇目為《醜小花》。 因停課關係，「香港校際戲劇節」取消了。

15. 辯論隊	全學年	郭嘉恩 甄靄雯	<ul style="list-style-type: none"> 從四至六年級學生當中選拔十八名學生參加辯論隊，並邀外聘導師錢慧琦老師指導，並會參加「基本法多面體全港學生辯論賽」。 導師通過各種遊戲，訓練學生之辯論技巧及思維能力；同時，在課堂時舉行模擬辯論比賽，使同學更熟悉比賽的規則。 	<ul style="list-style-type: none"> 因社會運動和疫情關係而停課，「基本法多面體全港學生辯論賽」停止舉辦，故未能參加。
16. 學校網頁	全學年	陳可心	<ul style="list-style-type: none"> 學期開始，更新成員和來年活動的資料，並把照片上載於學校網頁。 	<ul style="list-style-type: none"> 學校網頁定期更新本科的活動資料及照片，以展示本校學生的優秀學習成果。

Achievement & Reflection of Mathematics Department Development Plan 2019 – 2020

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

2. Curriculum and Assessment & Learning and Teaching
 - 2.1. To explore more strategies to cater for learners' diversity
 - 2.1.1. To reconstruct the class size of G.3-6, especially in teaching core subjects

Success Criteria:

- Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject.
- Learner diversity will be the focus for collaborative lesson planning (CLP) and formal observations.

Report & Evaluation:

Innovative Teaching Strategies

All grades have implemented different innovative teaching strategies to cater for higher and lower ability students.

Innovative Teaching Strategies	G1	G2	G3	G4	G5	G6
- ebook	✓	✓	✓	✓	✓	✓
- ebook (student version)			✓	✓	✓	✓
- Google Classroom					✓	✓
- Plickers						✓
- Kahoot	✓	✓	✓		✓	✓
- Nearpod			✓	✓	✓	✓
- Geogebra		✓	✓	✓	✓	✓
- Powtoon	✓	✓	✓	✓	✓	✓
- Brainpop	✓	✓	✓	✓	✓	✓
- Math Apps				✓	✓	✓
- High Order Think Questions	✓	✓	✓	✓	✓	✓
- Visible thinking skills	✓	✓	✓	✓	✓	✓

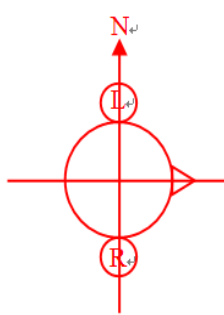
CLP Evaluation Report

100% teachers planned and designed Mathematics activities and tasks that were catered for learners' diversity and were marked clearly on the CLP forms.

- Challenging questions or higher-order thinking skills were incorporated in lesson designs to keep high achievers motivated.
- Group discussions and group work were arranged in class to promote peer learning and active engagement.
- Hands-on activities were designed to make the lessons more engaging and fun.
- Prompt feedback and positive comments were given to encourage and motivate students to learn.

The formal CLP was cancelled due to the school suspension.

Grade	1	Teachers	Mrs. Grace Ko, Ms. Teresa Fok & Ms. Maggie Wu				
Period	Week 8	Topic	Counting in groups of 2/5/10				
Objectives	1. To understand and use the way of counting in groups of 2/5/10. 2. To create problems that involves counting in groups of 2/5/10.						
Tasks	<div><div><div>Round 1</div></div><div><table><tr><td>Student</td><td>Mrs. Ko took away some blocks from my bag. I have _____ blocks now.</td></tr><tr><td>Teacher (Tips)</td><td>Before that, there was no blocks left when counting in groups of <u>5</u>.</td></tr></table><div>At least how many blocks did Mrs. Ko take away?</div></div></div>			Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.	Teacher (Tips)	Before that, there was no blocks left when counting in groups of <u>5</u> .
Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.						
Teacher (Tips)	Before that, there was no blocks left when counting in groups of <u>5</u> .						
How the lesson catered for learner diversity?	<div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><div></div></div></div><div><div><div></div></div><div><d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Grade	2	Teachers	Ms. Ada Chu, Mr. Kelvin Ho, Ms. Ronnie Liang & Mr. Louis Hau
Period	Week 6	Topic	Directions
Objectives	3. To equip students with the skills to solve direction problems involving the 4 basic directions, left and right by drawing diagrams. 4. To equip students with the skills to solve direction problems involving rotation by right-angles.		
Tasks	<ul style="list-style-type: none"> Students were taught to use diagrams to show the locations of objects and to identify the directions of objects with respect to various items. Higher-order thinking questions were included by adding the element of turning the reference point clockwise/ anti-clockwise by right angle(s). <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>B. Draw Pictures to solve the problems.</p> <p>1. Amy faces the east and Bob is on the left of her. Bob is to the <u>north</u> of Amy.</p> <p>Work in pairs on a rough work paper:</p> <p>Step 1: Draw the direction sign.</p> <p>Step 2: Draw a circle at the centre of the direction sign to represent Amy.</p> <p>Step 3: Mark a small triangle on the east side of the circle to show that Amy faces the east.</p> <p>Step 4: Draw 2 small circles on the left and right of Amy and label them 'L' and 'R' respectively.</p> <div style="text-align: center;"> <p>Final work after class discussion:</p>  </div> </div>		
How the lesson catered for learner diversity?	Two activity worksheets with different levels of difficulties were designed and pair work activities were arranged in this CLP. Students gained different levels of achievement according to their abilities.		
Evaluation	<ul style="list-style-type: none"> Students were equipped with the skills to solve problems on directions. Students were able to find the directions in different scenarios by drawing diagrams to show the locations of objects with respect to various items. Higher-order thinking questions were included by adding the element of turning the reference point clockwise/ anti-clockwise by right angle(s). 		

Grade	3	Teachers	Ms. Macy Lai, Ms. Teresa Chan & Mr. Jack Lo
Period	Week 8	Topic	Angles
Objectives	1. To measure angles intuitively using tools. 2. To draw angles with a protractor. 3. To cater for learners' diversity through group work, worksheets and questioning techniques.		
Tasks	<ul style="list-style-type: none"> Before lessons, students were required to watch a video on how to draw an angle with a protractor and to observe the angles they could find in their 		

daily life at home.

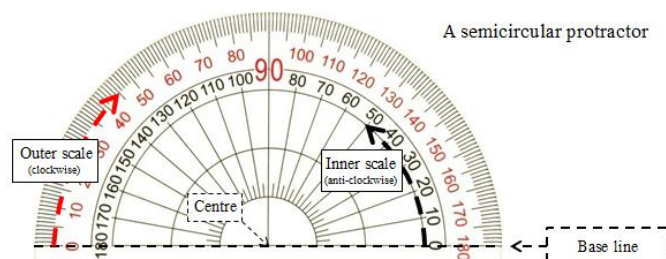
- Then they tried out drawing tasks on class worksheets during lesson time. Teachers used 'Nearpod' to share students' answers. Students had a productive discussion on the topic.

Diocesan Boys' School Primary Division

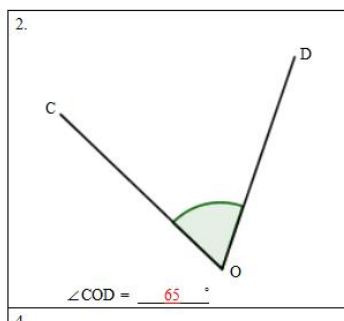
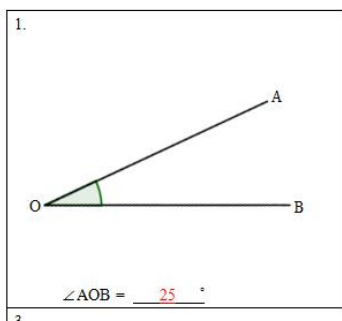
Mathematics Activity Worksheet (1)



Name: _____ () Class: G.3 Date: _____



A. Measure the following angles by using a protractor.




How the lesson catered for learner diversity?


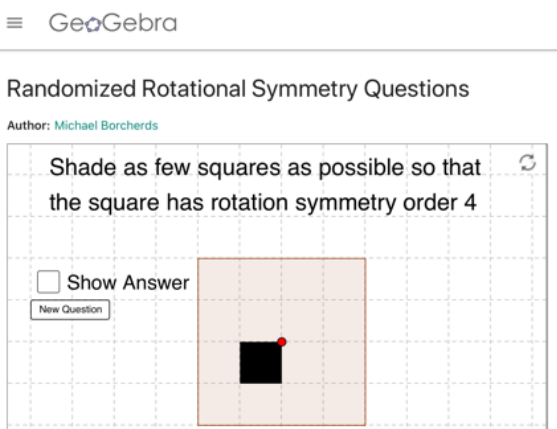

They worked in pairs so that they could work together and help each other. When one student finished drawing an angle with the specific degree, the other student checked his answer, took a photo of his answer and then shared in Nearpod for class discussion. This part helped to address common errors in drawing angles effectively.

Evaluation

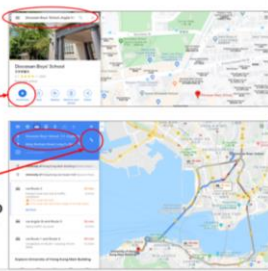
When students took photos of their work, the sizes of the angles shown on screen were different from the angles drawn on their worksheets. It was difficult to verify students' answers accurately. However, this learning activity could test students' understanding on the procedures of drawing angles with the given size.

Grade	4	Teachers	Ms. Pency Wong, Ms. Jackie Lau & Mr. Anthony Lau
Period	Week 6	Topic	2-D Shapes
Objectives	1. Learn how to compose 2-D shapes. 2. Investigate how to make new shapes using different 2-D shapes.		
Tasks	Task 1: For students to make a parallelogram, a rectangle and a triangle using specified pieces --- make sure most of the students can finish the task. Task 2 to 4: For students to choose a certain number of pieces on their own to make a trapezium.		

	 <p>Try to use the tangram pieces make a shape</p> <p>Side by Side No overlapping</p>
How the lesson catered for learner diversity?	<p>The more capable students were encouraged to think of more possibilities in creating new shapes and present their ideas to their peers.</p> <p>The more capable students helped the less able students when completing tasks 2-4.</p>
Evaluation	<p>Students enjoyed the activities. The more capable students were happy to show their ideas to the class and the less capable students were happy to learn from their peers. The outcome was satisfactory.</p>

Grade	5	Teachers	Mr. Brian Cheung, Ms. Jessica Chan & Ms. Michelle Ng
Period	Week 11	Topics	Rotational Symmetry
Objectives	<ol style="list-style-type: none"> 1. To understand the concept of rotational symmetry. 2. To identify the shapes that are rotational symmetry. 3. To create a rotationally symmetrical shape. 		
Tasks	<p>Teacher introduced the concept of rotational symmetrical shapes with different examples by using a PowerPoint.</p> <p>Activity 1: Draw a rotational symmetry shape under the teacher's guidance by using an iPad.</p> <p>Activity 2: Work in pairs to finish a rotationally symmetrical shape that was set by your partner.</p> <p>Activity 3: Design a rotationally symmetrical shape on your own.</p> <p>Students were requested to finish an activity worksheet after the learning activity.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Examples of rotationally symmetrical shapes</p>  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>		

How the lesson catered for learner diversity?	Students were asked to work in pairs so that they could learn from each other. Students learned at their own pace according to their ability. Learning tasks were differentiated with different levels. Students could try a higher level task when they finish a lower level task.
Evaluation	Most students understood the concept of rotational symmetry. Through the pair work of drawing rotationally symmetry shapes, they learned from each other which deepened their understanding on the topic. The learning outcome was satisfactory as most students could create and draw a rotationally symmetrical shape on an activity worksheet correctly.

Grade	6	Teachers	Ms. Susanna Chung, Ms. Pauline Ip & Ms. Sally Yuen																				
Period	Week 11	Topic	Speed																				
Objectives	<div>1. Enable students to recognise the relationship between speed, distance and time.</div> <div>2. Enable students to find out average speed.</div> <div>3. Enable students to find out the distance and travelling time by using Google Map.</div>																						
Tasks	<div><div>• Before the lesson, students learned how to use Google Map App.</div><div>• During the activity, students worked in pairs to find out the distance and travelling time among 3 places using the Google Map App.</div><div>• Students then used the information collected to calculate the average speed of the whole journey.</div><div>• After that, students reported their findings and shared their ideas about calculating the average speed of the whole journey.</div></div>																						
How the lesson catered for learner diversity?	<div>Students were able to make use of real life applications to calculate distance, time and speed.</div> <div><div><div><div>Tips on using Google Map app</div><div><div>• First input the address/postal code/name of the starting point</div><div>• Press the Direction button</div><div>• Then input the address/postal code/name of the finishing point</div><div>• Press the Toggle button to swap the locations if necessary</div></div><div></div></div></div><div><table><tr><th>Location</th><th>Distance (in km) (Must Go to Settings → Using Map → Distance units → choose "kilometres")</th><th>Travelling time (by car)</th><th>Visiting time</th><th>Speed (Round off the answer to 1 decimal place)</th></tr><tr><td>between the hotel and Anfield in Liverpool</td><td>38.7 km (38-45 km)</td><td>42 minutes</td><td>Visit for 1 hour</td><td>$38.7 \div \frac{42}{60}$ $\approx 55.3 \text{ km/h}$</td></tr><tr><td>between Anfield in Liverpool and Old Trafford in Manchester</td><td>52.1 km</td><td>54 minutes</td><td>Visit for 1 hour</td><td>$52.1 \div \frac{54}{60}$ $\approx 57.8 \text{ km/h}$</td></tr><tr><td>between Old Trafford in Manchester and Hotel</td><td>35 km</td><td>29 minutes</td><td></td><td>$35 \div \frac{29}{60}$ $\approx 72.4 \text{ km/h}$</td></tr></table><div><div>How to find the average speed of the whole journey?</div><div><div><input type="checkbox"/> A. Add the 3 speed together 3</div><div><input checked="" type="checkbox"/> B. $\frac{\text{Total distance}}{\text{Total time taken}}$</div><div><input type="checkbox"/> C. Both A & B are correct</div></div></div></div></div>			Location	Distance (in km) (Must Go to Settings → Using Map → Distance units → choose "kilometres")	Travelling time (by car)	Visiting time	Speed (Round off the answer to 1 decimal place)	between the hotel and Anfield in Liverpool	38.7 km (38-45 km)	42 minutes	Visit for 1 hour	$38.7 \div \frac{42}{60}$ $\approx 55.3 \text{ km/h}$	between Anfield in Liverpool and Old Trafford in Manchester	52.1 km	54 minutes	Visit for 1 hour	$52.1 \div \frac{54}{60}$ $\approx 57.8 \text{ km/h}$	between Old Trafford in Manchester and Hotel	35 km	29 minutes		$35 \div \frac{29}{60}$ $\approx 72.4 \text{ km/h}$
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Evaluation	<div>Students found the lesson interesting and recognized the practical use of learning the topic on Speed.</div>																						

Diocesan Boys' School Primary Division

Evaluation of the Mathematics Programme Plan 2019-2020

Activity Monthly Challenging Question

Teacher-in-charge: *Ms. Jessica Chan, Ms. Macy Lai

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> To motivate students by challenging their minds. To arouse their learning interests in Math. 			
Target:	G.1 – G.6			
Period:	October, November, December/January			
Description:	<ul style="list-style-type: none"> Mathematics Challenging Questions are displayed monthly. Students who correctly answered two or more questions will be awarded a bookmark. 			
Evaluation:	Grade	1 st Term (Oct-Nov)	2 nd Term (Dec-Jan)	3 rd Term (May)
	G.1	Participation: 98% Winners: 73%	Participation: 99% Winners: 74%	-
	G.2	Participation: 99% Winners: 93%	Participation: 90% Winners: 86%	-
	G.3	Participation: 89% Winners: 66%	Participation: 99% Winners: 72%	-
	G.4	Participation: 86% Winners: 42%	Participation: 76% Winners: 45%	-
	G.5	Participation: 92% Winners: 45%	Participation: 90% Winners: 67%	-
	G.6	Participation: 87% Winners: 61%	Participation: 85% Winners: 39%	-

	<p>Feedback from Teachers (First Term & Second Term):</p> <ul style="list-style-type: none"> ● Many thanks to Macy who marked all answer sheets submitted by G1-6 students. The bookmarks designed by her were attractive and gave a lot of encouragement to the students ● (G.6) Thought-provoking questions aroused students' interest but needed time to explain and guide them. ● (G.1 & 3) Can it be incorporated into the scheme of work? The questions relevant to a particular topic could be taught after the topic so that students would learn more in-depth. ● (G.3) They were eager to participate in MCQs. ● (G.5) Overall arrangement was good. However, the lesson was sometimes tight to let them complete the questions in class. ● (G.3&4) The bookmark design was so attractive that our boys like the bookmarks so much. Thank you Jessica and Macy for coordinating MCQ for us. ● (G.2&5) Good to use hard copies. ● (G.1&4) We did not have enough time to finish all. Could we do it again when we have time? Boys liked to do it. ● (G.2) Nice design of the bookmarks! ● (G.4) It's interesting. Thanks. ● (G.1 & 6) Good, please continue.
Remarks (s):	<p>Third Term:</p> <ul style="list-style-type: none"> ● The MCQs in Term 3 were made optional because of the tight teaching schedule after class resumption. Teachers had the flexibility to do MCQs when their classes had spare time.

Activity Problem-Solving Strategies Training

Teacher-in-charge: *Ms. Ada Chu, Mr. Brian Cheung

Programme Evaluation:

Objective(s):	To enhance students' problem-solving ability through different approaches.	
Target:	G.1 – G.6	
Period:	At least one problem solving week was held in an academic year.	
Description:	G.1 - 5	Students solved two difficult tasks during the problem solving week by adopting Peter Sullivan's 3 Phrase Model (Launch, Explore and Summarize). Teachers launched the problem for students to solve individually. Enabling prompts were given to students with difficulties in solving the problem. Students with higher abilities extended their learning through the extension tasks. Students shared their solutions with other classmates in order to enrich each other's learning and to learn from each other.
	G.5	Students used Polya's problem solving principles to find the dimension of the open top box with maximum capacity that can be made from a piece of A4 paper.
	G.6	Students used different problem solving strategies, e.g. drawing diagrams, tabling, trial and error, pattern finding, backward working, reasoning and algebraic equations etc. to solve different types of problems such as logic, permutation and combination etc.
Evaluation:	-	
Remarks (s):	The Problem-Solving Strategies Training was cancelled due the the school suspension.	

Activity**Math Projects****Teacher-in-charge:** *Ms. Pency Wong, Mr. Jack Lo**Programme Evaluation:**

Objective(s):	<ul style="list-style-type: none"> To facilitate students' problem-solving skill and creativity. To stimulate students' interest in learning mathematics. 	
Target:	G.1 – G.6	
Period:	Students had to do 2 projects per academic year. It could be group projects or individual projects.	
Description:	Grade	1 st Term
	G.1	Calendar Design: Students designed a calendar with all the essential elements including the year, month, dates, days of the week, etc. They had to indicate activities or events on the calendar by drawing on the corresponding boxes of certain dates. After that, they were required to write five sentences to briefly describe the activities/events. Due to school suspension, the project was turned into a take-home activity this year.
	G.2	Treasure Map: Students had to design a treasure map on a piece of A3 paper. They had to draw a direction sign and some check points like houses, trees, mountains, rivers, etc. Then they located the treasures on two different landmarks and set 2 routes with clear instructions to tell how to look for the treasures.
	G.3	A Day Trip in Hong Kong: Students had to conduct research and design a day trip for tourists. They had to write time in words and 24-hour format.
	G.4	Making Shapes: Students used right-angled isosceles triangles to form different kinds of shapes and then use these shapes to construct a picture.
	G.5	Rotational Symmetrical Patterns Design: Students designed a rotationally symmetric pattern on a square grids or isometric grids provided. Through the process of drafting and finalizing their designs on grid paper, they realized the differences between symmetrical shapes and rotational symmetric shapes.
	G.6	Discount – Cow Cow Fresh Milk: Students were given 2 promotions for comparison. Students worked in pairs or in small groups to discuss and do calculations to see which shop offers a better bargain, so as to become a “Smart Consumer” in daily life. Students presented their findings and conclusions at the end of the lesson.

Evaluation: (1 st Term)	G.1	<p>Calendar Design:</p> <p>Most students were able to design a calendar with activities and give correct descriptions of the activities with a proper date. They decorated their work nicely. As the project was done at home as an activity, a number of students did not put as much effort as they would in school.</p>
	G.2	<p>Treasure Map:</p> <p>Students found the project interesting and enjoyed designing the treasure map. Next year, teachers will use an interesting story “The treasure map story book” from the Oxford Reading Tree as an introduction to this project. It is suggested that the Mathematics Department will work with the English Department next year and make this project a cross-curricular activity. Students would design the treasure map and route during Math lessons; then they will write their own “Treasure Map Story Book” during English lessons.</p>
	G.3	<p>A Day Trip in Hong Kong:</p> <p>All project work was completed in school.</p> <p>Most students were able to write the time in the correct format accurately. Some students designed a rush schedule for the tourists. Many of the posters were drawn nicely and were attractive. Good work was displayed during Open House.</p>
	G.4	<p>Making Shapes:</p> <p>Students enjoyed coloring and cutting shapes. They liked doing this project. Many good and creative works were produced. Guidelines were clear and students followed them well.</p>
	G.5	<p>Rotational Symmetrical Patterns Design:</p> <p>The products were spectacular. Students were actively engaged in the process. They demonstrated their understanding of rotational symmetry and presented it with creativity. Selected products were displayed at the Open House.</p>
	G.6	<p>Discount – Cow Cow Fresh Milk:</p> <p>This is a good project, it will be continued next year.</p>
Remarks (s):	Due to the tightened teaching schedule as a result of the extended school suspension, Terms 2 & 3 projects for G.1-6 were cancelled to spare more time for teaching.	

Activity e-learning

Teacher-in-charge: *Ms. Pauline Ip

Programme Evaluation:

Objective(s):	1. To promote students' independent learning skills 2. To enhance students' IT skills					
Target:	G.1 – G.6					
Period:	Whole year					
Description:	G1-6	· Use of IT in teaching and learning during school suspension. · Flipped classroom /independent learning & IT in education indicated in the scheme of work. · Use of online resources/homework on intranet. · Use of subscribed services to do additional activities during zoom lessons.				
	G4-6	· Use of Google Classroom and Google Form to do online exercises.				
Evaluation:	G.1-6	The activity was successful as students' IT skills were enhanced progressively. Students had good interest and confidence in using IT for self-learning and research. Students were able to apply Math knowledge & IT skills in the activity.				
Remarks (s):	All paid apps should be continued as they provide a lot of ready-made teaching resources.					
Platform	Mode ● Teaching only ● Teaching & Learning	Level	Normal School Days (Lessons)	Normal School Days (Homework)	School Suspension Zoom lessons	Auto marking available
Nearpod	Teaching & Learning	G1 – 6	✓	✓	✓	✓
Plickers	Teaching only	G1 – 6	✓	×	×	✓
Brainpop	Teaching & Learning	G 2 – 6	✓	✓	✓	✓
Brainpop Junior	Teaching & Learning	G 1	✓	✓	✓	✓
Google classroom	Teaching & Learning	G 1 – 6	✓	✓	✓	✓
Powtoon	Teaching only	G 1 – 6	×	×	✓	×
Screencastify	Teaching only	G1 – 6	×	×	✓	×
Zoom	Teaching only	G1 – 6	×	×	✓	×
Geogebra	Teaching & Learning	G1 – 6	✓	×	✓	×
Kahoot	Teaching & Learning	G1 – 6	×	×	✓	✓
Seesaw	Teaching & Learning	G1 – 6	×	×	✓	✓
Orienteering	Teaching & Learning	G6	✓	×	×	×
Planetii	Teaching & Learning	G1 – 6	✓	✓	✓	✓

Diocesan Boys' School Primary Division
Evaluation of the Mathematics Programme Plan 2019-2020

Activity STEM Education

Teacher-in-charge: *Ms. Pauline Ip

Programme Evaluation:

Objective(s):	To promote students' creativity and critical-thinking skills with hands-on applications of Math topics (Speed).
Target:	G6
Period:	7 school days
Description:	Students worked in groups of 3 or 4. Every group was given 3 model cars. They built the 1 st model car & 2 nd model car according to the instructions sheet. After they had received the 3rd model car pack, they had to create and modify a new model vehicle of their own with features of their choice. Students had to do reflection in words, photos or video on their group iPads every day using SEESAW. The objective of the project was for students to find the speed of different cars going up a slope.
Evaluation:	The programme was cancelled due to the school suspension.

Activity

Math Team Training

Teacher-in-charge:

*Mr. Kelvin Ho

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> To arouse and maintain students' interest in Mathematics computation and problem solving. To prepare students for external Mathematics competitions.
Target:	G.1 to G.6 Math team members
Period:	The Whole School Year
Description:	<ul style="list-style-type: none"> This year, all the Math teachers were part of the Math Team Committee. They were divided into three teams – Administration Team, Teaching Team and Support Team. Administration Team members include Mrs. Grace Ko, Mr. Brian Cheung, Ms. Ada Chu and Ms. Macy Lai and they were responsible for arranging Math team events. Teaching Team members provided regular training to the Math team members. Thanks must be given to teachers who trained our boys on a voluntary basis. They were: <ul style="list-style-type: none"> G.1 Mrs. Grace Ko & Outsourced teacher – Patrick G. 2 Ms. Susanna Chung & Outsourced teacher - Patrick G.3 Ms. Ada Chu & Ms. Ronnie Liang, G.4 Ms. Teresa Chan & Ms. Teresa Fok, G.5 Mr. Anthony Lau & Mr. Kelvin Ho, G.6 Mr. Brian Cheung & Mr. Jack Lo Support Team members were responsible for arranging Christmas & Easter school training sessions, internal prize presentation, external prize -giving ceremony and celebration for all Math team members. Thanks must be given to all the teachers involved, including: Ms. Michelle Ng, Ms. Sally Yuen, Ms. Jackie Lau, Ms. Pauline Ip, Ms. Jessica Chan, Ms. Pency Wong, Mr. Louis Hau and Ms. Maggie Wu. This year, a total of 114 boys from G.1 to 6 were chosen as the School Mathematics Team members after the selection test done in September. Special training programme (Christmas School) was offered by Hong Kong Mathematical Olympiad School which was selected after the tendering process. It was held on 20th December 2019 and 21st December 2019. 6 tutors were appointed to coach the G.1 to 6 Math teams. Thanks to Mrs. Grace Ko, Ms. Michelle Ng and Ms. Sally Yuen for being in the school during those 2 days. Unfortunately, Easter School was cancelled due to school suspension. The Math Team Celebration Party was cancelled and each student was given a book coupon as a reward for his efforts.

Evaluation:	Students were eager to join the School Math Team. The team members enjoyed the curriculum provided by the team.
Remarks (s):	--

Activity External Assessment

Teacher-in-charge: *Mr. Brian Cheung

Programme Evaluation:

Objective(s):	To establish a standard of reference for the students in the long run.
Target:	G.3 – G.6
Period:	15 March 2020
Description:	The International Competitions and Assessments for Schools (ICAS) for Math are held in March every year. It is made optional to all G.3 to G.6 students.
Evaluation:	The ICAS for this school year was cancelled due to the school suspension.

Activity Project Week

Teacher-in-charge: *Ms. Teresa Chan, Mr. Louis Hau

Programme Evaluation:

Remarks (s):	The project week was cancelled due to the school suspension.
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Activity Open House

Teacher-in-charge: *Ms. Ronnie Liang

Programme Evaluation:

Objective(s):	To showcase our strengths in learning and teaching, as well as external competitions and challenging activities.
Target:	G.1 – G.6
Period:	17 January 2020 (Preparation) 19 January 2020 (Open House Day)
Description:	Photos of prize winners and trophies of external competitions were showcased. Guests joined our games like Facto Mahjong, Logix, Rummikub and Treasure of Solomon. They battled with our Math helpers and had a lot of fun. Banners about the G1 to G6 projects were set up and over 100 outstanding projects from each grade were displayed.
Evaluation:	Guests were excited to take part in our games and overwhelmed by our students' brilliant works. The rooms were packed with visitors throughout the whole morning.
Remarks (s):	/



Activity Extended Learning Week (Math Activities)

Teacher-in-charge: *Ms. Maggie Wu & Mrs. Grace Ko

Programme Evaluation:

Remarks (s):	The Extended Learning Week was cancelled due to the school suspension.
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Activity Mathematics Talk / Seminar

Teacher-in-charge: *Mr. Anthony Lau

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none">• To stimulate students' interest in learning Mathematics.• To build up a positive learning attitude and habit.• To foster students' sense of confidence in Mathematics.
Target:	G5-G6 students
Remarks (s):	The programme was cancelled due to school suspension.

Activity External Competitions

Teacher-in-charge: *Ms. Teresa Fok, Ms. Teresa Chan & Ms. Macy Lai

Programme Evaluation:

Objective(s):	To provide opportunities for students to challenge themselves and receive recognition. To help students' psychological development through striving for successes and accepting failures. To promote trust and team spirit among team members.
Target:	Math Team members
Period:	Whole School Year

Description:	Math team members were invited to participate in the competitions selected by the school. They included Hua Xia Cup 2020, Sheng Kung Hui Primary School 23 rd Primary Mathematics Olympiad and Asia International Mathematics Olympiad (AIMO). The competitions were held from January to February. Some other competitions were cancelled due to the class suspension. For most of the competitions, around 4 students from each grade were chosen to be the school representatives. Their marks were calculated for the group prizes. Other members or non-math team members also took part in the competition as individual participants.	
Evaluation:	1.	<p>Competition: Hua Xia Cup</p> <p>Organizer: HKMOA</p> <p>Date: 4-5/1/2020</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ 1st Class Award – 96 Students ✧ 2nd Class Award – 45 Students ✧ 3rd Class Award – 28 Students ● Team Awards <ul style="list-style-type: none"> ✧ Overall 1st Runner Up ✧ Grade 2 – Champion ✧ Grade 4 – Champion
	2.	<p>Competition: 22nd Sheng Kung Hui Primary Schools Mathematics Olympiad Competition</p> <p>Organizer: Sheng Kung Hui</p> <p>Date: 19/1/2020</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ Champion – 1 Student ● Team Award <ul style="list-style-type: none"> ✧ 1st Runner Up

	3.	<p>Competition: Asia International Mathematics Olympiad (AIMO)</p> <p>Organizer: HKMOA</p> <p>Date: 15-16/2/2020</p> <p>Result:</p> <ul style="list-style-type: none"> ● 95 Students passed in the online competition <ul style="list-style-type: none"> ✧ Grade 1– 22 Students ✧ Grade 2– 20 Students ✧ Grade 3– 18 Students ✧ Grade 4–15 Students ✧ Grade 5– 12 Students ✧ Grade 6– 8 Students
	4.	<p>Competition: Hua Xia Cup Semi-final Competition 2020</p> <p>Organizer: HKMOA</p> <p>Date: 28/6/2020</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ Outstanding Award – 6 Students ✧ 1st Class Award – 18 Students ✧ 2nd Class Award – 24 Students ✧ 3rd Class Award – 4 Students
Remark (s):	--	

Activity Staff Development

Teacher-in-charge: *Mrs. Grace Ko

Programme Evaluation:

Remarks (s):	The programme was cancelled due to the school suspension.
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**Achievement & Reflection of General Studies Department
Development Plan 2019 – 2020**

Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support¹

2. Curriculum and Assessment & Learning and Teaching

2.1. To explore more strategies to cater for learners' diversity.

1.1.2 To reconstruct the class size of G.3-6, especially in teaching core subjects.

Success Criteria:

- Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject.
- Learners' diversity will be the focus for collaborative lesson planning (CLP) and formal observations.
- Teachers of GS/CS subjects will arrange smaller classes with the help of external instructors to cater for learners' diversity.

Report & Evaluation:

Activities catered for learners' diversity were planned and marked clearly on the Schemes of Work. Graded exercises and different teaching strategies were used to cater for learners' diversity. Details are as follows:

	GS I: G.1-3 Science: G.4-6	GS II	GS II (French)
G.1	<ul style="list-style-type: none"> ● Various task styles and assessment criteria on project work. ● Higher-order thinking questioning techniques. ● Open-ended questions in exercises. ● Extended learning materials in pre-lesson worksheets for more capable students. 	<ul style="list-style-type: none"> ● Questioning Techniques. ● Open-ended questions in WS and pre-lesson. ● Pictures and video. ● Graphic organizer (e.g. mind-maps). ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Open-ended questions in worksheets. ● Fast learners help slow learners. ● High-order thinking questioning techniques. ● Extended learning materials in pre-lesson worksheets.
G.2	<ul style="list-style-type: none"> ● Project work with multiple assessment criteria on different aspects. ● Questioning techniques. ● Open-ended questions in exercises. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in exercises. ● Think-pair-share and presentation. ● Sharing with graphic. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Open-ended questions in worksheets. ● Fast learners help slow learners. ● High-order thinking questioning techniques. ● Extended learning materials in pre-lesson worksheets.

G.3	<ul style="list-style-type: none"> ● Poster design: students good at graphics work were grouped together with students good at writing slogan. ● Open-ended questions in worksheets. ● Fast learners help slow learners. ● Questioning techniques. ● Extended learning materials in pre-lesson worksheets. ● Group work in projects. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in exercises. ● Group discussion. ● Sharing pair. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in exercises. ● Provide different support in learning tasks.
G.4	<ul style="list-style-type: none"> ● Challenging task in class activities. ● Questions techniques. ● Open-ended questions in exercises. 	<ul style="list-style-type: none"> ● Group discussions. ● Extended learning materials in pre-lesson worksheets for advanced students. ● Sharing sessions after discussions by students of different abilities. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions ● Self-paced Edpuzzle videos. ● Extended learning task on pre-lesson worksheets.
G.5	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in exercises. ● Extended learning materials in pre-lesson worksheets for advanced students. 	<ul style="list-style-type: none"> ● Questioning techniques. ● Open-ended questions in assignments. ● Group discussion. ● Sharing. 	/
G.6	<ul style="list-style-type: none"> ● Open-ended questions in assignments. ● Extended learning materials in pre-lesson worksheets for advanced students. ● Questioning techniques. ● Self-paced Edpuzzle videos and flash videos. ● Group discussion. ● Sharing. ● Experiments done in groups. 	<ul style="list-style-type: none"> ● Make use of flexible grouping. ● Make use of open-ended tasks. ● Breaking tasks into smaller steps. ● Provide different support in learning tasks. 	/

Learners' diversity was the focus for collaborative lesson planning (CLP) and formal observations. However due to the school suspension, formal lesson observations were cancelled. Examples of CLP activities in different grades are as follows:

	GS I: G.1-3 Science: G.4-6	GS II
G.1	M1 I am a primary school student Unit 4 School members: group activity of knowing school members.	單元一 我的需要 第3課 有動有靜: 以分組情景活動學會保護脊椎及保持正確姿勢
G.2	M1 I am growing up Unit 3 I love doing exercise: group activity of the benefits of doing exercises.	單元一 我會應付 第4課 珍惜金錢: 以分組情景活動分析和分辨「需要」和「想要」的物品
G.3	M1 Healthy diet Unit 4 Never abuse drugs: group activity of making a slogan against alcohol abuse.	單元一 消費與浪費 第二課 明智消費者: 以分組個案研習分析在購物時需要注意的事項
G.4	(Cancelled due to school suspension.)	單元一 抗病強身 第3課 不同的健康需要: 分組製作血管模型用以認識不同的血管疾病
G.5	(Cancelled due to school suspension.)	因停課關係，觀課取消。
G.6	(Cancelled due to school suspension.)	因停課關係，觀課取消。

Teachers of G.6 Science and CS arranged smaller classes with around 15 students per class for the Science project and CS programming in Term 3. The project was cancelled due to the school suspension.

Evaluation of General Studies Programme Plan 2019-2020

Programme Summation:

In the 2019-2020 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 were held this year.

Programme Evaluation:

Activity 1	Activities of National Identity
Objective(s)	<ol 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	Sept 2019
Description	<ol style="list-style-type: none"> In order to arouse students' interest in learning the development of China and Chinese history, three booth games were set up in the Covered Playground for G.1-2, G.3-4 and G.5-6 students during second recess in three different time slots. The Flag Raising Ceremony was held on 30 September 2019 to promote national identity. The one originally scheduled for 30 June 2020 was cancelled due to the school suspension.
Evaluation	<ol style="list-style-type: none"> Students actively participated and enjoyed the activities. More reminders would be given to those senior grade helpers as some of them had forgotten to perform their duties. The Department suggested setting booth games for G.1-3 students only while G.4- 6 students will do online quizzes next year.

Activity 2	Extended Learning Weeks
Objective	<ol style="list-style-type: none"> To enable students to learn about various topics to supplement the regular curriculum. To conduct STEAM activities to supplement the G.S. I/Science curriculum.
Target	G.1 – 6
Period	17/6/2020 – 9/7/2020
Description	<ol style="list-style-type: none"> Science activities were planned for G.1 to G.3 students. STEAM projects were planned for G.4 & G.6 students. IBL projects were planned for G.5 students.
Evaluation	The Extended Learning Weeks were cancelled due to the school suspension.

Activity 3	Environmental Education Programme – Hydroponic Workshop
Objective	To heighten students' awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and the depletion of energy.
Target	G.2 & G.5
Period	November 2019
Description	<ol style="list-style-type: none"> 1. All G.5 students learned the concept of plant reproduction and the procedure of planting the seedlings in the hydroponic system during Science lessons. 2. G.5 students planted lettuce and made red salad bowl. 3. Students worked individually to pot their seeds and placed them on the rack at the Roof Garden. The rack contained nutrient fluid. Students checked their plants from time to time. 4. Choi sum and water spinach planting was planned for G.2 students in April 2020.
Evaluation	<ol style="list-style-type: none"> 1. Most of the seedlings grew lushly as expected. 2. One Science lesson in the last week of November was spent on harvesting for each G.5 class. 3. It was a great lesson for students to learn about the factors affecting planting, such as the quality of seeds, weather conditions and conditions of the adjacent plants. 4. The planting activity for G.2 classes was cancelled due to the school suspension.

Activity 4a	Other Learning Experiences – GS Field Trips
Objective	To enable students to visit 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	Nov 2019 – Apr 2020
Description	<ol style="list-style-type: none"> 1. A field trip to Hong Kong Yakult Co. Ltd was planned for G.1 students to learn about food production. 2. A field trip to Mong Kok Fire Station was planned for G.2 students to learn about the daily routine of firemen. 3. A field trip to Kadoorie Farm and Botanic Garden was planned for G.3 students to learn about various species of plants and animals. 4. A field trip to the Hong Kong Museum of History was planned for G.4 students to learn about history of Hong Kong. 5. A field trip to Endangered Species Resource Centre was planned for G.5 students to learn about species of animals and plants threatened by international trade. 6. A field trip to the Hong Kong Space Museum was planned for G.6 students to learn about astronomical knowledge.
Evaluation	All field trips were cancelled due to the school suspension.


Activity 4b	Other Learning Experiences – Life Education Activity Programme (L.E.A.P)
Objective	<ol style="list-style-type: none"> 1. To enable students to have a healthy personal development. 2. To recognize students’ roles and responsibilities as a member of the family and society and to show concern and care for other’s well-being. 3. To develop students’ critical thinking skills.
Target	G.1 – 6
Period	3 – 20/2/2020
Description	<ul style="list-style-type: none"> • An outsourced organization “LEAP” was invited to deliver life education for our students. They offered various teaching materials and lessons conducted in a mobile classroom. • Workshops were organized with the themes as follows: <ul style="list-style-type: none"> ➢ G.1 - Air to Live ➢ G.2 - Food for Life ➢ G.3 – Healthy Team ➢ G.4 – Body Network ➢ G.5 – Clear the Smoke ➢ G.6 – My Choice • G.S. II teachers conducted follow-up activities with students during lessons. Students completed worksheets to consolidate their learning.
Evaluation	The LEAP programme was cancelled due to the school suspension.

Activity 5	G.S. Room Improvement and Resource Building
Objective(s)	<ol style="list-style-type: none"> 1. 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. 2. To purchase teaching materials of different media that can be used as tools to teach G.S. and supplement the textbooks and workbooks. 3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks.
Target	G.1-6 and all G.S. teachers
Period	Whole School Year
Description	A number of force meters, battery glue guns, gear train models and mass set were purchased for G.6 Science teachers to conduct projects and demonstration in class.
Evaluation	It was good to provide more teaching aids for teachers to conduct projects with students. The Department did not purchase a lot of resources this year as we had purchased enough resources last school year and they were adequate for teachers to use so far.

Activity 6a	Staff Development		
Objective(s)	1. To further develop teaching strategies to cater to students' learning diversity. 2. To sharpen teachers' professional knowledge and attitude and to further improve the quality of teaching.		
Target	All GS teachers		
Period	Whole School Year		
Description	Sharing / Workshop / Seminar / Educational Apps Introduction / School Visits	Name of Teacher	Date of workshop / visit
	SKH Kei Yan Primary School	Ms. Jackie Lau	9 Dec 2019
		Ms. Michelle Ng	
		Ms. Sally Yuen	
		Mr. Louis Hau	
		Ms. Susanna Chung	
		Ms. Alice Lau	
		Mr. Philip Wong	
		Ms. Mandy Yan	
		Mr. Calvin Chan	
		Mr. Nick Leung	
		Ms. Agnes Wong	
		Mr. Edward Wong	
		Mr. Kelvin Ho	
		Mr. Alan Ng	
		Mrs. Simone Lam	
		Mr. Michael Yuen	
	Learning & Teaching Expo 2019	Ms. Sally Yuen	13 Dec 2019
		Mr. Louis Hau	
		Mr. Philip Wong	
		Mr. Kelvin Ho	
	「推行校本常識及理財教育課程」小學教師講座	Mr. Philip Wong	8 Jan 2020
	SKH Kei Yan Primary School STEAM Day	Ms. Jackie Lau	10 Jan 2020
		Ms. Susanna Chung	
		Ms. Candice Wong	
		Mr. Alex Lam	
	《朗文活學常識》Just That EASY Fun 享會	Ms. Astrid Chiu	11 Jan 2020
	Using ZOOM Primary Session (Webinar)	All G.S. Teachers	13 Feb 2020
	Using Microsoft Office 365 (Webinar)	Ms. Jackie Lau	13 Feb 2020
		Ms. Michelle Ng	
		Ms. Sally Yuen	

	How to use Screencastify (Webinar)	All G.S. Teachers	19 Feb 2020
	How to use Nearpod (Webinar)	All G.S. Teachers	26 Feb 2020
	Features of Powerlesson & Flipped Channels in eClass (Webinar)	All G.S. Teachers	4 Mar 2020
	Powtoon (Webinar)	All G.S. Teachers	5 Mar 2020
	When my school closed: Best Practices from Educators in Schools Closed by Coronavirus	All G.S. Teachers	17 Mar 2020
Evaluation	<ol style="list-style-type: none"> School Visits <ul style="list-style-type: none"> Two school visits to SKH Kei Yan Primary School were smoothly run and successfully held. Most of the G.S. Department members visited SKH Kei Yan Primary School. The main theme “Ocean” was shared across different grades in the school. Each grade had a different focus. The school used the factual data in Hong Kong in the projects. Seminars <ul style="list-style-type: none"> The Learning & Teaching Expo and a number of other seminars related to G.S. were shared during collaboration meetings. Colleagues found the sharings useful for them to facilitate their lesson planning and teaching. 		

Activity 6b	STEM & IT Exploration
Objective	To equip teachers and students with IT skills and innovative technological mindset.
Target	G.4 – 6
Period	Whole School Year
Description	<ul style="list-style-type: none"> One Science lesson and one C.S. lesson were scheduled as two consecutive lessons in the G.4-6 timetable so that students could have 1-hour long lessons on the STEAM Education Programme. In G.4-5, a new platform “Mighty Beetle” was to be used in the STEAM project. It was planned that the Science double lessons would be used so that students could have two 1-hour long lessons each week to complete the projects. It was planned that the projects would be conducted for 3 weeks, altogether 6-hour long lessons per class in a school year. The Science project was planned to be incorporated into the STEAM Education Programme to better utilize curriculum time. In G.6, it was planned that the class would be split into halves for small class projects in Term 3, in which half of the class would have General Studies lesson and the other half would have Computer Studies lesson in alternate weeks.

	<ul style="list-style-type: none"> To summarize: <table border="1"> <tr> <td>G.4</td><td>"Mighty Beetle" Project</td></tr> <tr> <td>G.5</td><td>"Mighty Beetle" Project</td></tr> <tr> <td>G.6</td><td>Small-class STEAM Project in alternate weeks</td></tr> </table> The understanding of electronic parts, hand skills in assembling parts and coding skills were required to complete the above projects. The G.6 small-class STEAM project was converted into an individual project on making a catapult. Each student was asked to make a "standard" catapult according to the instructions given. Then, they conducted tests to find out the best setting on: <ul style="list-style-type: none"> projectile angle length of projecting arm number of rubber bands used to power the projectile <p>After that, students were asked to create their own catapult using the data they got from the tests conducted. They were asked to use it to destroy a wall made with 10 paper cups stacked up.</p>  <ul style="list-style-type: none"> The G.S. TA helped to use glue gun to stick a bottle cap to a pencil to make the projecting arm for each project. Moreover, G.1-6 G.S. I, G.S. II and Science teachers utilized the following IT platforms such as Google Classroom, Edpuzzle, BrainPop, Nearpod, Zoom, Powtoon, HKEdcity to deliver their lessons. 	G.4	"Mighty Beetle" Project	G.5	"Mighty Beetle" Project	G.6	Small-class STEAM Project in alternate weeks
G.4	"Mighty Beetle" Project						
G.5	"Mighty Beetle" Project						
G.6	Small-class STEAM Project in alternate weeks						
Evaluation	<ul style="list-style-type: none"> The G.4-5 "Mighty Beetle" Project was cancelled due to the school suspension. The G.6 catapult individual project was successful. The glue gun used for making the projecting arm was found to be faulty. It was suggested to equip the GS room with a few new glue guns for the use of STEAM projects in the future. 						

Activity 7	GS School Team - External Competitions
Objective	<ol 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 an experience to participate in competitions.
Target	G. 1-6
Period	Whole School Year
Description	All G.4 to G.6 students were encouraged to participate in Wild Wisdom Quiz 自然常識問答比賽 2019.
Evaluation	<ul style="list-style-type: none"> Chow Yik Chit from 4J (8) received a certificate of outstanding performance. Most of the competitions, including Science Olympiad Competition, were cancelled due to the school suspension.

Activity 8	Cross-curricular Activities		
Objective	<div>1. To improve students’ learning attitude.</div> <div>2. To adopt a multi-disciplinary approach to help students who may not enjoy learning.</div> <div>3. To provide students with an opportunity to do projects and work with other classmates.</div> <div>4. To let students work on a certain theme in collaboration with different subjects.</div> <div>5. To avoid repetition in teaching content.</div>		
Target	G.1-6		
Period	Whole School Year		
Description	<div>1. Different grade levels conducted various teaching activities together with other departments.</div> <div>2. For each level, at least one cross-curricular activity that adopted a multi-disciplinary approach was organized by either G.S. I, Science or G.S. II each year.</div>		
	G.1	Theme:	Family
		When:	October 2019
		Departments:	All subjects except PE
		Goals:	Students learned to cherish and understand the values of family and their individuality.
		Activities:	Students interviewed their parents and learnt about their family names, the origin and the tradition of their families in GS II lessons.
	G.2	Theme:	Happy Family
		When:	October 2019
		Departments:	Chinese, Mathematics, General Studies II and Religious Education
		Goals:	Students learned about healthy lifestyle.
		Activities:	Students designed a healthy menu and had a role play about personal growth and healthy lifestyle in the GS II lesson.
	G.3	Theme:	Energy Conservation
		When:	November 2019
		Departments:	English, Mathematics and General Studies I & II
		Goals:	Students raised their awareness about saving energy.
		Activities:	Students learned about saving energy and completed a collaborative project on making a thermal insulation device in the GS I lesson.
	G.4	Theme:	Body Systems
		When:	October 2019
		Departments:	English and Science
		Goals:	Students learned about the skeletal system and how to conduct an interview.
Activities:		Students made a skeleton model and learnt about	

			the functions and properties of the skeletal system in the Science lesson. Then they wrote an imagined conversation with a living skeleton in the English lesson.
	G.4	Theme:	Keep a Good Blood Pressure with Healthy Lifestyle
		When:	December 2019
		Departments:	Mathematics, General Studies II and PE
		Goals:	Students learned about how to maintain a normal blood pressure by living a healthy lifestyle.
		Activities:	Students understood the factors that affect their health in the GS II lesson. Then they measured their blood pressure in the PE lesson and presented the data in a bar chart in the Math lesson.
	G.5	Theme:	Animals Protection and Rights
		When:	November 2019
		Departments:	English, Science and Computer Studies
		Goals:	Students raised their awareness about animal rights and learnt to respect animals.
		Activities:	Students learned about how animals adapt to their living environment and the restrictions on animal testing and animal products in the Science lesson. Then they created a poster about endangered animals in the English lesson.
	G.6	Theme:	Famine Activity (Rich and Poor's Banquet)
		When:	January 2020
		Departments:	Chinese, General Studies II, Visual Art and Religious Education
		Goals:	Students experienced the inequalities in the society and learnt to care about the needies.
		Activities:	Students learned about money management and poverty in the GS II lesson. During the banquet, students experienced the living condition of the low-income people from the "poor meals" and a model of a subdivided flat.
Evaluation	Students acquired different knowledge on different topics. They also practised different skills through taking part in various activities organized by different departments.		

Evaluation of the French Programme Plan 2019-2020

Programme Summation

The French Department workplan aims at developing language skills in the four areas of Speaking, Listening, Writing and Reading for students in the French Stream. This evaluation does not take into consideration the Elementary French Programme nor the Beginners' level of the French Stream.

Programme Evaluation

Plan 1: How to learn better	
Objective	To develop in students independence and a positive learning attitude.
Target	All French Stream Students
Period	Whole School Year
Description	<ul style="list-style-type: none"> • Regular homework. • Self-questioning about learning. • Identifying better learning strategies. • Focus on targets to be achieved. • Using I.T. tools iPen, websites and apps etc. (E.g. Kahoot & Quizlet).
Evaluation	<ul style="list-style-type: none"> • The French Department is still trying to focus on creating more meaningful materials and manipulatives for students' practice at home. Meanwhile, despite efforts in elaborating adjusted materials for regular practice, only few students are following the methodology. Let's hope that more will follow. • The school suspension changed slightly the learning conditions and more time was needed to consider the best practices for students to learn from home using remote ways to teach.

Plan 2: Develop Reading Practice	
Objective	To create an auditory environment at home and reinforce consistency in home learning with good practices.
Target	All Junior Grades of French Stream Students
Period	Whole School Year
Description	<ul style="list-style-type: none"> • Enlarge language structure & vocabulary. • Adaptation of readers with Audio Pen (iPen/Ting). • Optional completion of a reading booklet.
Evaluation	<ul style="list-style-type: none"> • About 100 books were adapted with audio pen technology. It was a big advantage for students to have this audio pen at home during the school suspension as they were not only able to use it with reading books but also with the curriculum material especially designed for it. • The school suspension interfered with the planning and we were not able to maximize its usage. The Department will integrate the recordings into Book Creator to support online reading at home.

Plan 3: French Department Events	
Objectives	<ul style="list-style-type: none"> • To strengthen students' abilities by participating in competitions such as the French Speech Festival Competition and Dictation Competition. • To recognise their work at the prize presentation ceremony during school assembly. • To nurture students' respect for the French culture and their interest in learning French.
Target	All French Stream Students
Period	November 2019, January 2020 & April 2020
Description	<ul style="list-style-type: none"> • Speech Festival • Dictation Competition • Open House
Evaluation	<p>Due to social unrest in HK in November 2019 and the coronavirus pandemic, all events jointly organised by the AFLE (Association of French teachers in Hong Kong and Macao), the French Consulate and Alliance Francaise were cancelled. These events included:</p> <ul style="list-style-type: none"> • French Speech Competitions • Dictation Competitions • DELF examinations <p>Meanwhile, the class work and projects of the French boys were displayed at the School Open House in January 2020.</p>

Plan 4: DELF Prim Exams	
Objective	To validate students' proficiency in French Language at a primary level.
Target	Grades 2, 3 and 4 of the French Stream Students Advanced Level
Period	June 2020
Description	DELF Prim A1.1 and A1
Evaluation	Examinations were cancelled due to the school suspension.

Plan 5: Teacher Professional Development	
Objective	To develop teachers' skills in teaching and learning French.
Target	<ul style="list-style-type: none"> • Understanding IT in Education (using Google Classroom) • Developing an understanding of the latest practices in French Teaching for young learners. • BELC experience sharing.
Period	March/July 2020
Description	Sharing sessions with a newly joined staff, Ms Caroline Calderon, about the concept of core learning introduced at the BELC University seminar in Nantes, in July 2019.
Evaluation	<ul style="list-style-type: none"> • The insights from the seminar were built on all year long with Ms Calderon and even further developed with the school suspension as I.T. in Education was put into the real context of usage. • Other attempts to attend Professional Development workshops and seminars this year were cancelled due to the coronavirus pandemic.

Evaluation of Putonghua Department Programme Plan 2019-2020

2019-2020 年度普通話科工作計劃檢討報告

活動項目	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	因停課影響，本年度只更換了一次壁報，主題是「普通話周和普通話大使」，讓學生透過壁報板所展示的內容，加深對普通話科組活動的認識。

活動項目	學校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	<p>「第 71 屆校際朗誦節」因社會運動而大受影響。獨誦方面，全校共收到 90 份報名表格參加比賽，較往年明顯減少。比賽期間又因社會運動而停課，令部分學生未能出賽，以導致僅獲得 15 個獎項。本校普通話集誦隊則獲得 85 分成績。(詳見下表)</p> <p>此外，原於 4 月舉辦的「第二十二屆全港中小學普通話演講比賽 2020」因疫情而延至七月底舉辦，唯本科基於學生的健康考量，議決本年度不推薦學生參加大型活動。</p>

活動項目	朗讀龍虎榜
活動目標	以朗讀計劃的形式進行，學生可透過朗讀已學及自學的文章來累積分數，提升學生朗讀能力及自主學習能力。
活動情況	本年度原訂安排 1-4 年級學生進行兩次龍虎榜朗讀活動，學生在課餘時間向教師、家長、親友或同學朗讀並填寫朗讀記錄。龍虎榜設計包括三個等級：1.基本等級，同學必須於計劃結束前朗讀六篇課文及取得六個簽名，作為學習表現分之中一個考量；2.卓越等級，完成朗讀九篇課文詞語的同學可獲得獎勵一份；3.挑戰等級，提供六篇課外篇章（兒歌）給學生朗讀。三個等級都挑戰成功的學生可獲大獎勵，獲獎名單會在有蓋操場的佈告板上公佈，以作鼓勵。
活動檢討	第一學期的普通話朗讀龍虎榜活動已於一月份圓滿結束，各班平均收回 85% 的記錄冊，共派出近 400 份小禮物給表現優異者，予以嘉許。第二至第三學期龍虎榜活動因停課而未能繼續進行，朗讀龍虎榜小冊子已派發給學生自行完成。

活動項目	普通話大使及普通話周
活動目標	普通話大使是一個師兄弟互動的活動。活動由所有六年級學生在普通話課堂上以小組形式設計攤位遊戲，並於普通話周內輪流負責當值，讓一至五年級學生在活動中學習普通話，亦能培養六年級學生的創意、責任心及發揮兄友弟恭的精神。
活動情況	活動因停課而取消。

活動項目	班際比賽
活動目標	由各級教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	活動因停課而取消。
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活動項目	教育劇場
活動目標	邀請具經驗的劇團到校演出，透過互動的戲劇表演，提高學生對學習普通話的興趣，並加強他們在日常生活中應用普通話的語言能力。
活動情況	活動因停課而取消。

活動項目	學習活動周
活動目標	透過不同類型的活動，讓學生跳出課堂學習的框架，提高學生學習普通話的興趣。
活動情況	活動因停課而取消。

活動項目	參加友校交流活動及專題研討會
活動目標	鼓勵教師參加友校交流活動、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，亦於協作會議中與同事分享內容。
活動檢討	本年度起，本科組透過電子平台把工作坊、講座推薦給所有本科教師。當中包括各大學及教育局舉辦有關非華語教學的專題研討會、不同出版社舉辦的專題講座，如朗誦技巧訓練、寫作教學工作坊、普通話語音及說話教學等。此外，在停課期間，本科著力推動教師參加網上研討會及講座，藉此與時並進，持續提升教學能力。本科組亦在本年度繼續參加香港大學的網絡學校支援計畫，並與專家進行協作會議，訂定寫作教學計畫，並進成效，藉此優化非華語的中文寫作教學。

活動項目	製作教材、購買工具書及輔助教具教材
活動目標	增強學生學習的互動性和合作性，提高他們學習普通話的興趣。
活動情況	教師參考教育局提供的教材，設計具挑戰性及趣味性的校本電子課件，並交由專業機構負責製作。此外，本科亦會訂購大量繪本圖書，供學生進行廣泛閱讀。
活動檢討	本科利用教育局的撥款，邀請專業公司製作了一共十八套的電子課件，原計畫於第二學期開始在課堂上使用。唯因停課關係，改以自學形式發佈給學生進行網上學習，復課後將會繼續使用電子課件進行教學。教師鑑於學生在停課期間能透過電子課件持續學習中文，而在課堂上運用亦能提升學生的學習動機，令非華語生在學習中文上有所裨益，故議決於本學年結束前會多製作九套電子課件。 此外，原計畫於學期中訂購的圖書已於停課期間完成訂購，共訂購了108本。唯因疫情以致發貨延誤，部分圖書將於暑假前才送到，並計畫於明年供學生大量借閱，以提升閱讀能力。

活動項目	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	今年主要是收集由各大學及教育局舉辦的非華語教學研討會資料，以及出版社舉辦的新教材及新課程的參考教材。

報名表格：90 份(詩詞獨誦/散文獨誦)

總共獲獎：15 項

亞軍：10 名

季軍：5 名

編號	班別	學號	學生姓名	負責老師	項目編號	名次
亞軍						
1	2D	25	黃喆澤	殷華峰	詩 337	亞軍
2	2M	20	喬奕珩	楊素敏	詩 337	亞軍
3	2P	11	叶傲迎	楊素敏	詩 337	亞軍
4	3D	28	黃軍豪	顧慧儀	詩 336	亞軍
5	3M	7	徐逸希	顧慧儀	散 436	亞軍
6	3M	20	吳翰林	顧慧儀	詩 336	亞軍
7	4P	13	洪一極	毛良盈	詩 336	亞軍
8	4P	32	楊子樑	毛良盈	詩 336	亞軍
9	6P	10	江向傑	徐鈺峰	詩 335	亞軍
10	6S	25	韋逸朗	徐鈺峰	詩 335	亞軍
編號	班別	學號	學生姓名	負責老師	項目編號	名次
季軍						
1	1D	25	徐朗曦		詩 337	季軍
2	2J	6	鍾百勤	殷華峰	詩 337	季軍
3	2M	12	洪翊天	楊素敏	散 437	季軍
4	3J	7	張庭熹		詩 336	季軍
5	3P	16	梁子諺	顧慧儀	散 436	季軍

Evaluation of Music Department Programme Plan 2019-2020

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music Intensive Training Classes	
Objective(s)	<ul style="list-style-type: none"> ● To encourage students to learn at least one kind of musical instrument. ● 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.
Target	G.3 – G.4
Period	From October 2019 to June 2020
Description	Invite potential G.3 & G.4 students to attend Intensive Training classes to improve their techniques and skills in playing the Dizi and Erhu.
Evaluation	<ul style="list-style-type: none"> ● This training programme increased students' interest in learning Chinese instruments. ● There are 9 students joining the training programme. 6 students will be invited to join the Dizi Advanced Intensive Training Class. ● There are 8 students joining the training programme. 5 students will be invited to join the Erhu Advanced Intensive Training Class. ● Due to the coronavirus pandemic, the Intensive Training Programme was cancelled. ● Some students have started to have private lessons with the tutors from June 2020 instead. ● Feedback received from both parents and students was positive.

Plan 2 : Dizi Music and Erhu Music Advanced Intensive Training Classes	
Objective(s)	<ul style="list-style-type: none"> ● To encourage students to learn at least one kind of musical instrument. ● 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.
Target	G.4– G.5
Period	From October 2019 to June 2020
Description	Invite potential G.3 & G.4 students to attend Advanced Intensive Training classes to upgrade their techniques and skills in playing the Dizi and Erhu.
Evaluation	<ul style="list-style-type: none"> ● This training programme increased students' interest in learning Chinese instruments. ● 5 students who play Dizi and 5 students who play Erhu were invited to join the Chinese Orchestra. ● The students have started to have private lessons with the tutors from June 2020. ● Feedback received from both parents and students was positive.

Plan 3 : Music Appreciation	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to gain enjoyment and satisfaction through participating in music activities. ● To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitude. ● To help students pursue a life-long interest and appreciation of music.
Target	G.1-G.6
Period	Whole School Year
Description	<ul style="list-style-type: none"> ● Chinese and Western music were recommended to G1-6 students by music teachers. ● Cooperation with different Hong Kong orchestras and musicians.
Evaluation	<ul style="list-style-type: none"> ● Students showed very good response to the performances presented by the Hong Kong orchestras and other performers. ● G5 students were required to submit a music report. ● G6 students were required to submit a concert report. ● Feedback received from both parents and students was positive.

Plan 4: Take Part in HK Youth Music Interflows & 72nd Hong Kong Schools Music Festival.	
Objective(s)	<ul style="list-style-type: none"> ● To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitude. ● 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	October 2019 to March 2020
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Junior Choir, Hymn Singing Choir, Woodwind and Brass Ensemble and School Orchestras.
Evaluation	<ul style="list-style-type: none"> ● The Senior School Orchestra members participated in the Hong Kong Youth Music Interflows and got the Gold Medal. ● Due to the coronavirus pandemic, the Hong Kong Schools Music Festival was cancelled.

Plan 5: Music Performance	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to gain enjoyment and satisfaction through participating in music activities. ● To nurture in students the aesthetic sensitivity and cultural understanding. ● To help students pursue a life-long interest and appreciation of music.
Target	G.1-G.6
Period	Whole School Year
Description	Music performances were presented by professional organizations, students from the Primary and Secondary Divisions.
Evaluation	The Senior School Orchestra, String Orchestra, Chinese Orchestra and Saxophone Ensemble performed at the School Open House 2020. The parents and students enjoyed the performances very much. Feedback received from parents and audience was positive.

Plan 6 : Celebration Party (after the 72nd H.K. Schools Music Festival)	
Objective(s)	<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.2-G.6
Period	May 2020
Description	Due to the coronavirus pandemic, the celebration party was cancelled.
Evaluation	<ul style="list-style-type: none"> ● Gifts (3 folders) were prepared for members of the orchestras and choirs to acknowledge their contribution to the Department.

Plan 7 : Music Captains	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to gain enjoyment and satisfaction through participating in musical 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 School 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 took up the role as MCs and offered assistance at the School Open House 2020. ● All Music Captains were very helpful and responsible.

Plan 7 : Music Tour	
Objective(s)	<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-G6
Period	Late July 2020
Description	Music Tour for the School Chinese Orchestra.
Evaluation	<ul style="list-style-type: none"> ● Due to the coronavirus pandemic, the music tour was cancelled.

Evaluation of Physical Education Programme Plan 2019-2020

Programme Evaluation:

Plan 1 Swimming Gala	
Objectives	<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 learned 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:</p> <p>2 September 2019 (G.6)</p> <p>3 September 2019 (G.2 & G.4)</p> <p>4 September 2019 (G.3 & G.5)</p> <p>9 September 2019 (G.1)</p> <p>Finals:</p> <p>19 September 2019 (G.2 Finalists & All G.3-G.6 students)</p>
Description	The Inter-House Swimming Gala application was open to all PD students. Heat competitions were held in the DBS outdoor swimming pool whilst finals were jointly organized by the PD & SD in the Kwun Tong Indoor Swimming Pool. The Selection trials were organized by the SD and only the finalists were present.
Evaluation	<ul style="list-style-type: none"> ● Heats competitions were held on 2/9, 3/9, 4/9 and 9/9. ● The Inter-House Swimming Gala Finals programme rundown was prepared by the SD. The teacher duty roaster was prepared by the PD teachers. ● Medals for relay events, individual champions, and overall champions were presented on the day of the Finals. Medals for individual events were presented at the morning assembly. ● Teachers' comments were collected afterwards. ● Feedback from colleagues was mostly positive and suggestions on very minor problems were offered.

Plans 2 Sports Day	
Objectives	<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	Heats: 16 December 2019

Description	The Inter-House Sports Day application was open to all PD students. Students could participate in different track or field competitions at the Finals competition which was organized at Kowloon Bay Sports Ground.
Evaluation	<ul style="list-style-type: none"> • The Heats competition was successfully held on 16 December 2019. • The Finals were cancelled due to school suspension.

Plan 3 Alternative Sports	
Objectives	<ol style="list-style-type: none"> 1. To enable students to explore other sports in order to widen their horizon. 2. To enhance students' collaboration skills, communication skills, creativity and critical thinking skills.
Target	G.2 to G.6 Students
Period	Alternative Sports Programme: late November 2019 to early January 2020
Description	G.1 & 3 – Rope Skipping G.2 & 4 – Wushu G.5 – Dragon and Lion Dance G.6 – Pop Dance
Evaluation	Rhythmic movement is an essential part of FM. Pop dance could help G.6 students develop such ability. Since dancing is included in the G.1 & G.2 PE curriculum 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.

Plan 4 Local / Overseas Training Camps / Competitions	
Objective	To organize intensive local / overseas training camps for School Sports Team A members 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
Description	1. Thailand Swimming Training Camp (Summer Holidays 2020)
Evaluation	<ul style="list-style-type: none"> • The training camp was cancelled due to COVID-19 Pandemic. • Different sports camps will be organized next year.

Evaluation of Visual Arts Department Programme Plan 2019-2020

Visual Arts Department (G1-3) Programme Plan

Programme Summation:

The Visual Arts programme is aimed at developing students' creativity and imagination through taking part in art lessons and extra-curricular activities. By using different visual arts forms, a variety of materials and techniques to create their artwork, students' problem solving and critical thinking skills can be developed. Students are able to understand arts in context through taking part in the art making and art appreciation activities. Their independent learning skills are also enhanced.

Plan 1: Cross Curricular Integrated Learning	
Objectives	<ul style="list-style-type: none"> To strengthen the knowledge that our students learnt from different subjects. To broaden the perspective and linkage amongst different subjects.
Target	G1 to G3
Period	Terms 1-3
Description	<p>Term 1: G2 "Family Love" with the school theme of cherish yourself and your family.</p> <p>Due to the school suspension, the following projects could not be completed: Term 2: G3 "Bible Verse" with the R.E. Department Term 3: G1 "Two Sheep Across the Bridge" with the P.T.H. Department</p>
Evaluation	100% of our students completed the cross-curricular projects, they enjoyed the projects and were familiar with the topics that they had learned in other subjects.

Plan 2: Artist in School Partnership	
Objectives	<ul style="list-style-type: none"> To enrich the curriculum by introducing different topics taught by outsource artists, other institutions & organizations. To expand our students' perspective on different media of art.
Target	G1 to G2
Period	Term 1
Description	<p>Multimedia Art Workshops were arranged at the beginning of this school term:</p> <ul style="list-style-type: none"> Date: 23- 27 September 2019 Visiting Artist: Ms. Emily Wong (Professional animation artist) Grades 1 & 2: Flip Book Animation Workshop
Evaluation	During the workshops our students learnt more concepts about animation. They were proud to be able to make their own flip book.

Plan 3: Project Learning/ Collaborative Learning	
Objectives	<ul style="list-style-type: none"> To nurture students' generic skills for different projects. To develop the skills of collaboration and team work. To create large group works to be displayed around the school.
Target	G1 to G3
Period	Terms 1-3
Description	<p><u>Term 1:</u> G1: Robot Design / Tropical Fish G2: Jungle inspired by Henri Rousseau / Pictogram Design G3: Chinese Painting Bamboo/ Chinese Painting Pine Trees</p> <p><u>Terms 2 & 3:</u> Due to the school suspension, projects in Terms 2-3 were not conducted.</p>
Evaluation	100% of students participated in their collaborative projects with their artworks being displayed at school.

Plan 4: Art Appreciation	
Objective	<ul style="list-style-type: none"> To understand different styles and artists in both the Western art and Eastern art worlds. To appreciate different concepts and visual arts language behind the art piece.
Target	G1 to G3
Period	Terms 1-3
Description	<p><u>Term 1:</u> G1: Line/ 3D and 2D Concept/ Ceramic / Rene Magritte G2: Colour Wheel/ Shape/ M.C. Escher G3: Chinese Calligraphy/ Chinese Ink & Brush/ Seal Script</p> <p><u>Terms 2 & 3:</u> Due to the school suspension, students' artworks were displayed online in two phases: on eClass starting February 2020 & on a new website www.dbspd101.com starting April 2020.</p>
Evaluation	Students learned from different artists, concepts of making art and the processes from both the Western and Chinese art worlds.

Plan 5: Sketchbook (Visual Diary)	
Objective	<ul style="list-style-type: none"> To maintain a good habit of drawing from imagination or observation. To encourage their free mind and self motivation.
Target	G1 to G3
Period	Whole School Year
Description	<ul style="list-style-type: none"> Visual Diary focuses on encouraging students' observation, creativity and imagination on their own choice of topics. Positive reinforcement and feedback were given to students. Written stamps and comments were given on their visual diary, e.g. "Good work!", "Interesting ideas!", "Keep it up", "Creative mind". Stickers were provided as encouragement.
Evaluation	Students developed a habit of keeping their drawings in their visual diary. A lot of interesting topics were seen and selected by our students.

Plan 6: Art Exhibition	
Objective	<ul style="list-style-type: none"> To enable students to build confidence and a sense of belonging in artistic development. To maintain a balanced education and provide the opportunity for the students to demonstrate their creativity to the general public.
Target	G1 to G6
Period	Whole School Year
Description	<p><u>Art Exhibition - Global Citizens IV:</u> Date: 4-11 October 2019 (VIPs Preview: 4 October 2019) Venue: School Hall Art Ambassadors: 100 Students & 20 Parents</p> <ul style="list-style-type: none"> DBSPD students visited the Exhibition during Visual Arts Lessons (G1-3) and recesses (G4-6). Parents and guests visited the Exhibition afterschool. <p>Originally the Art Exhibition was to be jointly organized with the 150th Anniversary Art Exhibition from 10-13 May 2019 to October 2019; however, the 150th Anniversary Art Exhibition was postponed, while the Art Exhibition Global Citizens IV was organized as scheduled.</p> <p><u>DBSPD Open House 2020:</u> Group works and individual works were displayed at Room 101: G1: Circle of Helping Hands/ Clear Sky & Ocean inspired by R. Magritte/ Ceramic Dragonfly/ Tropical Fish G2: Angels & Demons inspired by M.C. Escher/ Jungle inspired by Henri</p>

	<p>Rousseau/ Paper Sculpture of flower blossom/ Pictogram Design G3: DBSPD Campus/ Seal Script Name Stamp Workshop: 3D Paper Sculpture: Cherry flower</p> <p><u>Community Art:</u> Students' group works were displayed outside of the school campus. -Mental Health Association -Food for Good</p>
Evaluation	Students introduced their artworks to the public through taking part in the art exhibitions. Their confidence in their artistic sense and sense of belonging to school was enhanced. Our students, their parents and friends were all delighted and enjoyed visiting our school exhibitions.

Plan 7: Art Competition	
Objective	<ul style="list-style-type: none"> To encourage students to join suitable external competitions which are held all year round.
Target	G1 to G6
Period	Whole School Year
Description	<p>Our students took part in the following competition: Title: ifva (Independent Short Film and Video Awards) Organizer: Hong Kong Arts Centre</p> <p>We displayed the poster and information about competitions on the notice board in the art room, especially the new Media Arts Competition.</p>
Evaluation	It was a new experience for the students to be able to join the Multimedia Arts Competition.

Plan 8: Cultural Adventure	
Objective	<ul style="list-style-type: none"> To enable students to build confidence and a sense of belonging in artistic development. To maintain a balanced education and provide the opportunity for the students to demonstrate their creativity to the general public.
Target	G1 to G6
Period	Term 1

Plan 8: Cultural Adventure	
Description	Term 1: A Visit to Tai Kwun Contemporary Art Exhibition Theme: Very Natural Actions Date: 10 December 2019 Time: 10:30a.m. - 1:00p.m. Participants: 25 (Students and parents/guardians)
Evaluation	96% of participants agreed that the tutor was well prepared. 94% of participants agreed that they learnt some new knowledge about contemporary art. 98% of participants agreed that they enjoyed the visit.

Plan 9: Extra-curricular Art Classes	
Objective	<ul style="list-style-type: none"> To expand the spectrum of curriculum including the multimedia arts. To enable students to familiarize themselves with using technological devices in making art.
Target	G2 to G5
Period	Whole School Year
Description	Monday: Comic Drawing & 3D Printing Tuesday: Flip Book Animation Wednesday: iMovie Editing Thursday: Stop-motion Animation in Lego Friday: Digital Sticker (New) Due to the school suspension, the whole-year courses were not finished. Only one new course on Digital Sticker was completed.
Evaluation	95% of the students agreed their tutors have good knowledge of the subject and the content of the lessons was interesting and appropriate to students' learning abilities.

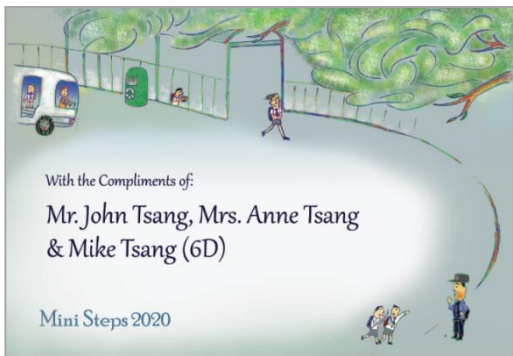
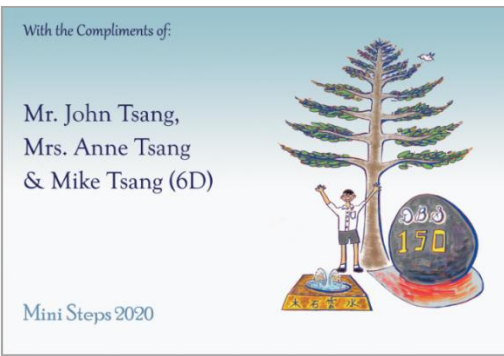
Plan 10: Teaching & Learning Initiatives	
Objective	<ul style="list-style-type: none"> To explore more strategies to cater for learners' diversity. To further develop a more challenging and comprehensive curriculum to unleash the full potential of students. To further develop students' self-learning skills.
Target	G1 to G6
Period	Visual Arts Lessons & Recesses
Description	1. More options were provided for students to achieve their learning goals. Different levels of goals were provided for different students to achieve. Students could set their goals and develop confidence from time to time by saving the

Plan 10: Teaching & Learning Initiatives	
	<p>credibility notes. Digital device projects were introduced to keep students' learning motivation through using iPad Pro or resourceful reference books at Visual Arts Room 101.</p> <p>2. Art Helpers provide service on a voluntary basis during second recess: A routine was developed for students who were self motivated to take up extra work during their recess. Students learned to be responsible and committed to perform their role. A certificate of appreciation and a badge were presented to the art helpers.</p> <p>3. The Visual Arts Room 101 was kept open during both recesses: The weakest students were encouraged to work at their own pace during both recesses.</p> <p>4. A new visual arts website was developed and uploaded for students to keep their spirit of creativity. http://www.dbspd101.com</p> <p>The content of this website includes: -Art Making Project -Online Resources -Online Gallery</p>
Evaluation	<p>Most of our students enjoyed using digital devices like iPad Pro and its applications to learn about more challenging projects. They got familiar with the use of technology in making arts.</p> <p>The Art Helpers served on a voluntary basis and were all self-motivated to spend extra time in more challenging art projects. When we kept the room open during recesses, weaker students were able to work on their own pace and complete their work.</p>

Visual Arts Department (G4-6) Programme Plan

A. Plan 1: Cross-Curricular Integrated learning	
Objective	To help students make connections between art, nature, science, history and culture.
Target	All Students
Period	Whole School Year
Description	<p>In collaboration with other subject departments:</p> <p><u>G.4 Love Your School</u></p> <p>G.4 Kaleidoscope of School Grounds</p> <p>G.4 House Flag Design* (G.6 was assigned to design flags for the Sports Day Finals which was cancelled due to school suspension).</p> <p><u>G.5-6 Love Our Society & Our World</u></p> <p>G.5 Wanted Poster*</p> <p>G5 Poverty in HK*</p> <p>G.6 Famine Activity*</p> <p>* Cross-curricular activities</p>
Evaluation	Some additional cross-curricular activities were arranged after the cross-curricular meeting, according to the themes for G.4 'Love Your School' & for G.5-6 'Love Our Society Our World'. The themes helped connect topics in the curriculum of different subjects.

Plan 2: Art In School Partnerships	
Objective	To develop the students' artistic potential through various media explorations & presentations.
Target	G1-6 Students
Period	Whole School Year
Description	<p><u>P.E. Department</u> Sports Day Cheering Flags (The Sports Day Finals on Monday, 6 Feb 2020 was cancelled)</p> <p><u>School Magazine Committee</u> Mini Steps Section Cover theme: Thomas Wong 6S27 (A subject prize winner), Zachary Yuan 5S32 & Jan Hon 4S11</p>


	<div>   </div> <p>Madagascar Almond tree</p> <p><u>Tree Management Office</u> G.4 students learned about some common trees on the school premises. They included these trees as part of their Kaleidoscope of the school grounds.</p>
Evaluation	Due to the school suspension, various workshops were cancelled. In spite of this, we were able to collaborate with other departments within the school community to conduct some cross-curricular activities.





Plan 3: Collaborative Art Projects	
Objective	Project Learning/Collaborative Learning
Target	G1-6 Students
Period	Whole School Year
Description	<p><u>Collaborative Art Projects</u></p> <p><u>G.6:</u> Vitruvian Man Figure Drawing</p> <p><u>G.5:</u> Flower of Life</p> <p><u>G.4:</u> Stain Glass Windows</p>
Evaluation	Due to the school suspension, the stain glass group project of G.4 was cancelled. G.5 & 6 completed their group projects. They enjoyed the collaborative project as it helped to build their collaborative and problem solving skills. Students that prefer to work on their own were permitted to do so in these group projects. Discussions were conducted as students shared tables in class.

Plan 4: Art Appreciation	
Objective	To build students' knowledge and understanding of the visual world.
Target	All students
Period	Whole School Year
Description	<p>Topic in Focus Each grade had a focus artwork studies topic that lasted for one term: G.4 Nature & form G.5 Patterns in nature & sacred Geometry G.6 Figures & Portraits Video's & Online Quiz (during the school suspension period) G.4-6 G.4-6 Pop art quiz G.4-6 Larger than life Sculptures Art Appreciation Outings Visible Thinking Routines: "See, Think & Wonder" and "I used to think, now I think" were used.</p>
Evaluation	The above art appreciation activities supported the art project production in class & at home. Students responded to the quiz and were also engaged in art conceptual understanding.

Plan 5: Sketchbook (Visual Diary)	
Objective	To develop creativity, imagination, building skills and processes.
Target	Students, teachers, parents and the general public
Period	Whole School Year
Description	<p>Students have a projects sketchbook & a leisure drawing journal.</p> <p>Sketchbooks were used:</p> <ul style="list-style-type: none"> • To develop ideas for projects. • In outdoor drawing sessions. • For drawing for leisure during non-art lesson times.
Evaluation	Most of the students enjoyed having a sketchbook to support their art & design thinking. It was also helpful for teachers to see students' thinking process & development for the art projects. It was also used for engaging students who finished their work early in class.

Plan 6: Student Art Exhibitions		
Objectives	To display students' artworks inside and outside of school premises. To share their art with others which help promote self-reflection and critical thinking skills through the artworks they have created.	
Target	G4-6 Students	
Period	Whole School Year	
Description	<p><u>Displays Around the School</u></p> <p>1st , 2nd & 5th Floor - Terms 1-3</p> <p><u>Open House</u></p> <p>Open House, 3J Classroom on 19 Jan 2019.</p> <p><u>G.4-6 Art Exhibition (Jointly organized with the SD)</u></p> <p>21-29 April 2020 (cancelled due to the school suspension)</p>	<p><u>Online Display</u></p> <p>Due to the cancellation of the G.4-6 Art Exhibition, students' work was displayed via Google Cassroom, Google Docs & Padlet.</p>
Evaluation	<p><u>Display Around School</u></p> <p>Students had constructive dialogue with one another, especially the G.6's portraits of the Headmaster, Headteacher & G.6 class teachers project which supported their development in art making.</p> <p><u>Open House</u></p> <p>Many parents & students enjoyed the displays which served as a point of conversation about everyday art class and students' art progress.</p> <p><u>Grade 4-6 Art Exhibition (Jointly organized with the SD)</u></p> <p>It was the first time for G.4-6 students to display the artwork they created during VA lessons on Padlet (instead of the school website). The platform was rather convenient as we were able to display a large number of artwork. We may consider using Padlet for the long term and at the same time exploring other means of display to develop students' sense of art appreciation online.</p>	

Plan 7: Art Competition	
Objective	To help students gain exposure and experience in art competitions.
Target	G4-6 Students
Period	Terms 1-3
Description	<p><u>Internal</u> G.4-5 Sports Day Flag with Mascot Design</p>  <p><u>External</u> <u>Created during art class:</u></p> <ol style="list-style-type: none"> G.4 Red Packet Design Competition Theme: 'Wildlife Conservation' Organizer: <i>Wild Aid</i> Deadline: 29 Nov 2019 G.5 Four Panel Comic Strip Drawing Theme: 'Protect Hong Kong Marine Environment' Organizer: <i>Agriculture, Fisheries and Conservation</i> Deadline: 15 Oct 2019 <p><u>Online Announcement on Google Classroom:</u></p> <ol style="list-style-type: none"> G4-6 Painting Competition - Theme: Fight Covid-19 : World Charity Painting Organizer: Asia Art Association
Evaluation	All G.4-6 students were given the opportunity to participate in different types of competitions; however most students prefer making art for enjoyment to being competitive in art.

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities in relation to art
Target	All G.4-6 Students
Period	Terms 1-3
Description	Art Exhibition Visit G.4-6 Leonardo Da Vinci – Art & Science Then & Now (Cir. 67) Date: Thurs 24 & Sun 27 October 2019 Participants: 15 students with their parent or guardian. Venue: City University Gallery
Evaluation	The Exhibition was very entertaining, interactive & engaging to students.    

Plan 9: Extra-curricular Art Classes	
Objective	To develop student's artistic potential through various media explorations.
Target	All G.4-6 Students and selected G. 1-3 Students
Period	Terms 1-3
Description	The following after-school art classes were offered to students: ECA Art Classes: Chinese Painting, Ceramics, Drawing, Mix Media Drawing, Architecture, Photography (New).
Evaluation	<ul style="list-style-type: none"> Architecture continued to be one of the most popular ECA classes. Positive feedback was shown in surveys. All survey results will be uploaded onto the VA department subject drive.

Plan 10: Teaching & Learning Initiatives	
Objective	To improve the quality of teaching and learning in VA lessons.
Target	G.4-6
Period	Second Term and Third Term
Description	<p><u>Explore Strategies for Learners' Diversity</u> (Online)</p> <p>For each project theme students were given more than one option and they could choose which project they wished to attempt depending on their interests & ability level e.g. Less is More as a theme project option:</p> <ol style="list-style-type: none"> 1. Letter Design - showing design concept Less is More 2. Comic Strip on 'Less is More' 3. Light & Dark Face – tonal drawing exercise
Evaluation	Some students enjoyed having these options but some parents got confused and thought students had to try all the options. Having said that, students that are enthusiastic did complete more than one option.

Evaluation of Religious Education Department Programme Plan 2019-2020 年度宗教科工作計劃檢討報告

A. 個人牧養工作

(一)	活動目標:	宗教科老師將向有需要學生提供個人情緒及心靈支援。
(二)	活動對象:	全體學生
(三)	推動時間:	全年
(四)	活動內容:	有需要的學生經由老師轉介或宗教科老師主動接觸，得到宗教科老師的關懷和鼓勵，以禱告將自己交托上帝。
(五)	活動檢討:	老師較以往更加主動接觸有需要學生，不少學生反應正面。唯轉介個案稀少，宗教科老師主要向自己任教班級的學生提供支援。低年班對個人牧養工作的需求偏低。也有老師反映找時間約見學生有困難。

B. 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:	宗教德育科於開學期間為新生舉行調適活動，並於課堂中介紹班名的由來，讓新生認識學校，盡快投入校園生活。
(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，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。

C. 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:	二零二零年六月
(四)	活動內容:	本科與音樂科合作，安排在試後活動時間進行班際詩歌分享。
(五)	活動檢討:	因疫情導致停課，活動取消。

D. 親子聖經班

(一)	活動目標:	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。
(二)	活動對象:	一至四年級學生及家長
(三)	推動時間:	全年
(四)	活動內容:	聚會由池嘉邦牧師夫婦到校協助主持，內容包括詩歌、遊戲及短講。一至二年級聚會於每月第二個星期二舉行，計畫全年聚會六次。三至四年級聚會則於每月第四個星期二進行，時間均為早上 8:00-8:30。
(五)	活動檢討:	一至二年級組別有 24 個親子組合參加。第一次及第四至六次聚會分別因社會事件和停課而未能舉行。三、四年級組別各有 22 個親子組合(44 人)參加。學生和家長都十分喜歡這個活動。停課期間，家長更提出透過網上平台進行聚會。三至四年級組別及一至二年級組別分別於 2020 年 5 月 25 日及 6 月 1 日進行了網上聚會。學生和家長的牧養需求殷切，建議來年繼續舉辦此活動及每次仍安排兩位老師當值。

E. 崇拜

(一)	活動目標:	透過崇拜禮儀，讓學生參與及感受對上主的敬拜和感恩。
(二)	活動對象:	全校
(三)	推動時間:	九月、十二月、四月、五月及七月
(四)	活動內容:	崇拜
(五)	活動檢討:	Rev. Fan 到校主持開學禮。Rev. Chan 主持聖誕節崇拜。本年度有九名六年級學生在接受培訓後，於崇拜時穿上禮袍，擔任輔祭(Altar Servers)，好讓崇拜的禮儀更為莊重、流暢，同時亦有助與會者投入敬拜當中。因疫情導致停課，本年度的復活節、升天節及結業崇拜因而取消。

F. 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:	本年度開放日，本科續辦「五色教室」，由當值老師以五色佈道法先向參觀的孩童及家長述說福音內容，然後進行相關手工。另外有六年班活動貧富宴當中的割房展覽及邀請基督教

		勵行會工作人員在場介紹活動。各級同學的課業作品也在場地中以不同形式展示。
(五)	活動檢討:	開放日順利完成，展示校內宗教科活動的相片。透過手工製作活動「五色教室」，讓參觀人士都有機會明白福音內容。由於累積了數年經驗所以過程非常順利，參與者也非常投入。

G. 聖經朗誦節

(一)	活動目標:	鼓勵同學參與漢語聖經協會舉辦的聖經朗誦節，透過朗誦聖經，願神的話在同學心中萌芽生長。
(二)	活動對象:	全校
(三)	推動時間:	2019 年上學期
(四)	活動內容:	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。
(五)	活動檢討:	雖然受疫情影響，本年度仍有兩位同學（2D 貝正罡及 5D 方奕峻）報名參加聖經朗誦節比賽。他們均按協會要求，提交比賽影片作賽。其中 2D 貝正罡同學在獨誦小二組分組賽上獲得亞軍。建議明年繼續鼓勵同學參加該活動，讓他們牢記神的話語。

H. 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:	擬訂不同主題，張貼相關的內容於展板上，以加強學校的宗教氣氛，增加學生對本科的興趣。 第一學期展板主題是「復和」，第二學期則以「平安」作主題。
(五)	活動檢討:	所有教師分組輪流佈置展板，除了可減輕個別教師的工作壓力，亦可讓展板的內容更豐富多樣。第三學期展板因停課關係未有更新。

I. 福音營

(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，並向慕道學生傳揚福音。
(二)	活動對象:	小六學生

(三)	推動時間:	五月二十一日
(四)	活動內容:	活動於昇天節當日在宣道園舉行。
(五)	活動檢討:	因疫情停課，活動取消。

J. 飢饉活動

(一)	活動目標:	透過飢饉活動，讓學生體驗貧富不均的社會現象，從而作出反思，學習關心貧窮人。
(二)	活動對象:	小六學生
(三)	推動時間:	2020 年 1 月 9 日
(四)	活動內容:	由於社會事件影響，原定在 11 月舉辦的飢饉活動給延期至聖誕假後。本學年繼續與 <u>基督教勵行會</u> 合作，聯同 14 位家長教師會的家長義工，一同舉辦是次飢饉活動。學生透過參與 <u>基督教勵行會</u> 同工帶領的互動討論，從而了解本地貧窮人口所面對的生活問題；隨後全體學生會給予兩片白麪包充飢，體驗貧窮人的生活。而在活動前的兩小時，家長義工已於學校按實際比例搭建了一個「劏房」，讓學生可以現場感受劏房居民的艱辛，好讓他們有更深刻的體會。
(五)	活動檢討:	<ul style="list-style-type: none"> 由於是次分組討論是由家長義工負責帶領，所以家長的參與較以往投入，他們均表示活動非常有意義，給他們帶來不少反思，希望學校能多舉辦相關活動。 今年取消了競爭"富餐"的環節，全體同學都一起體驗"貧餐"。沒有了競爭的心態，學生更能聚焦活動所帶來的訊息。 在活動後，宗教科教師與<u>基督教勵行會</u>同工隨即進入課室，與各班學生作即時的互動討論，引導學生作出個人反思。由於此做法的效果相當理想，所以建議來年亦對活動後的課堂作出調動，好讓可以作出即時跟進。 活動後，老師鼓勵學生把一天的零用錢捐出，透過<u>基督教勵行會</u>的服務幫助有需要人士，而今年所收集捐款總數為\$3,018.4，較去年多約三倍。

K. 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。

L. 早會

(一)	活動目標:	讓師生透過早會的內容，以聖經的教導洗滌心靈，預備一天的教與學。
(二)	活動對象:	全校師生
(三)	推動時間:	逢星期一、三、五早上
	活動內容:	逢星期一、五，由校長親自主領，六年級學生領袖負責帶領誦讀主禱文；逢星期三則由聖公會牧師、宗教科老師或基督徒老師配合校本活動及特訂主題輪流主領。
(五)	活動檢討:	在一天工作學習開始之前，同學有機會聆聽主道，安靜禱告，有助他們以平靜安穩的心開展新一天。但因疫情及停課，下學期早會未能進行。

M. 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
	活動內容:	設置聆聽箱，以收集同學對課題、信仰及成長等的疑問。教師可安排在課上回答同學問題，個別面談或請學校的牧師以書面形式回應。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。如有需要更會轉介學校社工作進一步輔導跟進。
(五)	活動檢討:	多年的宣傳已收到成效，今年聆聽箱所收到的字條比以往同時期略多，然而亦因停課關係令總字條數量減少。除了收到學生的需要及投訴得以跟進之外；更收到同學對生活、學校及天父的愛而感恩。 建議老師繼續鼓勵同學善用聆聽箱把相關的信仰問題及代禱事項投放在聆聽箱內。

N. 聖公會活動

(一)	活動目標:	協助聖公會相關活動之事務傳達，讓老師及同學得悉教會活動的詳情，增加對聖公會的歸屬感。
(二)	活動對象:	全校
(三)	推動時間:	全年
(四)	活動內容:	<ul style="list-style-type: none">● 代售聖公會福利協會慈善獎券，今年共籌得港幣 130,600 元正。● 本年度香港聖公會教省教育日晚禱崇拜及聖公宗教師進修會皆因疫情緣故取消。
(五)	活動檢討:	來年仍會積極參與及協助推動聖公會相關活動。

O. 教師祈禱會

(一)	活動目標:	讓教師透過祈禱，學習感恩和交託；同時藉着分享，建立教師之間彼此關心、守望的平台。
(二)	活動對象:	全體教師
(三)	推動時間:	全年
(四)	活動內容:	逢星期四早上 8:00-8:20 舉行，內容集中在分享及祈禱，同事之間為着學校、社會及個人禱告。
(五)	活動檢討:	雖然教師的日常工作十分忙碌，但祈禱會的存在確能有效地凝聚基督徒教師互相守望的力量，增進彼此的感情。即使在疫情停課期間，老師在知道停課會一直持續後，有開始每周進行網上祈禱會。

P. 教師退修營

(一)	活動目標:	按照聖經教導：「得力在乎平靜安穩」。透過舉辦退修會，讓老師能在神面前安靜、默想、禱告，以致重新得力。
(二)	活動對象:	宗教科及基督徒老師
(三)	推動時間:	12 月 20-21 日
(四)	活動內容:	教師退修營共 13 人參加，地點為道風山基督教叢林，邀請了衛理園屬靈導師柯秉蕙姑娘領會，主題為《基督的盼望》。
(五)	活動檢討:	是次退修讓同事能於忙碌的工作中抽空親近主，既有個人安靜禱告，也有彼此相交的時間，在主裡彼此建立、互相鼓勵。同事均表示這次退修對他們的屬靈生命有幫助，期待來年繼續安排退修。

Q. 添置圖書及教具

(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:	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:	已點算所有教材，並在「學校資產」內作出修正。

R. 家長團契

(一)	活動目標:	為學生家長信仰支援及分享分擔的平台，期望從家庭出發，以成熟的信仰生命陪伴孩子成長。
(二)	活動對象:	家長
(三)	推動時間:	全年
(四)	活動內容:	於每次親子聖經班隨即進行，由聖公會池牧師及師母主領；學校社工亦參與。通過考查聖經及遊戲活動，以引導並鼓勵家長學習認識追求信仰。
(五)	活動檢討:	根據家長回應及隱定出席均反映家長可以在團契中有所得著。透過牧師訊息、家長和社工彼此分享在親職和信仰問題，藉此加強了家長與學校的溝通；家長靈性上也得到支持。由於去年度三年班的家長反應熱烈，今年亦安排了小一小二和小三小四兩個組別在今學年牧養。另外，社工亦邀請了部份有負擔和資深家長關心和聯絡其他家長以加強家長之間的支援。另外，學校和家長互信關係因家長團契逐漸被建立，社工可以把對信仰有興趣的學生及家長轉介至教會繼續接受牧養。

S. 魔術佈道

(一)	活動目標:	以福音魔術與學生分享信仰，希望他們相信並接受耶穌基督為個人救主。
(二)	活動對象:	全校學生
(三)	推動時間:	五月
(四)	活動內容:	福音魔術
(五)	活動檢討:	因疫情停課，活動取消。

T. 教師團契

(一)	活動目標:	邀請未信主的老師來參加教師團契，盼望更多同工得著福音的好處。
(二)	活動對象:	全校老師
(三)	推動時間:	全年
(四)	活動內容:	詩歌，見證分享及查考聖經。
(五)	活動檢討:	因疫情及停課，未能推展。

Evaluation of Library Studies Department Programme Plan 2019-2020

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: Reading Environment and Resources	
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 School 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 resources.
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 28,000 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 School 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 and learned simple library skills. 3. G.3 and G.4 students learned the usage of electronic books, the way to use both printed and online encyclopaedia and the classification methods of library materials (Dewey Decimal Classification and Chinese Books Classification). 4. G.5 and G.6 students took turns to visit the Library during Reading Period.
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 an opportunity for students to read on their own.

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 School Year
Description	<ol style="list-style-type: none"> 1. Various cross-curricular activities were held with other Departments throughout the year. 2. The schemes of work of different departments were used as references to understand the special needs of each subject in order to support teaching and learning.
Evaluation	<ol style="list-style-type: none"> 1. Collaboration with English and Chinese Departments: Library Reading Programme <ul style="list-style-type: none"> • G.1 to G.2 English and Chinese Departments designed oral reading record books. • G.3 to G.6 participated in the reading programme held by the Hong Kong Public Libraries through the School Library. • G.4-G.6 wrote book reports. Good works were selected to participate in the 4.23 World Book Day Creative Competition 2020 Senior Primary (P4-P6) English and Chinese Categories. 2. Collaboration with Moral Education Department <ul style="list-style-type: none"> • Grade Level: G.1 – G.6 • Activity : HEIFER “Read to Feed” • This activity was cancelled due to the coronavirus pandemic.

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 School Year
Description	<ol style="list-style-type: none"> 1. Reading Programme 2. Book Fair 3. Storytelling Sessions 4. My Favourite Book Sharing Sessions 5. Books Borrowing Ranking Charts 6. Newspaper and Magazines Subscription 7. Library Cards for All Children Scheme 8. Author Visit/ Talk 9. Heifer Read to Feed Programme 10. World Book Day Celebration Week
Evaluation	<p>1. Reading Programme</p> <ul style="list-style-type: none"> ➤ G.1 to G.2 English and Chinese Departments designed oral reading record books. ➤ G.3 to G.6 participated in the Reading Programme held by the Hong Kong Public Libraries through the School Library. ➤ G.4-G.6 wrote book reports. Good works were selected to participate in the 4.23 World Book Day Creative Competition 2020 Senior Primary (P4-P6) English and Chinese Categories. ➤ 4P (23) Pang Li Zheng won the Outstanding Awards in the 4.23 World Book Day Creative Competition 2020 Senior Primary (P4-P6) English Categories. <p>2. Book Fair</p> <p>The Book Fair was held on the Parents' Day, 11 January 2020. 7 companies were invited to set up sales stalls. They provided English, Chinese, religious education and science reading materials and educational computer software for students, parents and teachers to purchase.</p> <p>3. Storytelling Sessions</p> <ul style="list-style-type: none"> ➤ There were 212 volunteers who joined the storytelling team this year. Two briefing sessions were held for the parents on 24 October 2019. ➤ Due to the social issues in November 2019 and the coronavirus pandemic, the storytelling team only conducted 2 storytelling sessions for G.1 and G.2 students in December 2019. All the other storytelling sessions were cancelled. <p>4. My Favourite Book Sharing Session</p> <ul style="list-style-type: none"> ➤ G.3 students took turns to present one of their favourite books during library lessons. The aim was to enhance the reading culture among our boys. Students were very interested in the books that their classmates presented. ➤ Some students were not able to finish the presentations due to the school suspension and cancellation of the Library lessons after school resumption. Those students would finish their

	<p>presentations in G.4.</p> <p>5. Books Borrowing Ranking Charts These borrowing ranking charts gave students the incentives to borrow more books in order to get a higher ranking for themselves and their own classes.</p> <p>6. Newspapers and Magazines Subscription <u>Newspapers Subscription</u></p> <ul style="list-style-type: none"> ➤ 190 students subscribed to Goodies, 133 students subscribed to Junior Standard, 43 students subscribed to the South China Morning Post, 32 students subscribed to 明報 and 38 students subscribed to 星島日報 this school year. ➤ Due to the school suspension, the printed newspaper had not been delivered since February 2020. The teacher-librarian sent emails to each individual subscriber on 17 February 2020 through the eClass email to inform them about the details of using electronic newspapers to replace the printed newspapers until the end of this school year. <p><u>Magazines Subscription</u></p> <ul style="list-style-type: none"> ➤ 59 students subscribed to 小學生文藝月刊, 48 students subscribed to English Corner and 39 students subscribed to English Channel. <p>7. Library Cards for All Children Scheme This activity was postponed to the next school year due to the school suspension.</p> <p>The following activities were cancelled due to the school suspension:</p> <ol style="list-style-type: none"> 1. Author Visit/ Talk 2. Heifer Read to Feed Programme 3. 4.23 World Book Day Celebration
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Plan 5: Student Librarians 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	Selected Student Librarians
Period	Whole School 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"> • There were 56 student librarians in total this year. • The student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training.
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Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library.
Target	All Students
Period	Whole School Year
Description	Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.
Evaluation	The promotion drew students' attention to new library books which were of good quality. These books were usually reading materials that students had not noticed in the School Library before. Once introduced in the promotion, these items would be frequently enquired by the students.

Evaluation of Computer Studies Department Programme Plan 2019-2020

Programme Summation:

In the school year 2019/20, 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. Students were exposed to more STEM learning experiences and basic knowledge of computer programming. Students also practised a lot of e-learning during the school suspension.

Programme Evaluation:

1. IT Directors/ IT Captains	
Objective(s):	<ul style="list-style-type: none"> To help students develop fine qualities and skills, such as leadership and cooperation. To help students develop a sense of responsibility and heighten their awareness about ethical issues when using computer or Information Technology.
Target:	G4 to G5 students
Period:	Sept 2019 – July 2020
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 nd recess on Monday, Tuesday, Wednesday, and Thursday. Students from G5 were selected as team leaders.
Evaluation:	<ul style="list-style-type: none"> A total of 25 IT Captains and 5 IT Directors were recruited in September 2019. IT officers and teachers gave positive feedback on their performance.

2. External Competitions	
Objective(s):	<ul style="list-style-type: none"> 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 learning 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 2019 – July 2020
Description:	Hong Kong Primary Schools Olympiad in Informatics 2019/20
Evaluation:	Result of the competition: Six students entered the Final Round of competition of the Hong Kong Primary Schools Olympiad in Informatics (HKPSOI) after the Heats Event. The Final Competition was cancelled due to the pandemic and school suspension. Students received certificates of participation from the organizer.
Description:	World Robot Olympiad Competition Hong Kong Regional Selection
Evaluation:	Results of the competition: ➤ One 1 st Prize in Regular Elementary ➤ Two 3 rd Prizes in Regular Elementary Our School Robotics Team participated in the World Robot Olympiad Competition. Students achieved excellent results in the competition.
Description:	22nd HK Youth Science and Technology Innovation Competition – Research.
Evaluation:	Result of the competition: ➤ 3 rd Place Merit Award A Grade 5 student submitted a research paper and received recognition from the organizer.

3. STEM Learning Activities	
Objective(s):	<ul style="list-style-type: none"> 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 learning skills. To stimulate students' interest in learning computer technology. To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology. To help students develop fine qualities and skills, such as leadership and cooperation.
Target:	G1 to G6 students
Period:	Sept 2019 – Dec 2019
Description:	<ul style="list-style-type: none"> All students from G.1 to G.6 participated in the STEAM lessons with outsource lesson providers. G.1-2 learnt to program Dash to perform tasks by using the coding software Blockly on iPad. (Dash & Dot) G.3-4 learnt to assemble and program mBot during lessons. G.5-6 students learnt to program micro:bit. G.6 students learnt TinkerCad and 3-D Printing.
Evaluation:	Students achieved meaningful learning and developed interests in robots, technology and coding. Students were able to present the knowledge and skills they acquired on the day of the School Open

	House.
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4. Extended Learning Weeks	
Objective(s):	<ul style="list-style-type: none"> 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 learning 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 G3 and G6 students
Period:	June 2020 – July 2020
Description:	CS-related activities.
Evaluation:	Extended Learning Weeks were cancelled due to the school suspension.

5. Seminar (Internet Safety)	
Objective(s):	To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology
Target:	G1 to G3 students
Period:	June 2020
Description:	An Internet Safety Seminar.
Evaluation:	The seminar was cancelled due to the school suspension.

6. Extra-curricular Activities	
Objective(s):	To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
Target:	G5 - G6 students
Period:	Oct 2019 – Apr 2020
Description:	ECA classes and competitions.
Evaluation:	Activities were cancelled due the school suspension.

7. Collaboration with G.S. Department	
Objective(s)	To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
Target:	G4 to G6 students
Period:	Feb 2020 to May 2020
Description:	Collaboration lessons with the G.S. Department.
Evaluation:	Collaboration was cancelled due the school suspension.

Evaluation of Moral Education Department Programme Plan 2019-2020

Programme Summation & Evaluation:

This year's programme continued to focus on promoting appreciation and caring attitude amongst students. The Department had planned to collect data at the end of this school year through the user-defined survey adopted last year from the Assessment Program for Affective and Social Outcomes (APASO). The data could then be compared with that obtained in the previous school year to reflect the development of values and attitudes amongst students. However, after four months of school suspension, data collected at the end of the school year would not be so indicative and the survey was therefore not carried out.

Programme Evaluation:

1. G.1 Adaptation Workshop	
Objective(s):	To organize talks and workshops to promote moral values and social skills amongst students.
Target:	G.1 Students
Period:	13 September 2019
Description:	A social worker from an NGO was invited to conduct the workshop, which pinpointed some differences between kindergarten and primary school, as well as how students could tackle the children's transition from kindergarten to primary school.
Evaluation:	The workshop strengthened G.1 students' self-management skills and promoted their sense of responsibility. These skills and values helped G.1 students prepare for the changes and adapt to their primary school life.

2. Developmental Talks, Activities and Workshops	
Objective(s):	<ul style="list-style-type: none"> ● To organize talks and workshops to promote moral values and social skills amongst students. ● To organize talks and workshops to help students learn to appreciate rather than criticizing others.
Target:	All Students
Period:	September 2019 – July 2020
Description:	<ul style="list-style-type: none"> ● Two educational talks about the situation of orphans in Qinghai (for G.1-4 students) and climate & poverty (for G.3-6 students) were held in September 2019. ● Another educational talk about values and types of volunteer services was held in January 2020. The Agency for Volunteer Service was invited to deliver the talk to G.3-6 students. ● During the school suspension from February to May 2020, online character-building activities were held for G.3 to G.6 students. Videos were shown and discussions were held to foster students' moral values. The topics of these activities included time-management (G.3 & G.4), righteousness and compassion (G.4), sense of responsibility (G.5), spam and netiquette (G.5), meaning of study (G.6), and friendship (G.6).

	<ul style="list-style-type: none"> In order to promote appreciation, two classroom activities were conducted, one for G.2 students and the other one for G.5-6 students. In the activities, students identified the strengths of the main characters in stories.
Evaluation:	<ul style="list-style-type: none"> The three educational talks fostered students' caring attitudes. Students understood more about the hardship of underprivileged people and how they could help to make a difference. Students were also encouraged to participate more in volunteer service. There were altogether seven online character building activities, one for G.3 students and two for each of the senior grades. In average, fifty-three students participated in each activity. The feedback was positive. Students considered that they learnt more about the topics, with a mean rating 3.3 out of 4. Through the stories and discussions in the two classroom activities, students learned to recognise the strengths and kind acts of others. They were also encouraged to have greater acceptance towards others and make use of their strengths to help each other.

3. Professional Development Activities

Objective(s):	<ul style="list-style-type: none"> To involve more teachers in subject-related professional development activities for teachers to get exposure to new ideas and technologies, especially in developing students' creativity and critical thinking.
Target:	Moral Education Teachers
Period:	September 2019 – July 2020
Description:	As last year, teachers were invited to attend professional development activities to strengthen learning and teaching. It was planned to have three teachers attending professional development activities this year.
Evaluation:	Information about two professional development activities was circulated amongst teachers from September to December 2019, but teachers were unable to attend the activities due to the school suspension from February to May 2020. Teachers were encouraged to attend professional development activities next school year.

4. Parents' Workshops

Objective(s):	To conduct workshops to promote effective parenting skills amongst parents.
Target:	All Parents of Students
Period:	October 2019 – June 2020
Description:	<ul style="list-style-type: none"> A 3-session workshop was held for parents of G.1-3 students. The workshop talked about how to raise happy and emotionally healthy children through Play Therapy and through practice of mindfulness. Another 3-session workshop about nurturing adolescent children was held for parents of G.4-6 students. The school social worker hosted the entire workshop for parents of G.1-3 students and one session of the workshop for parents of G.4-6 students. The remaining two sessions of the workshop for parents of G.4-6 students were hosted by a guest speaker, who was a social worker from an NGO. There were 25 parents attending each workshop.
Evaluation:	<ul style="list-style-type: none"> Parents were keen to enroll in the workshops, but each workshop was limited to 25 participants to facilitate adequate interactions and sharing

	<p>amongst participants.</p> <ul style="list-style-type: none"> • Parents participated in the workshops gave very positive feedback. Both of the workshops were found to be useful as indicated by more than 88% of the participants. • The Department had planned to organize another workshop for parents of G.1-3 students, but due to the school suspension, it was cancelled. As many parents were interested in the topics and the feedback was so positive, it was worthwhile to organize workshops of similar topics next school year.
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5. Read to Feed Programme	
Objective(s):	To organize experiential activities and service programmes to promote pro-social behaviour amongst students.
Target:	G.1-2 Students
Period:	February – March 2020
Description:	The School has been participating in the Read to Feed programme organised by Heifer International – Hong Kong for many years. Through the programme, students understood the need of poor people in China and had an opportunity to take some actions to help.
Evaluation:	Due to the school suspension, the School could not launch the programme this year. The School will continue to participate in the programme next school year.

6. Service Learning and Life Education Tour	
Objective(s):	To organize experiential activities and service programmes to promote pro-social behaviour amongst students.
Target:	G.4-6 Students
Period:	8-12 April 2020
Description:	It was planned to visit an elderly home, an orphanage and a recycling centre so as to promote students' understanding about the welfare services in Taiwan and to inspire them to think about how they can contribute to the welfare of people in the local and global communities in the future.
Evaluation:	Twenty-four G.4-6 students enrolled in the tour. However, due to the school suspension, the tour was cancelled. It will be re-organised next school year.

7. Talk on Healthy Use of Computer	
Objective(s):	To organize talks and workshops to promote moral values and social skills amongst students.
Target:	G.1-3 Students
Period:	May – July 2020
Description:	The talk was jointly organised with the C.S. Department. It was aimed to enhance students' awareness of the importance of healthy use of computer.
Evaluation:	Due to the school suspension, the talk was cancelled. It will be re-organised next school year.

Evaluation of Electives Department Programme Plan 2019-2020

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 75 courses on offer in 2019-2020. 55 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 further develop a more challenging and comprehensive curriculum to unleash the full potential of students	<p>There were 75 courses on offer in 2019-2020. They could be classified into four main areas: Art & Sport, Language & Culture, Science and Personal Development.</p> <ul style="list-style-type: none">● New elements in elective curriculum: Puzzle (using iPad), Creative Innovator, Physics Experiments (Electromagnetism), Archery, Squash and Molkky and Dodgebee.● 5 Art courses provided basic art and design knowledge, such as Drawing, 3D Sculpture, 中國畫 and Urban Design.● 11 Sports courses provided different learning areas, such as Rope Skipping, Taekwondo, Hockey, Yoga, Squash, Molkky and Dodgebee and Archery.● 11 Language courses offered basic language and cultural knowledge, such as Japanese, French, African Culture, German, Chinese Food Culture and Chinese Handmade Traditional Toys & Play Culture.● 21 courses adopting the scientific approach were specially designed. Creative Innovator, VR & AR, Paper Circuit, Science Workshops, Toy Science, 天文實驗班, Science Adventure Builder, Advanced Astronomy Exploration, 3D Printing, CoSpaces Advanced VR, Food Science, Zoology for Kids, etc. provided students with a rare and precious chance to get to know more about astronomy and science.● 27 courses such as Outdoor Survival Skills, Fair Trade Club, Team Building Workshop, Stormy Chefs, Money Management, Etiquette and DIY Xmas Gift enhanced students' personal development.	
	To maintain a balance of courses of different learning areas to be provided in the electives curriculum		
2	To emphasize life-wide learning (students learn in real context and authentic setting). The experiential learning experiences enable students to acquire knowledge	We offered the following real and authentic learning situations which facilitated students' learning:	
		Electives	Activities / Outings
		Etiquette	Students practised table manners in Outback Steakhouse
		Rock Climbing	Outing to the Spotlight Recreation Club (博藝會)
		Toy Science	Students played giant bubbles / boomerang in the field
		天文實驗班	Outing to the Hong Kong Space Museum

	that is not covered in regular classroom learning	Science Adventure Builder	Outing to the Zero Carbon Building
		<ul style="list-style-type: none"> ● Tutors/Teachers of the Science related electives (Science Workshop, Science Adventures, Paper Circuit, 天文實驗班, Science Adventure Builder and Advanced Astronomy Exploration) organized different experiments to develop students' science processing knowledge, interest and skills. ● Tutors of the African Culture Elective, Japanese & French are native speakers of those languages. 	
3	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations	<ul style="list-style-type: none"> ● 55 courses were delivered by out-sourced organizations. Students were given a lot of exposure and opportunities to interact with tutors from the out-sourced organizations. ● Students were grouped into the Electives with schoolmates of other levels and classes. This experience enhanced their interpersonal skills. 	
4	To let students choose the electives that best suit their learning styles	<p>The Electives courses for each student were first allocated by an Elective Selection Programme, and then modified manually by teachers to ensure the allocation fit the students' learning styles.</p> <p>The Electives were allocated with reference to students' priority listed on their application form. Each student was assigned to at least one of his first three choices of an Elective course in one of the main learning domains.</p>	
5	To further develop students' self-learning skills	<p>We support students to become effective independent learners. Electives such as Learn from Games, LEGO, Be a SMART Learner, Basic Outdoor Survival Skills, Room Escape Challenge and Maths Problem Solving Strategies, etc. were offered to develop their skills which are categorized as follows:</p> <ol style="list-style-type: none"> 1. Social Skills: To work, learn and recreate collaboratively with others. 2. Thinking Skills: To create meaning, gain understanding, make judgments, make good decisions, self-analyse and reflect. 3. Information Skills: To be empowered and to recognize, reflect and apply information where necessary. 4. Self-management Skills: To manage themselves as an individual or in group situations, and focus on the task in hand and work through distractions. 5. Self-learning Skills: To initiate, plan, carry out, evaluate and adjust learning activities autonomously. 	

6	To promote STEAM education	Students’ STEAM learning experiences were broadened through the provision of various electives to cater for their interests and abilities, and to unleash their potentials in STEAM-related areas.																																																																																																																																															
		Electives	Science	Technology	Engineering	Art	Maths	Mathematical Games					✓	Maths Problem Solving Strategies					✓	Science Adventures	✓					天文實驗班	✓					Toy Science	✓					Paper Circuit	✓	✓	✓			Science Adventure Builder	✓	✓	✓			Advanced Astronomy Exploration	✓					Creative Innovator	✓	✓	✓		✓	Science Workshop I	✓				✓	Science Workshop II	✓	✓	✓		✓	3D Printing	✓	✓	✓		✓	Food Science	✓					Zoology for Kids	✓					VR & AR	✓	✓				Creative Computing with Scratch Programming	✓	✓				Coding: Swift Playground	✓	✓				CoSpaces Advanced VR	✓	✓				Learn from Games	✓	✓	✓		✓	Introduction to Machine Learning	✓	✓	✓		✓	Physics Experiments	✓	✓	✓		✓	Urban Design		✓		✓		3D Sculpture		✓		✓	
		Electives	Science	Technology	Engineering	Art	Maths																																																																																																																																										
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		Advanced Astronomy Exploration	✓																																																																																																																																														
		Creative Innovator	✓	✓	✓		✓																																																																																																																																										
		Science Workshop I	✓				✓																																																																																																																																										
		Science Workshop II	✓	✓	✓		✓																																																																																																																																										
		3D Printing	✓	✓	✓		✓																																																																																																																																										
		Food Science	✓																																																																																																																																														
		Zoology for Kids	✓																																																																																																																																														
		VR & AR	✓	✓																																																																																																																																													
		Creative Computing with Scratch Programming	✓	✓																																																																																																																																													
		Coding: Swift Playground	✓	✓																																																																																																																																													
		CoSpaces Advanced VR	✓	✓																																																																																																																																													
		Learn from Games	✓	✓	✓		✓																																																																																																																																										
		Introduction to Machine Learning	✓	✓	✓		✓																																																																																																																																										
		Physics Experiments	✓	✓	✓		✓																																																																																																																																										
		Urban Design		✓		✓																																																																																																																																											
3D Sculpture		✓		✓																																																																																																																																													

**Financial Position of Diocesan Boys' School
2018/19 School Year**

**[Consolidated - Primary Division and Secondary Division (exclude Boarding School)]
(Figures are based on audited account)**

	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)	54%	N.A.
School Fees	N.A.	38%
Donations, if any	N.A.	4%
Other Income, if any	0%	4%
Total	54%	46%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	71%	
Operational Expenses (including those for Learning and Teaching)	15%	
Fee Remission / Scholarship ¹	5%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.39 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	7.17 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

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

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%.

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).*

Students' Achievements 2019/2020

A. PE Department

1. **All Hong Kong Inter-Primary Schools 5-a-side Football Competition**
 - 3rd Runner-up
2. **Kowloon South Area Inter-Primary Schools Swimming Competition**
 - Boys' A Grade – Champion
 - Boys' B Grade – Champion
 - Boys' C Grade – 2nd Runner-up
3. **Kowloon South Area Inter-Primary Schools Football Competition**
 - Champion
4. **All Hong Kong Schools Jing Ying Badminton Tournament 2019-2020**
 - 1st Runner-up in Boys' Single – Aaren Sum (6M)
 - 4th Runner-up in Boys' Single – Jasper Chan (6J)
5. **Kowloon South Area Inter-Primary Schools Athletics Competition**
 - Boys' A Grade – Champion
 - Boys' B Grade – Champion
 - Boys' C Grade – 2nd Runner-up

B. Music Department

- 2019 Hong Kong Youth Music Interflows, Symphony Orchestra Contest
 - Senior School Orchestra – Gold Award

C. English Department

1. **71st Hong Kong School Speech Festival Words and Movement Competition**
 - English Performing Arts Team – First Place
2. **71st Hong Kong School Speech Festival Improvised Dramatic Scenes Competition**
 - English Performing Arts Team (Team 1) – First Place
 - English Performing Arts Team (Team 2) – Second Place

D. Mathematics Department

1. **Hua Xia Cup (華夏盃) 2020**
 - Individual Awards
 - ✧ 1st Class Award – 96 Students
 - ✧ 2nd Class Award – 45 Students
 - ✧ 3rd Class Award – 28 Students
 - Team Awards
 - ✧ Overall 1st Runner Up
 - ✧ Grade 2 – Champion
 - ✧ Grade 4 – Champion

2. **22nd Sheng Kung Hui Primary Schools Mathematics Olympiad Competition**
 - Individual Awards
 - ✧ Champion – 1 Student
 - Team Award
 - ✧ 1st Runner Up
3. **Asia International Mathematics Olympiad (AIMO)**
 - 95 Students passed in the online competition
 - ✧ Grade 1– 22 Students
 - ✧ Grade 2– 20 Students
 - ✧ Grade 3– 18 Students
 - ✧ Grade 4–15 Students
 - ✧ Grade 5– 12 Students
 - ✧ Grade 6– 8 Students
4. **Hua Xia Cup Semi-final Competition 2020**
 - Individual Awards
 - ✧ Outstanding Award – 6 Students
 - ✧ 1st Class Award – 18 Students
 - ✧ 2nd Class Award – 24 Students
 - ✧ 3rd Class Award – 4 Students

E. Computer Studies Department

1. **2019 World Robot Olympiad Hong Kong Regional Selection**
 - One 1st Prize in Regular Elementary
 - Two 3rd Prizes in Regular Elementary
2. **22nd HK Youth Science and Technology Innovation Competition – Research**
 - 3rd Place Merit Award
3. **第一屆世界 STEM 暨常識公開賽（初賽）**
 - G.2: One Gold Award and one Silver Award
 - G.3: Two Gold Awards and two Bronze Awards
 - G.4: One Silver Award
 - G.5: One Gold Award
 - G.6: One Silver Award

F. Electives Department

1. **Hong Kong Go Championship 2019**
 - Group Champion
 - 2nd Runner-up in Group D
 - 2nd Runner-up in Group C2
2. **第二屆楊士海盃全港學界圍棋大賽**
 - Go School Team – Primary School Team 2nd Runner-up