

Diocesan Boys' School Primary Division



Annual School Plan 2017-2018



Vision and Values

We believe we should

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

Vision Statement

From these values the vision statement is built.

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

Mission

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

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

- To offer a balanced education for the development of the WHOLE person.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.



- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.
- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.
- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

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



Table of Contents

		Page
1.	Annual School Plan 2017-2018	5
2.	Plan on the Use of Capacity Enhancement Grant 2017-2018	11
3.	English Department Development & Programme Plan	15
4.	Chinese Department Development & Programme Plan	21
5.	Mathematics Department Development & Programme Plan	28
6.	General Studies Department Development & Programme Plan	37
7.	French Department Programme Plan	46
8.	Putonghua Department Programme Plan	52
9.	Music Department Programme Plan	56
10.	Physical Education Department Programme Plan	60
11.	Visual Arts Department Programme Plan	64
12.	Religious Education Programme Plan	74
13.	Library Studies Programme Plan	79
14.	Computer Studies Programme Plan	86
15.	Moral Education Programme Plan	90
16.	Electives Department Programme Plan	94



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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Curriculum & Assessment						
1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students	1.1.1 To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies	Sept 17 - July 18	<ul style="list-style-type: none"> 80% of teachers will implement collaborative or other innovative teaching strategies in CLP 80% of teachers agree that they have applied collaborative or other innovative teaching strategies. 50% of teachers will attend talks/workshops/ seminars on developing teaching pedagogies. 	<ul style="list-style-type: none"> Through lesson plans and records of CLP Through weekly Subject Collaborations Through Stakeholders' Survey 	HoDs of Chi, Eng, Maths and GS	NIL
2. Student Learning and Teaching						
2.1 To further develop students' self-learning skills	2.1.1 To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves	Sept 17 - July 18	<ul style="list-style-type: none"> 100% of teachers will adopt flipped classroom mode of teaching at least once per term. 80% of teachers will incorporate challenging questions or higher-order thinking for CLP. 100% teachers will incorporate students' collaborative learning activities in CLP. 	<ul style="list-style-type: none"> Through lesson plans and records of CLP Through weekly Subject Collaborations 	HoDs of Chi, Eng, Maths and GS	NIL

3. Student Support						
3.1 To design a New framework of personal growth programme for implementation in all grade levels	3.1.1 To set up a framework of leadership training programme and service programme for all students	Sept 17 - July 18	<ul style="list-style-type: none"> • Leadership training programmes will be organized for students in all grade levels at least once a year. • Over 80% students will participate in school service programme. 	<ul style="list-style-type: none"> • Stakeholder's survey (teachers and students) 	Natalie Ng (DHT)	All Class Teachers

Major Concern: Second Priority – Management & Organization; Partnership

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. School Management						
1.1 To have closer communication and a better alignment of work between the Secondary and Primary Divisions for the ongoing development of the School	1.1.1 To work more closely between the Secondary and Primary Divisions and have more collaboration	Sept 17 - July 18	<ul style="list-style-type: none"> School administrators of the Primary and Secondary Divisions will meet to share good practices for enabling better understanding, communication and planning of school management priorities at least twice a year. 	<ul style="list-style-type: none"> Minutes of the administrators' meetings 	Ms. Lo (HT)	Key Administrators of the PD & SD
2. Professional Leadership						
2.1 To continue to develop the leadership role of the middle management team so that	2.1.1 To require all administrators to engage in professional training provided by the EDB or through	Sept 17 - July 18	<ul style="list-style-type: none"> All administrators will engage in professional training provided by the EDB (or other educational institutes) or 	<ul style="list-style-type: none"> Teachers' feedback (after administrators' sharing) 	Susanna Chung (DHT)	<ul style="list-style-type: none"> All STs All HoDs All Panel Chairpersons

teaching and learning will be more effective	organizing school exchange		<p>participate in professional sharing in school exchange at least twice a year.</p> <ul style="list-style-type: none"> Each administrator will give a professional sharing within the department after attending a workshop, seminar or school visit this school year. 			
3. Partnership						
3.1 To further enhance the communication between teachers and parents	3.1.1 To set up a platform to create trusting relationships among teachers and parents where appreciation and gratitude are emphasized	Sept 17 - July 18	<ul style="list-style-type: none"> School Social Workers will conduct at least two parents workshops this school year. An online platform will be used to enhance the communication between teachers and parents. 	<ul style="list-style-type: none"> Questionnaire for collecting feedback from parents Stakeholder's survey (Teachers and parents) 	Natalie Ng (DHT)	All Teachers

Major Concern: Third Priority – Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Attitude & Behaviour						
1.1 To enhance students' learning motivation and help them take more initiatives in their learning	1.1.1 To help students understand their potential and foster the sense of achievement of students in making improvement	Sept 17 – July 18	<ul style="list-style-type: none"> One class meeting will be held in each term, in which teachers will discuss and list out students who require support in unleashing their potential. Teachers will also work out a guidance plan to offer support to each of these students. In the class meetings in Term 2 and Term 3, teachers will nominate students who have shown obvious improvement in: <ol style="list-style-type: none"> behaviour and academic result 	<ul style="list-style-type: none"> Minutes of class meeting Number of students who receive the "Improvement Awards" 	All Teachers	Award Certificates

			<p>These students will be presented the “Improvement Award” during the morning assembly.</p> <ul style="list-style-type: none"> • Those classes that have made the best improvement in each of the two categories will be presented the “Most Improved Class Award” in the “Be a Better Me” Programme in Term 2 and Term 3. 	<ul style="list-style-type: none"> • Result of the “Be a Better Me” Programme 		
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PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2017-2018

Name of school: Diocesan Boys' School Primary Division

Means by which teachers will be consulted: Staff Meeting

No. of operating classes: 30

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Elective courses	<p>To employ the following organizations and part time tutors to develop and conduct electives for our students:</p> <p>Term 1– Term 3</p> <ul style="list-style-type: none"> ◆ Achievers Track Company Limited ◆ Active Concept Limited 	<p>To provide various choices of electives for students to broaden their knowledge and horizon. There are 22 sessions of around 1 hour each in terms 1-3. Each session lasts from 1:50 p.m. to 2:50 p.m.</p> <p>Courses offered: Term 1– Term 3</p> <p>Achievers Track Company Limited:</p> <ul style="list-style-type: none"> ◆ 天文實驗班(Terms 2 & 3) ◆ Advanced Astronomy Exploration (Terms 2 & 3) ◆ 初級紙製電路 (Paper Circuit) (Terms 1 & 2) ◆ Science Adventure Builder (Term 1) ◆ Toy Science (Terms 1 & 3) <p>Active Concept Limited:</p> <ul style="list-style-type: none"> ◆ Be a Magician ◆ Juggling Matrix (Terms 2 & 3) ◆ MONOPOLY (strategy & fun) (Terms 1 & 3) ◆ Room Escape Challenge 密室解難 (Term 1) 	<ul style="list-style-type: none"> ◆ Boys will be able to participate in electives which provide basic knowledge in the area of language and culture: Go culture, Japanese language and African culture. ◆ Boys will be able to participate in electives which provide basic knowledge in personal management: Money management, magic , leadership training, memory booster programme, elementary cooking, board games, team building, outdoor survival skills and room escape challenge ◆ Boys will be able to participate in electives which provide basic knowledge in the area of science: Astronomy, mathematics, paper circuit, electronic engineering, 3D printing and science activities. 	<p>There are 22 sessions of around 1 hour each in terms 1-3.</p> <p>Term 1 Weekly sessions from 29 Sept to 24 Nov 2017 (8 sessions)</p> <p>Term 2 Weekly sessions from 1 Dec 2017 to 9 Mar 2018 (7 sessions)</p> <p>Term 3 Weekly sessions from 16 Mar to 1 June 2018 (7 sessions)</p>	<p>There are 22 organizations and part time tutors delivering 47 electives.</p> <p>Achievers Track Co. Limited:</p> <ul style="list-style-type: none"> ◆ 天文實驗班 \$2,300 × 14 = \$32,200 Learning material: \$7,000 ◆ Advanced Astronomy Exploration \$2,800 × 14 = \$39,200 Learning material: \$14,750 ◆ 初級紙製電路 (Paper Circuit) \$2,800 × 15 = \$42,000 Learning material: \$14,750 ◆ Science Adventure Builder \$2,800 × 8 = \$22,400 Learning material: \$7,875 ◆ Toy Science \$2,300 × 15 = \$34,500 Learning material: \$8,400 <p>Active Concept Limited:</p> <ul style="list-style-type: none"> ◆ Be a Magician \$950 × 22 = \$20,900 Learning material: \$3,000 ◆ Juggling Matrix \$925 × 14 = \$12,950 ◆ MONOPOLY (strategy & fun) \$925 × 15 = \$13,875 Learning material: \$2,400 ◆ Room Escape Challenge 密室解難 \$1,350 × 8 = \$10,800 Outing costs: \$4,500 	<ul style="list-style-type: none"> ◆ Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities. ◆ Students' improvement in the knowledge of chess and sports activities ◆ Students' capability in applying personal management and money management skills in daily life 	<ul style="list-style-type: none"> ◆ Number of enrolment in each elective. ◆ Teachers', parents' and students' feedback collected through questionnaires 	Susanna Chung

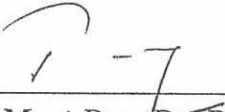



◆ Active Kids Limited	◆ African Culture Connection (HK) Limited	African Culture Connection (HK) Limited: ◆ Science Adventures ◆ Stormy Chefs ◆ The Chess Academy	◆ Boys who are interested in sports will be able to learn sports : rope skipping, hockey, rugby, handball and rock climbing. ◆ Boys will be able to participate in electives which provide advanced knowledge in drawing (Drawing on the Right Side of the Brain® Workshop), Go culture and Japanese.	◆ Active Kids Limited: ◆ Science Adventures $\$2,500 \times 22 = \$55,000$ ◆ Stormy Chefs $\$2,500 \times 22 = \$55,000$ ◆ The Chess Academy $\$2,500 \times 22 = \$55,000$ African Culture Connection (HK) Limited: ◆ African Culture $\$2,400 \times 15 = \$36,000$ ◆ African Performing Art Workshop $\$2,400 \times 7 = \$16,800$ ◆ Rock Climbing $\$2,000 \times 22 = \$44,000$			
	◆ Dove Tales Theatre Limited	Dove Tales Theatre Company Limited: ◆ English Performing Art					
	◆ Arthome 藝術家-鄭志明	Arthome 藝術家-鄭志明: ◆ Drawing on the Right Side of the Brain® Workshop (Terms 1 & 2) ◆ 3D Sculpture (Term 3)					
	◆ Big Dipper Studio Limited	Big Dipper Studio Limited: ◆ VR & AR (Term 2)					
	◆ CheerUpPro Consultant Limited	CheerUpPro Consultant Limited: ◆ Chinese Food Culture 中國傳統飲食文化 (Terms 1 & 3) ◆ Basic Outdoor Survival Skills 求生技能初探 (Term 1) ◆ Team Building Workshop					
	◆ Edvenue Limited	Edvenue Limited: ◆ International Corner ◆ Be a SMART Learner (Terms 1 & 3) ◆ 通識達人 (Term 2) ◆ Think to Speak 環保小先鋒 (Term 1)					
◆ Dove Tales Theatre Limited	◆ Arthome 藝術家-鄭志明	Arthome 藝術家-鄭志明: ◆ Drawing on the Right Side of the Brain® Workshop (Terms 1 & 2) ◆ 3D Sculpture (Term 3)	◆ Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.	Dove Tales Theatre Company Limited: ◆ English Performing Art $\$1,400 \times 22 = \$30,800$ Learning material: \$8,000			
	◆ Big Dipper Studio Limited	Big Dipper Studio Limited: ◆ VR & AR (Term 2)					
	◆ CheerUpPro Consultant Limited	CheerUpPro Consultant Limited: ◆ Chinese Food Culture 中國傳統飲食文化 (Terms 1 & 3) ◆ Basic Outdoor Survival Skills 求生技能初探 (Term 1) ◆ Team Building Workshop					
	◆ Edvenue Limited	Edvenue Limited: ◆ International Corner ◆ Be a SMART Learner (Terms 1 & 3) ◆ 通識達人 (Term 2) ◆ Think to Speak 環保小先鋒 (Term 1)					
	◆ African Culture Connection (HK) Limited	African Culture Connection (HK) Limited: ◆ Science Adventures ◆ Stormy Chefs ◆ The Chess Academy					
	◆ Active Kids Limited	Active Kids Limited: ◆ Science Adventures ◆ Stormy Chefs ◆ The Chess Academy					

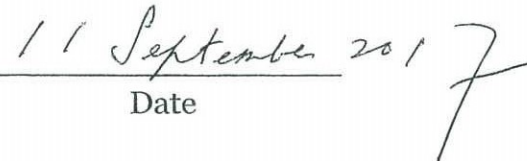
		<ul style="list-style-type: none"> ◆ 探索侏羅紀(Terms 2 & 3) ◆ (B.Y.O.P.)3D Modelling & Printing ◆ Be a SMART Leader (Term 3) 			<ul style="list-style-type: none"> ◆ 探索侏羅紀 $\\$2,900 \times 14 = \\$40,600$ ◆ (B.Y.O.P.) 3D Modelling & Printing $\\$3,465 \times 22 = \\$76,230$ ◆ Be a SMART Leader $\\$2,900 \times 7 = \\$20,300$ 			
	◆ Hong Kong Children's GO Academy	Hong Kong Children's GO Academy: <ul style="list-style-type: none"> ◆ 圍棋初班 (Terms 1 & 2) ◆ 圍棋中班 (Terms 1 & 3) ◆ 圍棋精英班 (Term 2) 			Hong Kong Children's GO Academy: <ul style="list-style-type: none"> ◆ 圍棋初班 $\\$1,100 \times 15 = \\$16,500$ ◆ 圍棋中班 $\\$1,100 \times 15 = \\$16,500$ ◆ 圍棋精英班 $\\$1,100 \times 7 = \\$7,700$ Learning material: \$6,000 			
	◆ Fair Trade Hong Kong Foundation	Fair Trade Hong Kong Foundation: <ul style="list-style-type: none"> ◆ Fair Trade Club (Term 1) 			Fair Trade Hong Kong Foundation: <ul style="list-style-type: none"> ◆ Fair Trade Club $\\$2,800 \times 8 = \\$22,400$ 			
	◆ Hong Kong Rope Skipping Association (HKRSA)	Hong Kong Rope Skipping Association: <ul style="list-style-type: none"> ◆ Rope Skipping (Terms 1 and 2) 			Hong Kong Rope Skipping Association: <ul style="list-style-type: none"> ◆ Rope Skipping $\\$400 \times 15 = \\$6,000$ 			
	◆ KLS Global Limited	KLS Global Limited: <ul style="list-style-type: none"> ◆ Money Management (Terms 1 & 2) ◆ Junior Financial Strategist (Term 3) 			KLS Global Limited: <ul style="list-style-type: none"> ◆ Money Management $\\$1,700 \times 15 = \\$25,500$ Learning material: \$6,750 ◆ Junior Financial Strategist $\\$1,700 \times 7 = \\$11,900$ Learning material: \$3,375 			
	◆ KoDing Kingdom (HK) Limited	KoDing Kingdom (HK) Limited: <ul style="list-style-type: none"> ◆ Let's Code (Term 1) 			KoDing Kingdom (HK) Limited: <ul style="list-style-type: none"> ◆ Let's Code $\\$2,500 \times 8 = \\$20,000$ Learning material: \$3,000 			
	◆ The Mathematical Corporation (HK) Limited	The Mathematical Corporation (HK) Limited: <ul style="list-style-type: none"> ◆ Mathematical Games ◆ Maths Problem Solving Strategies 			The Mathematical Corporation (HK) Limited: <ul style="list-style-type: none"> ◆ Mathematical Games I $\\$1,200 \times 22 = \\$26,400$ Learning material: \$7,500 ◆ Maths Problem Solving Strategies $\\$1,200 \times 22 = \\$26,400$ Learning material: \$7,500 			
	◆ Pasona Education Co. Limited	Pasona Education Co. Limited: <ul style="list-style-type: none"> ◆ Elementary Japanese (Terms 1-2) ◆ Intermediate Japanese (Term 3) 			Pasona Education Co. Limited: <ul style="list-style-type: none"> ◆ Elementary Japanese $\\$1,050 \times 15 = \\$15,750$ ◆ Intermediate Japanese $\\$1,050 \times 7 = \\$7,350$ 			

◆ Pui Ching Education Centre	Pui Ching Education Centre: ◆ Memory Booster Program (Term 2) ◆ Creative Computing with Scratch Programming (Term 3)			Pui Ching Education Centre: ◆ Memory Booster Program $\$1,600 \times 7 = \$11,200$ ◆ Creative Computing with Scratch Programming $\$1,300 \times 7 = \$9,100$			
◆ Science Workshop Limited	Science Workshop Limited: ◆ Science Workshop I ◆ Science Workshop II			Science Workshop Limited: ◆ Science Workshop I $\$4,000 \times 22 = \$88,000$ Learning material: \$8,360 ◆ Science Workshop II $\$4,000 \times 22 = \$88,000$ Learning material: \$8,360			
◆ World Class Arena Asia Limited	World Class Arena Limited: ◆ World Class Arena (Terms 1 & 3)			World Class Arena Limited: ◆ World Class Arena $\$2,000 \times 15 = \$30,000$			
◆ Wu's Taekwondo Association (Hong Kong)	Wu's Taekwondo Association (Hong Kong) ◆ Taekwondo (Terms 2 & 3)			Wu's Taekwondo Association (Hong Kong) ◆ Taekwondo $\$2,000 \times 14 = \$28,000$			
◆ Rugby Tutor – Mr. Terry Tsang	◆ Rugby (Terms 2 & 3)			◆ Rugby $\$350 \times 14 = \$4,900$			
◆ Hockey Tutor – Mr. Ivan Ng	◆ Hockey (Term 1)			◆ Hockey $\$300 \times 8 = \$2,400$ Learning material: \$5,600			
◆ Handball Tutor – Mr. Eddie Chan	◆ Handball			◆ Handball $\$400 \times 22 = \$8,800$			
Total				\$1,426,615 + \$128,720 = \$1,555,335			

Grand total of the above: \$1,555,335.00


The Most Rev. Dr. Paul Kwong
Supervisor


Mr. R. K. Y. Cheng
Headmaster


11 September 2017
Date

English Department Development and Programme Plan (2017-2018)

Head of Department: Ms. Monique Lok

Panel Chairperson: Ms. Carine Chau (Grades 4-6)

Members:	Dr. Nadia Chan	Ms. Karen Leung
	Ms. Alice Lau	Ms. Tracy Riccio
	Mr. Peter Moran	Mr. Vikram Gurung
	Mrs. Simone Lam	Ms. Karen Li
	Mrs. Konnie Tam	Ms. Jen Wan
	Mrs. Sonia McCarthy	Ms. Winnie Chan
	Mr. Alan Ng	Ms. Agnes Lee
	Ms. Maggie Wu	Ms. Kathy Lo

A. Aims & Objectives

English Language Education is fundamental to the school curriculum as it links all other learning areas directly or indirectly (cross-curricular). The English programme is not confined to the English lessons or to the school itself. From the moment our students enter the school, they are immersed in the language programme. Classroom learning and independent learning are integrated, so are formal and informal curricula.

The overall aims of the English Language Education curriculum are:

1. To provide the boys with a quality second language programme
2. To build up their positive attitudes towards English learning
3. To allow them to use English confidently in all disciplines
4. To develop their problem solving, critical thinking skills, speaking and listening skills to discuss, reason and to express their feelings confidently
5. To broaden their experience through language learning activities that are related to one or more of the other learning areas



B. Issues to be Addressed

● **Strengths:**

The important strengths of the department include:

1. The staff present a wide variety of teaching styles and approaches
2. Administration encourages a wide variety of teaching approaches
3. Students have a strong desire to excel in English
4. Parents are supportive of the English Programme
5. The teachers are cooperative, flexible, up-to-date with technology and educational trends
6. Good resources
7. Teachers have a sense of caring towards both students and each other
8. Understanding leadership

● **Weaknesses:**

The weaknesses of the department include:

1. Selection of students' articles need to be the 'best of the best' as they are used for publication purposes
2. Deadlines should be taken more seriously
3. Many typos are found in worksheets and assessments even after the mistakes have been pointed out by the proof-reader
4. Reluctance to make changes to already-made and new worksheets after suggestions are given
5. Teachers should be more forthcoming when giving feedback
6. Group work is not nurtured at early stages and then continued throughout the years
7. Failure to submit worksheets to the Head of Department and Panel Chairperson for proofreading before photocopies are made



C. Development Plan (2017-2018)

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Curriculum & Assessment				
1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students	1.1.1 To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies	Sept 17 - July 18	<ul style="list-style-type: none">• 80% of teachers will implement collaborative or other innovative teaching strategies in CLP• 80% of teachers agree that they have applied collaborative or other innovative teaching strategies.• 50% of teachers will attend talks/workshops/ seminars on developing teaching pedagogies.	<ul style="list-style-type: none">• Through lesson plans and records of CLP• Through weekly Subject Collaborations• Through Stakeholders' Survey



2. Student Learning and Teaching				
2.1 To further develop students' self-learning skills	2.1.1 To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves	Sept 17 - July 18	<ul style="list-style-type: none"> • 100% of teachers will adopt flipped classroom mode of teaching at least once per term. • 80% of teachers will incorporate challenging questions or higher-order thinking for CLP. • 100% teachers will incorporate students' collaborative learning activities in CLP. 	<ul style="list-style-type: none"> • Through lesson plans and records of CLP • Through weekly Subject Collaborations

D. Annual Programme Plan & Budget

Plan and Activity	Description	Period	Coordinator(s)	Budget
External Competitions	<ul style="list-style-type: none"> ● Speech Festival (poem/recital/choral speaking) ● Various competitions organized by different sectors. ● Penmanship competition 	Sept 2017 – July 2018	<p>Speech Forms – Alan & Maggie External Competitions - Tracy Penmanship - Alice Senior Choral – Sonia, Karen Leung & Agnes</p> <p>Solo Speech Training: G1 – Kathy, Carine, Alice, Monique G2 – Maggie, Karen Li, Konnie, G3 – Jen, Simone, Vikram G4 – Peter, Tracy, Kathy G5 – Winnie, Alan G6 – Nadia, Alan</p>	\$10,000 (Transport)
Internal Competitions	<ul style="list-style-type: none"> ● Inter-class Competitions 	Oct 2017 – July 2018	<p>G1 – Kathy & Winnie G2 – Agnes & Karen Li G3 – Simone & Vikram G4 – Konnie & Peter G5 – Jen & Sonia G6 – Alice & Tracy</p>	\$2,000
Reading Programme	<ul style="list-style-type: none"> ● To foster a good reading habit and cultivate an interest in reading amongst struggling readers ● Keep a record of book titles for each class. Distribute class set of reading books and reading logs to subject teachers ● Stock check at the end of the year 	Oct 2017- June 2018	<p>Teacher-in-charge: Sonia G1 & 2 – Kathy G3 & 4- Tracy & Karen Leung G5 & 6 – Alan & Peter</p>	Nil

Overseas Trip	<ul style="list-style-type: none"> ● UK Trip - All G5 and G6 DBSPD students can enroll in an English Summer School study tour at the end of their school year in DBSPD ● Students will spend around 10 days overseas and will be escorted to and from school daily by the host school 	July 2018	Teacher-in-charge: Monique	Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets
Open House Decoration	<ul style="list-style-type: none"> ● Teachers will be responsible for decorating the English room for Open House, designing and preparing souvenirs for visitors, and preparing activities for visitors and students 	Jan 2018 – Feb 2018	Monique, Carine, Maggie, Alan, Simone, Jen	\$10,000
Open House Story-telling	<ul style="list-style-type: none"> ● Teachers will be responsible designing and preparing story-telling activities and materials for visitors and students, and conducting the story-telling on site. 	Jan 2018 – Feb 2018	Peter, Tracy, Sonia	Nil
Social Events and Gatherings	<ul style="list-style-type: none"> ● Gifts/vouchers/cards will be purchased for staff celebrations (e.g. Weddings, births, retirement, resignations) ● Social gatherings will be organized as appropriate 	Whole Year	Konnie & Karen Li	Staff Collection
Extended Learning Weeks	<ul style="list-style-type: none"> ● A series of English related games and activities will be organized for all the boys 	June 2018	Karen Li, Agnes	\$2,000
Workshops, Talks and Field Trips for Students	<ul style="list-style-type: none"> ● To contact guest speakers to conduct workshops/talks ● To organize field trips that are related to the themes students are studying 	Whole Year	Sonia, Nadia	Nil
Service Learning Day	<ul style="list-style-type: none"> ● To raise students' awareness on different social issues and raise funds to be donated to the needy 	March 2018	Peter, Tracy	Nil



Chinese Department Development Plan & Programme Plan (2017-2018)

中文科發展計劃 (2017-2018)

本科成員

科主席：朱譚月清

科主任：洪卓筠(小一至小三)、何穎賢(小四至小六)

老師：吳鳳婷、何潔生、何潔瑩、陳美穎、郭嘉恩、曾佩儀、曾欣兒、甄靄雯、羅懿文、鄭頌慧、羅家華、龔啟宜

教學助理：林彥余

A. 總目標

1. 通過語文學習，均衡發展讀寫聽說的能力。
2. 培養學習的興趣，並建立良好的學習態度和習慣。
3. 訓練協作、溝通、創造、批判性思考、運用資訊科技、運算、解決問題、自我管理及研習技能等九種共通能力，幫助學生學會學習。
4. 建立自學能力，引導學生掌握學習技巧及要訣。
5. 加強情意教育，培養品德，使學生對社群有責任感，建立正確的價值觀。
6. 體認中華文化，培養對國家、民族的感情。
7. 透過文學及文化的學習，培養審美能力和審美情趣，藉此陶冶性情。

B. 本校現況

● 強項

1. 老師具有認可語文教學資歷，能因應教育發展的趨勢和學生的需要，積極進修。
2. 大部份學生的資質佳，有濃厚的學習興趣。



3. 課室有完備的資訊科技器材可供使用。

4. 學校資源充足，三、四年級中文科成績稍遜的學生會另分班，以小組形式學習；五、六年級學生能按程度分班學習，普通班是小班教學，加強教學效學。

● 弱項

1. 本校是一所英文小學，學生能接觸中文的層面較窄。

2. 部份學生來自以英語為母語的家庭，造成語文基礎不穩固，學習能力較弱。

3. 部份學生上課時不能集中注意力，且寫字粗心大意。

C. 2017-2018 年度重點發展項目

關注事項一：課程與評估；學生支援及教與學				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 課程與評估				
1.1發展更具挑戰性及全面的課程，以發掘學生的潛能。	1.1.1通過同儕協作或分享創新的教學策略，提升老師的專業水平和教學效能。	全年	<ul style="list-style-type: none"> 80%以上的老師能於同儕協作教學中運用創新的教學策略。 80%以上的老師能進行協作教學或創新的教學策略。 50%以上的老師能參加有關教學法的講座/工作坊/研討會。 	<ul style="list-style-type: none"> 同儕協作教學的教案及記錄 每週協作會議 問卷調查
2. 教與學				
2.1發展學生的自學能力。	2.1.1設計具挑戰性的課堂及提供多元化的學習機會，提升學生協作及建構知識的能力。	全年	全部老師於每一學期最少運用一次「翻轉課室」的教學活動。 80%以上的老師能於同儕協作教學中設計具挑戰性或高階思維的問題。 全部老師於同儕協作教學中設計學習活動。	<ul style="list-style-type: none"> 同儕協作教學的教案及記錄 每週協作會議

D. 本科週年活動計劃及財政預算

方案 編號	目標 編號	共通能力									方案 項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	批評性 思考	運用資 訊科技	運算	解決 問題	自我 管理	研習 技能						
1	1, 2, 3, 6, 7	✓	✓	✓					✓		校際朗 誦節	-老師會邀請對朗誦有興趣的同學參加獨誦比賽，部分三、四年級同學還會被挑選為集誦隊隊員。除了本科老師給予學生訓練外，中學部更會安排老師到來協助。 -從朗誦訓練中，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，建立學生的自信及訓練情緒智商。	九至 十二月	朱譚月清 洪卓筠	\$1,000	
2	2, 3, 4, 6, 7								✓		硬筆書 法比賽	-學校會參加由教協舉辦的「硬筆書法比賽」，由老師選出初級、中級、高級三組的冠、亞、季軍。優勝者除可獲得證書外，其作品亦會寄往教協，代表學校參賽。 -透過參加書法比賽，能讓學生體認中華文化，培養審美能力和審美情趣，亦能幫助學生建立自信心。	十月	曾欣兒 林彥余	\$100	
3	1, 2, 3, 4	✓	✓	✓	✓	✓		✓	✓	✓	實地考 察寫作 計劃	-安排五、六年級同學出外實地考察，依據工作紙上的指引，分組進行資料搜集，然後完成相關的研習報告。 -學生走出課室，透過這全方位活動，進行專題研習；學生學會蒐集及處理資料、解決問題、批判性思考及與人相處之道。	十二月	吳鳳婷 曾佩儀	\$10,000	

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	批評性 思考	運用資 訊科技	運算	解決 問題	自我 管理	研習 技能						
4	2, 3		✓	✓					✓		寫作比賽	-一、二年級會舉行造句比賽。 -三至六年級會舉行全語文寫作比賽，學生以老師定下的主題，自擬題目及創作。 -每級設優勝者一名，優異獎四至五名；得獎同學會獲得書券及證書，以作鼓勵。 -此活動能鼓勵學生發揮創意，推廣寫作風氣。	二月	陳美穎 林彥余	\$1,850	
5	4, 7		✓	✓					✓		故事演講 比賽	-一、二年級會舉行故事演講比賽。老師在各班進行遴選，每班選出一位代表參賽。各級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 -透過這活動，加強學生的說話訓練，增加自信心。	四至七月	鄭頌慧 龔啟宜	\$650	
6	4, 7		✓	✓					✓		演講比賽	-四、五年級會舉行演講比賽。老師在各班進行遴選，每班選出一位代表參賽。每級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 -透過這活動，加強學生的說話訓練，增加自信心。	四月	羅懿文 郭嘉恩	\$650	

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
7	1, 2, 3, 4				✓	✓			✓	✓	看漢中文網	-校方會申請參與「看漢中文網」網上閱讀計劃，鼓勵學生每天上網閱讀一篇文章，並完成有關練習。 -透過網上練習，同學得到語文知識、運用資訊科技及自學精神的訓練。	全學年	甄靄雯	\$10,000	資訊科技互動學習
8	2, 3	✓	✓							✓	工作坊及講座	-為一至六年級安排不同的講座或工作坊，以提高同學對語文學習的興趣。	全學年	羅家華	\$10,000	
9	2, 3, 4			✓	✓					✓	必讀書及小一親子伴讀計劃	-各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。 -為了增加一年級學生的識字量，各班訂購四十本不同的圖書，學生需輪流借閱，並須家長配合，作親子閱讀。 -這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。	全學年	何潔生	\$12,000	從閱讀中學習

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
10	1, 2, 3, 5, 6, 7,	✓	✓	✓	✓	✓				✓	兒歌/古文/詩詞欣賞	-同學於課堂內學習古文或詩歌。透過文學的學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。 -一至二年級學習兒歌及古詩；三年級學習《三字經》；四年級學習諺語；五至六年級學習古詩文。	全學年	全體教師	/	從閱讀中學習/德育及公民教育
11	1, 2, 3, 4, 6, 7,		✓	✓	✓			✓			圖書教學	-一、二年級老師進行圖書教學，利用繪本作教材，引導學生閱讀故事，從而提高學生對閱讀的興趣，訓練學生思考及口語表達能力。	全學年	一、二年級老師	\$500	從閱讀中學習
12	3, 5	✓	✓	✓	✓			✓	✓	✓	辯論隊	-透過辯論技巧訓練，增強學生的自信心，提高批判思考及說話能力。 -藉參加校際辯論比賽，豐富學生的比賽經驗，並提升辯論技巧。	全學年	何潔瑩 曾欣兒	\$3,000	

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	批評性思考	運用資訊科技	運算	解決問題	自我管理	研習技能						
13	/										教師發展活動	-每年給教師安排最少一次培訓活動，以拓闊老師對本科及教學新趨勢的認識。	全學年	何穎賢 洪卓筠	\$10,000	
14	3, 5	✓	✓	✓							戲劇組	-透過撰寫劇本及演練，提高學生對戲劇的認識和興趣。 -藉參加校際戲劇節比賽，學生能提升自信心和表達能力。	全學年	羅家華 朱譚月清 何穎賢	\$5,000	
15	/										學校網頁	-於學校網頁發佈有關本科的訊息及照片。	全學年	林彥余	/	

Mathematics Development and Programme Plan (2017-2018)

Consultant	:	Mrs. Julia Kwong		
Head of Department	:	Mrs. Grace Ko		
Panel Chairpersons	:	Ms. Karina Luk (G.1-3)	Mr. Brian Cheung (G.4-6)	
Members	:	Mr. Lawrence Ng [G1]	Ms. Ada Chu [G2]	Ms. Jessica Chan [G3]
		Ms. Pency Wong [G4]	Mr. Jack Lo [G5]	Ms. Teresa Fok [G6]
		Ms. Susanna Chung	Mr. Anthony Lau	Ms. Pauline Ip
		Ms. Michelle Ng	Ms. Sally Yuen	Mr. Louis Hau
		Mr. Kevin Kam	Ms. Teresa Chan	
		Ms. Ronnie Liang (Teacher-Teaching Assistant)		
[] Level Coordinators				

A. Aims & Objectives

1. To enable students to explore and discover Mathematics in daily life situations
2. To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
3. To enhance students' creativity, logical thinking and critical thinking skills
4. To foster students' sense of confidence in Mathematics
5. To give students more opportunities to participate in external competitions
6. To enable students to learn Mathematics integrated with other subjects meaningfully
7. To help students pursue a life-long interest in Mathematics
8. To incorporate IBL skills in the curriculum
9. To develop students' multiple intelligences throughout the curriculum



Major Concerns 2017-2018

1. To utilize information technology in learning of Mathematics and presentation of findings for effective learning
2. To foster students' independent learning skills and problem solving skills
3. To provide more opportunities for students to participate in group work so that they can be more engaged in the process of co-construction of knowledge.
4. To assign specific roles for students to cater for learner diversity.

B. Issues to be Addressed

● **Strengths:**

1. Students have mastered competency in Mathematics
2. Students are motivated to learn Mathematics
3. Teachers are professionally trained and dedicated to their vocation

● **Weaknesses:**

1. Constraints of time and number of teaching lessons
2. Individual difference among students
3. Students always make mistakes because of carelessness
4. There are not enough interactions among students regarding the learning of Mathematics
5. Students are not competent in problem solving



C. Development Plan (2017-2018)

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Curriculum & Assessment				
1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students	1.1.1 To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies	Sept 17 - July 18	<ul style="list-style-type: none">• 80% of teachers will implement collaborative or other innovative teaching strategies in CLP• 80% of teachers agree that they have applied collaborative or other innovative teaching strategies.• 50% of teachers will attend talks/workshops/ seminars on developing teaching pedagogies.	<ul style="list-style-type: none">• Through lesson plans and records of CLP• Through weekly Subject Collaborations• Through Stakeholders' Survey

2. Student Learning and Teaching				
2.1 To further develop students' self-learning skills	2.1.1 To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves	Sept 17 - July 18	<ul style="list-style-type: none"> • 100% of teachers will adopt flipped classroom mode of teaching at least once per term. • 80% of teachers will incorporate challenging questions or higher-order thinking for CLP. • 100% teachers will incorporate students' collaborative learning activities in CLP. 	<ul style="list-style-type: none"> • Through lesson plans and records of CLP • Through weekly Subject Collaborations

D. Annual Programme Plan & Budget

Plan	Aim	Activity	Description	Evaluation Mechanism	Period	Coordinator	Budget
A. Teaching and Learning							
1	1, 2, 3, 4, 9, 11, 13	Monthly Challenging Questions	Three Mathematics challenging questions are to be displayed on screen or posted on notice boards monthly to challenge students' mind.	1. Satisfactory results attained by students 2. Over 70% students' participation in the event	Whole school year	*Teresa Fok, Ronnie Liang	\$ 350
2	1, 2, 3, 4, 7-13	Problem-Solving Strategies Training	At least one problem solving week will be held per year. Problem solving strategies will be introduced to enhance students' problem-solving ability.	Positive feedback from teachers and students	Whole school year	*Karina Luk, Brian Cheung	--
3	1-4, 9, 11-13	Math Projects	Students have to do at least one project per term. It could be group projects or individual projects.	1. Satisfactory students' project work 2. Over 70% of feedback from students is positive	Whole school year	* Pency Wong, Ada Chu	\$500
4	2-4, 7, 8, 10-11, 13	e-Learning / STEM	<ul style="list-style-type: none"> The school has purchased the license of Planetii on-line programme. It serves as an e-Learning 	1. At least one Planetii quiz must be assigned to students in the 1 st term and	Whole school year	*Pauline Ip, Grace Ko, Louis Hau	\$ 40,000

			<p>platform and fosters students to develop continual, independent learning at home.</p> <ul style="list-style-type: none"> ● Utilize the facilities provided by eClass, teachers develop their own learning materials for students to use. ● Learning and teaching activities are facilitated by IWB / iPad. ● On-line assessments are adopted to cater for students' individual differences and arouse their learning interests. 	<p>final term.</p> <p>2. Over 70% of feedback from students, parents and teachers is positive.</p>			
5	2-5, 11, 13	Math Team Training	Math Team training will be provided during recess time and long holidays to enhance students' Mathematics standard and to prepare them for external competitions.	Over 60% of feedback from students and teachers is positive.	Whole school year	*Lawrence Ng, Brian Cheung	\$1,000

6	3, 6, 11	External Assessment	<ul style="list-style-type: none"> • ICAS in Mathematics or other standardized assessments will be made compulsory for students of least two grade levels. • These assessments will be used for establishing a reference to assess the standard of our students in the long run. 	<ol style="list-style-type: none"> 1. Over 60% of feedback from students is positive. 2. Over 60% of teachers involved find the report useful for future planning. 	December to June	*Brian Cheung	\$40,000
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B. Other Learning Experiences

7	2, 3, 5, 6, 7, 9, 11-13	Extended Learning Weeks (Maths) for G.1-2 only	Mathematics activities will be organized for all grade levels.	Over 70% of feedback from parents, students and teachers is positive.	19-28 June	*Ada Chu Lawrence Ng	\$4,000
8	2, 7, 10, 11	Open House	Students' work will be displayed for mutual sharing. Mathematics activities and games are organized to arouse students' interest in learning Mathematics.	Positive feedback is given by students and teachers.	22 Jan	*Teresa Chan, Grace Ko	\$1,000
9	2, 3, 7, 9, 11, 13	Math Talks / Seminars	Invite guest speakers from the tertiary institutes to conduct Mathematics talks or seminars for our students.	Positive feedback is given by students and teachers.	29 June to 12 July	*Anthony Lau, Jack Lo	\$2,000
10	1, 2, 3, 4, 7-13	Extended Learning Weeks (Maths) for all students	'Logix' will be taught to all students during the Extended	Positive feedback is given by students and	29 June to 12 July	*Jessica Chan Pency Wong	\$500



			Learning Weeks. Competitions will be held afterwards.	teachers.			
11	1, 2, 4, 5, 7, 11	External Competitions	<p>Students will be enrolled in competitions organized by different organizations:</p> <ul style="list-style-type: none"> (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary Mathematics Olympiad (iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.2 to G.6) (iv) Hua Cup Mathematics Olympiad (G.2 to G.6) (v) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (vi) EDB Hong Kong Primary Mathematics Creative Problem Solving Competition (vii) The HK Primary School Mathematics Competition organized by Po Leung Kuk (viii) The H K Professional Teachers' Union Primary Mathematics Competition (ix) Asia Pacific Mathematics Olympiad organized by Singapore Hua Chong Institution (x) The Multiple Intelligences Cup Mathematics Competition 	<ol style="list-style-type: none"> 1. Satisfactory results are attained by students. 2. Over 70% of feedback from students and parents is positive. 	Whole school year	* Lawrence Ng, Anthony Lau	\$5,000

12	1, 2, 4, 5, 8-11	Overseas Tour	About 34 G.4 – G.6 students will be selected to join an overseas study tour. Students will attend Math lessons or workshops provided by schools in the overseas country.	Over 70% of feedback from parents, students and teachers is positive.	July 2018	*Teresa Fok	Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets
C. Professional Development							
13	2, 3, 4, 7, 10-13	Staff Development	<ul style="list-style-type: none"> • Guest speakers from the tertiary institutes will be invited to conduct Mathematics seminars for our teachers. • Teachers will share what they have learnt about the subject in professional development sessions. 	Over 60% of feedback from teachers is positive	Whole school year	*Grace Ko, Jack Lo	\$30,000

* Teacher-in-charge

The teacher-in-charge is responsible for collecting data through questionnaires/surveys and completing the evaluation reports. The evaluation reports must be submitted to the HoD within 2 months after the completion of the event.



General Studies Department Development and Programme Plan (2017-2018)

Head of Department: Ms. Jackie Lau

Panel Chairperson of GS I: Ms. Michelle Ng

Panel Chairperson of GS II: Ms. Sally Yuen

Members: Ms. Susanna Chung

Ms. Alice Lau

Mr. Louis Hau

Mr. Philip Wong

Mr. Kevin Kam

Mr. Sammy Ho

Mr. Edward Wong

Ms. Karen Li

Mr. Calvin Chan

Ms. Agnes Lee

Ms. Isabella Kwan

Ms. Shirleen Liu

Mr. Alan Ng

Ms. Ronnie Liang

Ms. Anna Cheung



A. Aims and Objectives:

Aims	Objectives
<p><u>GS I</u></p> <p>To let students acquire a body of knowledge, to help them understand the world and pick up the basic skills of scientific inquiry and investigation</p> <p>To stimulate students' curiosity and to get them to ask questions of the world around them</p> <p>To prepare students adequately to take on the challenges of the subject of science in the secondary stage of their learning</p>	<p>1.1. Students will acquire a body of knowledge that will help them understand the various aspects of the world that they live in.</p> <p>1.2. Students will learn and be able to appreciate the scientific and technological achievements of the human race.</p> <p>1.3. Students will learn and be able to reflect on the positive and negative impacts of our scientific and technological achievements on the environment, other living things and ourselves.</p> <p>1.4. Students will have the skills and abilities to conduct simple scientific investigations and solve problems independently.</p>
<p><u>GS II</u></p> <p>To arouse students' awareness of their growth and development, and to help them develop a healthy lifestyle</p> <p>To help students become more aware of the community affairs and understand the rights and responsibilities of citizens, and to arouse their sense of civic awareness</p> <p>To develop students' awareness of their national identity, and to help them acquire basic understanding of their home country through inquiry learning</p>	<p>2.1. Students are expected to acquire basic understanding of the physical, psychological and social aspects of a healthy lifestyle.</p> <p>2.2. Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety.</p> <p>2.3. Students should be able to adapt to the changing needs of society. They should be willing to participate in community affairs and take an active role as a responsible citizen.</p> <p>2.4. Students should be able to develop a concern for the development of China and current Chinese affairs.</p>

B. Issues to be Addressed

- **Strengths:**

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

- **Weakness:**

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



C. Development Plan (2017-2018)

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Curriculum & Assessment				
1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students	1.1.1 To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies	Sept 17 - July 18	<ul style="list-style-type: none">• 80% of teachers will implement collaborative or other innovative teaching strategies in CLP• 80% of teachers agree that they have applied collaborative or other innovative teaching strategies.• 50% of teachers will attend talks/workshops/ seminars on developing teaching pedagogies.	<ul style="list-style-type: none">• Through lesson plans and records of CLP• Through weekly Subject Collaborations• Through Stakeholders' Survey

2. Student Learning and Teaching				
2.1 To further develop students' self-learning skills	2.1.1 To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves	Sept 17 - July 18	<ul style="list-style-type: none"> • 100% of teachers will adopt flipped classroom mode of teaching at least once per term. • 80% of teachers will incorporate challenging questions or higher-order thinking for CLP. • 100% teachers will incorporate students' collaborative learning activities in CLP. 	<ul style="list-style-type: none"> • Through lesson plans and records of CLP • Through weekly Subject Collaborations

D. Annual Programme Plan & Budget

Plan	Objective	Activity	Description	Evaluation Mechanism	Period	Coordinator	Budget
1.	2.3 2.4	Activities of National Identity	1. Observe ceremonies for the National Day/ HKSAR Establishment Day 2. Organize activities, such as information display and flag raising ceremony to enable students to learn more about the concept of national identity	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity 	29 Sept 17 29 Jun 18	Mr. Philip Wong Ms. Shirleen Liu	\$1,000
2.	1.1 1.2 1.3 1.4	Extended Learning Weeks	1. Invite out-sourced organizations to organize workshops related to science investigation for students 2. Organize activities during the Extended Learning Weeks	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity 	25 Jun – 12 Jul 18	Ms. Jackie Lau Mr. Kevin Kam Mr. Calvin Chan Mr. Louis Hau	\$2,000
3.	1.3	Environmental Education Programme	To promote the importance of environmental protection in school. Hydroponic Farming will continue be introduced.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of different activities 	Whole Year	Ms. Michelle Ng Ms. Anna Cheung	\$1,000

4.	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4	Other Learning Experiences	1. G.S. Field Trips As part of the life-wide learning aspect of the GS curriculum, students will visit relevant places of interest for extension of the core curriculum	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity ● Students complete the pre/post-trip activities/tasks 	Nov 17 - April 18	Field Trip Coordinators	\$2,000
				2. Life Education Activity Programme (L.E.A.P) G.1 – Air to Live G.2 – Food for Life G.3 – Great to be Me G.4 – Body Network G.5 – Clear the Smoke G.6 – My Choice	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Students complete the follow-up tasks ● Photo taking as a record of the activity 	10 Apr – 24 Apr 18	Ms. Sally Yuen	\$20,000

5.	1.1 1.2 1.3 1.4	2.1 2.2 2.3 2.4	G.S. Room Improve- ment & Resources Building	<ol style="list-style-type: none"> 1. Furnish the G.S. Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities 2. Purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks 3. Enrich the curriculum through conducting research, and designing lessons with enriched content that is not available in textbooks and workbooks 	<ul style="list-style-type: none"> ● Positive feedback from students and teachers 	Whole Year	Mr. Alan Ng Ms. Karen Li Ms. Ronnie Liang	\$8,000
6.			Staff Development	<ol style="list-style-type: none"> 1. Organize workshops and seminars on designing and teaching GS lessons with hands-on activities 2. Teachers attend seminars/ workshops held by outside organizations, such as EDB or publishers and share what they have learnt during subject collaboration 	<ul style="list-style-type: none"> ● Positive feedback from teachers ● Photo taking as a record of the activity 	Whole Year	Mr. Sammy Ho	\$3,000

			3. IT Exploration and STEM	<ul style="list-style-type: none"> ● Positive feedback from teachers ● Photo taking as a record of the workshop ● Use of IT in teaching 	Whole Year	Ms. Susanna Chung Mr. Louis Hau	\$1,000
7.	1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4	GS School Team	1. Some students will be selected to participate in different external competitions 2. Some of the competitions will be jointly organized with other departments	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers ● Photo taking as a record of the activity 	Whole Year	Ms. Jackie Lau Ms. Michelle Ng Ms. Sally Yuen Mr. Edward Wong Ms. Alice Lau Ms. Agnes Lee Mr. Philip Wong	\$1,500
8.	1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4	Cross-curricular Activities	Different grade levels will organize various teaching activities with other departments	<ul style="list-style-type: none"> ● Positive feedback from students, parents & teachers ● Photo taking as a record of the activity 	Whole Year	Level Coordinators	\$3,000

French Department Programme Plan (2017-2018)

Head of Department: Mrs. Alexandra MORLEY

Part-Time French Teachers: Ms. Marie FAVEUR (G6J), Carolina CALDERON (Elementary French)

A. Aims & Objectives

<u>Aims</u>	<u>Objectives</u>
1. To develop students' independence and consistency in their learning attitude	<ul style="list-style-type: none">● To guide students in developing learning strategies that would fit better their learning style and their type of intelligence● To guide through a systematic organization at home that would benefit home learning of the French Language● To give the necessary framework of school curriculum through developing structured materials and to establish a systematic spiral learning● To conduct formative evaluations that would take into account students' learning attitude which will be added to their scores in writing, composition, dictations and projects● To consolidate students' learning through the selection of appropriate resourced, and to involve Multiple Intelligences in teaching
2. To provide an accommodating learning context for students	<ul style="list-style-type: none">● To give individual support to students who struggle most or with specific and defined needs
3. To promote students' performance	<ul style="list-style-type: none">● To prepare students for the DELF Prim examinations

	<ul style="list-style-type: none"> ● To strengthen their abilities through encouraging them to participate in various competitions such as the French Speech Competition and Dictation Competition ● To acknowledge their work by conducting prize presentations during school assemblies
4. To enhance students' respect for the French culture and their interest in learning French	<ul style="list-style-type: none"> ● To establish a window of DBSPD French Stream at the School Open House and French Week/ French Days ● To expose students to the French culture inside and outside the class through taking part in workshops at Alliance Française or visits to other schools (FIS, Po Leung Kok Camoes Tan Siu Lin Primary School) ● To work on the organisation of events (French Week in May / French Days in June) in collaboration with the Secondary Division and French big brothers ● To instil a wide range of reading and comprehension practices through the development of IT-based resources (purchasing adequate resources on the market and creating some others with the use of iPen technology)
5. To develop teachers' skills in Teaching and Learning French language	<ul style="list-style-type: none"> ● To participate in workshops organised locally by AFLE or in Asia (others associations of French teachers) ● To take part in the yearly seminar of the BELC University in Taipei or Bangkok in June/July 2018 for professional development of French language teachers

B. Issues to be Addressed

● Strengths:

1. The French Department is equipped with various and modern resources for quality teaching (Interactive White Board, display areas, library, a computer for students' use, iPens for Junior Grades, iPads for Senior Grades). The Department provides a highly stimulating learning environment for the students in the French Stream that caters students with various learning profiles.
2. Students in the French Stream follow a 6-year progression within the same group of students and with the same teacher. Students, teachers and parents become familiar with one another. They are able to better meet expectations and work toward a common goal with efficiency.
3. The small size classes allow the teacher to better cater for individual needs and offer a comfortable and stress free environment for students to learn.
4. The Department regularly reviews the Programme Plan so as to promote systematic adjustments and improvements, following the guidelines from the European Council for Languages and in line with the requirements of the French Language Proficiency Test DELF PRIM and the School Development Plan.
5. The school offers a six-year progression in French Language accredited by 3 internationally recognised diplomas (DELTA PRIM A1.1, A1 and A2). The intake of students varies from year to year. The school has successfully established a flexible curriculum that integrates students in levels respective to their abilities instead of their age.
6. The yearly French language teacher training in Asia (University BELC – Taiwan/ Taipei – Thailand/ Bangkok and/or other seminars organised locally by AFLEHK (Association of French Teachers in Hong Kong and Macao), and other training opportunities offered in Asia (for instance in Taipei and Singapore) by other Associations of French Teachers enables enable teachers to have continued professional development and be kept up to date with the activities of the 4 fields of learning and teaching: Reading and Oral Comprehension, Writing

and Oral Productions.

7. With its very comprehensive curriculum, the French Department has the possibility to attract students that will enter the French Stream from primary to secondary in addition to the entry point in G7.
8. The school promotes the tradition of French Language by integrating an Elementary French Programme (one hour per week for all Main Stream G1 students). It enables students to experience learning a different European Language. This new programme offers our students the possibility to pursue their learning in G2 French Electives. Students with strong motivation and abilities will also be offered a scholarship to join the French Stream.

● **Weaknesses:**

1. The number of students enrolling in the French Stream is decreasing.
2. The school cannot promote the French Stream due to the highly competitive environment in the recruitment of G1 students.
3. There is only one full-time teacher to handle administrative tasks, teaching & learning projects, and supervise temporary part-time teachers.

C. Annual Programme Plan & Budget

Plan	Aim	Activity	Description	Period
1	1,2,3	How to Learn Better	<ul style="list-style-type: none"> ● Students will be supported by the teachers to structure their learning materials, activities and homework in consistency ● Students will be guided to identify what better suits them in acquiring knowledge and to define how to achieve learning goals 	All year long
2	1,2	Develop Reading Practice	<ul style="list-style-type: none"> ● Students must take part in oral activities suggested in their textbooks and presentations of their work ● Students must develop an additional language acquisition strategy for sound discriminations and vocabulary that complement their reading comprehension 	All year long
3	1, 3, 4	<ul style="list-style-type: none"> ● Open House ● Speech Festival 	<ul style="list-style-type: none"> ● Students take part in projects involving reports writing ● Students will be researching information on the French Culture and French Language among HK students. They will write compositions twice a month ● Students will be engaged in project activities in order to promote reading comprehension and inquiry skills ● Students must develop a speaking fluency and spontaneity through taking part in various oral activities (French Speech Competition) 	February 2018 January 2018 November 2017

4	3, 4	DEL F Prim Examination	<ul style="list-style-type: none"> ● Students will have to take the DEL F Prim examination according to their level 	June
5	5	Teachers Professional Development	<ul style="list-style-type: none"> ● To attend professional sharing sessions with schools adopting a similar and/or a different model (PLK Camoes Tan Siu Lin Primary School/ Kellett School Pok Fu Lam/ FIS) ● To take part in workshops organized by the Association of French Teachers of Hong Kong and Macao (AFLE) and others ● To participate in Professional Development in Teaching/Learning French Language in Asia (University BELC) 	<p>All year long</p> <p>March to June 2018</p>

Putonghua Department Programme Plan (2017-2018)

普通話科工作計劃 (2017-2018)

(甲) 計劃小組成員

科主席：何潔生

組員：徐鈺峰、顧慧儀、劉巍、陳美穎、李哲、劉巧靈、殷華峰、單夕雯、楊素敏、梁穎茵

(乙) 本校現況

強項

1. 本校為一所直資學校，設備完善，並能投以較豐富的資源，推動教學發展。
2. 校方十分支持推動普通話科的發展，能投放人力資源及空間以改善普通話科的教學。
3. 經過不斷的修訂，普通話科及基礎漢語的課程已經漸趨成熟。
4. 獲教育局額外撥款資助及香港大學的學習支援，為非華語學童提供更豐富的資源，以促進教學。
5. 本校每班人數約有 30 人，師生比例適中，教師能有較大的空間設計課堂活動，學生亦能有較多參與課堂活動的機會。
6. 基礎漢語每組約 10 人以下，師生比例較主流班大幅減低，有助教師照顧有嚴重學習差異的非華語班。
7. 本校聘有多名以普通話為母語的教師、助理教師及教學助理，有助推動以普通話溝通的風氣。
8. 本校所有教師均為大學畢業生，而具有專業教師訓練資格及多年教學經驗，工作勤奮，態度認真。
9. 本校家長的社經地位較高，能提供較充裕的資源協助兒子學習普通話。

弱項

1. 本校是一所英文小學，學生的中文接觸面較狹窄，更缺乏普通話的語言環境。
2. 部分學生因中文程度較差而在上課時缺乏學習動機。
3. 家長普遍較重視兒子學習主科的表現，對本科的學習支持相對較少。
4. 非華語學童的學習差異非常大。

契機

1. 五、六年級每周比低年後多一節課，能加強普通話的訓練。
2. 本科所採用的教材為中文教科書的延伸學習材料，連繫兩科的教學內容，鞏固學習。
3. 部分教授本科的老師乃中文主流課程的老師，能有助加強兩科的溝通及協調兩科的課程。
4. 除了在一至三年級均設補課班，本年亦為非華語學生增設一班補課班，藉以照顧學習差異，協助程度欠理想的學生學習。
5. 為非華語學童而設的基礎漢語班，課程內容較富彈性，能因應學生的能力作課程調適。
6. 學習普通話在現今社會愈見重要，因此家長普遍對本科比以往更重視。
7. 所有普通話科及基礎漢語科老師已接受過有關普通話教中文課程的培訓，在教學上較有把握。
8. 本學年改為兩次評估，減輕了學生的考試壓力，亦相對地增加了教學時間，令本科能推行專題研習，促進多元化學習。

危機

1. 教改工作頻繁，令教師工作量增加，承受更大的壓力。
2. 本校以普通話教授中國語文科的延伸教材編製校本課程，欠出版社的配套資源，大部分學習材料均由老師製作，所需時間頗多；而且這類校本課程在本地較少見，欠缺可參考的學校例子。

(丙) 本科週年活動計劃及財政預算

本科活動根據本科總目標的關注事項而計畫，計畫詳見如下：

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1	總目標 1, 2, 4, 5	專題展板	擬訂不同主題，如粵普對照、聲調變化、兒化、輕聲等，按時張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。	全體學生	收集學生及教師對展板的意見。	一年 三次	李哲 (T1) 劉巧靈 (T2-朗誦) 殷華峰 (T3)	\$500
2	總目標 1, 2, 4, 5, 6	校際朗誦節及其他校外比賽	由教師揀選各級內有潛質的學生，加以訓練其普通話之發音及朗誦技巧，繼而參與校際朗誦節比賽及其他不同類型的比賽，為學生提供一個與友校互相觀摩、切磋的機會。	有潛質的學生	檢討學生在訓練過程中的表現及其比賽結果。	全年	徐鈺峰 單夕雯	\$2,000
3	總目標 1, 2, 4, 5, 6	學習活動周	透過與其他學科合作設計各類型的活動，讓學生跳出課堂學習的框架，提高學生對普通話學習的興趣。	1-2 年級	觀察學生表現及收集教師意見。	6 月 下旬	顧慧儀 劉巍	\$1,000
4	總目標 1, 3, 4, 5, 6	朗讀龍虎榜	以朗讀計劃的形式進行，學生可透過朗讀已學及自學的文章來累積分數，提升學生朗讀能力及自主學習能力。	1-4 年級	朗讀龍虎榜及活動後檢討會議。	一學年	殷華峰 楊素敏	\$1,000
5	總目標 3, 4, 6 本年目標 1a, 1b, 2	境外交流團	挑選合適的境外交流地點，以營造學習語境，豐富學生的學習經歷，提高學生對本科的自學能力及應用能力。	5-6 年級	學生及家長反應及活動後檢討會議。	3 月底	何潔生 劉巧靈	/

6	總目標 1, 2, 4, 5, 6	普通話周	這是一個師兄弟互動的活動。活動由所有六年級普通話班的學生在課堂上以小組形式設計攤位，並於普通話周內輪流負責當值，讓低年級師弟在活動中學習普通話，亦能培養高年級學生的創意及責任心，並發揮兄友弟恭的精神。	全體學生	學生回饋及活動後檢討會議。	36-40 周 (暫定)	劉巍 陳美穎 顧慧儀	\$4,000
7	總目標 1, 2, 3, 4, 5, 6	班際比賽	由各級老師因應課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓緊學生愛比拚的心理，提高學生對本科的學習興趣。比賽可包括背誦聲韻母、唸兒歌、繞口令、粵普對譯等，題目及形式可多樣化。	1-6 年級	觀察學生在比賽中的表現及收集教師意見。	40 周 (暫定)	梁穎茵	\$2,000
8	總目標 1, 2, 3, 4, 5, 6	故事演講比賽	學生可從比賽材料中選取其中一個故事，把故事演繹出來，拍成錄像。此活動能讓學生發揮創意及表演天份，並訓練其說話能力。	3-4 年級	觀察學生在比賽中的表現	6 月	李哲	\$3,000
9	/	參加友校文流活動及專題研討會	鼓勵教師參加友校文流活動、教學講座、研討會作自我增值，以提高教學水平。	全體教師	教師參加的次數及反應。	全學年	何潔生	\$7,000
10	/	製作教材、購買工具書及輔助教具教材	主要由教師購買有關普通話及基礎漢語科參考書籍和教材，特別是普通話教中文的書籍，以協助課程剪材及教學。	全體教師	教師借閱的次數及反應。	全學年	教學助理	\$5,000
11	/	收集本科專題資料	特設文件夾及專櫃一個，專門收集本科知識及本科課程最近發展的資料，歡迎各曾出席或參與有關專題講座、會議的教師提供參考資料。	全體教師	教師借閱的次數及反應。	全學年	何潔生	/

Music Department Programme Plan (2017-2018)

Head of Department: Mrs. Emily Yip

Members: Ms. May Po
Mrs. Konnie Tam
Ms. Isabella Kwan
Ms. Judy Chu (Music Programme Development Officer)

A. Aims and Objectives:

1. To develop students' creativity, the ability to appreciate music and to effectively communicate through music
2. To nurture in students the aesthetic sensitivity and cultural understanding
3. To develop students' technical skills in playing music and constructing music knowledge with positive values and attitudes
4. To enable students to gain enjoyment and satisfaction through participating in music activities
5. To help students pursue a life-long interest and appreciation of music
6. To encourage students to learn at least one kind of musical instrument
7. To promote the appreciation and love of Chinese culture and music in school

Issues to be Addressed

● Strengths:

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

● Weaknesses:

1. Insufficient practice time for conductors to do rehearsals with music training groups
2. Inadequate venues for classes, rehearsals and music training
3. Some students participate in many extra-curricular activities, thus affecting their overall performance

B. Annual Programme Plan & Budget

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1, 4, 5, 6	Dizi music and Erhu music - Intensive Training Classes	Invite potential G2 & G3 students to attend intensive training programme on Chinese instruments, Dizi and Erhu	From October 2017 to July 2018	I. Kwan	\$30,000
2	1, 4, 5, 6	Dizi music and Erhu music - Advanced Intensive Training Classes	Invite potential G3 & G4 students to attend advanced intensive training programme on Chinese instruments, Dizi and Erhu	From October 2017 to July 2018	M. Po & K. Tam	\$30,000
3	2, 4, 5, 6, 7	Music Appreciation	Music (Chinese & Western) recommended & performed by music teachers & students	Whole Year	All Music Teachers	NIL
4	3-5	Take part in HK Youth Music Interflows & 70 th Hong Kong Schools Music Festival	Teachers and tutors will select potential students (G2-G.6) to participate in the School Choirs, School Orchestras and Ensembles	November 2017 to March 2018	All Music Teachers & Ms. Chu	\$10,000
5	2, 4, 5,	Music Performance	Music performances presented by professional organizations, other schools and our students	Whole Year	All Music Teachers	\$10,000

6	4, 5	Cerebration Party (after the 70 th H.K. Schools Music Festival)	Invite all members of the Senior School Orchestra, String Orchestra, Chinese Orchestra and Choirs to a celebration party after the Music Festival	May 2018	All Music Teachers & Ms. Chu	\$25,000
7	4, 8	Music Captains	8-10 potential G6 students will be selected to assist the Music Department	Whole Year	Emily Yip	\$1,000
8	2, 4, 5	Music Tour	Organize a music tour for students to enhance their musicianship	April/July 2018	Emily Yip	\$300,000 (From Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets)

Physical Education Department Programme Plan (2017-2018)

Head of Department : Mr. Ryan Li
PE Teachers : Mr. Nick Leung & Mr. Calvin Chan
PE & Sports Development Officer: Mr. Kam Tse

A. Aims and Objectives

1. To organize more joint functions with the Secondary Division to achieve the through-train mode of learning
2. To improve the physical fitness of students
3. To encourage students' interest and desirable attitudes towards physical activities and develop an active lifestyle
4. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship
5. To develop students' ability to observe, analyze, make judgments and be creative in the process of participating in physical activities
6. To promote desirable moral behaviours, cooperation in communal life, ability to make decision, and the appreciation of aesthetic movements
7. To develop their sense of belonging, team spirit and a sense of achievement through a series of trainings and competitions

B. Issues to be Addressed

● Strengths:

1. Students like to take part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE Department in the Primary Division is closely bonded with the Secondary Division PE and Sports Departments.

4. PE teachers are professionally trained and are enthusiastic in their teaching.
5. Parents in general have good faith in the wellness of individuals and this is beneficial for their children to participate in PE activities.
6. The sports achievements of the school teams in the inter-school competitions have positive impact on other students, particularly in their aspirations to do well in physical activities.
7. Students are provided with opportunities to join various physical activities.

● **Weaknesses:**

1. Students are generally weak in physical fitness and co-ordination.
2. School training venues are inadequate to accommodate further development of PE activities.

C. Annual Programme Plan & Budget

	Aims	Activity	Description	Period	Coordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be organized for all students. The joint division finals will be held in the Kwun Tong Indoor Swimming Pool.	Heats (G1-G6): 1, 4, 5 & 6 September 2017; Finals (G.2 finalists & all G3-G6 students): 14 September 2017	HoD	\$6,000
2.	1, 3, 4 & 7	Sports Day	Different track and field competitions will be organized for all students. The joint division finals will be held at the Kowloon Bay Sports Ground.	Finals (All G2-G6 students): 15 January 2018	HoD	\$6,000
3.	2, 3, 4, 6, 7	DBS Fun Run & Walk	A fund raising and parent-child sporting event	4 March 2018	HoD	By DBS Foundation Limited
4.	4, 5, 6, 7	Alternative Sports	Students will have a chance to participate in various sports activities, such as, rope skipping, wushu and dragons & lions dance.	Early December 2017 to Early February 2018	All PE Teachers	\$100,000

5	2, 3, 4, 7	Local/Overseas Training Camps/ Competitions	Various local/overseas training camps and competitions will be organized for Team A members of the School Sports Teams during main school holidays.	<ol style="list-style-type: none"> 1. Basketball Training Camp in the USA (Easter Holidays 2018) 2. Rope Skipping Training Camp in Australia (Summer Holidays 2018) <p><i>Arrangements of all of the above training camps are tentative only</i></p>	All PE Teachers	<p>\$70,000 - \$180,000 depending on the destinations and durations of the camps.</p> <p>(From Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets)</p>
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Visual Arts Department Programme Plan (2017-2018)

Heads of Department:	Ms. Tracy Yu (Grades 1-3) Ms. Eva Chui (Grades 4-6)
Art Teachers:	Mr. Ken Tsui Ms. Karen Li
Senior Art Room Technician:	Ms. Ellsa Tsarm
Art Room Technician:	Ms. Ng Wan Ki

A. Aims & Objectives

1. To develop students' creativity and imagination through participating in art making and art appreciation activities
2. To develop students' visual language, skills and processes by using different visual arts forms, a variety of materials and techniques for visual art making
3. To develop students' problem solving and critical thinking by understanding arts in context through art making and art appreciation activities
4. To promote students' positive attitude towards art

B. Issues to be Addressed

• Strengths:

1. Teachers have art training at tertiary level and hence are highly knowledgeable in both art & design.
2. Teachers have a strong foundation in both Western and Chinese art practice and history.

3. Teachers can demonstrate a wide variety of teaching styles and approaches.
4. The majority of students see art as a fun subject so they enjoy having art lessons.
5. Parents are supportive of the Visual Arts programme.
6. There are ample resources that allow students to explore a broad range of art media for self-expression.

• **Weaknesses:**

1. Students' commitment and motivation in learning Visual Arts are often in conflict with other subjects/disciplines. This can hinder the development of their full artistic potential.
2. It can be difficult to develop students' artistic ability in Visual Arts with only approximately one hour class per week.
3. Resource limitation in terms of the usage of the Student Activity Centre (Room 101) for multi purposes; the room is filled with furniture and equipment from other departments.

C. Annual Programme Plan & Budget (G.1 – 3)

	Aim	Plan	Descriptions	Period and Action	Coordinator	Budget
1.	1-4	Cross Curricular Integrated Learning	Topics chosen for Visual Art lessons will be related to other disciplines and in collaboration with other departments	<u>Term 2</u> <ul style="list-style-type: none"> G3 “Birds in Fables” with English Department <u>Term 3</u> <ul style="list-style-type: none"> G1 “A Letter” with PTH Department G2 “Internet Safety” with Moral Education and Computer Studies Departments 	Tracy Yu (G1-2) Ken Tsui (G3)	Curriculum Development: \$32,000 Teaching Materials: \$112,000
2.	1-4	Artist in School Partnership	<ul style="list-style-type: none"> Invite artists, other institutions and organizations to run art appreciation and art making workshops for students The media and topics taught are not likely covered in art lessons 	<ul style="list-style-type: none"> Conservation of Historical Buildings in the world Animation workshop 	Tracy Yu (G1-2) Ken Tsui (G3)	Seminars and Workshops: \$25,000
3.	1-4	Project Learning/ Collaborative Learning	Students will create group projects to help develop their generic skills, and to create large displays around the school	<u>Terms 1-2</u> <ul style="list-style-type: none"> Various themes for group work <u>Term 3</u> <ul style="list-style-type: none"> Extended Learning Weeks: Themes will be confirmed in meetings to be held later 	Tracy Yu (G1-2) Ken Tsui (G3)	Teaching Materials: \$112,000

4.	1-4 1-4	Art Appreciation	<ul style="list-style-type: none"> Students will be introduced to artists, art concepts, movements and various styles of art language Students will learn art appreciation during lessons through taking part in discussion, art making and exhibition visits to develop self-reflection and critical thinking skills 	<p><u>Term 1</u></p> <ul style="list-style-type: none"> G1: Basic Shape/3D and 2D Concept G2: Line/ Relief /Aboriginal Art/Repeated Design G3: Chinese Brushstroke/ Ink Tone/ Chinese Flowers & Birds/ Chinese Calligraphy <p><u>Term 2</u></p> <ul style="list-style-type: none"> G1: Chinese Ink Tone/ Coiling/Mosaic G2: Comic Drawing/ Paper Sculpture G3: Chinese Landscape/ Outdoor Sketching <p><u>Term 3</u></p> <ul style="list-style-type: none"> G1: Printing/ Symmetrical/ Chinese Calligraphy G2: Mobile Sculpture/ Radiation Design G3: Chinese Portrait (Details to be referred to Scheme of Work) 	Tracy Yu (G1-2) Ken Tsui (G3)	<p>Curriculum Development: \$32,000</p> <p>News, Magazines, Books: \$5,000</p>
5.	1-4	Sketchbook (Visual Diary)	<ul style="list-style-type: none"> Visual Diary is an extension of art appreciation practice It focuses on encouraging students' observation, creativity and imagination on their own choice of topics Teachers may use sketchbooks as a means to give feedback and encouragement to students 	<ul style="list-style-type: none"> Written comments and stamps are given on students' visual diary, e.g. "Good work!", "Interesting ideas!", "Keep it up", "Creative mind" Stickers are given to students as encouragement 	Tracy Yu (G1-2) Ken Tsui (G3)	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$121,000</p>

6.	1-4	Students' Art Exhibition	To display artworks inside and outside of school premises and help promote self-reflection and critical thinking skills on artworks they have created	<p><u>Term 1</u></p> <ul style="list-style-type: none"> G1/2/3 group works and individual works will be displayed at: Ground Floor round-about corridor <p><u>Term 2</u> - Open House</p> <ul style="list-style-type: none"> Inside the Lift (Terms 2 & 3) Room 101 (Students' artworks G1-3; Animation Screening & Craft Making Workshop) <p><u>Term 3</u></p> <ul style="list-style-type: none"> G1/2/3 group works and individual works will be displayed at: <ul style="list-style-type: none"> Room 101 Ground Floor round-about corridor 	Tracy Yu (G1-3) Ken Tsui (G3)	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$121,000</p>
7.	2-3	Art Competition	All students will be given the opportunities to participate in competitions (local and international) organized by the school, and other organizations in Hong Kong and overseas	<ul style="list-style-type: none"> Students will join suitable external competitions all year round 	Tracy Yu (G1-2) Ken Tsui (G3)	<p>Prizes, Gift & Awards: \$6,000</p> <p>Printing: \$10,000</p> <p>Stationery: \$5,000</p>
8.	1-4	Cultural Adventure	<ul style="list-style-type: none"> To provide opportunities for students to learn outside of the classroom, and to arouse their interests in Visual Arts and promote lifelong learning To further engage students in experiential learning through organizing outings and trips, and to have their generic skills effectively enhanced 	<ul style="list-style-type: none"> Museum Visits to M+: Ink Art at M+ Visit to University Museum and Art Gallery (HKU) 	Tracy Yu	<p>Local Tours / Outings Transportation: \$3,000</p>

9.	1-2	Extra-curricular Art Classes	A range of art classes taught by outside tutors will be organized to cater to the needs of students who wish to develop their artistic potential through engaging in various media explorations	<ul style="list-style-type: none"> Monday: Comic Drawing Tuesday: Flip Book Making Thursday: Stop-motion Animation in Lego & Illustrative Books by iPad Pro Friday: ACG (Animation Comic Game) <i>(Approval for the use of venues is pending)</i> 	Tracy Yu (G1-6) Ellsa Tsarm	Visual Art Classes <ul style="list-style-type: none"> 50% of programme fees will be subsidized by the school (From Fee Remission and Scholarships Scheme Budget) 50% of programme fees will be collected from participants
10.	1-4	Teaching & Learning Initiatives	To develop a more challenging curriculum & to develop students' self-learning skills	<ol style="list-style-type: none"> Using iPad Pro for sketch drawing: <ul style="list-style-type: none"> To promote art and technology in education To provide students with more incentive to develop independent and self-learning skills Recruiting Art Helpers to be on duty during recess time: <ul style="list-style-type: none"> To develop a routine for students who are self-motivated and willing to take up additional service during their recess 	Tracy Yu (G1-2) Ken Tsui (G3)	Curriculum Development: \$32,000 Teaching Materials: \$121,000 IT Support: \$5,000

D. Annual Programme Plan & Budget (G.4 – 6)

	Aim	Plans	Description	Period & Action	Coordinator	Budget
1.	4	Cross-Curricular Integrated Learning	<ul style="list-style-type: none"> Topics chosen for Visual Art lessons will be related to other disciplines and the VA Department will work in collaboration with other departments These cross-curricular activities will be carried out during art classes 	<u>Terms 1-2</u> <ul style="list-style-type: none"> G.4 - Sports Day Flag (P.E. Dept.) G.4 - Symmetrical Shapes (Math Dept.) G.5 - Criminal/ Wanted Poster (Eng. Dept.) G.6 - How School Life Can Be Improved (Eng. & M.E. Depts) 	Eva Chui Karen Li	Curriculum Development: \$20,000 Teaching Materials: \$112,000
2.	1, 2	Art in School Partnerships	Invite artists, other institutions and organizations to run art appreciation and art making workshops for the students. The media and topics taught are not likely covered in art lessons	<u>Terms 2-3</u> Companies and artists: <ul style="list-style-type: none"> Art Loop Hong Kong Craft Centre Huntoon Mr. Cheung 	Eva Chui	Seminars and Workshops: \$25,000
3.	1, 2, 3, 5	Project Learning/ Collaborative Learning	<ul style="list-style-type: none"> Students create group projects which help to develop their generic skills. Group projects will be displayed at art exhibitions, art room & around school. 	Terms 1-3 Teaching strategies: trail 'Roles & Rounds' Displays: collaborative artworks for art exhibitions, artroom display & 2 nd floor corridors display areas	Eva Chui Karen Li	Teaching Materials: \$112,000

4.	1, 3, 4	Art Appreciation	<ul style="list-style-type: none"> • Language of Art: Students will be introduced artists, art concepts, movements and various styles of art and design • Students will have art appreciation sessions during lessons when they will have discussion, art making and exhibition visits to develop self-reflection and critical thinking skills 	<u>Terms 1-3</u> Visible Thinking Routines will be developed to provide students with opportunities to engage in art discussion, art making and exhibition visits	Eva Chui Karen Li	Curriculum Development: \$20,000 News, Magazines, Books: \$4,000
5.	1-3	Sketchbook (Creativity & Imagination)	<ul style="list-style-type: none"> • Students will use sketchbooks to help develop creativity and imagination, skills and processes • Teachers may use sketchbooks as a means to give feedback to students 	<u>Terms 1-3</u> <ul style="list-style-type: none"> • Class Sketchbooks: For class projects - indoor and outdoor sketching • Journal Sketchbooks: For personal art & theme development when VA class work is completed during class time; and for leisure drawing at home 	Eva Chui Karen Li	Teaching Materials: \$112,000
6.	3, 5	Student Art Exhibition	To display students' artwork and to promote self-reflection and critical thinking skills on the artwork they have created	<u>Terms 1-3</u> <ul style="list-style-type: none"> • School grounds • Open House • Visual Arts Exhibition 2018 (21-27 May) 	Eva Chui Karen Li Ng Wan Ki	Visual Art Exhibition: \$250,000 (From Fee Remission and Scholarships Scheme Budget)

7.	3, 5	Art Competition	All students will be given the opportunities to participate in competitions (local and international) organized by the school, and other organizations in Hong Kong and overseas	<u>Terms 1-2</u> Topics will be chosen based on students' interest and levels	Eva Chui Ng Wan Ki	Prizes, Gift & Awards: \$ 5,800 Printing: \$10,000 Stationery: \$5,000
8.	1-5	Cultural Adventures	To provide opportunities for students to learn outside of the classroom, and to arouse their interests in Visual Arts and promote lifelong learning	<u>Terms 1-3</u> Students will be given the opportunities to join museum visits or outdoor drawing sessions	Eva Chui Karen Li Ng Wan Ki	Local Tours / Outings Transportation: \$3,000
9.	1-3	Extra-Curricular Art Classes	A range of art classes taught by outside tutors will be organized to cater to the needs of students who wish to develop their artistic potential through engaging in various media explorations	<u>Terms 1-3</u> <ul style="list-style-type: none"> • Western Painting • Chinese Painting • Ceramics • Sculpture • Drawing • Craft Workshops related to the theme of DBSPD Visual Art Exhibition 2018 	Eva Chui Ng Wan Ki	Coaching Fee: \$174,000 <ul style="list-style-type: none"> • 50% of programme fees will be subsidized by the school (From Fee Remission and Scholarships Scheme Budget) • 50% of programme fees will be collected from participants

10.	1-5	Teaching & Learning Initiatives	The curriculum aims to help unleash the full potential of students by catering to their learning diversity, developing their self-learning skills, critical thinking skills & enhancing the quality of learning incorporated with IT in education	<p>G.4-6 Trail of new teaching strategies from Project Zero:</p> <ul style="list-style-type: none"> • ‘Visible Thinking Routines’ • ‘Roles & Rounds’ for art appreciation & making <p>IT in education for VA:</p> <ul style="list-style-type: none"> • Grade 5: the use of ActivPanels • G.4-6: the use of iPads <p>For thematic exploration, research & art making</p>	Eva Chui Karen Li	Teaching Materials: \$112,000
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Religious Education Department Programme Plan 2017-2018

宗教科工作計劃 (2017-2018)

(一) 計劃小組

科主任：吳鳳婷

組員：陸偉珊、鄭頌慧、王貝詩、洪卓筠、張千峰、郭嘉恩、盧國詠、王健屏

(二) 本校現況

強項

1. 基督徒老師富工作熱誠，熱心事奉。
2. 能得到多位聖公會牧師的支持及協助推動各項活動。
3. 非本科的基督徒老師也常鼓勵學生實踐聖經的教導。
4. 能透過一星期三天的早會時間，以基督教信仰為本，培育學生的正確價值。

弱項

1. 每星期只有一節宗教課，教師與學生見面的時間相對其他科目為少，因此未能把課題深入教授學生。
2. 學校的課外活動較多，學生多以參與其他活動作優先選擇。
3. 學校的空間不足，以致舉辦活動時有較大的限制。

(三) 總目標

1. 認識福音，發揚基督精神。
2. 從聖經教導中學習聽道而行道，並實踐於日常生活中。
3. 學生能對老師和同學發揮彼此相愛的精神。
4. 培養學生良好品德，愛主愛人。
5. 透過各項活動，加強學校的宗教氣氛。
6. 透過活動，培養學生的協作、溝通、創造、解決問題等多項共通能力。

(四) 本科週年活動計劃及財政預算

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1.	1, 2, 5	新生調適活動	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。	小一學生	收集家長及教師意見	九月	*陸偉珊 鄭頌慧	/
2.	1, 5, 6	歌唱比賽	安排在分級早會時間進行班際歌唱比賽，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。	小一、小二學生	觀察學生反應及收集教師意見	試後活動	鄭頌慧 王貝詩	\$1,000
3.	1, 2, 4, 5	親子聖經班	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。	小一至小三的學生及家長	收集家長意見	全年 (每月兩次)	*洪卓筠 陸偉珊 王貝詩	\$2,000
4.	1, 2, 4, 5	崇拜	配合節期，邀請牧師到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜，更安排學生到教會參加崇拜。	全體學生	活動後會議	全年 (按節期)	*吳鳳婷 盧國詠 聖公會牧師	\$500
5.	2, 5, 6	開放日 (佈道活動)	與德育科共同展示有關的學生活動照片及作品，並透過活動來向參觀的孩童及家長述說福音信息。	全體學生	訪問個別嘉賓對開放日的意見	一月	全體老師	\$2,000

6.	1, 4	聖經朗誦節	鼓勵對朗誦有興趣的同學參加聖經朗誦比賽，讓學生明白經文的意思，學習表達經文中的思想和感情。	小一至小六學生	學生表現	三月	郭嘉恩	\$500
7.	2, 5	班際金句背誦比賽	小三學生背誦課本內的金句，小四學生背誦詩歌集內的金句，得分最高的班別將獲贈禮物。	小三及小四學生	檢討會議	四月	*郭嘉恩 洪卓筠 張千峰	\$500
8.	1, 5	專題展板	擬訂不同主題(或按節期)，張貼相關的內容於展板上，以加強學校的宗教氣氛，增加學生對本科的興趣。	全體學生	收集學生及教師意見	一年 三次	全體老師	\$500
9.	1, 2, 3, 6	福音營	計劃為小六學生舉行福音日營，透過戶外活動和講員分享信息，希望他們相信並接受耶穌基督為個人救主。	小六學生	問卷及老師的檢討會議	三月	*盧國詠 吳鳳婷	\$3,000
10.	2, 4, 6	飢饉活動 (跨學科活動)	與基督教機構合作，透過互動遊戲及貧富餐，讓學生體驗貧富不均的現象，從而作出反思，學習關心貧窮人。	小六學生	觀察學生反應及收集教師意見	十一月	*吳鳳婷	\$5000
11.	2, 5, 6	跨學科活動	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。	全校學生	學生作品及老師的檢討會議	全年	全體老師	\$2,000
12.	1, 2, 3, 4, 5	早會	逢星期三由宗教科、基督徒老師或牧師輪流主領，其他時間由校長主領。	全校學生	活動後會議	全年	*吳鳳婷 聖公會牧師 基督徒老師	\$3,000

13.	2, 3, 5	聆聽箱	設置聆聽箱，以收集同學對課題及信仰的疑問。教師可安排在課堂上回答同學問題，個別面談或請學校的牧師以書面形式回應。	全校學生	收集學生及教師意見	全年	王健屏	\$1,000
14.	5	聖公會活動	協助相關活動之事務傳達，讓老師及同學得釋教會活動的詳情。	全校學生	收集教師的意見	全年	全體老師	/
15.	5	教師祈禱會	逢星期四早上(8:10-8:35)舉行教師祈禱會，內容包括默想、分享及祈禱，歡迎所有教師參與。	全體老師	收集教師意見	全年	張千峰 王貝詩	\$1,500
16.	5	教師退修營	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。	本科老師	收集教師意見	十二月	陸偉珊	\$3,000
17.	5	添置圖書及教具	購買福音書籍供學生借閱及宗教科參考書、教學軟件供老師借用。	宗教科老師	觀察學生反應及收集教師意見	全年	全體老師	\$3,000

*聯絡人

Library Studies Department Programme Plan (2017-2018)

Panel Chairperson: Ms. Cherry Tai

A. Goals and Objectives

- Library education guides students to use the information effectively to solve problems and to enable them to become life-long learners.
- We aim to achieve our objectives by focusing on the **key task** of “Reading to Learn”.
- We will also focus on developing the following **generic skills** of students’: Study skills, collaboration skills, creativity, information technology skills, and communication skills.

The Objectives of the Library Department are:

1. Student Learning and Teaching

- Staff members of the Library Department will take courses to keep abreast of the trend of education development and the latest teaching pedagogies.

2. Partnership

- The Library Department will organize joint activities between Libraries of Primary and Secondary Divisions to maintain good relationships and rapport between students of both divisions.

B. Aims and Objectives:

Aims	Objectives	Focus
1. To guide students to read to learn and learn from reading	<ul style="list-style-type: none">• To develop students' habit of reading and promote the reading culture in school through various promotions, reading activities and reading programmes• To guide students to gain knowledge and information from reading	<ul style="list-style-type: none">• Reading to Learn
2. To enhance students' self-learning and life-long learning abilities	<ul style="list-style-type: none">• To equip students with appropriate information literacy skills that will enable them to learn effectively	<ul style="list-style-type: none">• Reading to Learn• Project Learning• Information and Technology for Interactive Learning
3. To build good moral and civic attitudes in students	<ul style="list-style-type: none">• To guide students to appreciate work created by various authors and illustrators• To help students develop a respectful attitude towards others' work, including the concept of copyright and plagiarism• To help students develop a sense of responsibility so that they would take care of the library materials and facilities	<ul style="list-style-type: none">• Reading to Learn• Moral and Civic Education

4. To develop our School Library as an information and media centre which can provide diversified reading materials and resources for teaching and learning	<ul style="list-style-type: none"> • To continue develop a rich information and multi-media collection with various formats • To provide a good learning and reading environment to students and staff 	<ul style="list-style-type: none"> • Reading to Learn
5. To help all DBS students cultivate a sense of belonging to the school	<ul style="list-style-type: none"> • To ensure consistency between the classification systems and library systems of the Primary and Secondary Divisions • To maintain good communication with the teacher-librarian of the Secondary Division 	<ul style="list-style-type: none"> • Reading to Learn

C. Issues to be Addressed

- **Strengths:**

1. A relatively large number of students enjoy reading.
2. Students are exposed to a wide collection of books and their interests in reading are stimulated.
3. The Library provides a comfortable environment for the students to read.
4. Each class is divided into 2 groups during Library lessons and students are exposed to English and Putonghua. In smaller groups, students concentrate better and enjoy the library lessons more.

- **Weaknesses:**

1. Some students read a narrow range of books and do not read other types of books available in the Library.
2. Upper grades students have difficulties to spare time to go to the Library during recess time.
3. There are a small number of students who do not read as much as they should.

D. Annual Programme Plan & Budget

Plan	Aim	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1.	1, 4, 5	Reading Environment and Resources	1. Management of School Library <ul style="list-style-type: none"> (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) Develop and manage the library collection (research before order, order, check invoice, catalogue, import data, print labels, wrap books and stocktaking) (f) Decorate the Library (g) Update information in Library WebOPAC (h) Organize and manage the student librarians (i) Organize the Library parent volunteers 2. Budget Management 3. Collection Development <ul style="list-style-type: none"> (a) English, Chinese and French books (b) Magazines (c) Online encyclopedia (d) Classroom Libraries 	1. Reading environment of the Library 2. Feedback of the teachers, students and parents 3. Size of collection	Whole Year	Ms. Cherry Tai (Teacher-librarian)	2017-2018 Library budget

2.	1, 2, 3, 5	Library Education	<ol style="list-style-type: none"> 1. G.1-G.4 students will be introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1 and G.2 will have story time and learn simple library skills. 3. G.3 and G.4 students will learn the usage of electronic books, the way to use both book-form and online encyclopaedia and the classification methods of the library materials (Dewey Decimal Classification and Chinese Books Classification). 4. G.5 and G.6 students will take turns to visit the Library during Reading Period. 	<ol style="list-style-type: none"> 1. Students' participation and performance in the library lesson 2. Students' feedback 	Whole Year	Ms. Cherry Tai	2017-2018 Library budget
3.	1, 4	Cross-curriculum collaboration	<ol style="list-style-type: none"> 1. Various cross-curriculum activities will be held with other Departments throughout the year. 2. Departmental schemes of work will be used as references to understand the special needs of each subject in order to support teaching and learning. 	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2017-2018 Library budget
4.	1, 3, 5	Reading Activities	<ol style="list-style-type: none"> 1. Library Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts 4. My Favourite Book Sharing Sessions 5. 4.23 World Book Day Celebration 	<ol style="list-style-type: none"> 1. Students' participation 2. Students' feedback 	Whole year	Ms. Cherry Tai	2017-2018 Library budget

			6. Storytelling Sessions 7. Newspaper Subscription 8. Library Cards for All Children Scheme 9. Heifer Read to Feed Programme 10. Summer Reading Programme				
5.	1, 2, 3, 5	Student Librarians	Recruiting, training and organizing the student librarians to 1. assist in the daily operation of the Library 2. keep the Library clean and tidy 3. make sure the students behave themselves in the Library 4. help fellow students in using the Library	Student librarians' performance	Whole year	Ms. Cherry Tai	2017-2018 Library budget
6.	1	Library Promotion	1. There are display boards introducing various authors and library information. 2. Monthly displays on different topics are set up. New books are displayed.	Students' feedback	Whole year	Ms. Cherry Tai	2017-2018 Library budget

Computer Studies Department Programme Plan (2017-2018)

Panel Chairperson: Ms. Jessica Chan
Members: Ms. Pauline Ip
Mr. Edward Wong

A. Aims and Objectives

1. To equip students with knowledge and basic life skills in computer operations
2. To enable students to make meaning out of what they have learned in Computer Studies and to integrate that into the learning of other subjects
3. To foster students' independent thinking, creativity and problem solving skills
4. To develop students' self-learning, research and life-long learning skills
5. To stimulate students' interest in learning computer technology
6. To build up confidence and a positive learning attitude and habit towards the use of computer and information technology
7. To develop students' leadership and cooperation qualities
8. To develop students' sense of responsibility and awareness of ethical issues when using the computers or information technology
9. To give students more exposure to external competitions

Major Concerns 2017-2018

1. Encourage independent learning and foster relevant skills required for independent learning
2. Cater to special educational needs of SEN students
3. Incorporate IBL skills in the curriculum
4. Encourage the use of digital learning tools, especially iPads, in learning and teaching
5. Foster STEAM learning in lessons
6. Ethical use of the School Intranet, the Internet and Google Apps of the upper primary
7. Encourage interest reading of IT related materials

B. Issues to be Addressed

Strengths:

1. The school provides excellent facilities for students and each student has a computer to use during lessons.
2. Other subject teachers, e.g. Maths, English and Art teachers, frequently conduct their lessons in the Computer Room.
3. A Teaching Assistant is assigned to each Grade one class during Computer Studies lessons to provide extra assistance to students.
4. Students are very interested in Computer Studies and are highly motivated during lessons.
5. The curriculum is school-based; therefore it is flexible and up-to-date to the latest trends.
6. Lots of educational software is web-based. Students could explore the most updated trend in computer and information technology.
7. Teachers are professionally trained and dedicated to their vocation.

Weaknesses:

1. It is difficult to develop students' IT skills in Computer Studies lessons with only half an hour class per week.
2. Many of our students do not have access to desktop computers at home. Instead, they use tablets (e.g. iPads) more frequently. They are not so familiar with mouse, keyboard and file management skills.

C. Annual Programme Plan & Budget

Plan	Aim	Activity	Description	Method of Evaluation	Period	Coordinator	Budget
1.	7, 8	IT Director/ IT Captain	Students will be selected as IT Directors or Captains to assist IT Officers in maintaining order and discipline in the Computer Room during the recesses.	1. The order of the Computer Room during recesses 2. The participation rate of the IT Directors & Captains	Sept 2017 – July 2018	Edward Wong* Jessica Chan	Certificates & Book Voucher
2.	1-9	External Competitions	STEM related competitions	1. Results attained by students 2. Students' participation rate	Nov 2017 – May 2018	Jessica Chan * Edward Wong	\$1,000
3.	1-7	STEM Learning Activities	Out-sourced lessons in Term 1; the topics are: <ul style="list-style-type: none"> G.1 & G.2: Dash & Dot G.3 & G.4: mBot G.5 & G.6: Micro-Bit 	Students' participation rate	Oct 2017 – Nov 2017	Pauline Ip* Jessica Chan	Special Budget
4.	1-8	Extended Learning Weeks (G.1-2)	a) Internet Safety Talk b) Augmented Reality c) Making 3-D eye glasses	Students' participation rate	June 2018	Pauline Ip* Jessica Chan	\$1,500
5.	8	Seminars (Internet Safety and Protection of Personal Information)	a) Internet Safety issues b) Protection of Personal Information over the Web	1. Students' participation rate 2. Students' behaviour when using the Internet and Intranet and their awareness of the stated issues	July 2018	Jessica Chan*	\$2,000
6.	2	Collaboration with PE Department	Data collection, handling and analysis	The quality of spreadsheets and charts created by students	Nov 2017 – Feb 2018	Pauline Ip*	--

7.	2	Collaboration with Math Department	Data presentation and Bar Chart (G.6)	Students achieve meaningful learning from the activities	Nov 2017 – Jan 2018	Pauline Ip*	--
8.	1, 2	Collaboration with English and Chinese Departments (on Typing Skills)	English (G1: correct finger position)	Students' competencies in typing	Apr 2018	Edward Wong	--
			Chinese (G2: Hanyu Pinyin)	Students' competencies in typing	Jan 2018	Jessica Chan	
			Chinese (G4: 速成)	Students' competencies in typing	May 2018	Edward Wong	
9.	2	Overseas Trip	To explore the technology development in Germany	Students achieve meaningful learning	July 2018	Edward Wong* Jessica Chan	Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets

Moral Education Department Programme Plan (2017-2018)

Head of Department: Mr. Sammy Ho

Member: Ms. Ivy Wong

A. Aims and Objectives

1. To organize experiential activities and service programmes to promote pro-social behaviour amongst students
2. To organize talks and workshops to develop students' understanding of their potential and to encourage students to make improvement
3. To have informal meetings with the teaching and administrative staff members of the Secondary Division that enable better collaboration on the development of the Moral Education curriculum
4. To conduct workshops to promote effective parenting skills amongst parents

B. Issues to be Addressed

● Strengths:

1. The School offers a balanced education for the whole-person development of our students.
2. The School has a strong team of teaching staff who are caring and responsible. The relationships among teachers, students and parents are good.
3. The School and the PTA work in partnership to provide various service opportunities to foster students' commitment to the society.
4. Students are confident and have a high sense of achievement.
5. A majority of our students are motivated to learn and engaged in class activities and group work.

6. Students enjoy their school life and are ready to articulate their opinions and initiate ideas. Teachers can readily grasp the feelings and values held by students, and accordingly, provide them with suitable guidance to help them build up correct moral values.
7. Many of our students are smart and their minds are analytical. They are capable of discovering new knowledge and construct moral values through discussions and participation in experiential activities.
8. Parents are concerned about the development of their children and eager to be involved in the school work of their boys.

● **Weaknesses:**

1. Some students are too keen to express their own ideas and opinions, making it difficult for them to respect others and listen to others' viewpoints. A greater amount of time is required when group discussion is held and students need to learn to refrain from being too dominant.
2. Many of our students have good socio-economic backgrounds. It may not be easy for them to understand the needs of other people, especially those in poverty.
3. The opportunities to perform community services are limited. More opportunities should be extended to all students to foster the commitment of our students to serve the society.
4. Team spirit of some of our students is not strong enough. Some of them have difficulties in cooperating with others.
5. Some students have particular social skill issues that need to be strengthened. The overall interpersonal relationships with peers in school also need to be improved.
6. Some parents show too much care and are overprotective of their children. They are in need of effective parenting skills.

C. Annual Programme Plan & Budget

Plan	Aim	Activity	Description	Method of Evaluation	Period	Coordinator	Budget
1.	1	G.1 Adaptation Workshop	1. Help G.1 students understand school rules and equip them with positive behaviours that will enable them to enjoy happy school life and develop harmonious peer relationships with others 2. Prepare G.1 students to seek help from school social workers whenever they face challenges	1. Teachers' observation & feedback from participants 2. Over 70% of G.1 students can tell how to seek help from school social workers	Sept, 17	Ivy Wong	---
2.	2	Developmental Talks and Workshops	Promote students' understanding of their potential and sense of ability in making improvement	Teachers' observation	Sept., 17 - June, 18	Sammy Ho Ivy Wong	\$3,000
3.	4	Parents' Workshops	Help parents strengthen parenting skills, and provide a platform for parents to share positive parenting strategies	Over 80% of the participants consider the activities beneficial	Oct., 17 - June, 18	Sammy Ho Ivy Wong	\$32,500
4.	1	Read to Feed Programme	Help students understand the need of poor people in China, and provide an opportunity for students to take concrete helping actions	Over 235 students participate in the programme	Jan. - Feb., 18	Sammy Ho Ivy Wong	---

5.	1	Service Learning and Life Education Tour	<ol style="list-style-type: none"> 1. To understand some of the welfare services available in Taiwan and inspire students to think about how they can help the needy people 2. To appreciate the beauty of life and reflect on the meaning of their own life 3. To understand more about the welfare services available in the world and learn to be more willing to contribute to the welfare of people in the local and global communities in the future 	<ol style="list-style-type: none"> 1. Over 18 students participate in the tour 2. 85% of participants and their parents consider the activity beneficial 	28 March - 1 April, 18	Ivy Wong	Fee Remission and Scholarships Scheme & Non-Gov't Fund Budgets
6.	1	Talk on Healthy Use of Computer	Enhance students' awareness of the importance of healthy use of computer	Teachers' observation & feedback from participants	May - July, 18	Sammy Ho	---

Electives Department Programme Plan (2017-2018)

Department Head: Ms. Susanna Chung

Panel Chairperson: Ms. Jenny Lo

Members:

Natalie Ng	Nadia Chan	Monique Lok	Sammy Ho
Grace Ko	Eva Chui	Tracy Riccio	Shirleen Liu
Carol Li	Bianca Yeung	Sylvia Shan	Simone Lam
Agnes Lee	Karen Li	Kevin Kam	Shirley Kwok
Teresa Chan	Konnie Tam	Pency Wong	Alan Ng
Karen Leung	Alice Lau	Amy Chan	Ken Tsui
Kathy Lo	Carolina Calderon	Philip Wong	Nick Leung
Grace Ku	Livia Liu	Ryan Li	Cherry Tai
Calvin Chan	May Po	Isabella Kwan	Kam Tse
Maggie Wu	Ronnie Liang	Anna Cheung	Judy Chu
Diana Yan			

A. Aims & Objectives

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

The Aims and Objectives of the Electives Curriculum are as follows:

1. To enable students to select courses according to their interests and learning style
2. To help students develop curiosity and interest in learning areas not covered in the core curriculum
3. To help develop students a sense of responsibility so that they understand their role as a participant of the course that they chose
4. To develop students' self-learning skills (A major concern of the Annual School Plan 2017-2018)
5. To highlight the environmental considerations in the 21st century
6. To promote a positive culture where students learn to appreciate the work of their peers and celebrate the collective learning outcomes shared by participants attending the same elective
7. To promote STEAM education

Major Concerns (2017-2018)

1. To further develop a more challenging and comprehensive curriculum to unleash the full potential of students
2. To further develop students' self-learning skills
3. To enhance students' learning motivation and help them take more initiatives in their learning

B. Issues to be Addressed**● Strengths**

1. Having the electives programmes is one of the characteristics of our school-based curriculum where students' development can be enhanced according to individual interests and learning styles.
2. The School highly supports the electives programmes, both in terms of resources and manpower, which are of great importance to the long-term development of our Department.

3. The Department puts strong emphasis on providing a great variety of learning experiences for students.
4. The Department is given great flexibility in developing our electives curriculum, and ample resources are readily available.

● **Weaknesses**

1. The sustainability of some popular electives (e.g. LEGO, Board games, Architecture for Children) cannot be guaranteed due to the fact that allocation of teaching duties varies each year.
2. It is difficult to strike a balance between the number of particularly popular electives and those electives that our school should provide for students.
3. Classroom management is a challenge for teachers and tutors since students from many different classes are allocated to the same elective course.
4. There are insufficient computers or laptops required to effectively promote STEAM education.
5. It is difficult to meet the expectations of all parents and students and allocate electives according to their first preference.

● **Opportunities**

1. The School can introduce new electives (Leather DIY, Dominoes, Brain Teaser) from time to time because new teachers are identified each year.
2. Our teachers are professionally trained and they can propose teaching an elective course according to their interests and competencies.
3. Most of the out-sourced organizations specialize in the area of electives that they provide (e.g. Go Culture, Pasona, Science Workshop, Maths Olympic, Money Management, African Culture).
4. Individual tutors working for various out-sourced organizations are appointed to teach elective courses. Our students are given the opportunity to learn from many different tutors and have the exposure to diverse fields of knowledge.

● **Threats**

1. The expenditure on running the elective courses is increasing each year because there is an increase in course fees demanded by the outsourced organizations and individual tutors, making the operation of electives a heavy burden on the School.
2. Most of the out-sourced organizations (11 out of 21) were identified through tendering as required by the EDB (single purchases from \$50,000 to \$200,000). The procedures are complicated, making it more difficult for the School to introduce electives which are high quality but too expensive to justify.
3. The amount of previous knowledge possessed by each student on a particular learning area may vary, making it very difficult for teachers and out-sourced organizations to design and deliver the elective courses.
4. It is a challenge to require standardization in the design and delivery of electives courses, both out-sourced and school-based electives, among teachers and outsourced organizations.

C. Annual Programme Plan (2017 - 2018)

Plan		Aim	Item
1	To further develop a more challenging and comprehensive curriculum to unleash the full potential of students (A Major Concern of 2017-2018) To maintain a balance of courses of different learning areas to be provided in the electives curriculum	2, 5	1-72
2	To emphasize life-wide learning (students learn in real contexts and authentic settings). The experiential learning experiences will enable students to acquire knowledge that is not covered in regular classroom learning. The elective courses include: <ul style="list-style-type: none"> ● A focus on developing students' language and culture: Japanese, French, African Culture, German ● A focus on developing students' proper manners: Etiquette ● A focus on Art & Design: Collage Art, Drawing on the Right Side of the Brain, 3D Sculpture, 中國畫, Textile Craft ● A focus on Sports which are out of regular curriculum: Rock Climbing, Handball, Rope Skipping, Dodge Ball, Table Tennis, Rugby ● New elements in elective curriculum: Chinese Food Culture, Basic Outdoor Survival Skills, Collage Art, Rubik's Cube Challenge, 棋樂無窮, Global Elementary Model United Nations, Room Escape Challenge, Fair Trade Club, VR & AR, Creative Computing with Scratch Programming, Maths Problem Solving Strategies, Textile Craft, Taekwondo, Hockey 	1, 2, 5	
3	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations	3, 6	
4	To let students choose the electives that best suit their learning styles	1, 2	
5	To help students develop the 9 generic skills through attending the elective courses	1, 4	
6	To further develop students' self-learning skills (A Major Concern of 2017-2018) : Brain Teaser, Be a SMART Learner, Basic Outdoor Survival Skills, Rubik's Cube Challenge, Room Escape Challenge, Maths Problem Solving Strategies.	4	
7	To promote STEAM education: VR & AR, Rubik's Cube Challenge, Maths Problem Solving Strategies, Creative Computing with Scratch Programming	7	

D. Activities Table (2017-2018)

	Course	Content	Evaluation Mechanism	Evaluation Period	Coordinator		
1	Go Culture Course: Beginners (圍棋初班)	See Programme Plan of each Elective	1. Students' Feedback	At the end of each term	Teresa Chan	May Po	
2	Go Culture Course: Intermediate (圍棋中班)				Bianca Yeung		Sylvia Shan
3	Go Culture Course: Advanced (圍棋精英班)					Diana Yan	
4	International Corner						
5	Elementary Japanese		2. Teachers' Feedback		TBC	Teresa Chan	Bianca Yeung
6	Intermediate Japanese				Amy Chan	Ronnie Liang	
7	Money Management						Nadia Chan
8	Junior Financial Strategist				Sylvia Shan	Anna Cheung	
9	Be a Magician		3. Parents' Feedback				May Po
10	Mathematical Games				Carol Li	Amy Chan	Carol Li
11	Chinese Food Culture 中國傳統飲食文化				Anna Cheung	Bianca Yeung	Teresa Chan
12	Brain Teaser				Grace Ku		Monique Lok
13	FUN with LEGO					Sammy Ho	
14	Learn from GAMES				Kevin Kam	Carol Li	Kevin Kam
15	Stories & Craft				Grace Ko		
16	Juggling Matrix (雜耍天地)					Shirley Kwok	
17	Science Adventures					Monique Lok	Ken Tsui
18	Fun with French- G 2 (14 lessons) #				Carolina Calderon	Nadia Chan	TBC
19	天文實驗班					Carolina Calderon	Carolina Calderon
20	Advanced Astronomy Exploration					Shirleen Liu	Cherry Tai
21	初級紙製電路 (Paper Circuit)					Alan Ng	Sammy Ho
22	Science Adventure Builder				Konnie Tam	Isabella Kwan	
23	Toy Science				Shirley Kwok		
		Kathy Lo		Simone Lam			

24	German Beginners	See Programme Plan of each Elective	1. Students’ Feedback	At the end of each term			Isabella Kwan	
25	Be a SMART Learner				Cherry Tai		Kathy Lo	
26	通識達人					Konnie Tam		
27	Call Me Sherlock					Agnes Lee		
28	棋樂無窮				May Po		Amy Chan	
29	Basic Outdoor Survival Skills 求生技能初探				Isabella Kwan			
30	Collage Art					Karen Li		
31	Art of Paper (紙的藝術)						Grace Ku	
32	Think to Speak 環保小先鋒					Nadia Chan		
34	(B.Y.O.P.) 3D Modeling & Printing					Simone Lam	Alice Lau	Alan Ng
35	Be a SMART Leader							Ronnie Liang
36	MONOPOLY (strategy & fun)					Karen Leung		Judy Chu
37	Stormy Chefs					Shirleen Liu	Grace Ku	Karen Li
38	Rubik's Cube Challenge					Natalie Ng		
39	中國畫						Ken Tsui	
40	Global Elementary Model United Nations							Karen Leung
41	The Chess Academy					Alan Ng	TBC	Natalie Ng
42	World Class Arena					Judy Chu		Grace Ko
43	Leather DIY						Simone Lam	
44	Room Escape Challenge 密室解難					Philip Wong		
45	Memory Booster (記憶訓練)						Judy Chu	
46	Fair Trade Club					Sammy Ho		
47	Science Workshop I					Agnes Lee	Karen Leung	Alice Lau
48	Science Workshop II					Pency Wong	Kevin Kam	Shirley Kwok
49	Etiquette					Monique Lok		
50	Explore World Heritage							Livia Liu

51	Let's Explore the World	See Programme Plan of each Elective	1. Students' Feedback	At the end of each term	Alice Lau	Cherry Tai		
52	Board Games					Pency Wong	Pency Wong	
53	Let's Code				2. Teachers' Feedback	Karen Li		
54	VR & AR						Philip Wong	
55	Creative Computing with Scratch Programming		3. Parents' Feedback				Philip Wong	
56	Domino Builders 骨牌						Konnie Tam	
57	African Culture		4. Achievement of targets of each elective		Ken Tsui		Agnes Lee	
58	African Performing Art Workshop					Livia Liu		
59	English Performing Arts (15 lessons) #				Tracy & Maggie	Tracy & Maggie	Tracy & Maggie	
60	Maths Problem Solving Strategies				Ronnie Liang	Sylvia Shan	Shirleen Liu	
61	Drawing on the Right Side of the Brain Workshop (15 lessons) #				Jenny Lo	Jenny Lo		
62	3D Sculpture						Eva Chui	
63	Textile Craft				Eva Chui	Eva Chui		
64	Taekwondo					Grace Ko	Diana Yan	
65	Team Building Workshop				Diana Yan	Natalie Ng	Calvin Chan	
66	Rope Skipping				Calvin Chan	Nick Leung		
67	Rugby					Ryan Li	Ryan Li	
68	Hockey				Ryan Li			
69	Dodge Ball				Nick Leung		Nick Leung	
70	Table Tennis					Calvin Chan		
71	Rock Climbing				Kam Tse	Kam Tse	Kam Tse	
72	Handball				Susanna Chung	Susanna Chung	Jenny Lo	