

Diocesan Boys' School Primary Division



Annual School Plan 2019-2020

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.

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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. Student Learning & Teaching						
1.1 To explore more strategies to cater for learners' diversity	1.2 To reconstruct the class size of G.3-6, especially in teaching core subjects	Sept 19 - July 20	<ol style="list-style-type: none"> Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject. Learner diversity will be the focus for collaborative lesson planning (CLP) and formal observations. Teachers of GS/CS subjects will arrange smaller classes with the help of external instructors to cater for learners' diversity. 	<ul style="list-style-type: none"> Schemes of Work will be checked for evidence CLP lesson plans Lesson observation forms Minutes of collaboration meetings Evaluation of the effectiveness of GS/CS lessons 	HoDs of Eng, Chi, Maths and GS	Additional training in Learner Diversity and Growth Mindset for teachers if available.

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 identify the latest trends in education and focus on the major aspects of development	1.2 To unleash teachers' potential and strengths in focused areas	Sept 19 - July 20	To organize workshops and student activities using <i>Design Thinking</i> for teachers & students.	Feedback and evaluations on workshops & Project Week	Nadia Chan (DHT)	All Teachers
2. Professional Leadership						
2.1 To equip teachers with the latest pedagogies and encourage them to participate in more professional development activities both inside and outside of school	2.1.1 To provide more platforms for teachers to get exposure to new ideas and technologies, especially in developing students' creativity and critical thinking	Sept 19 - July 20	At least 60% of core subject teachers will attend workshops which focus on creativity and critical thinking.	Teachers' CPD record	Susanna Chung (DHT)	All Teachers

3. Partnership						
3.1 To further strengthen the connection with other schools	3.1.1 To organize more joint-school events to strengthen the links with other schools for building long term partnerships	Sept 19 - July 20	At least two joint-school events / visits for professional exchange will be held this year to strengthen our connection with other schools.	Teachers' feedback (after professional sharing)	Susanna Chung (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 and Behaviour						
1.1 To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough	1.2 To encourage students to show appreciation to others and refrain from making criticism against others	Sept 19 - July 20	1. Messages about relevant topics will be delivered in morning assemblies and through class activities. 2. To join the EDB scheme "My Pledge to Act – Expressing gratitude, to cherish,	<ul style="list-style-type: none"> Teachers' feedback about any noticeable change in students' attitude "Evidence bank" of students' good work that shows 	Natalie Ng (DHT) Tracy Riccio (ST)	All Teachers

			<p>be proactive and optimistic.”</p> <p>3) To plan cross-curricular activities focusing on the theme of School Pastoral Care.</p>	<p>examples of the Programme e.g. A journal entry, a poem etc.</p>		
2. Participation and Achievement						
<p>2.1</p> <p>To help students adopt a healthy lifestyle and strike a good balance between academic studies and ECAs</p>	<p>2.2</p> <p>To help students understand the meaning of getting involved in ECAs and the lifelong benefit of ECAs on their learning process</p>	<p>Sept 19 - July 20</p>	<p>1. Relevant messages will be communicated to parents through PTA Talk and Morning Tea.</p> <p>2. Sharing by Mrs. Yip will be given in at least one PTA Talk and two G4-G6 Morning Tea sessions this school year.</p>	<ul style="list-style-type: none"> ● Parents' survey ● Teachers' feedback 	<p>Emily Yip (Head of Culture & Admission)</p>	<p>Teachers-in-charge of ECAs</p>

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2019-2020

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	To employ the following organizations and part time tutors to develop and conduct electives for our students:	To provide various choices of electives for students to broaden their knowledge and horizon. There are 21 sessions of around 1 hour each in terms 1-3. Each session lasts from 1:50 p.m. to 2:50 p.m.	◆ Boys will be able to participate in electives which provide basic knowledge in the area of language and culture : Chinese food and play culture, Japanese language, French, German and African culture.	There are 21 sessions of around 1 hour each in terms 1-3.	There are 21 organizations and part time tutors delivering 51 electives.	◆ Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.	◆ Number of enrolment in each elective	Susanna Chung
	Term 1– Term 3	Courses offered: Term 1– Term 3	◆ Boys will be able to participate in electives which provide basic knowledge in personal management : Money management, Go culture, magic, leadership training, elementary cooking, board games, team building, outdoor survival skills and room escape challenge	Term 1 Weekly sessions from 27 Sept to 15 Nov 2019 (7 sessions)	Achievers Track Co. Limited: ◆ 天文實驗班 \$2,400 × 14 = \$33,600 Learning material: \$9,250 Outing costs: \$7,000 ◆ Advanced Astronomy Exploration \$2,800 × 14 = \$39,200 Learning material: \$16,250 Outing costs: \$7,000 ◆ Toy Science \$2,400 × 14 = \$33,600 Learning material: \$8,400 ◆ Science Adventure Builder \$2,800 × 7 = \$19,600	◆ Students' improvement in the knowledge of chess and sports activities ◆ Students' capability in applying personal management skills in daily life	◆ Teachers', parents' and students' feedback collected through questionnaires	
	1. Achievers Track Company Limited	Achievers Track Company Limited: ◆ 天文實驗班 (Terms 1 & 2) ◆ Advanced Astronomy Exploration (Terms 2 & 3) ◆ Toy Science (Terms 1 & 3) ◆ Science Adventure Builder (Term 1) ◆ 初級紙製電路 (Paper Circuit) (Terms 2 & 3) ◆ Creative Innovator (Term 1)	◆ 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, VR &AR, and STEM activities. ◆ Boys who are interested in sports will be able to learn sports : rope skipping, hockey,	Term 2 Weekly sessions from 22 Nov 2019 to 6 Mar 2020 (7 sessions) Term 3 Weekly sessions from 20 Mar to 12 Jun 2020 (7 sessions)				

		<p>handball, rock climbing, taekwondo and archery.</p> <p>◆ 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.</p> <p>◆ Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.</p>
2. Active Concept Limited	<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 3) 	
3. Active Kids Limited	<p>Active Kids Limited:</p> <ul style="list-style-type: none"> ◆ Science Adventures ◆ Stormy Chefs ◆ The Chess Academy (Terms 2 & 3) 	

				<p>Learning material: \$8,500</p> <p>Outing costs: \$7,000</p> <p>◆ 初級紙製電路 (Paper Circuit) \$2,400 × 14 = \$33,600</p> <p>Learning material: \$4,500</p> <p>◆ Creative Innovator \$4,200 × 7 = \$29,400</p> <p>Learning material: \$11,250</p>
				<p>Active Concept Limited:</p> <p>◆ Be a Magician \$975 × 21 = \$20,475</p> <p>Learning material: \$3,600</p> <p>◆ Juggling Matrix \$925 × 14 = \$12,950</p> <p>◆ MONOPOLY (strategy & fun) \$950 × 14 = \$13,300</p> <p>Learning material: \$1,500</p> <p>◆ Room Escape Challenge 密室解難 \$1,350 × 7 = \$9,450</p> <p>Outing costs: \$6,000</p>
				<p>Active Kids Limited:</p> <p>◆ Science Adventures \$2,500 × 21 = \$52,500</p> <p>◆ Stormy Chefs</p>

				<ul style="list-style-type: none"> ◆ $\\$2,500 \times 21 = \\$52,500$ ◆ The Chess Academy ◆ $\\$2,500 \times 14 = \\$35,000$ 			
4. African Culture Connection (HK) Limited	<p>African Culture Connection (HK) Limited:</p> <ul style="list-style-type: none"> ◆ African Culture (Terms 1 & 3) ◆ African Performing Art Workshop (Term 2) 			<p>African Culture Connection (HK) Limited:</p> <ul style="list-style-type: none"> ◆ African Culture ◆ $\\$2,500 \times 14 = \\$35,000$ ◆ African Performing Art Workshop ◆ $\\$2,500 \times 7 = \\$17,500$ 			
5. Esengo Sport Limited [Mother company is African Culture Connection (H.K.)]	<p>Esengo Sport Limited :</p> <ul style="list-style-type: none"> ◆ Rock Climbing (Terms 1 & 3) 			<p>Esengo Sport Limited ::</p> <ul style="list-style-type: none"> ◆ Rock Climbing ◆ $\\$2,000 \times 14 = \\$28,000$ <p>Outing costs: \$8,000</p>			
6. Arthome 藝術家-鄭志明	<p>Arthome 藝術家-鄭志明:</p> <ul style="list-style-type: none"> ◆ 3D Sculpture (Term 1) ◆ Drawing on the Right Side of the Brain ® Workshop <p>(Terms 2 & 3)</p>			<p>Arthome 藝術家-鄭志明:</p> <ul style="list-style-type: none"> ◆ 3D Sculpture (Term3) ◆ $\\$1,180 \times 7 = \\$8,260$ <p>Learning material: \$1,600</p> <ul style="list-style-type: none"> ◆ Drawing on the Right Side of the Brain ® Workshop ◆ $\\$1,180 \times 14 = \\$16,520$ 			
7. Big Dipper Studio Limited	<p>Big Dipper Studio Limited:</p> <ul style="list-style-type: none"> ◆ Coding: Swift Playground (Term 3) ◆ VR & AR (Term 1) 			<p>Big Dipper Studio Limited:</p> <ul style="list-style-type: none"> ◆ Coding: Swift Playground ◆ $\\$1,500 \times 7 = \\$10,500$ ◆ VR & AR 			

	<ul style="list-style-type: none"> ◆ CoSpaces Advanced VR (Term 2) 		$\$1,500 \times 7 = \$10,500$ Learning material: \$3,000			
8. CheerUpPro Consultant Limited	CheerUpPro Consultant Limited: <ul style="list-style-type: none"> ◆ Chinese Food Culture 中國傳統飲食文化 (Terms 1 & 3) ◆ Handmade Traditional Toys & Play Culture (Term 2) ◆ Basic Outdoor Survival Skills 求生技能初探 (Terms 1 & 3) ◆ Team Building Workshop 		CheerUpPro Consultant Limited: <ul style="list-style-type: none"> ◆ Chinese Food Culture 中國傳統飲食文化 $\\$2,600 \times 14 = \\$36,400$ ◆ Handmade Traditional Toys & Play Culture $\\$2,600 \times 7 = \\$18,200$ ◆ Basic Outdoor Survival Skills 求生技能初探 $\\$2,600 \times 14 = \\$36,400$ ◆ Team Building Workshop $\\$2,600 \times 21 = \\$54,600$ 			
9. Dalton Learning Lab Limited	Dalton Learning Lab Limited: <ul style="list-style-type: none"> ◆ Introduction to Machine Learning 		Dalton Learning Lab Limited: <ul style="list-style-type: none"> ◆ Introduction to Machine Learning $\\$900 \times 21 = \\$18,900$ 			


10. Edvenue Limited	<p>Edvenue Limited:</p> <ul style="list-style-type: none"> ◆ International Corner ◆ Food Science (Term 1) ◆ Learning is Cool - Zoology for Kids (Terms 1 & 3) ◆ Be a SMART Learner (Term 2) ◆ Be a SMART Leader (Term 3) ◆ Think to Speak 環保小先鋒 (Term 1) ◆ 探索侏羅紀 (Terms 2 & 3) ◆ (B.Y.O.P.) 3D Modelling & Printing (Terms 2 & 3) 			<p>Edvenue Limited:</p> <ul style="list-style-type: none"> ◆ International Corner \$3,000 × 21 = \$63,000 ◆ Food Science \$3,000 × 7 = \$21,000 ◆ Learning is Cool - Zoology for Kids \$3,000 × 14 = \$42,000 ◆ Be a SMART Learner \$3,000 × 7 = \$21,000 ◆ Be a SMART Leader \$3,000 × 7 = \$21,000 ◆ Think to Speak 環保小先鋒 \$3,000 × 7 = \$21,000 ◆ 探索侏羅紀 \$3,000 × 14 = \$42,000 ◆ (B.Y.O.P.) 3D Modelling & Printing \$3,600 × 14 = \$50,400 			
11. Fair Trade Hong Kong Foundation	<p>Fair Trade Hong Kong Foundation:</p> <ul style="list-style-type: none"> ◆ Fair Trade Club (Term 1) 			<p>Fair Trade Hong Kong Foundation:</p> <ul style="list-style-type: none"> ◆ Fair Trade Club \$2,900 × 7 = \$20,300 			
12. Hong Kong Children's GO Academy	<p>Hong Kong Children's GO Academy:</p> <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) 			<p>Hong Kong Children's GO Academy:</p> <ul style="list-style-type: none"> ◆ 圍棋初班 \$1,100 × 14 = \$15,400 ◆ 圍棋中班 \$1,100 × 14 = \$15,400 ◆ 圍棋精英班 \$1,100 × 7 = \$7,700 <p>Course books: \$10,000</p>			


13. Hong Kong Rope Skipping Association (HKRSA)	Hong Kong Rope Skipping Association: ◆ Rope Skipping (Terms 1 and 2)		Hong Kong Rope Skipping Association: ◆ Rope Skipping $\$400 \times 14 = \$5,600$		
14. KLS Global Limited	KLS Global Limited: ◆ Money Management (Terms 1 & 2)		KLS Global Limited: ◆ Money Management $\$2,000 \times 14 = \$28,000$ Learning material: \$8,000		
15. The Mathematical Corporation (HK) Limited	The Mathematical Corporation (HK) Limited: ◆ Mathematical Games (Terms 1-2) ◆ Physics Experiments (Electromagnetism) (Term 3)		The Mathematical Corporation (HK) Limited: ◆ Mathematical Games I $\$1,300 \times 14 = \$18,200$ Learning material: \$7,500 ◆ Physics Experiments (Electromagnetism) $\$1,300 \times 7 = \$9,100$ Learning material: \$5,000		
16. Newly Emerged Sports Association Limited	Newly Emerged Sports Association Limited ◆ Molkky & Dodgebee (Term 1)		Newly Emerged Sports Association Limited: ◆ Molkky & Dodgebee $\$500 \times 7 = \$3,500$		
17. Pasona Education Co. Limited	Pasona Education Co. Limited: ◆ Elementary Japanese (Terms 1-2) ◆ Intermediate Japanese (Term 3)		Pasona Education Co. Limited: ◆ Elementary Japanese $\$1,050 \times 14 = \$14,700$ ◆ Intermediate Japanese $\$1,050 \times 7 = \$7,350$		

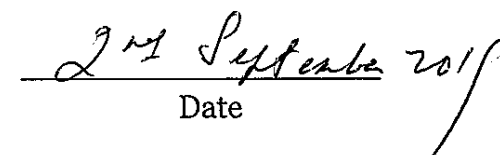
18. Pui Ching Education Centre	<p>Pui Ching Education Centre:</p> <ul style="list-style-type: none"> ◆ Creative Computing with Scratch Programming (Term 3) ◆ Maths Problem Solving Strategies (Term 2) 				<p>Pui Ching Education Centre:</p> <ul style="list-style-type: none"> ◆ Creative Computing with Scratch Programming \$1,800 × 7 = \$12,600 ◆ Maths Problem Solving Strategies \$1,500 × 7 = \$10,500 			
19. Science Workshop Limited	<p>Science Workshop Limited:</p> <ul style="list-style-type: none"> ◆ Science Workshop I ◆ Science Workshop II 				<p>Science Workshop Limited:</p> <ul style="list-style-type: none"> ◆ Science Workshop I \$4,500 × 21 = \$94,500 Learning material: \$9,240 ◆ Science Workshop II \$4,500 × 21 = \$94,500 Learning material: \$9,240 			
20. Wu's Taekwondo Association (Hong Kong)	<p>Wu's Taekwondo Association (Hong Kong):</p> <ul style="list-style-type: none"> ◆ Taekwondo (Terms 2 & 3) 				<p>Wu's Taekwondo Association (Hong Kong):</p> <ul style="list-style-type: none"> ◆ Taekwondo \$2,000 × 14 = \$28,000 Uniform cost: \$4,000 			
21. Yogasala (Hong Kong) Limited	<p>Yogasala (Hong Kong) Limited:</p> <ul style="list-style-type: none"> ◆ YOGA for kids (Term 1) 				<p>Yogasala (Hong Kong) Limited:</p> <ul style="list-style-type: none"> ◆ YOGA for kids \$1,500 × 7 = \$10,500 			
22. Hong Kong Archery Centre	<p>Hong Kong Archery Centre:</p> <ul style="list-style-type: none"> ◆ Archery (Terms 2 & 3) 				<p>Hong Kong Archery Centre:</p> <ul style="list-style-type: none"> ◆ Archery \$1,350 × 14 = \$18,900 Learning material: \$15,000 			

23. Handball Mr. Eddie Chan	◆ Handball		◆ Handball $\$450 \times 21 = \$9,450$		
24. Hockey Tutor – Mr. Ivan Ng	◆ Hockey (Term 2)		◆ Hockey $\$300 \times 7 = \$2,100$ Learning material: \$2,800		
25. Squash Tutor – Mr. Yeung Ho Wai	◆ Squash (Terms 1 & 3)		◆ Squash $\$400 \times 14 = \$5,600$		
Total			\$1,399,755 + \$175,130 = \$1,574,885		

Grand total of the above: \$1,574,885.00


 The Most Rev. Dr. Paul Kwong
 Supervisor


 Mr. R. K. Y. Cheng
 Headmaster


 Date

English Department Programme Plan 2019-2020

Head of Department: Ms. Tracy Riccio

Panel Chairpersons: Dr. Nadia Chan (Grades 1-3), Mr. Joshua Winkie (Grades 4-6)

Members:	Ms. Rosene Ghafur	Ms. Karen Li
	Mr. Victor Berrjod	Ms. Monique Lok
	Ms. Angela Chan	Ms. Kathy Lo
	Ms. Katie Chan	Mrs. Sonia McCarthy
	Mr. Alex Lam	Mr. Peter Moran
	Mrs. Simone Lam	Mr. Alan Ng
	Ms. Alice Lau	Mrs. Konnie Tam
	Ms. Agnes Lee	Ms. Fiona Tsui
	Ms. Karen Leung	Ms. Maggie Wu

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

A. Aims & Objectives

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 are provided by the School.
7. Teachers have a sense of caring towards both students and each other.
8. An understanding leadership is demonstrated by the administration.

● **Weaknesses:**

The weaknesses of the department include:

1. More activities need to be planned to cater for learner diversity.
2. Some teachers are unfamiliar with eLearning tools and need more support.
3. Group work is not nurtured at early stages and then continued throughout the years.

C. Development Plan (2019-2020)

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. Student Learning & Teaching				
1.1 To explore more strategies to cater for learners' diversity	1.2 To reconstruct the class size of G.3-6, especially in teaching core subjects	Sept 19 - July 20	1. Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject. 2. Learner diversity will be the focus for collaborative lesson planning (CLP) and formal observations.	<ul style="list-style-type: none"> Schemes of Work will be checked for evidence. CLP lesson plans. Lesson observation forms. Minutes of collaboration meetings.

D. Annual Programme Plan and Budget

Plan and Activities	Description	Period	Teacher(s)-in-charge	Budget
External Competitions	1. Speech Festival (poem/recital/choral speaking) 2. Various competitions organized by different sectors 3. Penmanship competition	Sept 2019 – July 2020	<ul style="list-style-type: none"> Administration of Speech Forms – Maggie Wu & Alan Ng Solo Speech Training – All English teachers External Competitions – Tracy Riccio & Katie Chan Penmanship – Alice Lau & Agnes Lee English Choral Speaking – Tracy Riccio, Sonia McCarthy, Peter Moran, Joshua Winkie & Karen Leung 	\$10,000 (transport)

Internal Competitions	Inter-class Competitions	Oct 2019 – July 2020	Tracy Riccio and Level Coordinators	\$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, students complete a reading portfolio which will be marked by English teachers. Students with the highest score will be awarded prizes by the School Librarian. 	Oct 2019 - June 2020	Sonia McCarthy Co-organizer: Cherry Tai (School Librarian)	\$3,000
Open House Decoration	To decorate the English room for Open House, design and prepare souvenirs for visitors, and prepare activities for visitors and students.	Jan – Feb 2020	Tracy Riccio, Nadia Chan & Josh Winkie	\$9,000
Open House Story-telling	To design, prepare and conduct storytelling activities for visitors and students at Open House.	Jan – Feb 2020	Tracy Riccio & Sonia McCarthy	\$1,000
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	Tracy Riccio	\$5,000

Service Learning Day	To raise students' awareness on different social issues by involving them in various charity events.	November 2019	Tracy Riccio & Peter Moran	\$1,000
English Department Global Education Programme	English Immersion Summer School for Grades 1-6	July 2020	Tracy Riccio & Peter Moran	Self-funded by parents
English Department Curriculum Development Team	<ul style="list-style-type: none"> To develop and support the implementation of the school-based curriculum. To develop and support the implementation of IT in education in the English subject. 	Whole Year	Tracy Riccio, Peter Moran, Joshua Winkie, Alan Ng, Alex Lam & Nadia Chan with an external consultant from the University of Hong Kong	\$50,000

Chinese Department Development Plan & Programme Plan (2019-2020)

中文科總目標和重點發展項目 (2019-2020)

本科成員

科主席：朱譚月清

科主任：鄭頌慧(小一至小三)、何穎賢(小四至小六)

老師：吳鳳婷、王文婕、巫家帆、何潔生、陳美穎、郭嘉恩、黃嘉欣、黃樂桐、黃慧瑩、趙霜、甄靄雯、羅家華、羅懿文

教學助理：陳可心

A. 總目標

1. 通過語文學習，均衡發展讀寫聽說的能力。
26. 培養學習的興趣，並建立良好的學習態度和習慣。
27. 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，閱讀中文書的數量不足。
2. 部份學生來自以英語為母語的家庭，造成語文基礎不穩固，學習能力較弱。
3. 部份學生上課時不能集中注意力，且寫字粗心大意，錯別字較多。

C. 2019-2020 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. 教與學				
探討照顧個別差異的策略	重組三至六年級班級人數 (不適用)	全年	1. 設計迎合學生差別的活動並在教案例明 2. 學生差別將會是協作備課的重點	<ul style="list-style-type: none">• 教案• 協作備課的課程計劃• 觀課表格• 會議紀錄

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	<ul style="list-style-type: none"> 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。 	九至十月	朱譚月清 鄭頌慧	\$1000	
2	2, 3, 4, 6, 7								✓		硬筆書法比賽	<ul style="list-style-type: none"> 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	黃樂桐 陳可心	\$100	

3	1, 2, 3, 4	✓	✓	✓	✓	✓		✓	✓	✓	實地考察寫作計劃	<ul style="list-style-type: none"> 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 陳美穎	\$10,000	
4	2, 3		✓	✓					✓		寫作比賽	<ul style="list-style-type: none"> 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	甄靄雯 王文婕	\$1,850	
5	4, 7		✓	✓					✓		故事演講比賽	<ul style="list-style-type: none"> 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	黃嘉欣 趙霜	\$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	明辨性思考	運用資訊科技	數學	解決問題	自我管理	自學						
6	4, 7		✓	✓					✓		演講比賽	<ul style="list-style-type: none"> 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 巫家帆	\$650	
7	1, 2, 3, 4				✓	✓			✓	✓	看漢中文網	<ul style="list-style-type: none"> 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	郭嘉恩	\$10,000	資訊科技互動學習
8	2, 3	✓	✓							✓	工作坊及講座	<ul style="list-style-type: none"> 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	

方案 編號	目標 編號	共通能力									方案 項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	明辨性 思考	運用資 訊科技	數學	解決 問題	自我 管理	自學						
9	2, 3, 4			✓	✓					✓	必讀書及小一親子伴讀計劃	<ul style="list-style-type: none"> 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
10	1, 2, 3, 5, 6, 7,	✓	✓	✓	✓	✓				✓	古文、詩詞欣賞	<ul style="list-style-type: none"> 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

方案編號	目標編號	共通能力									方案項目	方案內容	期限	負責人	財政預算	備註
		協作	溝通	創造	明辨性思考	運用資訊科技	數學	解決問題	自我管理	自學						
11	1, 2, 3, 4, 6, 7,		✓	✓	✓			✓			圖書教學	<ul style="list-style-type: none"> 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	✓	✓	✓					✓	✓	好書推介	<ul style="list-style-type: none"> 透過同學分享好書及邀請書店到校舉行分享會及書展，藉此提高學生閱讀興趣，推廣閱讀氣氛。 	全學年	鄭頌慧 黃慧瑩	\$5, 000	從閱讀中學習
13	/										教師發展活動	<ul style="list-style-type: none"> 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	\$10, 000	
14	3, 5	✓	✓	✓							戲劇組	<ul style="list-style-type: none"> 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	3, 5	✓	✓	✓	✓			✓	✓	✓	辯論隊	<ul style="list-style-type: none"> 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	郭嘉恩 甄靄雯	\$5,000	
16	/										學校網頁	<ul style="list-style-type: none"> 於學校網頁發佈有關本科的訊息及照片。 	全學年	陳可心	/	

Mathematics Department Development Plan & Programme Plan (2019 – 2020)

Panel Members

Head of Department	:	Mrs. Grace Ko		
Panel Chairpersons	:	Ms. Ada Chu (G.1-3)	Mr. Brian Cheung (G.4-6)	
Members	:	Ms. Teresa Fok [G.1] Ms. Teresa Chan [G.4] Ms. Pency Wong Mr. Kelvin Ho Ms. Michelle Ng Ms. Macy Lai (TTA)	Ms. Ronnie Liang [G.2] Mr. Anthony Lau [G.5] Ms. Maggie Wu Ms. Jessica Chan Ms. Sally Yuen	Mr. Jack Lo [G.3] Ms. Pauline Ip [G.6] Mr. Louis Hau Ms. Jackie Lau Ms. Susanna Chung

[] Level Coordinator

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 meaningfully and integrate it with other subjects.
7. To help students pursue a life-long interest of Mathematics.
8. To incorporate IBL skills in the curriculum.
9. To develop students' multiple intelligences across the curriculum.

Major Concerns (2019-2020)

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 show developed competency in Mathematics in different Mathematics activities in and out of the classroom.
2. Students are motivated to learn Mathematics
3. Teachers are professionally trained and dedicated to their vocation

● **Weaknesses:**

1. Constraints of time and teaching lessons.
2. Time constraints and insufficient amount of lessons make it difficult to teach effectively. There is a big individual difference among students.
3. Students always make mistakes because of carelessness.
4. There are not enough interactions among students during Mathematics lessons.
5. Students are not competent enough in problem solving.

C. Development Plan (2019-2020)**Major Concern: First Priority – Curriculum and Assessment; Learning and Teaching; Student Support**

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
Student Learning & Teaching				
1.1 To explore more strategies to cater for learners' diversity	1.1.1 To reconstruct the class size of G.3-6, especially in teaching core subjects	Sept 2019 - July 2020	<ul style="list-style-type: none">• Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject.• Learner diversity will be the focus for collaborative lesson planning (CLP) and formal observations.	<ul style="list-style-type: none">• Schemes of Work will be checked for evidence.• CLP lesson plans• Lesson observation forms.• Minutes of collaboration meetings.

D. Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
A. Teaching and Learning							
1	1,2,3,4, 9,11,13	Monthly Challenging Questions	3 Mathematics challenging questions are to be displayed on screen or posted on notice board monthly to challenge students' mind.	1. Satisfactory results attained by students. 2. Over 70% students' participation in the activity.	Whole school year	*Jessica Chan, Macy Lai	\$ 500
2	1,2,3,4, 7-13	Problem-Solving Strategies Training	At least one problem solving week will be held in an academic year. Problem solving strategies will be introduced to enhance students' problem-solving ability.	Positive feedback from teachers and students.	Whole school year	*Ada Chu (G1-3), *Brian Cheung (G4-6)	--
3	1-4,9, 11-13	Math Projects	Students have to do at least 1 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 (G1-3), *Jack Lo (G4-6)	\$500

4	2-4 , 7 , 8, 10-11, 13	e-learning / STEM	<ul style="list-style-type: none"> • The school has subscribed to the license of Planetii on-line programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home. • Utilize the facilities provided by e-class, teachers develop their own learning materials for students to use. • Learning and teaching activities facilitated by IWB / iPad. • On-line assessments are adopted to cater for individual differences and arouse students' learning interests. 	<ol style="list-style-type: none"> 1. At least 1 Planetii quiz must be assigned to students in the 1st term and final term. 2. Over 70% of feedback from students, parents and teachers is positive. 	Whole school year	*Pauline Ip	\$ 40000
5	2-5,11, 13	Math Team Training	Math Team training will be conducted during recesses and long holidays to prepare students for external competitions.	Over 60% of feedback from students and teachers is positive.	Whole school year	*Kelvin Ho	\$2000
6	3,6,11	External Assessment	<ul style="list-style-type: none"> • ICAS in mathematics will not be made compulsory but all participants' assessment results will be used for analysis to evaluate the standard of our students. • These assessments will be used for establishing a reference to assess the standard of our students in the long run. 	<ol style="list-style-type: none"> 1. Over 60% of feedback from students is positive. 2. Over 60% of teachers involved find the report useful for future planning. 	Dec to June	*Brian Cheung	Self-funded by parents

B. Other Learning Experiences							
7	2,3,5, 6,7,9, 11-13	Project Week	Mathematics activities will be organized for all levels.	Over 70% of feedback from parents, students and teachers is positive.	Whole school year	*Teresa Chan, Louis Hau	TBC
8	2,7,10, 11	Open House	Students' work will be displayed for mutual sharing. Mathematics activities and games will be provided to arouse students' interest in learning Mathematics.	Positive feedback from students and teachers.	19 Jan	*Ronnie Liang	\$2000
9	2,3,5, 6,7,9, 11-13	Extended Learning Week	Mathematics activities will be organized for all levels.	Over 70% of feedback from parents, students and teachers is positive.	17 June to 9 July	*Maggie Wu & Grace Ko	TBC
10	2,3,7, 9,11,13	Math Talk / Seminar	To invite guest speakers from the tertiary institutes to conduct Mathematics talks or seminars for our students.	Positive feedback from students and teachers.	April to July	*Anthony Lau	\$2000
11	1,2,4, 5, 7,11	External competitions	Students will be enrolled in competitions organized by different organizations: (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary Mathematics Olympiad (iii) HK Mathematics Olympiad	1. Satisfactory results are attained by students. 2. Over 70% of feedback from students and parents is positive.	Whole school year	*Teresa Fok, Teresa Chan, Macy Lai	\$5000

			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 (vii) The HK Primary School Mathematics Competition organized by Po Leung Kuk (viii) The HK Professional Teachers' Union Primary Mathematics Competition (ix) Asia Pacific Mathematics Olympiad by Singapore Hua Chong Institution (x) The Multiple Intelligences Cup Mathematics Competition				
C. Professional Development							
12	2,3,4,7,10-13	Staff Development	<ul style="list-style-type: none"> To invite guest speakers from the tertiary institutes to conduct Mathematics seminars for our teachers. Teachers attend seminars and workshops, and conduct professional development sharing sessions of the subject. 	Over 60% of feedback from teachers is positive.	Whole school year	*Grace Ko	\$30000

* Teacher-in-charge

Teacher-in-charge is responsible for collecting data through questionnaires / surveys and completing the evaluation report.

The evaluation report must be submitted to HoD within 2 months after the completion of the events.

General Studies Department Development Plan & Programme Plan (2019 – 2020)

Department Head: Ms. Jackie Lau
Panel Chairperson of Science (G.4-6): Ms. Michelle Ng
Panel Chairperson of GS I (G.1-3): Mr. Louis Hau
Panel Chairperson of GS II: Ms. Sally Yuen

Members:	Ms. Susanna Chung (GS II)	Ms. Candice Wong (GS II)	Mr. Alex Lam (Science)
	Ms. Alice Lau (GS II)	Ms. Agnes Wong (GS II)	Mr. Alan Ng (GS I)
	Mr. Philip Wong (GS II)	Ms. Astrid Chiu (GS II)	Ms. Agnes Lee (GS I)
	Ms. Mandy Yan (GS II)	Mr. Edward Wong (GS II (F), GS I & Science)	Ms. Kathy Lo (GS I)
	Mr. Calvin Chan (GS II)	Ms. Isabella Kwan (GS II (F) & Science)	Mrs. Simone Lam (GS I)
	Mr. Nick Leung (GS II)	Mr. Kelvin Ho (Science & GS I)	Ms. Katie Chan (GS I)
			Mr. Michael Yuen (TA)

A. Aims and Objectives:

Aims	Objectives
<u>GS I</u> <ul style="list-style-type: none"> 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. To stimulate students' curiosity and to get them to ask questions of the world around them. 	<ol style="list-style-type: none"> 1.1 Students will acquire a body of knowledge that will help them understand the various aspects of the world that they live in. 1.2 Students will learn and be able to appreciate the scientific and technological achievements of the human race. 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. 1.4 Students will have the skills and abilities to conduct simple scientific investigations and solve problems independently.

<p><u>Science</u></p> <ul style="list-style-type: none"> • To develop scientific knowledge and conceptual understanding through learning scientific topics. • To develop understanding of the nature, processes and methods of science through different types of science enquiries that helps them to answer scientific questions about the world around them. • At the end of their primary education, students will be adequately prepared to take on the challenges of the subject of science in the secondary stage of their learning and are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 	<p>2.1 Students will broaden their scientific view of the world around them.</p> <p>2.2 Students will develop a deeper understanding of a wide range of scientific ideas.</p> <p>2.3 Students will develop science process skills in scientific enquiry and able to draw conclusion based on data and observation, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.</p>
<p><u>GS II</u></p> <ul style="list-style-type: none"> • To arouse students' awareness of their growth and development, and to help them develop a healthy lifestyle. • To help students become more aware of the community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness. • To develop students' awareness of their national identity and acquire basic understanding of their home country through inquiry learning. 	<p>3.1 Students are expected to acquire basic understanding of the physical, psychological and social aspects of a healthy lifestyle.</p> <p>3.2 Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety.</p> <p>3.3 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>3.4 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 (2019-2020)

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. Student Learning & Teaching				
1.1 To explore more strategies to cater for learners' diversity	1.2 To reconstruct the class size of G.3-6, especially in teaching core subjects	Sept 19 - July 20	<ul style="list-style-type: none">● Activities catered for learners' diversity will be planned and marked clearly on the Schemes of Work for each core subject.● Learner diversity will be the focus for collaborative lesson planning (CLP) and formal observations.● Teachers of GS/CS subjects will arrange smaller classes with the help of external instructors to cater for learners' diversity.	<ul style="list-style-type: none">● Schemes of Work will be checked for evidence● CLP lesson plans● Lesson observation forms● Minutes of collaboration meetings● Evaluation of the effectiveness of GS/CS lessons

D. Annual Programme Plan & Budget

Plan	Object ives	Activities	Description	Evaluation mechanism	Period	Coordinators	Budget
1.	3.3 3.4	Activities of National Identity	<ol style="list-style-type: none"> 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 	30 Sept 19 - 30 Jun 20	Mr. Philip Wong Ms. Mandy Yan Ms. Agnes Wong Ms. Candice Wong	\$1,000
2.	1.1 2.1 1.2 2.2 1.3 2.3 1.4	Extended Learning Weeks	<ol style="list-style-type: none"> 1. Invite out-sourced organizations to organize workshops related to science investigation for students 2. Organize activities during the Fun Learning Weeks 	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity 	17 Jun 20 – 9 Jul 20	Ms. Jackie Lau Mr. Louis Hau Mr. Alan Ng Ms. Candice Wong Mr. Alex Lam Mr. Michael Yuen	\$2,000
3.	1.3 2.1	Environmental Education Program	To promote the importance of environmental protection in school. Programmes include: - Hydroponic Farming	<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. Sally Yuen Ms. Astrid Chiu Ms. Agnes Wong Ms. Kathy Lo Ms. Katie Chan	\$5,000

4.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4 3.1 3.2 3.3 3.4	Other Learning Experiences	1. G.S. Field Trips As part of the life-wide learning aspect of the GS curriculum, students will visit relevant places of interest for extension of the core curriculum	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Photo taking as a record of the activity ● Students complete the pre/post-trip activities/tasks 	1 Nov 19 – 3 Apr 20	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 	3 – 20 Feb 20	Ms. Sally Yuen	\$20,000
5.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4 3.1 3.2 3.3 3.4	G.S. Room improvement & resources building	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 supplement textbooks, workbooks and teaching materials of different media that can be used as tools to teach GS. 3. Enrich the curriculum through conducting research, and designing lessons with	<ul style="list-style-type: none"> ● Positive feedback from students and teachers 	Whole Year	Mr. Calvin Chan Mr. Nick Leung Ms. Astrid Chiu	\$8,000

			enriched content that is not available in textbooks and workbooks				
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	Ms. Susanna Chung Mr. Alex Lam	\$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	Mr. Edward Wong Mr. Kelvin Ho Ms. Agnes Lee Mrs. Simone Lam	\$1,000
7.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4 3.1 3.2	GS School Team	<ol style="list-style-type: none"> 1. Some students will be selected to participate in different external competitions 2. Some of the competitions will be jointly organized with 	<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 Ms. Alice Lau Mr. Philip Wong Mr. Michael Yuen	\$1,500

	3.3 3.4		other departments				
8.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4 3.1 3.2 3.3 3.4	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	Ms. Isabella Kwan Ms. Agnes Lee Level coordinators	\$3,000

French Department Programme Plan (2019-2020)

Panel Members

Head of Department: Mrs. Alexandra MORLEY

Member: Ms Carolina CALDERON

A. Aims & Objectives

<u>Aims</u>	<u>Objectives</u>
1. To develop visible abilities with French language	<ul style="list-style-type: none">● Increase the focus on oral practices in and out of the classrooms (E.g. Workshops offered by Alliance Française (AF)).● Develop more hands on activities and project-based activities in class.
2. To develop students' independence and consistency in their learning attitude	<ul style="list-style-type: none">● To guide students in developing learning strategies that would fit better their learning style and their type of intelligence (E.g. Naturalist (nature smart), Musical (sound smart), Logical-mathematical (number/reasoning smart), Existential (life smart), Interpersonal (people smart), Bodily-Kinesthetic (body smart), or Linguistic (word smart), etc.).● To guide through a systematic organization at home that would benefit home learning of the French Language● To develop structured learning materials and to establish a systematic spiral learning in designing framework for the French curriculum.

	<ul style="list-style-type: none"> ● To conduct formative evaluations of students' performance in writing, composition, dictations and projects. Students' learning attitude will be taken into account. ● To consolidate students' learning through the selection of appropriate resources, and to take into consideration Multiple Intelligences in teaching.
3. To provide an accommodating learning context for students	<ul style="list-style-type: none"> ● To give individual support to students who struggle with specific and defined needs.
4. To promote students' performance	<ul style="list-style-type: none"> ● To prepare students for the DELF Prim examinations. ● To strengthen their abilities through encouraging them to participate in various competitions such as the French Speech and Dictation Competitions. ● To acknowledge their work by conducting prize presentations during school assemblies
5. To enhance students' respect for the French culture and their interest in learning French	<ul style="list-style-type: none"> ● To promote the French culture and students' interest in learning French at the School Open House and French Week/ French Days. ● To expose students to the French culture inside and outside the classes through taking part in workshops at Alliance Française or visits to other schools (E.g. FIS, Po Leung Kok Camoes Tan Siu Lin Primary School). ● To offer a wide range of reading and comprehension practices through the use of IT resources (E.g. various learning apps available online and the use of iPen technology).

<p>6. To develop teachers' skills in Teaching and Learning French language</p>	<ul style="list-style-type: none"> ● To participate in workshops organized locally or in Asia by AFLE. ● To take part in the yearly French Language teacher training organized in France (BELC Nantes) and in Asia (Universtiy BELC – Taiwan/ Taipei – Thailand/ Bangkok), seminars organized locally by AFLEHK (Association of French Teachers in Hong Kong and Macao), and other training opportunities offered in Asia (Taipei and Singapore) by other Associations of French Teachers.
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B. Issues to be Addressed

● Strengths:

1. The French Department is equipped with various and modern resources for quality teaching (Display areas, library, iPens for Junior Grades, iPads for all Grades). The Department provides a highly stimulating learning environment for the students in the French Stream that caters students with various learning profiles.
2. Students in the French Stream (in path APA, APB) follow a 6-year progression within the same group of students and with two different teachers. Students, teachers and parents become familiar with one another. They are able to better meet each other's expectations and work toward a common goal with efficiency.
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 for systematic adjustments and improvements, following the guidelines from the Common European Framework of Reference for Languages (CEFRL) and the requirements of the French Language Proficiency Test DELF PRIM and the School Development Plan.
5. The school offers a six-year progression in French Language accredited by 3 internationally recognized diplomas (DELF 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 France (BELC Nantes) and in Asia (University BELC – Taiwan/ Taipei – Thailand/ Bangkok), seminars organized locally by AFLEHK (Association of French Teachers in Hong Kong and Macao), and other training opportunities offered in Asia (Taipei and Singapore) by other Associations of French Teachers enable teachers to have continued

professional development and be kept up to date with the activities of the 4 fields of learning and teaching: Reading and Oral Comprehension, Writing and Oral.

7. With its very comprehensive curriculum, the French Department has attracted students to the French Stream..
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 programme offers our students the possibility to pursue their learning in G2 French Electives.
9. There are now 2 full time French teachers.

● **Weaknesses:**

1. The number of students enrolling in the French Stream in G1 is not stable and varies from year to year.
2. The number of entries has an impact on students leaving primary and going to our Secondary Division (up to 3 in one grade).
3. The high number of entry points could create a tension in resources allocation.
4. Potential G1 French students do not have the priority to enter the school due to its competitive admission procedures.

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 who work through the learning materials, activities and homework in a structured manner. ● Students will be guided to identify what better suits them in acquiring knowledge and to define how to achieve learning goals ● Students will be given the possibility to enhance their home learning, using online resources developed by the department (Quizlet, Kahoot, Learning Apps, Padlet). 	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. ● Students will have to develop their reading skills using the audio pen (iPen Ting) that the department has been invested in since 2017. 	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, video taking and role play games. ● Students research information on the French Culture and French Language among HK students. They will write compositions twice a month. ● Students will be engaged in project activities in order to promote reading comprehension and inquiry skills. 	January 2020 November 2019

			<ul style="list-style-type: none"> ● Students must develop a speaking fluency and spontaneity through taking part in various oral activities (French Speech Competition). 	
4	3, 4	DELFL Prim Examination	<ul style="list-style-type: none"> ● Students will have to take the DELFL Prim examination according to their level. 	June 2020
5	1, 5	Teachers Professional Development and Transfer to Class Activities	<ul style="list-style-type: none"> ● To transfer knowledge acquired during professional development in order to improve oral activities in class and usage of IT in Education (cf. Mrs Morley's BELC University professional development). ● To attend professional sharing sessions with schools adopting a similar and/or a different model (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 or in France (University BELC). 	<p>All year long</p> <p>March to August 2020</p>

Putonghua Department Programme Plan 2019- 2020

普通話科工作計劃 (2019-2020)

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、殷華峰、楊素敏、毛良盈、王明開、孔垂柳

本校現況

強項

1. 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。
2. 普通話已擬訂一套一至六年級的校本教材，具獨特性，並能切合本校的課程及發展。
3. 獲教育局額外撥款資助，為非華語學童提供更豐富的資源，以促進教學。
4. 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。
5. 基礎漢語每組約 10 人以下，師生比例較主流班收窄，有助教師照顧有嚴重學習差異的非華語班。
6. 本校聘有多名以普通話為母語的教師及教學助理，有助推動以普通話溝通的風氣。

弱項

1. 本校是一所英文小學，學生的中文接觸面較狹窄，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. 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。
2. 部分教授本科的老師乃中文主流課程的老師，有助加強兩科的溝通及協調兩科的課程。
3. 一至三年級均設補課班，藉以照顧學習差異，協助程度欠理想的學生學習。
4. 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。
5. 運用教育局撥款資助製作校本的基礎漢語班電子教材，能協助非華語學生學習中文。
6. 學校進行優化設施工程，有助推行電子教學。
7. 改為兩次評估後，減輕了學生的考試壓力，亦相對地增加了教學時間來推行專題研習，促進多元化學習。

危機

1. 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。
2. 五、六年級由每星期三節課改為兩節課，練習普通話的機會相對減少。

本科活動

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 *統籌	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，	全體學生	收集意見	一年 三次	毛良盈 (T1) 孔垂柳 (T2)	\$500

			讓學生自學及觀賞，增加學生對普通話的興趣及認識。				王明開 (T3)	
2	總目標 1, 2, 4, 5, 6	學校朗誦節 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	訓練 表現 比賽 結果	全年	*徐鈺峰 殷華峰	\$2, 000
3	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	龍虎 榜 檢討 會議	一學 年	*殷華峰 楊素敏	\$2, 000
4	總目標 1, 2, 4, 5, 6	普通話大使 及普通話周	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任普通話大使，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。	大使：六 年級 全體學生 參與	學生 回饋 檢討 會議	39 周 舉行 35-38 周 準備	*劉巍 *顧慧儀 陳美穎 楊素敏	\$4, 000

5	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	比賽 表現 收集 意見	41 周 (試 後)	毛良盈 孔垂柳 王明開	\$2,000
6	總目標 1, 2, 4, 5, 6	教育劇場	邀請具經驗的劇團到校演出，透過互動的戲劇表演，提高學生對學習普通話的興趣，並加強他們在日常生活中應用普通話的語言能力。	3-4 年級	觀察 表現	4 月 (6/4)	何潔生	/
7	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。	1-3 年級	觀察 表現 收集 意見	6 月	何潔生	\$1,000
8	/	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	參加 次數 協作 分享	全學 年	何潔生	\$7,000

9	/	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	借閱 次數 協作 分享	全學 年	教學助理	\$5,000
10	/	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	借閱 次數 協作 分享	全學 年	何潔生	/

Music Department Programme Plan 2019-2020

Head of Department: Mrs. Emily Yip

Members:

Ms. May Po

Mrs. Konnie Tam

Ms. Isabella Kwan

Ms. Judy Chu (Music Programme Development Officer)

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, constructing music knowledge, and positive values and attitudes
4. To enable students to gain enjoyment and satisfaction through participating in music activities
5. To help students pursue a life-long interest and appreciation of music
6. To encourage students to learn at least one kind of musical instrument
7. To promote the appreciation and love of Chinese culture and music in school

Strengths:

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

Weaknesses:

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

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 2019 to July 2020	K. Tam	\$30,000
2	1,4,5,6	Dizi Music and Erhu Music Advance Intensive Training Classes	Invite potential G3& G4 students to attend advanced intensive training programme on Chinese instruments, Dizi and Erhu.	From October 2019 to July 2020	M. Po	\$30,000
3	2,4,5,6,7	Music Appreciation	Music recommended & performed by music teachers & students, including Chinese and Western Music	Whole Year	All Music Teachers	NIL
4	3-5	Take part in HK Youth Music Interflows & 72 nd Hong Kong Schools Music Festival	Teachers and tutors will select potential students (G1-G.6) to participate in the School Choirs, School Orchestras and Ensembles.	November 2019 to March 2020	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 72 nd 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 2020	All Music Teachers & Ms. Chu	\$30,000
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 Chinese Orchestra Members to enhance their musicianship.	April 2020	Emily Yip	\$300,000 The budget will be subsidized by School under the ledger "Funding Students' Overseas Trips/ Training Camps".

Diocesan Boys' School Primary Division
Physical Education Programme Plan 2019-2020

Head of Department : Mr. Ryan Li

PE Teachers: Mr. Nick Leung & Mr. Calvin Chan

PE & Sports Development Officer: Mr. Kam Tse

Aims and Objectives:

1. To jointly organize function 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 judgements 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 sense of achievement through a series of training and competitions.

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 DBSPD PE Department is closely bonded with the PE Department of the Secondary Division.
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 are supportive of their children to participate in physical activities.
6. The sports achievement of school teams in the inter-school competitions has positive impact on other students, particularly in their 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 additional PE activities.

Activities Plan Table:

	Aims	Activity	Description	Period	Coordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be organized for all students. The Finals will be held in the Kwun Tong Indoor Swimming Pool with the Secondary Division.	Heats (G1-G6): 2-4 & 10 September 2019; Finals (G.2 finalists & all G3-G6 students): 19 September 2019	HoD	\$6,000
2.	3, 4 & 7	Sports Day	Track and field competitions will be organized for all students. The finals will be held at the Kowloon Bay Sports Ground.	Heats (G1-G6): 16 December 2019; Finals (All G2-G6 students): 6 February 2020	HoD	\$6,000
3.	4, 5, 6, 7	Alternative Sports	Students will have the chance to participate in various sports activities, such as, rope skipping, wushu and dragons & lions dance.	Late November 2019 to late January 2020	All PE teachers	\$100,000
4.	2, 3, 4, 7	Local / Overseas Training Camp / Competition	Various local / overseas training camps will be organized for School Sports Team A members during major school holidays.	Swimming Training Camp (Summer Holiday 2020) <i>The above training camp is tentative only</i>	All PE teachers	\$70,000 to \$180,000 depends on the destination and duration of the camp. The budget will be subsidized by School under the ledger “Funding Students’ Overseas Trips / Training Camps”

Visual Arts Department Programme Plan 2019-2020

Visual Arts Annual Programme Plan 2019-2020 (Grades 1-3)

Head of Department (Grades 1-3): Ms. Tracy Yu
Members: Mr. Ken Tsui & Ms. Ellsa Tsarm

Aims & Objectives:

1. To develop students' creativity and imagination through participation in art making and art appreciation activities.
2. To develop students' visual language 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.

Strengths:

1. Teachers have a strong knowledge of both Western and Chinese art practice and history.
2. Teachers can demonstrate a wide variety of teaching styles and approaches.
3. Students enjoy visual art lessons.
4. Parents are supportive of the Visual Arts programme.
5. Abundant material resources are available with strong support given by the school.

Weakness:

1. Space is insufficient. The Visual Arts Room 101 is occupied with furniture and equipment from other departments.

Plan and Activities Table (2019-2020)

Aims	Plan	Descriptions	Period	Coordinator	Budget
1-4	Cross Curricular Integrated Learning	Topics chosen for Visual Art lessons will relate to other disciplines and in collaboration with other departments or the whole school programme.	Art Lessons	Tracy Yu (G1-2) Ken Tsui (G3)	Curriculum Development: \$32,000 Teaching Materials: \$140,000
1-4	Artist in School Partnership	Artists from external institutions and organizations will be invited to run art appreciation and art making workshops for students. Topics that are not likely to be covered in visual art lessons will be introduced.	Art Lessons & After school classes	Tracy Yu (G1-2) Ken Tsui (G3)	Seminars and Workshops: \$25,000
1-4	Project Learning/Collaborative Learning	Students will work in group projects that build their generic skills. Collaborative artworks will be displayed around the school.	Art Lessons & Extended Learning Weeks	Tracy Yu (G1-2) Ken Tsui (G3)	Teaching Materials: \$140,000

1-4	Art Appreciation	<p>Students will be introduced to artists, art concepts, movements and various styles of art language.</p> <p>Students learn art appreciation during lesson discussions, art making and exhibition visits. They develop creativity, imagination, self-reflection and critical thinking skills.</p>	Art Lessons	<p>Tracy Yu (G1-2)</p> <p>Ken Tsui (G3)</p>	<p>Curriculum Development: \$32,000</p> <p>News, Magazines, Books: \$7,000</p>
1-4	Sketch Book (Visual Diary)	<p>Visual Diary is an extension of art appreciation practice.</p> <p>It focuses on encouraging students' observation, creativity and imagination on their own choice of topics. Teachers may use the sketchbooks as a means to give positive feedback and encouragement to students.</p> <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 also provided as encouragement. 	All-Year Round	<p>Tracy Yu (G1-2)</p> <p>Ken Tsui (G3)</p>	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$140,000</p>
1-4	Students' Art Exhibition	To share our students' artworks inside and outside of school premises that help promote art appreciation, creativity and critical thinking skills.	All-Year Round	<p>Tracy Yu (G1-3)</p> <p>Ken Tsui (G3)</p>	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$140,000</p>

2-3	Art Competition	All students will be given the opportunities to participate in competitions organized by the school and other organizations in Hong Kong, nationally and internationally.	All-Year Round	Tracy Yu (G1-2) Ken Tsui (G3)	Prizes, Gift & Awards: \$6,000 Printing: \$10,000 Stationery: \$5,000
1-4	Cultural Adventure	To provide opportunities for students to learn outside of the classroom, and to arouse their interests in Visual Arts and promote life-long learning. To further engage students in experiential learning through organizing outings and trips.	All-Year Round	Tracy Yu	Local, Tours / Outings: Transportation: \$3,000
1-2	Extra-curricular Art Classes	To focus on a wide range of multimedia art classes taught by external tutors to cater the needs of students who wish to develop their artistic potential through various media explorations.	All-Year Round	Tracy Yu (G1-6) Ellsa Tsarm	Self-funded by Parents

1-4	Teaching & Learning Initiatives	<p>More challenging curriculum & independent learning skills will be introduced.</p> <ol style="list-style-type: none"> 1. To use iPad Pro to draw sketch: <ul style="list-style-type: none"> -Promote art and technology in education -Increase students' incentive to acquire independent and self-learning skills 2. To recruit volunteer Art Helpers to serve during recess time: <ul style="list-style-type: none"> -Develop a routine for students who are self-motivated and willing to take up extra work during their recess. 3. To encourage the weaker students to work on their own pace to complete their artwork during the second recess on a voluntary basis. 	All-Year Round	Tracy Yu (G1-2) Ken Tsui (G3)	Curriculum Development: \$32,000 Teaching Materials: \$140,000 IT Support: \$5,000
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Visual Arts Annual Programme Plan 2019-2020 (Grades 4-6)

Head of Department (Grade 4-6): Ms. Eva Chui

Members: Ms. Karen Li & Ms. Ng Wan Ki

Aims and Objectives:

Aims	Objectives
To develop students creativity and Imagination	To enhance their creativity and power of imagination through participation of art making and art appreciation activity.
To develop skills and processes	Students learn to use visual language, different visual arts forms, variety of materials and techniques for visual art making.
To develop students critical responses	Students acquire abilities to conduct critical thinking and informed decisions.
To help student understand arts in context	To help students make interconnection between art with other disciplines and build their cultural awareness.
To build good attitudes	To help promote students' positive attitude towards art.

Strengths:

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

Weaknesses:

1. Pupil's commitments and motivation in Visual Arts is often conflicted with other subjects/disciplines.
2. It can be difficult to develop students' artistic ability & art appreciation skills in Visual Arts with only one art class per week.

Programme Plan Items					
	Aims	Plan	Description	Co-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. 	Ms. Chui & Ms. Li	Curriculum Development: \$20,000 Teaching Materials: 112,000
2.	1,2	Art in School Partnerships	<ul style="list-style-type: none"> • Partnerships with other subject departments & working committees to merging art activities outside of art class and into everyday school life. • Artists, other institutions and organizations will be invited to run art appreciation and art making workshops for the students. 	Ms. Chui	Seminars and Workshops: \$25,000
3.	1,2,3, 5	Project Learning/ Collaborative Learning	<ul style="list-style-type: none"> • Students will create group projects which help develop their generic skills. 	Ms. Chui & Ms. Li	Teaching Materials: 112,000
4	1,3,4	Art Appreciation	<ul style="list-style-type: none"> • Language of art Students will be introduced to artists, art concepts, movements and various styles of art and the language of art. • Students will have art appreciation sessions during lesson discussion, art making and exhibition visits to develop self-reflection and critical thinking skills. 	Ms. Chui & Ms. Li	Curriculum Development: \$20,000 News, Magazines, Books: 4,000
5	1-3	Sketchbook (Creativity & Imagination)	Students will use sketchbooks to help develop creativity and imagination, skills and processes.	Ms. Chui & Ms. Li	Teaching Materials: 112,000

			Teachers may use the sketchbooks as a means for giving feedback to students.		
6	3,5	Student Art Exhibition	To display artworks to help promote self-reflection and critical thinking skills.	Ms. Chui, Ms. Li & Ms. Ng	School Budget to support Visual Art Exhibition \$250,000
7	3,5	Art Competition	All students will be given the opportunities to participate in competitions organized by the school and other organizations in Hong Kong, nationally and internationally.	Ms. Chui & Ms. Ng	Prizes, Gift & Awards: \$ 5,800 Printing: \$10,000 Stationery: \$5,000
8	1-5	Cultural Adventures	To develop opportunities outside of classroom learning and to trigger their interests in Visual Arts and to promote life-long learning.	Ms. Chui, Ms. Li & Ms. Ng	Local Tours, Outings & Transportation: \$3,000
9	1-3	Extra-Curricular Art Classes	A range of art classes will be offered to cater to the needs of students who wish to develop their artistic potential through various media explorations.	Ms. Chui & Ms. Ng	Self-funded by Parents Coaching Fee: \$174,000
10	1-5	Teaching & learning Initiatives	To explore strategies to cater for learners' diversity	Ms. Chui & Ms. Li	Teaching Materials: 112,000

Religious Education Department Programme Plan 2019-2020

宗教科週年工作計劃 (2019-2020)

計劃小組

科主任：盧國詠

組 員：鄭頌慧、劉 巍、郭嘉恩、何志泉、梁穎茵、
王健屏、梁凱祈、王貝詩、張千峰、吳鳳婷

本校現況

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。

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。

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 3 4	個人牧養工作	宗教科老師將向有需要學生提供個人情緒及心靈支援。	全體學生	觀察學生反應及收集教師意見	全年	全體老師	/

2.	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	*劉 巍 鄭頌慧	/
3.	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 劉 巍 郭嘉恩 梁穎茵	\$1000
4.	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。	小一至小四的學生及家長	收集家長意見	全年 (每月兩次)	*何志泉 劉 巍 梁穎茵 (小一、二) *王健屏 梁凱祈 王貝詩 (小三、四)	\$2000

5.	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。	全體學生	活動後會議	全年 (按節期)	*盧國詠 吳鳳婷 聖公會 牧師	\$500
6.	2 5 6	開放日 (佈道活動)	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	\$2000
7.	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
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	四月	*盧國詠 張千峰	\$3000

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 盧國詠	\$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	\$2000
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	*盧國詠 聖公會 牧師及 基督徒 老師	\$3000
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	\$1000
14.	5	聖公會 活動	協助相關活動之事務傳達，讓老師及同學得悉教會活動的詳情。	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(8:00-8:20)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	\$1500
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	*郭嘉恩 盧國詠	\$10000
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	\$3000
18.	1 2 5	家長團契	於每次親子聖經班之後，由聖公會池牧師主領。通過考查聖經及活動，尋求神在家長身上所定的使命。	家長	收集家長 意見	全年	*吳鳳婷 王健屏 聖公會 牧師	/
19.	1 2 3 4 5	魔術佈道	以輕鬆有趣的形式與學生分享信仰，希望他們相信並接受耶穌基督為個人救主。	全校 學生	觀察學生 反應及收 集教師意 見	五月	*盧國詠 吳鳳婷	\$2000

20.	1	教師團契	邀請未信主的老師來參加教師團契。藉著詩歌，見證分享及查考聖經，盼望更多同工得著福音的好處。	全校老師	收集老師意見	全年 (每月兩次)	*盧國詠	\$1000
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*聯絡人

Library Studies Department Programme Plan (2019-2020)

Panel Chairperson: Ms. Cherry Tai

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.

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	<ul style="list-style-type: none">• To continue to 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

provide diversified reading materials and resources for teaching and learning		
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

Strengths and Weaknesses

- **Strengths:**
 1. A relatively large number of students enjoy reading.
 2. Annual budget allocated to the Department allows a smooth collection development so that students can be exposed to a wide variety of books and their interests in reading can be stimulated.
 3. The Library provides a comfortable environment for the students to read.
 4. Each class is divided into 2 groups during library lessons and students are exposed to English and Putonghua. In smaller groups, students can concentrate better and enjoy the library lessons.
- **Weaknesses:**
 1. Some students only read a particular series of books and do not try to read other books available in the Library.
 2. Upper grades students have difficulties to spare time to go to the Library during recess time.
 3. There are a small number of students who do not read much.

Annual Programme Plan & Budget

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1	1, 4, 5	Reading Environment and Resources	<p>1. Management of School Library</p> <p>(a) Provide check in/check out services</p> <p>(b) Issue overdue notices</p> <p>(c) Keep the library tidy and comfortable</p> <p>(d) Offer advice on library resources</p> <p>(e) Develop and manage the library collection (research before order, order, check invoice, catalogue, import data, print labels, wrap books and stocktaking)</p> <p>(f) Decorate the Library</p> <p>(g) Organize and manage the student librarians</p> <p>(h) Organize the library parent volunteers</p> <p>2. Budget Management</p> <p>3. Collection Development</p> <p>(a) English, Chinese and French books</p> <p>(b) Magazines</p> <p>(c) Online resources</p> <p>(d) Classroom Libraries</p>	<p>1. Reading environment of the Library</p> <p>2. Feedback of the teachers, students and parents</p> <p>3. Size of collection</p>	Whole Year	<p>Ms. Cherry Tai (Teacher-Librarian)</p> <p>Ms. Evelyn Cheang (Assistant Librarian)</p>	<p>2019-2020</p> <p>Library budget for purchasing reading materials</p>
2	1, 2, 3, 5	Library Education	<p>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.</p>	<p>1. Students' participation and performance in the library lesson</p>	Whole Year	Ms. Cherry Tai	<p>2019-2020</p> <p>Library budget</p>

			<p>2. G.1 and G.2 will have story time and learn simple library skills.</p> <p>3. G.3 and G.4 students will learn the usage of electronic books, the way to use both book-form and online encyclopedia and the classification methods of the library materials (Dewey Decimal Classification and Chinese Books Classification).</p> <p>4. G.5 and G.6 students will take turns to visit the Library during Reading Period.</p>	2. Students' feedback			
3	1, 4	Cross-curriculum collaboration	<p>1. Various cross-curriculum activities will be held with other Departments throughout the year.</p> <p>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.</p>	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2019-2020 Library budget
4	1, 3, 5	Reading Activities	<p>1. Author Visit/ Talk</p> <p>2. Book Fair</p> <p>3. Heifer Read to Feed Programme</p> <p>4. World Book Day Celebration Week</p> <p>5. Storytelling Sessions</p> <p>6. My Favourite Book Sharing Sessions</p> <p>7. Reading Programme</p> <p>8. Library Cards for All Children Scheme</p> <p>9. Books Borrowing Ranking Charts</p> <p>10. Newspaper and Magazines Subscription</p>	<p>1. Students' participation</p> <p>2. Students' feedback</p>	Whole year	Ms. Cherry Tai Ms. Evelyn Cheang	2019-2020 Library budget
5	1, 2, 3, 5	Student Librarians	<p>Recruiting, training and organizing the student librarians to</p> <p>1. assist in the daily operation of the Library</p> <p>2. keep the Library clean and tidy</p>	Student librarians' performance	Whole year	Ms. Cherry Tai	2019-2020 Library budget

			3. make sure the students behave themselves in the Library 4. help fellow students in using the Library				
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 Ms. Evelyn Cheang	2019-2020 Library budget

Diocesan Boys' School Primary Division
Computer Studies Programme Plan (2019 – 2020)

Head of Department: Ms. Jessica Chan

Teachers: Ms. Pauline Ip, Mr. Edward Wong, Mr. Alan Ng, Ms. Pency Wong, Mr. Louis Hau, Mr. Alex Lam and Ms. Teresa Fok

Aims and Objectives:

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

Major Concerns 2019-2020

1. To foster STEAM learning in lessons

2. To encourage independent learning and foster relevant skills required for independent learning
3. To incorporate project skills into the curriculum
4. To cater to special educational needs of SEN students
5. To encourage the use of digital learning tools, especially iPads, in learning and teaching
6. To enhance the awareness of ethical use of the School Intranet, the Internet and Google Apps among students of the upper primary

Strengths:

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

Weaknesses:

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

Programme Plans 2019-2020

1. To adopt cross curricular themes with different subjects
2. To build up students' sense of responsibility when using computer and information technology

Annual Programme Plan and Budget

Plan	Aims	Activity	Description	Method of Evaluation	Period	Coordinator	Budget
1	7, 8	IT Director/ IT Captain	Students will be selected as IT Directors or Captains to assist IT Officers in maintaining order and discipline in the Computer Room during the recesses.	1. The order of the Computer Room during recesses 2. Participation rate of the IT Directors & Captains	Sept 2019 – July 2020	Edward Wong* Alan Ng	Certificates & Book Voucher
2	1-9	External Competition	Innovative Science Contest – mBot Robot (Fukien Secondary School)	1. Results attained by students 2. Students' participation rate	Nov 2019 – Dec 2019	Edward Wong* Pauline Ip	\$3000
			Hong Kong GreenMech Contest (香港機關王競賽)		Oct 2019 – May 2020	Teresa Fok* Jessica Chan	
			Scratch Animation/Game Design Competition		Oct 2019 – Apr 2020	Alex Lam* Teresa Fok	
			Hong Kong Primary Schools Olympiad in Informatics		Dec 2019 – Apr 2020	Jessica Chan* Edward Wong	
			Computational Thinking and the Code2App Contest (HKUST)		Dec 2019 – May 2020	Pency Wong* Alan Ng	
			ROV Challenge (IEEE OES CityU and PolyU) (Underwater Robotics)		Mar 2020 – Apr 2020	Louis Hau* Alex Lam	

			<p>Hong Kong mBot & Arduino Robot Challenge</p> <p>(https://stemchallenge.hk/)</p>		Apr 2020 – May 2020	Alan Ng* Alex Lam	
			Yu Chun Keung Cup – STEM in Computational Thinking		Jun 2020 – Jul 2020	Alan Ng* Louis Hau	
			World Robot Olympiad		Sept 2019	Pauline Ip* Edward Wong	
3	1-7	STEM Learning Activities	<p>Outsource lessons in Term 1; the topics are:</p> <p>G.1 & G.2: Dash & Dot</p> <p>G.3 & G.4: mBot</p> <p>G.5 & G.6: Micro-Bit</p>	Students' participation rate	Oct 2019 – Nov 2019	Pauline Ip* Jessica Chan	Annual Giving Budget
4	1-8	Extended Learning Weeks	<p>Disney Youth Programme at HK Disneyland</p> <p>G.3-4: Synergy in Science</p> <p>G.5-6: Disney STEM Exploration</p>	Students' performance and participation rate	June 2020	Pauline Ip* Jessica Chan	Life-wide Learning Grant \$150,000
5	8	Seminar (Internet Safety and Protection of Personal Information)	<p>a) Awareness of Internet Safety issues</p> <p>b) Awareness of Protection of Personal Information over the Web</p>	<p>1. Students' participation rate</p> <p>2. Students' behaviour when using the Internet and Intranet</p>	July 2020	Jessica Chan*	\$2000

6	2	Extra-curricular Activity (mBot)	mBot competition-based training course		Oct 2019 – Mar 2020	Alan Ng* Alex Lam	--
7	1, 2	Cross-curricular Activities	G.1 – 2: Cherish Yourself and Your Family		Sept 2019 – Jun 2020	Pency Wong * Alex Lam* Teresa Fok	--
			G.3 – 4: Love Your Schoolmates and Your School		Sept 2019 – Jun 2020	Edward Wong* Jessica Chan* Louis Hau	
			G.5 – 6: Love Our Society and Our World		Sept 2019 – Jun 2020	Alan Ng* Pauline Ip	

Moral Education Department Programme Plan 2019-2020

Head of Department: Mr. Sammy Ho

Member: Ms. Ivy Wong

Aims and Objectives:

1. To organize experiential activities and service programmes to promote pro-social behaviour amongst students.
2. To organize talks and workshops to promote moral values and social skills amongst students.
3. To conduct workshops to promote effective parenting skills amongst parents.
4. To involve more teachers in subject-related professional development activities for teachers to get exposure to new ideas and technologies, especially in developing students' creativity and critical thinking.
5. To organize talks and workshops to help students learn to appreciate rather than criticizing others.

Strengths:

1. The School offer 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 relationship 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. The 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 participating in experiential activities.
8. Parents are concerned about the development of their children and are 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 to listen to others' viewpoints. A greater amount of time is required when group discussion is held and students need to learn to refrain from being too dominant.
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 improve.
6. Some parents show too much care and overprotect their children. They are in need of effective parenting skills.

Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance indicator	Period	Co-ordinators	Budget
1	2	G.1 Adaptation Workshop	1. Strengthen G.1 students' self-management ability and sense of responsibility so as to help them adapt to their primary school life.	Teachers' observation & feedback from participants	Sept, 19	Ivy Wong	\$1,000
2	2,5	Developmental Talks, Activities and Workshops	1. Promote moral values and social skills amongst students. 2. Encourage students to appreciate rather than criticizing others.	Teachers' observation	Sept., 19 - July, 20	Sammy Ho & Ivy Wong	\$5,000
3	4	Professional Development Activities	Circulate information about professional development activities amongst teachers and recommend teachers to attend suitable activities.	At least 3 teachers will attend professional development activities	Sept., 19 - July, 20	Sammy Ho	---
4	3	Parents' Workshops	Help parents strengthen parenting skills, and provide a platform for parents to share positive parenting strategies.	1. 2 three-session workshops will be organised for parents of G.1-3 students 2. 3 one-session workshops will be organised for parents of G.4-6 students 3. Over 80% of the participants consider the workshops beneficial	Oct., 19 - June, 20	Sammy Ho & Ivy Wong	\$25,000

5	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 130 G.1-2 students will participate in the programme	Feb., 20– March, 20	Sammy Ho & Ivy Wong	---
6	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"> 4. 18 or more students will participate in the tour 5. 85% of participants and their parents consider the activity beneficial 	8-12 April, 20	Sammy Ho	---
7	2	Talk on Healthy Use of Computer	Enhance G.1-3 students' awareness of the importance of healthy use of computer.	Teachers' observation & feedback from participants	May, 20 - July, 20	Sammy Ho	---

Electives Department Programme Plan (2019-2020)

Department Head: Ms. Susanna Chung

Panel Chairperson: Ms. Jenny Lo

Members:

Nadia Chan	Monique Lok	Sammy Ho	Grace Ko
Jessica Chan	Eva Chui	Ivy Wong	Ken Tsui
Sonia McCarthy	Alexandra Morley	Livia Liu	April Wong
Anna Wong	Misty Mou	Nick Leung	Calvin Chan
May Po	Isabella Kwan	Cherry Tai	Kathy Lo
Meredith Wong	Simone Lam	Bianca Yeung	Vera Kong
Fiona Tsui	Diana Yan	Amy Mao	Ada Chu
Karen Li	Teresa Fok	Karen Leung	Pency Wong
Katie Chan	Alice Lau	Konnie Tam	Peter Moran
Bonnie Chan	Michael Yuen	Kam Tse	Judy Chu

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 general goals 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 in students a sense of responsibility so that they understand their role as a member of the course that they attend.
4. To develop students' self-learning skills.
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 members attending the same elective.
7. To promote STEAM education.

Strengths and Weaknesses

• Strengths

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

- **Weaknesses**

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

- **Opportunities**

1. New electives (Archery, Creative Innovator, Squash) will be introduced each year.
2. Our teachers are professionally trained and they can propose teaching an elective according to their interests and competencies.
3. Most of the external organizations specialize in the area of electives that they provide (e.g. Go Culture, Pasona, Science Workshop, Maths Games, Money Management and African Culture).
4. Our students are given the opportunity to learn from many different tutors from various external organizations and have the exposure to diverse fields of knowledge.

Threats

1. The expenditure on running the electives is increasing each year because of the raise in course fees demanded by the external organizations, making the operation of electives a heavy burden on the School.
2. Most of the external organizations (37 out of 55) 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 high quality electives with high costs.
3. Not all students have prerequisite skills and knowledge on a particular area, making it more challenging for teachers and external organizations to design and deliver courses at an advanced level.
4. It is a challenge to require standardization in the design and delivery of electives, among electives designed and delivered by both teachers and external organizations.

Annual Programme Plan (2019-2020)

Plan				Aim	Item						
1	<ul style="list-style-type: none">To further develop a more challenging and comprehensive curriculum to unleash the full potential of students.To maintain a balance of courses of different learning areas to be provided in the electives curriculum.			2 and 5	1-75						
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. <ul style="list-style-type: none">Focus on developing students’ language and culture: Japanese, French, African Culture, GermanFocus on developing students’ proper manners: EtiquetteFocus on Art & Design: Drawing on the right side of the brain, 3D Sculpture,中國畫, Spatial DesignFocus on Sports which are out of regular curriculum: Rock Climbing, Handball, Rope Skipping, Dodge Ball, Taekwondo, YogaNew elements in elective curriculum:<table><tr><td>Puzzle (using iPad)</td><td>Creative Innovator (1.5 hours)</td><td>Physics Experiments (Electromagnetism)</td></tr><tr><td>Archery</td><td>Squash</td><td>Molkky and Dodgebee</td></tr></table>			Puzzle (using iPad)		Creative Innovator (1.5 hours)	Physics Experiments (Electromagnetism)	Archery	Squash	Molkky and Dodgebee	1 ,2 and 5
Puzzle (using iPad)	Creative Innovator (1.5 hours)	Physics Experiments (Electromagnetism)									
Archery	Squash	Molkky and Dodgebee									
3	To enable students to learn through interactions with schoolmates and tutors of external organizations			3 and 6							
4	To let students choose the electives that best suit their learning styles.			1 and 2							
5	To further develop students’ self-learning skills. (E.g. Be a SMART Learner, Basic Outdoor Survival Skills, Room Escape Challenge and Maths Problem Solving Strategies, etc.)			4							
6	To promote STEAM education. (E.g. VR & AR, Maths Problem Solving Strategies, Creative Computing with Scratch Programming, Introduction to Machine Learning, Food Science, CoSpaces Advanced VR and Spatial Design, etc.)			7							

Activities Table (2019-2020)

	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	Meredith	Bianca	
2	Go Culture Course: Intermediate (圍棋中班)				Bonnie		April
3	Go Culture Course: Advanced (圍棋精英班)					Diana	
4	International Corner		Bianca		Meredith	Anna	
5	Elementary Japanese		Vera		Amy Mao		
6	Intermediate Japanese					Vera	
7	Money Management		Grace Ko		Vera		
8	Puzzle (using iPad)					Ada	
9	Be a Magician		Amy Mao		Bonnie	Misty	
10	Mathematical Games		Diana		Isabella		
11	Physics Experiments (Electromagnetism)					Jessica	
12	Chinese Food Culture 中國傳統飲食文化		Anna			Meredith	
13	Handmade Traditional Toys & Play Culture				Judy		
14	FUN with LEGO				Kathy	Teresa Fok	
15	YOGA for Kids		Eva				

16	Collage Art	See Programme Plan of each Elective	1.Students' Feedback	At the end of each term		Karen Li	
17	Science Adventures				Judy	Cherry	Nadia
18	Juggling Matrix (雜耍天地)					Misty	Bonnie
19	天文實驗班		2.Teachers' Feedback		Misty	Anna	
20	Advanced Astronomy Exploration					Teresa Fok	Monique
21	Toy Science				Michael		Fiona
22	Science Adventure Builder		3.Parents' Feedback		Ivy		
23	初級紙製電路 (Paper circuit)					Fiona	Diana
24	Creative Innovator (1.5 hours)				Teresa Fok		
25	Photography		4.Achievement of targets for each elective				Peter
26	Basic Outdoor Survival Skills 求生技能初探				Isabella		Pency
27	中國畫					Ken	
28	Food Science				Nadia		
29	Learning is Cool - Zoology for Kids				Karen Li		Kathy
30	Be a SMART Learner					Michael	
31	Fun with French- G 2 (21 lessons) #				Morley	Morley	Morley
32	DIY Xmas Gift				Sonia		
33	Learn from GAMES					Grace Ko	

34	Be a SMART Leader	See	1.Students’	At the end of each term			Chole
35	Think to Speak 環保小先鋒	Programme	Feedback		Chole		
36	探索侏羅紀	Plan of	2.Teachers’			April	Amy Mao
37	(B.Y.O.P.)3D Modeling & Printing	each			Karen Leung	Monique	
38	Stormy Chefs	Elective	Feedback		Kathy	Karen Leung	Bianca
39	The Chess Academy				Chole	Katie	
40	Introduction to Machine Learning		3.Parents’		Alice	Nadia	Karen Leung
41	Fair Trade Club				Feedback	Sammy	
42	Leather DIY		4.Achievement of targets for each elective			Simone	
43	Domino Builders 骨牌						Konnie
44	MONOPOLY (strategy & fun)				Katie		Cherry
45	Science Workshop I				Konnie	Katie	Grace Ko
46	Science Workshop II				April	Sonia	Ivy
47	Room Escape Challenge 密室解難						Kam
48	Etiquette				Monique		
49	Brain Teaser				Sammy		
50	German Beginners					Isabella	
51	African Culture		May			Sonia	

52	African Performing Art Workshop	See	1.Students’	At the end of each term		Ivy		
53	Let's Explore the World	Programme	Feedback		Cherry	Alice		
54	Explore World Heritage	Plan of	2.Teachers’				Livia	
55	Board Games	each			Pency	Pency		
56	棋樂無窮	Elective	Feedback				May	
57	Coding: Swift Playground					Michael		
58	VR & AR		3.Parents’		Jessica			
59	CoSpaces Advanced VR		Feedback			May		
60	Creative Computing with Scratch Programming						Alice	
61	Maths Problem Solving Strategies		4.Achievement			Jessica		
62	Urban Design		of targets for			Eva	Eva	
63	3D Sculpture		each elective			Fiona		
64	Drawing on the Right Side of the Brain Workshop (14 lessons) #		4.Achievement of targets for each elective				Jenny	Susanna
65	Team Building Workshop				Ken	Konnie	Simone	
66	Taekwondo (14 lessons) #				Livia	Judy		
67	Table Tennis					Calvin		
68	Molkky and Dodgebee	Ada						

69	Rope Skipping				Calvin	Ada	
70	Archery					Calvin	Ken
71	Hockey					Nick	
72	Dodge Ball						Nick
73	Squash				Nick		Sammy
74	Rock Climbing				Kam	Kam	
75	Handball				Simone	Susanna	Jenny