

Diocesan Boys' School Primary Division



Annual School Report 2014-2015

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Achievement & Reflection of Annual School Plan 2014-2015

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

1. Student Learning & Teaching

1.1 To further develop teaching strategies to cater to students' learning diversity

1.1.1 Strategies/Tasks: To reduce the class size for better teacher/students ratio

Success Criteria:

- To reduce the class size of 5D, 5J, 5M, 5P to 20; and that of 6D, 6J, 6M, 6P, 6S to 23 when students have English, Chinese & Maths lessons.
- 50% of students of 5D, 5J, 5M, 5P, 6D, 6J, 6M, 6P & 6S demonstrate significant improvement in their English, Chinese & Maths results – making a progress by 5 marks (which includes the term and assessment marks) in each subject in Term 2 compared with their original results attained in Term 1.

Report & Evaluation:

In the 2014-2015 academic year, a new measure was adopted to reduce the class size of the “regular classes” to enhance learning motivation the class, especially students who used to be passive; promote better interaction between teachers and students; and ensure greater participation of all learners during the English, Chinese and Mathematics lessons.

The class sizes of all G5 & G6 “regular classes” in 2014-2015 are listed as follows:

G5		G6	
Class	Class Size	Class	Class Size
5D	18	6D	22
5J	18	6J	22
5M	20	6M	22
5P	21	6P	22
/	/	6S	21

The class averages of English, Chinese and Mathematics of the G5 & G6 “regular classes” in the First Term are listed in the following table. These marks were used as

the baseline to compare with the class averages of the three subjects in the Second Term.

G5				G6			
	Eng	Chi	Math		Eng	Chi	Math
5D	88.62	68.65	81.37	6D	84.34	76.79	79.49
5J	82.48	73.04	82.94	6J	82.63	75.57	82.06
5M	78.60	67.86	80.28	6M	83.55	76.15	77.30
5P	80.09	67.90	79.33	6P	84.00	77.65	84.32
/	/	/	/	6S	81.73	74.48	76.98

Reports given by the HoD's and Panel Chairperson of English, Chinese and Mathematics Departments are as follows:

Department of English

1. Analysis of Students' Results Attained in Term 1 & Term 2

Grade 5 Regular Class Students' Term 1 and 2 Assessment Results' Comparison					
Total Number of Students in Grade 5 Regular Classes:	77				
	5D	5J	5M	5P	Subtotal (By Category)
Number of students who improved by 1 mark	2			4	6
Number of students who improved by 2 marks	2	1	2	1	6
Number of students who improved by 3 marks	2		2	1	5
Number of students who improved by 4 marks		1	1		2
Number of students who improved by ≥ 5 marks	2	2	5	2	11
Subtotal (By Class)	8	4	10	8	30

Among 77 students from the G.5 regular classes, 30 students have made improvements in the second assessment. 11 students improved by 5 marks or more.

Grade 6 Regular Class Students' Term 1 and 2 Assessment Results' Comparison						
Total Number of Students in Grade 6 Regular Classes:	107					
	6D	6J	6M	6P	6S	Subtotal (By Category)
Number of students who improved by 1 mark	1	1	2	1		5
Number of students who improved by 2 marks	3	1	2		3	9
Number of students who improved by 3 marks	1		4			5
Number of students who improved by 4 marks	3	3		3		9
Number of students who improved by ≥ 5 marks	6	11	3	7	9	36
Subtotal (By Class)	14	16	11	11	12	64

Among 107 students in the G.6 regular classes, 64 boys have made improvements in the second assessment. 36 students improved by 5 marks or more.

Department of Chinese

1. 分析普通班學生在第一及第二期的成績

五年級普通班學生總數：72

進步分數（對比第一及第二學期中文科評估成績）	各班進步人數				總進步人數	進步人數百分比
	5D	5J	5M	5P		
1 分			2		2	2.78%
2 分				2	2	2.78%
3 分					0	0.00%
4 分	2	1	1		4	5.56%
5 分或以上	12	5	17	16	50	69.44%
各班進步人數	14	6	20	18	58	80.56%

六年級普通班學生總數：94

進步分數（對比第一及第二學期中文科評估成績）	各班進步人數					總進步人數	進步人數百分比
	6D	6J	6M	6P	6S		
1 分			3	0		3	3.19%
2 分	1	2	0	1		4	4.26%
3 分		2	0	4	1	7	7.45%
4 分	1	3	0	1	1	6	6.38%
5 分或以上	6	5	6	9	5	31	32.98%
各班進步人數	8	12	9	15	7	51	54.26%

對比第一及第二學期中文科評估成績，五年級共有約 69%學生的成績進步 5 分或以上，而有進步的學生共佔 80.5%，進步顯著；六年級有約 33%學生的成績進步 5 分或以上，而有進步的學生共佔 54.3%。

2. 五、六年級普通班學生在學習效能上的反思

五年級學生除預默對他們有幫助方面低於 90%，其餘都是 90%以上。由此可見他們在學習效能上的反思都是積極、正面的。

六年級學生在預習、提高學習興趣及信心方面在 85-90%，其餘都是 90%以上。由此可見大部分學生都認為他們參與課堂活動和回答問題的機會增加了。

Department of Mathematics

1. Analysis of Students' Results Attained in Term 1 & Term 2

A. Comparison of Grade 5 Regular Classes Students' Term 1 and 2 Assessment Results

	No. of students	1st Term Assessment	2nd Term Assessment	Difference
G5	77	81.74	75.32	- 6.42

Total Number of Students in G.5 Regular Classes: 77

	5D	5J	5M	5P	Subtotal (By Category)
Number of students who improved by 1 mark					0
Number of students who improved by 2 marks			1		1
Number of students who improved by 3 marks			1	1	2
Number of students who improved by 4 marks	1			1	2
Number of students who improved by ≥ 5 marks	3	6	1	2	12
Subtotal (By Class)	4	6	3	4	17

1. Among 77 students in the G.5 regular classes, only 17 (22.1%) students made improvement in the 2nd assessment. 12 (15.6%) students improved by 5 marks or more.
2. There were only a few students who showed improvement in the 2nd assessment. It was because the class average of the G5 regular classes in the 1st Term was 81.74 and the marks were very high.

B. Comparison of Grade 6 Regular Classes Students' Term 1 and 2 Assessment Results

	No. of students	1st term Assessment	2nd term Assessment	Difference
G6	107	74.69	77.45	+ 2.76

Total Number of Students in G.6 Regular Classes: 107

	6D	6J	6M	6P	6S	Subtotal (By Category)
Number of students who improved by 1 mark		1	1	1	3	6
Number of students who improved by 2 marks	1		2	3	1	7
Number of students who improved by 3 marks	1	2			1	4
Number of students who improved by 4 marks			1			1
Number of students who improved by ≥ 5 marks	10	8	10	7	12	47
Subtotal (By Class)	12	11	14	11	17	65

Among 107 students in the G.6 regular classes, 65 (60.7%) students have made improvements in the 2nd assessment. 47 (43.9%) of them improved by 5 marks or more.

1. Student Learning & Teaching

1.1 To further develop teaching strategies to cater to students' learning diversity

1.1.2 Strategies/Tasks: To development teachers' skills in asking challenging/ open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers

Success Criteria:

- Each of the four core subjects arranges at least 1 professional “sharing session” for department members to disseminate what teachers have learned in the courses/workshops/seminars about catering learners’ diversity in the coming school year.
- 70% of G5 & G6 x-class students consider they are able to complete tasks with less teacher intervention.
- 70% of G5 & G6 x-class students consider they are able to predict possible outcomes, organize, plan and re-draft written responses.
- 70% of G2 – G6 regular class students consider they are given necessary guidance and support from teachers.
- 70% of G2-6 regular class students consider they are given more opportunities to participate in group work where they can learn from one another by sharing their work and offering constructive feedback.

Report and Evaluation:

Department of English

1. Professional Sharing Session

Staff Development Workshop on Writing & Bridging to Secondary School was held during collaboration on 4th May 2015. The professional sharing session was conducted by Ms. Sandra Lai and Mr. Leo Tan from the Secondary Division. The Secondary Division teachers shared how rubrics for writing were developed and implemented, the marking scheme, how teachers addressed learner diversity and writing samples of students.

2. Teachers' Feedback

All teachers shared their observations on the following areas:

- 1) Do you pose challenging/open-ended questions in class? If yes, how often? If not, why not?
 - 2) Outcomes of using challenging/open-ended questions.
 - 3) Students' reactions. Do students like to be challenged or is it too difficult for them?
- Open ended questions enhance students' understanding. English teachers frequently incorporate challenging questions when teaching novel, reading and writing.
 - Students are asked to do discussions during class time before giving written responses.
 - Students are often asked to share personal experiences relevant to the topics covered in the novels and textbooks.
 - Students understand the lessons better when open-ended questions are used.
 - Pair discussion is an effective warm-up for students to speak more confidently in groups.
 - Most Grade 5 & Grade 6 students are able to provide lengthy, in-depth responses to open-ended or challenging questions. Responses from students reflect their understanding of the lessons.
 - Most X-class students enjoy open-ended questions and do not find the questions too challenging.
 - Shy students are also able to give well-written responses to questions although they do not express themselves well orally.
 - Open-ended questions help students to learn from each other.
 - Open-ended questions are implemented when clarifying definitions of vocabularies with students.

3. Survey for G5 & G6 X Class Students

Results for 5 X1 (Number of Students: 31)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 39.39% of students agree that they are challenged by the questions their teacher asks in class.

- 96.97% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 96.97% of students state that they have more opportunities to do additional activities/worksheets.
- 100% of students state that they benefit from being in the x-class.

Results of 5X2 (Number of Students: 28)

- 92.86% of students agree that they are able to complete tasks with less teacher intervention.
- 92.86% of students agree that they are challenged by the questions their teacher asks in class.
- 92.86% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 82.15% of students state that they have more opportunities to do additional activities/worksheets.
- 96.43% of students state that they benefit from being in the x-class.

Results of Grade 6X (Number of Students: 32)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 87.50% of students agree that they are challenged by the questions their teacher asks in class.
- 100% of students agree that they are more responsible for my own learning.
- 100% of students agree they are able to complete tasks independently.
- 100% of students state that they have more opportunities to do additional activities/worksheets.
- 93.76% of students state that they benefit from being in the x-class.

4. Grade 5 & 6 Regular Classes Students' Survey

Grade 5 Regular Class Student Survey:

- 92.10% of students agree that they have more opportunities to ask questions in class.
- 92.11% of students agree that they have more opportunities to answer questions in class.
- 92.11% of students agree that they do more pair work/group work in class.

- 90.79% of students agree that individual help is more accessible from their teachers.
- 96.05% of students state that they are more proactive in their learning.
- 96.06% of students state that they benefit from being in a smaller class size.
- 96.05% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 97.37% of students agree that they have more opportunities to do additional activities/worksheets.

Grade 6 Regular Classes Students' Survey:

- 96.90% of students agree that they have more opportunities to ask questions in class.
- 94.89% of students agree that they have more opportunities to answer questions in class.
- 95.87% of students agree that they do more pair work/group work in class.
- 91.83% of students agree that individual help is more accessible from their teachers.
- 96.93% of students state that they are more proactive in their learning.
- 93.81% of students state that they benefit from being in a smaller class size.
- 97.92% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 89.58% of students agree that they have more opportunities to do additional activities/worksheets.

Department of Chinese

1. 老師進修後，於本科會議中進行分享

- a. 進修課題： 推動自主學習. 持續發展小班教學
 時間： 2014 年 7 月
 地點： 香港教育學院
 老師： 譚月清、何穎賢、洪卓筠
- b. 進修課題： 語文教學與自主學習
 時間： 2014 年 8 月 18 日
 地點： 教育局九龍塘教育服務中心
 老師： 何穎賢、洪卓筠

- c. 進修課題： 翻轉教室
時間： 2014 年 8 月
地點： 英華小學
老師： 譚月清、何穎賢、洪卓筠、羅家華、何潔生、甄靄雯
- d. 進修課題： 小學中國語文課程發展實踐專業進修證書課程
時間： 2015 年 4 月 27 日至 5 月 29 日
地點： 香港教育學院
老師： 洪卓筠

2. 老師的回饋

- 老師都認為本學年可嘗試循序漸進地推動學生自主學習。
- 各級都加強及整理預習課文的內容，除了可先讓學生在家中觀看相關的教育電視或查字典外，還可加入找出段旨、關鍵句等題目。在課堂上，老師再跟進預習內容，與學生進行討論和解難。

3. 五、六年級精英班 (X1,X2)學生的問卷調查

五年級精英班 (X1)學生問卷調查數據

問卷總數: 32 份

- 100% 學生認為預習工作紙能幫助他們初步掌握課文的學習重點。
- 100% 學生認為他們能了解老師的授課內容和學習重點。
- 96.88% 學生認為老師提供的額外補充資料對他們有幫助。
- 100% 學生認為他們能主動抄寫筆記。
- 96.88% 學生認為學習每一課課文後，他們會進行自我檢視和反思。
- 96.88% 學生認為如果他們發現自己對教學內容不太理解的時候，他們會主動尋找答案。
- 96.88% 學生認為老師了解他們的強弱項。

五年級精英班 (X2)學生問卷調查數據

問卷總數: 33 份

- 93.94% 學生認為預習工作紙能幫助他們初步掌握課文的學習重點。
- 96.97% 學生認為他們能了解老師的授課內容和學習重點。
- 100% 學生認為老師提供的額外補充資料對他們有幫助。
- 90.91% 學生認為他們能主動抄寫筆記。
- 72.73% 學生認為學習每一課課文後，他們會進行自我檢視和反思。
- 90.63% 學生認為如果他們發現自己對教學內容不太理解的時候，他們會主動尋找答案。
- 93.94%學生認為老師了解他們的強弱項。

六年級精英班學生問卷調查數據

問卷總數: 29 份

- 96.55% 學生認為預習工作紙能幫助他們初步掌握課文的學習重點。
- 96.55% 學生認為他們能了解老師的授課內容和學習重點。
- 100% 學生認為老師提供的額外補充資料對他們有幫助。
- 82.76% 學生認為他們能主動抄寫筆記。
- 75.86% 學生認為學習每一課課文後，他們會進行自我檢視和反思。
- 96.55% 學生認為如果他們發現自己對教學內容不太理解的時候，他們會主動尋找答案。
- 89.66% 學生認為老師了解他們的強弱項。

五、六年級精英班學生問卷調查的分析及結果

- 五年級精英班學生對自己在預習、學習重點的掌握、補充資料、抄寫筆記及主動學習方面都有很高和正面的評價，但他們認為自己在課後進行自我檢視和反思方面仍需加強引導。
- 六年級精英班學生對自己的學習效能也有很高的評價，但他們也認為自己在課後進行自我檢視和主動抄筆記方面仍有進步的空間。
- 五年級精英班學生對自己在預習、學習重點的掌握、補充資料、抄寫筆記及主動學習方面都有很高和正面的評價，但他們認為自己在課後進行自我檢視和反思方面仍需加強引導。
- 六年級精英班學生對自己的學習效能也有很高的評價，但他們也認為自己在課後進行自我檢視和主動抄筆記方面仍有進步的空間。

4. 五、六年級普通班學生的問卷調查

五年級普通班學生問卷調查數據

- 98.59% 學生同意他們在課堂上有足夠提問和回答問題的機會。
- 95.77% 學生同意他們參與課堂活動的機會提高了。
- 95.77% 學生同意他們能掌握老師的授課內容和學習重點。
- 88.73% 學生認為預默對他們有幫助。
- 90.14% 學生對學習中文的興趣提高了。
- 92.96% 學生對學習中文的信心提高了。
- 98.59% 學生認為老師了解他們的強弱項。

六年級普通班學生問卷調查數據

- 96.63% 學生同意他們在課堂上有足夠提問和回答問題的機會。
- 97.75% 學生同意他們參與課堂活動的機會提高了。
- 96.63% 學生同意他們能掌握老師的授課內容和學習重點。
- 85.39% 學生認為預默對他們有幫助。
- 88.64% 學生對學習中文的興趣提高了。
- 87.64% 學生對學習中文的信心提高了。
- 92.13% 學生認為老師了解他們的強弱項。

五、六年級普通班學生問卷調查的分析及結果

- 五年級學生除預默對他們有幫助方面低於 90%，其餘都是 90%以上。由此可見他們在學習效能上的反思都是積極、正面的。
- 六年級學生在預習、提高學習興趣及信心方面在 85-90%，其餘都是 90%以上。由此可見大部分學生都認為他們參與課堂活動和回答問題的機會增加了。

Department of Mathematics

1. Professional Sharing Sessions

The Math Department has organized four professional sharing sessions this academic year. Three of them were held in January, May and June 2015.

- The first sharing session was held on 29 January 2015. It was conducted by Mr. Tsang Kin Wah Francis, the Mathematics Lecturer from the Faculty of Education, CUHK as well as the consultant of Modern Educational Research Society. The topic was “The Latest Trend in Education: The Electronic Textbooks and Interactive Tools in Teaching and Learning Mathematics”. Some electronic and interactive teaching tools were introduced to teachers so that they could experience the applications demonstrated.
- The second sharing session was held on 28 May 2015. It was conducted by Ms. Karina Luk and Mr. Banting Poon who had attended 5-week teacher training at the HKIEd. Mr. Brian Cheung also shared with the Math teachers on what he had learnt in the 9-hour workshops about small-class teaching in Math. The topics included:

Problem-solving strategies	- by Ms. Karina Luk
Small Class Teaching in Mathematics	- by Mr. Brian Cheung
Applications on Word Problems	- by Mr. Banting Poon

Teachers' Feedback:

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	47.06%	52.94%	0%	0%	0%
2. Did the speakers present the subject matter effectively?	47.06%	52.94%	0%	0%	0%
3. Was the sharing session well-paced?	47.06%	52.94%	0%	0%	0%
4. Was the sharing session well organized?	41.18%	58.82%	0%	0%	0%
5. Did you learn knowledge /skills from the sharing session?	52.94%	47.06%	0%	0%	0%
6. Did you enjoy the sharing session?	52.94%	47.06%	0%	0%	0%
7. The sharing session as a whole was:	52.94%	47.06%	0%	0%	0%

- The third sharing session was held on 11 June 2015. It was conducted by Mr. Kwan Shi Pui, an ex-lecturer from the Math Department of the HKIEd. The topic was “Use of Technology in a Math Classroom”.

Teachers' Feedback:

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	55.56%	44.44%	0%	0%	0%
2. Was the speaker's knowledge of the subject good?	88.89%	11.11%	0%	0%	0%
3. Did the speaker teach the subject matter effectively?	61.11%	22.22%	11.11%	5.56%	0%
4. Was the talk well-paced?	50.00%	27.78%	11.11%	11.11%	0%
5. Was the talk well organized?	61.11%	38.89%	0%	0%	0%
6. Were the teaching materials well-designed and useful?	94.44%	5.56%	0%	0%	0%
7. Did you learn knowledge /skills from the talk?	77.78%	22.22%	0%	0%	0%
8. Did you enjoy the talk?	66.67%	22.22%	11.11%	0%	0%
9. The talk as a whole was:	66.67%	33.33%	0%	0%	0%

- The fourth sharing session was held on 18 June 2015. It was conducted by Mr. Lai, the Math Panel Chairperson of the SD. The topic was “How to Create Teaching Materials Using Geogebra”.

Teacher’s Feedback:

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	82.35%	17.65%	0%	0%	0%
2. Was the speaker’s knowledge of the subject good?	76.47%	23.53%	0%	0%	0%
3. Did the speaker teach the subject matter effectively?	58.82%	35.29%	5.88%	0%	0%
4. Was the talk well-paced?	52.94%	41.18%	5.88%	0%	0%
5. Was the talk well organized?	58.82%	35.29%	5.88%	0%	0%
6. Were the teaching materials well-designed and useful?	64.71%	23.53%	11.76%	0%	0%
7. Did you learn knowledge /skills from the talk?	58.82%	29.41%	11.76%	0%	0%
8. Did you enjoy the talk?	70.59%	23.53%	5.88%	0%	0%
9. The talk as a whole was:	58.82%	35.29%	5.88%	0%	0%

2. Teachers' Feedback

Teachers were required to do a survey on the application of questioning skills in class.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I was able to plan questioning prior to lessons to align with the respective instructional objectives of particular topics.	29.41%	70.59%	0.00%	0.00%
2. I was able to ask questions of different levels of difficulty.	70.59%	29.41%	0.00%	0.00%
3. I was able to ask questions to facilitate factual recall and arouse interest.	70.59%	29.41%	0.00%	0.00%
4. I was able to raise canvassing questions to encourage discussions among students. <i>[e.g. "Who think the answer is reasonable by estimation?"</i> <ul style="list-style-type: none"> <i>To students who raised hands: "Billy, why would you think so?"</i> <i>To students who did not raise hands: "Jason, I see you didn't raise your hand. Why didn't you think so?]</i> 	70.59%	29.41%	0.00%	0.00%
5. I was able to pose challenging / open-ended / thought-provoking questions to encourage high-order learning.	58.82%	41.18%	0.00%	0.00%
6. I was able to allow enough "think time" (by waiting at least 7-10 seconds) before expecting students to give answers.	70.59%	29.41%	0.00%	0.00%
7. I was able to give all students a chance to answer questions.	70.59%	29.41%	0.00%	0.00%
8. I was able to facilitate students to explain their answers with examples given when appropriate.	64.71%	35.29%	0.00%	0.00%
9. I was able to offer more options / follow-up questions / redirect the questions to other students should a student's response be incorrect.	58.82%	41.18%	0.00%	0.00%
10. I was able to listen to the answers, make eye contact and provide effect words (praise / encouragement words) and appropriate feedback when answers are provided.	76.47%	23.53%	0.00%	0.00%
11. My students were challenged by my questions and became more intellectually stimulated to learn in class.	52.94%	47.06%	0.00%	0.00%

3. Survey Results for G5 and G6 X-Class Students

Survey Results for 5X1 (Number of Students: 34)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 52.94% of students agree that they are challenged by the questions their teacher asks in class.
- 100% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 100% of students state that they have more opportunities to do additional activities/worksheets.
- 100% of students state that they benefit from being in the x-class.

Survey Results for 5X2 (Number of Students: 34)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 67.65% of students agree that they are challenged by the questions their teacher asks in class.
- 97.06% of students agree that they are more responsible for their own learning.
- 91.18% of students agree they are able to complete tasks independently.
- 76.47% of students state that they have more opportunities to do additional activities/worksheets.
- 79.41% of students state that they benefit from being in the x-class.

Survey Results for 6X (Number of Students: 31)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 80.65% of students agree that they are challenged by the questions their teacher asks in class.
- 100% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 93.55% of students state that they have more opportunities to do additional activities/worksheets.
- 93.55% of students state that they benefit from being in the x-class.

4. Survey Results for G5 and G6 Regular Class Students

Survey Results for Grade 5 Regular Class Students

- 97.40% of students agree that they have more opportunities to ask questions in class.
- 96.10% of students agree that they have more opportunities to answer questions in class.
- 89.61% of students agree that they do more pair work/group work in class.
- 96.10% of students agree that individual help is more accessible from their teachers.
- 97.40% of students state that they are more proactive in their learning.
- 90.91% of students state that they benefit from being in a smaller class size.
- 92.21% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 94.81% of students agree that they have more opportunities to do additional activities/worksheets.

Survey Results for Grade 6 Regular Class Students

- 97.94% of students agree that they have more opportunities to ask questions in class.
- 95.88% of students agree that they have more opportunities to answer questions in class.
- 85.57% of students agree that they do more pair work/group work in class.
- 97.94% of students agree that individual help is more accessible from their teachers.
- 97.94% of students state that they are more proactive in their learning.
- 93.81% of students state that they benefit from being in a smaller class size.
- 96.91% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 92.78% of students agree that they have more opportunities to do additional activities/worksheets.

Department of General Studies

The Head of Department and Panel Chairperson have joined three 3 hour professional development workshops on effective strategies to enhance students' learning. Two sharing sessions were held for department members to develop different strategies to cater to students' learning diversity on 10 February and 31 March 2015. Bloom's Taxonomy, effective questioning techniques and lessons applications were introduced to teachers. Higher order thinking tools, different organization charts and maps e.g. Venn diagram for a compare and contrast, Fishbone cause and effect diagram, etc. were also mentioned to suit students of various abilities. It is believed that teachers' skills in asking challenging and open-ended questions are enhanced. Teachers are capable to offer more guidance to weaker students. An evaluation meeting was held after the sharing sessions and all teachers agreed that the sharing sessions were very useful.

2. Student Support

2.1 To develop Big Brother Scheme in the Primary Division

2.1.1 Strategies/Tasks: To implement a Big Brother Scheme that involves all G.6 students to be Big Brothers of G.1 students

Success Criteria:

- 100% of G6 students are assigned as Big Brothers to provide support for G1 students
- At least 2 service programmes are organized for G6 students to share school life and show concern for their G1 Little Brothers in the coming school year

Report & Evaluation:

In February 2015, a meeting with all G.1 and G.6 class teachers was held to formulate an implementation plan of the scheme. 100% of G6 students were assigned as Big Brothers to provide support for G1 students. Each G.6 student was paired up with a G.1 student according to their class and class number. Since the number of students in each G.1 class was a bit larger than the corresponding G.6 class, a few G.6 students were assigned to be the Big Brothers of two G.1 students.

This school year, only 1 service programme was organized for G6 students to share school life and show concern for their G1 Little Brothers. In April 2015, a questionnaire was given to G.6 students to understand the concerns or queries that the G.1 little brothers might have. Time slots during the 1st and 2nd recesses were arranged for them to meet up with their G.1 little brother in the 1/F corridor. G.6 students made use of the questionnaire to chat with their G.1 little brothers.

After all G.6 students had had their meeting with their G.1 little brothers, some G.6 students were invited for interview. They reflected that this scheme provided them with a chance to share their experiences with their G.1 little brothers, to foster the relationships between G.6 students and G.1 little brothers, and to gain experience on looking after the G.1 little brothers. From observation, G.1 little brothers were also very happy to have the G.6 students to talk to them and to show them their concern. The G.1 little brothers also had the opportunity to get to know more about the G.6

students. This scheme enabled a better relationship to be developed between the junior and senior students.

The scheme is meaningful and should be continued in the the coming academic year. It would be better to start the scheme at the beginning of Term 2 so that there will be more time for the G.6 students to follow up on the needs of the G.1 little brother after completing the questionnaire.

Major Concern: Second Priority – Management & Organization

1. School Management

1.1 To develop better supervision on the use and division of human resources to enhance school development

1.1.1. Strategies/Tasks: To have more collaborations amongst different parties for enhancing better communication and more effective division of human resources

Success Criteria:

- Establish at least 2 meetings between school administrators and representatives of the Habitat, General Office, Resource Committee, IT Committee & Security in the coming school year.
- Over 80% of staff members of the Habitat, General Office, Resource Committee, IT Committee & Security consider the suggestions they reflect to the administrators are followed up, and they are informed of the actions taken.

Report & Evaluation:

There was the establishment of the Human Resources Committee Meetings this year. The first meeting was held on the 21st January, 2015 and the last meeting was held on the 15th June, 2015. Members who attended the Human Resources Committee Meetings are as follows: Mrs. Chandni Rakesh (Deputy Headteacher of DBSPD and Chairperson), Ms. Susanna Chung (Assistant Headteacher, Resource Committee), Mr. Anthony Lau (Senior Teacher, Security), Ms. Pauline Ip (Senior Teacher, IT Support Team), Mr. William Chu (Senior Administration Officer), Mr. Victor Lee (Senior Habitat Officer), Mr. Chu Yik Ming (Representative from Security), Ms. Ada Chan & Ms. Wong Hau Fan (School Janitors) and Mr. Eric Lui (IT Administration Officer).

Members were given opportunities to share their views regarding human resources that involved their particular area. In addition, if different parties were unsure about the job nature of the various administrative committees, members were given opportunities to ask questions and seek clarification. Problems raised in the

meetings were mostly solved through mutual consent and co-operation. Moreover, a few suggestions have been passed to the school for consideration.

Nearly all members agreed that the establishment of such meetings is beneficial. It is a valuable opportunity for them to share their queries or suggestions. Members agreed that the school does its best to solve issues and follow up on suggestions given.

1. School Management

1.1 To develop better supervision on the use and division of human resources to enhance school development

1.1.2 Strategies/Tasks: To co-ordinate and develop a more defined job description

Report & Evaluation:

Success Criteria	Sept 2014 – Aug 2015												
A revised job description with clearly defined general duties, shared duties and special duties of all teaching & non-teaching staff members is developed in the coming school year	All teaching staff members: ◆ Teaching duties ◆ Administrative duties (Working Committees) Non-teaching staff members (IT Officers and Artroom Technicians) ◆ General duties and shared duties / special duties Non-teaching staff members (Clerical Staff and Janitors) ◆ General duties, shared duties and special duties												
Over 80% of teaching & non-teaching staff members consider they fully understand the general duties, shared duties and special duties that they are required to take up, and agree the revised job description is well-defined and appropriate	<table><tr><td></td><td colspan="2">Number / Percentage</td></tr><tr><td>Teaching Staff</td><td>74*/76</td><td>97.4%</td></tr><tr><td>Non-teaching Staff</td><td>27/27</td><td>100%</td></tr><tr><td></td><td>101/103</td><td>98.1%</td></tr></table> <p>*N.A. Crystal Tsang (On sick leave) Bianca Yeung (New staff)</p>		Number / Percentage		Teaching Staff	74*/76	97.4%	Non-teaching Staff	27/27	100%		101/103	98.1%
	Number / Percentage												
Teaching Staff	74*/76	97.4%											
Non-teaching Staff	27/27	100%											
	101/103	98.1%											

1. School Management

1.1 To develop better supervision on the use and division of human resources to enhance school development

1.1.3 Strategies/Tasks: To strengthen supervision and evaluation on the use of human resources

Success Criteria:

- 70% of the administrators (DHT, AHT's and Senior Teachers) produce at least 1 "Staff Duty Allocation" when organizing a major event that they are in charge to indicate how they make use of human resources effectively. The documents will be collected at the end of the school year for inclusion in the School Policy Manual
- Over 80% of teaching & non-teaching staff members consider the supervision and evaluation on the use of human resources is effective. The "Event Evaluation Form" should include the following ratings:
 - Fairness is reflected in staff duty allocation
 - Suitability of the use of human resources
 - Effectiveness of supervision provided by the administrator-in-charge
 - Clarity of guidelines given by the administrator-in-charge
 - Availability of support from the administrator-in-charge
 - Overall rating on the effectiveness of supervision and evaluation on the use of human resources

Report & Evaluation:

72.7% (8 administrators out of a total of 11) of the DBSPD administrators (DHT, AHT's and Senior Teachers) each produced a comprehensive "Staff Duty Allocation" when organizing a major event that they were in charge in the 2014-2015 school year. The duty allocation indicated how they made use of human resources effectively.

"Staff Duty Allocations" for Major School Events selected by the administrators for evaluation are listed as follows:

Administrator	Major School Event
Mrs. Chandni Rakesh	Speech Day
Ms. Susanna Chung	Invigilation Allocation
Mrs. Emily Yip	G1 Admission
Mr. Anthony Lau	/
Ms. Pauline Ip	/
Ms. Monique Lok	/
Ms. Carrie Law	Collection of G1 Application Forms
Ms. Natalie Ng	Picnic
Ms. Jackie Lau	Open House
Ms. Vivian Chu	Post Assessment Activities
Mr. Sammy Ho	D&G Duties

The above “Staff Duty Allocations” for Major School Events were collected at the end of the school year for inclusion in the School Policy Manual.

According to the feedback collected from teaching & non-teaching staff members through analysis of the various “Event Evaluation Forms”, 94.1% of them considered the supervision and the use of human resources to be effective.

Results of the evaluation of selected Major School Events are as follows:

Major School Event	Overall Score
Speech Day	94.1 %
Invigilation Allocation	94.5 %
G1 Admission	100 %
Collection of G1 Application Forms	99.8 %
Picnic	95.5 %
Open House	91.2 %
Post Assessment Activities	85 %
D&G Duties	92.8 %

Major Concern: Third Priority – Student Performance

1. Attitude & Behaviour

1.1 To develop self-discipline and self-management skills of students

1.1.1. Strategies/Tasks: To equip students with goal setting and implementation skills

Success Criteria:

- At least 2 activities of the whole school programme targeting how students set goals and review the progress of the goal-setting activity are organized in the coming school year
- 90% of students can achieve their goals that help develop their self-discipline and self-management skills

Report & Evaluation:

At the beginning of Term 1 and Term 2, teachers guided students to set their personal goals by doing an evaluation on their own performance regarding academic goals and self-management goals. Students recorded their goals on their Goal Setting Cards. In addition, students folded one paper star with their personal goals written on it, and designed an Encouragement Card and a Successful Card for himself. All these activities were aimed at promoting students' motivation to work on their goals.

By the end of Term 1 and Term 2, students evaluated the achievement of their personal goals. Parents were also invited to give comments on whether their son's personal goals were achieved or not. The success rates of G1-6 students in achieving their personal goals are as follows:

Grade	G.1	G.2	G.3	G.4	G.5	G.6
Term 1 Successful Rate	93%	82%	70%	83%	78%	67%
Term 2 Successful Rate	97%	75%	75%	77%	92%	73%

In addition to personal goals, students also set their class goals in Term 1 and Term 2. 25 classes (83%) and 21 classes (70%) successfully achieved their class goals in Term 1 and Term 2 respectively.

In order to evaluate the effectiveness of the activities, an APASO survey among G.3-6 was done in both Term 1 and Term 3. Three sub-scales “Change to Improve”, “Goal Setting” and “Perseverance” were used. As compared with the mean scores obtained in Term 1, the mean scores obtained in Term 3 were generally lower. The results suggested that students were less likely to set goals in Term 3, which indicated students had not yet acquired a habit of setting goals. They might have set their goals in Term 1 and Term 2 when the activities were being held, but they stopped setting new goals in Term 3 when the activities were finished. Continuous effort was needed to help students develop this habit.

Nevertheless, the results showed that G.3, G.4 and G.5 students were more likely to set learning goals that were aligned with their capabilities demonstrated in Term 3 than in Term 1. Students have shown improvement in their goal setting skills.

Report on Use of Capacity Enhancement Grant 2014-2015

Electives Programme

1. Programme Summation

Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. A total of 61 courses were offered in 2014-2015. 41 courses were delivered by out-sourced organizations.

Task Area	Elective Courses
Major Area(s) of Concern	To employ out-sourced organizations and part-time tutors to develop and conduct electives for our students.
Implementation Plan	<ul style="list-style-type: none">● To provide various choices of electives for students to broaden their knowledge and horizon.● There were 22 sessions of around 1 hour each from Term 1 to Term 3 in 2014-2015.
Benefits Anticipated	<ul style="list-style-type: none">● Boys are able to participate in electives providing basic and advanced knowledge in various areas (Art & Sport, Science, Language & Culture and Personal Development).● Since all electives are provided for students free of charge, all boys have equal opportunities to participate in these programmes.
Implementation Schedule	Term 1 - 8 sessions Term 2 - 7 sessions Term 3 - 7 sessions
Performance Indicators	<ul style="list-style-type: none">● Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.● Students' improvement in the knowledge of chess and sports activities.● Students' capability in applying etiquette, personal management and money management in daily lives.

2. Programme Evaluation

- a. The approved budget for running the Elective Programme of 2014-2015 was **\$1,228,175**. The total expenditure for Term 1 to Term 3 was **\$1,228,175**.
- b. Over 500 students from G1 to G6 benefited from participating in the elective programmes conducted by out-sourced organizations each term. Their knowledge and horizon was broadened through taking part in different elective activities.

	Term 1	Term 2	Term 3
Budget	\$429,800	\$403,575	\$394,800
Courses delivered by out-sourced organizations	27	29	29
No. of students enrolled in those electives (out-sourced)	533	589	583

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

Area	No. of out-sourced courses	No. of students Term 1 - Term 3
Art & Sports	5	149
Language & Culture	7	272
Personal Development	19	767
Science	10	517
Total	41	1705

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

Evaluation	Term 1	Term 2	Term 3	Average
Students	43.7/ 50	44.1/50	45.3/50	44.2/50
Teachers	43.6 / 50	44.1/50	43.9/50	43.5/50
Parents	--	--	--	4.2/5

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

Achievement & Reflection of English Department Development Plan 2014-2015

1. Student Learning & Teaching

1.1 To further develop teaching strategies to cater to students' learning diversity

1.1.1 Strategies/Tasks: To reduce the class size for better teacher/students ratio

Report & Evaluation:

Analysis of students' results attained in Term 1 & Term 2

Grade 5 Regular Class Students' Term 1 and 2 Assessment Results' Comparison					
Total Number of Students in Grade 5 Regular Classes:	77				
	5D	5J	5M	5P	Subtotal (By Category)
Number of students who improved by 1 mark	2			4	6
Number of students who improved by 2 marks	2	1	2	1	6
Number of students who improved by 3 marks	2		2	1	5
Number of students who improved by 4 marks		1	1		2
Number of students who improved by ≥ 5 marks	2	2	5	2	11
Subtotal (By Class)	8	4	10	8	30

Among 77 students from the G.5 regular classes, 30 students have made improvements in the second assessment. 11 students improved by 5 marks or more.

Grade 6 Regular Class Students' Term 1 and 2 Assessment Results' Comparison						
Total Number of Students in Grade 6 Regular Classes:	107					
	6D	6J	6M	6P	6S	Subtotal (By Category)
Number of students who improved by 1 mark	1	1	2	1		5
Number of students who improved by 2 marks	3	1	2		3	9
Number of students who improved by 3 marks	1		4			5
Number of students who improved by 4 marks	3	3		3		9
Number of students who improved by ≥ 5 marks	6	11	3	7	9	36
Subtotal (By Class)	14	16	11	11	12	64

Among 107 students in the G.6 regular classes, 64 boys have made improvements in the second assessment. 36 students improved by 5 marks or more.

1. Student Learning & Teaching

1.1 To further develop teaching strategies to cater to students' learning diversity

1.1.2 Strategies/Tasks: To development teachers' skills in asking challenging/ open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers

1. Professional Sharing Session

Staff Development Workshop on Writing & Bridging to Secondary School was held during collaboration on 4th May. The professional sharing session was conducted by Ms. Sandra Lai and Mr. Leo Tan from the Secondary Division. The Secondary Division teachers shared how rubrics for writing were developed and implemented, the marking scheme, how teachers addressed learner diversity and writing samples of students.

2. Teachers' Feedback

All teachers shared their observations on the following areas:

- 1) Do you pose challenging/open-ended questions in class? If yes, how often? If not, why not?
- 2) Outcomes of using challenging/open-ended questions.
- 3) Students' reactions. Do students like to be challenged or is it too difficult for them?
 - Open ended questions enhance students' understanding. English teachers frequently incorporate challenging questions when teaching novel, reading and writing.
 - Students are asked to do discussions during class time before giving written responses.
 - Students are often asked to share personal experiences relevant to the topics covered in the novels and textbooks.
 - Students understand the lessons better when open-ended questions are used.
 - Pair discussion is an effective warm-up for students to speak more confidently in groups.

- Most grade 5 & 6 students are able to provide lengthy, in-depth responses to open-ended or challenging questions. Responses from students reflect their understanding of the lessons.
- Most X-class students enjoy open-ended questions and do not find the questions too challenging.
- Shy students are also able to give well-written responses to questions although they do not express themselves well orally.
- Open-ended questions help students to learn from each other.
- Open-ended questions are implemented when clarifying definitions of vocabularies with students.

3. Survey for G5 & G6 X Class Students

Results for 5 X1 (Number of Students: 33)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 39.39% of students agree that they are challenged by the questions their teacher asks in class.
- 96.97% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 96.97% of students state that they have more opportunities to do additional activities/worksheets.
- 100% of students state that they benefit from being in the x-class.

Results for 5 X2 (Number of Students: 28)

- 92.86% of students agree that they are able to complete tasks with less teacher intervention.
- 92.86% of students agree that they are challenged by the questions their teacher asks in class.
- 92.86% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 82.15% of students state that they have more opportunities to do additional activities/worksheets.
- 96.43% of students state that they benefit from being in the x-class.

Results of Grade 6X (Number of Students: 32)

- Total Number of Respondents: 32 students.
- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 87.50% of students agree that they are challenged by the questions their teacher asks in class.
- 100% of students agree that they are more responsible for my own learning.
- 100% of students agree they are able to complete tasks independently.
- 100% of students state that they have more opportunities to do additional activities/worksheets.
- 93.76% of students state that they benefit from being in the x-class.

4. Grade 5 & 6 Regular Classes Students' Survey**Grade 5 Regular Class Student Survey:**

- 92.10% of students agree that they have more opportunities to ask questions in class.
- 92.11% of students agree that they have more opportunities to answer questions in class.
- 92.11% of students agree that they do more pair work/group work in class.
- 90.79% of students agree that individual help is more accessible from their teachers.
- 96.05% of students state that they are more proactive in their learning.
- 96.06% of students state that they benefit from being in a smaller class size.
- 96.05% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 97.37% of students agree that they have more opportunities to do additional activities/worksheets.

Grade 6 Regular Classes Students' Survey:

- 96.90% of students agree that they have more opportunities to ask questions in class.
- 94.89% of students agree that they have more opportunities to answer questions in class.
- 95.87% of students agree that they do more pair work/group work in class.
- 91.83% of students agree that individual help is more accessible from their teachers.
- 96.93% of students state that they are more proactive in their learning.
- 93.81% of students state that they benefit from being in a smaller class size.

- 97.92% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 89.58% of students agree that they have more opportunities to do additional activities/worksheets.

Evaluation of English Department Programme Plan 2014-2015

1. Overseas English Study Tour

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

2. Fun Learning Days

- 2.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas
- 2.2 Targets: All students
- 2.3 Period: December 2014
- 2.4 Content:
- Grade 1 - Grade 6 students participated in activities not commonly done in the regular classroom syllabus.
 - Various activities were held in the classrooms and a joint activity was held with other departments in the hall.
- 2.5 Evaluation: Overall Fun Learning Days were a success. Students enjoyed taking part in most activities. After evaluation of the previous year's activities, some activities were

introduced, while others were kept or dropped.

3. External Competitions

- 3.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 3.2 Targets: All students
- 3.3 Period: The whole school year
- 3.4 Content: Students were given opportunities to take part in various external events.
- 3.5 Evaluation:
- Many students were encouraged to join various competitions outside of school and a lot of the students won numerous awards.
 - Participation in external competitions was based on their appropriateness.
 - Apart from entering for the choral speaking competitions, this year we also took part in the Words and Movement Competition at the HK Speech Festival. We came first in Senior Choral Speaking, third in Junior Choral Speaking and second in Words and Movement. We also came second in Improvised Dramatic Scenes at the HK Speech Festival.
 - This year we took part in the HK Young Talent Creative Writing Challenge and 5 of our boys were prize-winners and the school was awarded School of Profound Performance.
 - Students participated in the Posties Little Journalist Programme organized by SCMP and their works were published. Awards were presented in July.
 - Other competitions we participated in were the Hong Kong Young Writers Award, Budding Poets Competition and the English Penmanship.

4. Internal Competitions

- 4.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 4.2 Targets: All students
- 4.3 Period: The whole school year
- 4.4 Content:
- Inter-class Penmanship (All Grades)
 - Spelling Bee
 - Show and Tell
 - Public Speaking,
 - Drama Day
- 4.5 Evaluation: Most students participated. More activities were introduced or re-introduced this academic year in order to broaden the scope of students' participation.

5. Support Classes

- 5.1 Objective: To build up the general English skills of weaker students
- 5.2 Targets: Eight to fifteen students from each level
- 5.3 Period:
- Grade 1: after the last week of October 2014
 - Grades 2-6: starting September 2014
- 5.4 Content:
- Students attended remedial classes weekly where further support materials were given.
 - Novel revision was introduced this year and students have benefitted.
- 5.5 Evaluation:
- Students followed the same syllabus that was being conducted in the classroom.
 - Feedback from students and parents indicated that the support classes were greatly appreciated.
 - Lift-off teachers raised some concerns and offered constructive feedback regarding strategies to improve Lift-off classes. Follow up to the suggestions are needed.

6. Accelerated Classes

- 6.1 Objective: The aim is to reduce the class sizes of the lower ability students and raise their academic standards.

- 6.2 Targets: Top 70 students (overall results) from Grade 5 and 35 students from Grade 6
- 5.3 Period: Whole school year
- 6.4 Content: Students followed the same syllabus that was being conducted in the classroom. However, students were involved in extended projects and assignments.
- 6.5 Evaluation:
- Students were proud to be selected and felt that they were able to do independent learning and were more proactive. However students felt greatly stressed and extremely competitive as they were worried that they would not be able to maintain their grades to stay in the x-class.
 - The large class size made it difficult for teachers. Students had fewer opportunities to express their ideas. A lot of time was also wasted in changing classrooms.

Achievement & Reflection of Chinese Department

Development Plan 2014-2015

拔萃男書院附屬小學
2014-2015年度中文科重點發展項目檢討

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

1. Student Learning & Teaching

學生學習與教學

1.1 To further develop teaching strategies to cater to students' learning diversity

提升教學效能，照顧學生不同的學習需要

1.1.1 Strategies/Tasks: To reduce the class size for better teacher/students ratio

減少每班普通班學生的人數，以改善普通班師生人數的比例

Report & Evaluation:

1. 分析普通班學生在第一及第二期的成績

五年級普通班學生總數：72

進步分數（對比第一及第二學期中文科評估成績）	各班進步人數				總進步人數	進步人數百分比
	5D	5J	5M	5P		
1 分			2		2	2.78%
2 分				2	2	2.78%
3 分					0	0.00%
4 分	2	1	1		4	5.56%
5 分或以上	12	5	17	16	50	69.44%
各班進步人數	14	6	20	18	58	80.56%

六年級普通班學生總數：94

進步分數（對比第一及第二學期中文科評估成績）	各班進步人數					總進步人數	進步人數百分比
	6D	6J	6M	6P	6S		
1 分			3	0		3	3.19%
2 分	1	2	0	1		4	4.26%
3 分		2	0	4	1	7	7.45%
4 分	1	3	0	1	1	6	6.38%
5 分或以上	6	5	6	9	5	31	32.98%
各班進步人數	8	12	9	15	7	51	54.26%

對比第一及第二學期中文科評估成績，五年級有約 69% 五年級學生的成績進步 5 分或以上，而有進步的學生共佔 80.5%，進步顯著；六年級有約 33% 學生的成績進步 5 分或以上，而有進步的學生共佔 54.3%。

2. 五、六年級普通班學生在學習效能上的反思

五年級學生除預默對他們有幫助方面低於 90%，其餘都是 90% 以上。由此可見他們在學習效能上的反思都是積極、正面的。

六年級學生在預習、提高學習興趣及信心方面在 85-90%，其餘都是 90% 以上。由此可見大部分學生都認為他們參與課堂活動和回答問題的機會增加了。

1. Student Learning & Teaching

學生學習與教學

1.1 To Further develop teaching strategies to cater to students' learning diversity 提升教學效能，照顧學生不同的學習需要

1.1.2 Strategies/Tasks: To development teachers' skills in asking challenging/open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers

教師運用不同層次的提問，以提升不同能力學生的學習效能。對於能力較弱的學生，通過由淺入深的提問，幫助學生掌握重點；對於能力較高的學生，會加強學生的高階思維訓練

1. 老師進修後，於本科會議中進行分享

- a. 進修課題： 推動自主學習. 持續發展小班教學
時間： 2014 年 7 月
地點： 香港教育學院
老師： 譚月清、何穎賢、洪卓筠

- b. 進修課題： 語文教學與自主學習
時間： 2014 年 8 月 18 日
地點： 教育局九龍塘教育服務中心
老師： 何穎賢、洪卓筠

- c. 進修課題： 翻轉教室
時間： 2014 年 8 月
地點： 英華小學
老師： 譚月清、何穎賢、洪卓筠、羅家華、何潔生、甄靄雯

- d. 進修課題： 小學中國語文課程發展實踐專業進修證書課程
時間： 2015 年 4 月 27 日至 5 月 29 日
地點： 香港教育學院
老師： 洪卓筠

2. 老師的回饋

- 老師都認為本學年可嘗試循序漸進地推動學生自主學習。
- 各級都加強及整理預習課文的內容，除了可先讓學生在家中觀看相關的教育電視或查字典外，還可加入找出段旨、關鍵句等題目。在課堂上，老師再跟進預習內容，與學生進行討論和解難。

3. 五、六年級精英班 (X1,X2)學生的問卷調查

五年級精英班 (X1)學生問卷調查數據

問卷總數: 32 份

- 100% 學生認為預習工作紙能幫助他們初步掌握課文的學習重點。
- 100% 學生認為他們能了解老師的授課內容和學習重點。
- 96.88% 學生認為老師提供的額外補充資料對他們有幫助。
- 100% 學生認為他們能主動抄寫筆記。
- 96.88% 學生認為學習每一課課文後，他們會進行自我檢視和反思。
- 96.88% 學生認為如果他們發現自己對教學內容不太理解的時候，他們會主動尋找答案。
- 96.88% 學生認為老師了解他們的強弱項。

五年級精英班 (X2)學生問卷調查數據

問卷總數: 33 份

- 93.94% 學生認為預習工作紙能幫助他們初步掌握課文的學習重點。
- 96.97% 學生認為他們能了解老師的授課內容和學習重點。
- 100% 學生認為老師提供的額外補充資料對他們有幫助。
- 90.91% 學生認為他們能主動抄寫筆記。
- 72.73% 學生認為學習每一課課文後，他們會進行自我檢視和反思。
- 90.63% 學生認為如果他們發現自己對教學內容不太理解的時候，他們會主動尋找答案。
- 93.94% 學生認為老師了解他們的強弱項。

六年級精英班學生問卷調查數據

問卷總數: 29 份

- 96.55% 學生認為預習工作紙能幫助他們初步掌握課文的學習重點。
- 96.55% 學生認為他們能了解老師的授課內容和學習重點。
- 100% 學生認為老師提供的額外補充資料對他們有幫助。
- 82.76% 學生認為他們能主動抄寫筆記。
- 75.86% 學生認為學習每一課課文後，他們會進行自我檢視和反思。
- 96.55% 學生認為如果他們發現自己對教學內容不太理解的時候，他們會主動尋找答案。
- 89.66% 學生認為老師了解他們的強弱項。

五、六年級精英班學生問卷調查的分析及結果

五年級精英班學生對自己在預習、學習重點的掌握、補充資料、抄寫筆記及主動學習方面都有很高和正面的評價，但他們認為自己在課後進行自我檢視和反思方面仍需加強引導。

六年級精英班學生對自己的學習效能也有很高的評價，但他們也認為自己在課後進行自我檢視和主動抄筆記方面仍有進步的空間。

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4. 五、六年級普通班學生的問卷調查

五年級普通班學生問卷調查數據

- 98.59% 學生同意他們在課堂上有足夠提問和回答問題的機會。
- 95.77% 學生同意他們參與課堂活動的機會提高了。
- 95.77% 學生同意他們能掌握老師的授課內容和學習重點。
- 88.73% 學生認為預默對他們有幫助。
- 90.14% 學生對學習中文的興趣提高了。
- 92.96% 學生對學習中文的信心提高了。
- 98.59% 學生認為老師了解他們的強弱項。

六年級普通班學生問卷調查數據

- 96.63% 學生同意他們在課堂上有足夠提問和回答問題的機會。
- 97.75%學生同意他們參與課堂活動的機會提高了。
- 96.63%學生同意他們能掌握老師的授課內容和學習重點。
- 85.39%學生認為預默對他們有幫助。
- 88.64%學生對學習中文的興趣提高了。
- 87.64%學生對學習中文的信心提高了。
- 92.13%學生認為老師了解他們的強弱項。

五、六年級普通班學生問卷調查的分析及結果

五年級學生除預默對他們有幫助方面低於 90%，其餘都是 90%以上。由此可見他們在學習效能上的反思都是積極、正面的。

六年級學生在預習、提高學習興趣及信心方面在 85-90%，其餘都是 90%以上。由此可見大部分學生都認為他們參與課堂活動和回答問題的機會增加了。

Evaluation of the Chinese Programme Plan 2014-2015

2014-2015 年度中文科週年活動計劃檢討

活動	期限	負責人	活動內容	活動檢討																																												
1. 校際朗誦節	九至十一月	朱譚月清 洪卓筠	通過朗誦訓練，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及訓練情緒智能。	校際朗誦節 （一）活動目標：透過活動，訓練學生的說話能力及技巧，並培養審美情趣。 （二）活動對象：小一至小六 （三）推動時間：九月至十二月 （四）活動內容： -老師邀請各級有興趣的學生參加獨誦比賽，並給予適當的訓練與指導。 -部分三、四年級同學更組成集誦隊，參加詩詞集誦比賽。 （五）活動檢討： -參加今屆朗誦節的同學共有 133 位；同學接受訓練時見積極及投入。 -本屆成績優良，獨誦共有 14 名同學奪得冠軍，19 名奪得亞軍，13 名奪得季軍；而集誦隊獲冠軍。 -本年度得獎名單如下： <table><tr><td>班別</td><td>學號</td><td>姓名</td><td>成績</td></tr><tr><td>1M</td><td>1</td><td>歐陽衍毅</td><td>冠軍</td></tr><tr><td>1M</td><td>24</td><td>韋逸朗</td><td>冠軍</td></tr><tr><td>1P</td><td>15</td><td>李泓希</td><td>冠軍</td></tr><tr><td>1S</td><td>26</td><td>謝天諾</td><td>冠軍</td></tr><tr><td>2D</td><td>29</td><td>王政淳</td><td>冠軍</td></tr><tr><td>2P</td><td>8</td><td>鍾健一</td><td>冠軍</td></tr><tr><td>2P</td><td>17</td><td>黎熙來</td><td>冠軍</td></tr><tr><td>3M</td><td>30</td><td>楊喜喆</td><td>冠軍</td></tr><tr><td>4D</td><td>12</td><td>何卓臻</td><td>冠軍</td></tr><tr><td>4J</td><td>23</td><td>彭浩軒</td><td>冠軍</td></tr></table>	班別	學號	姓名	成績	1M	1	歐陽衍毅	冠軍	1M	24	韋逸朗	冠軍	1P	15	李泓希	冠軍	1S	26	謝天諾	冠軍	2D	29	王政淳	冠軍	2P	8	鍾健一	冠軍	2P	17	黎熙來	冠軍	3M	30	楊喜喆	冠軍	4D	12	何卓臻	冠軍	4J	23	彭浩軒	冠軍
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					4P	10	馮灝一	冠軍	
					4S	22	馬逸行	冠軍	
					5P	3	陳子諾	冠軍	
					3D	5	陳政良	冠軍	
					集誦代表		4S 馬逸行 4P 馮灝一	冠軍	
					1D	12	范朗	亞軍	
					1D	23	伍立曦	亞軍	
					1M	3	陳健熙	亞軍	
					1M	23	溫明安	亞軍	
					1S	13	洪仲熹	亞軍	
					1S	14	江峻翹	亞軍	
					1S	15	林柏言	亞軍	
					1S	21	麥柏翹	亞軍	
					1S	28	王子介	亞軍	
					2D	13	李政澤	亞軍	
					2D	18	羅文澧	亞軍	
					2D	28	黃珞寧	亞軍	
					2J	19	廖子進	亞軍	
					2M	27	黃禮彥	亞軍	
					2P	22	盧樂	亞軍	
					3J	18	吳晉栢	亞軍	
					3M	14	林灝天	亞軍	
					4J	23	彭浩軒	亞軍	
					5P	30	袁柏謙	亞軍	

				<table><tr><td>1D</td><td>13</td><td>馮仲朗</td><td>季軍</td></tr><tr><td>1D</td><td>14</td><td>黎紀彥</td><td>季軍</td></tr><tr><td>1D</td><td>27</td><td>黃俊稀</td><td>季軍</td></tr><tr><td>1J</td><td>4</td><td>陳力煒</td><td>季軍</td></tr><tr><td>1J</td><td>18</td><td>李奕君</td><td>季軍</td></tr><tr><td>2M</td><td>5</td><td>陳綽言</td><td>季軍</td></tr><tr><td>2P</td><td>6</td><td>趙俊權</td><td>季軍</td></tr><tr><td>2S</td><td>3</td><td>陳啟晉</td><td>季軍</td></tr><tr><td>2S</td><td>10</td><td>朱行健</td><td>季軍</td></tr><tr><td>2S</td><td>16</td><td>李卓言</td><td>季軍</td></tr><tr><td>4M</td><td>13</td><td>黎穎誠</td><td>季軍</td></tr><tr><td>5J</td><td>19</td><td>駱家熙</td><td>季軍</td></tr><tr><td>6J</td><td>19</td><td>劉嘉朗</td><td>季軍</td></tr></table> <p>-通過朗誦訓練，學生學會聆聽、創造、溝通、審美、欣賞等能力； 透過參加比賽，學生能建立自信及訓練情緒智商。</p>	1D	13	馮仲朗	季軍	1D	14	黎紀彥	季軍	1D	27	黃俊稀	季軍	1J	4	陳力煒	季軍	1J	18	李奕君	季軍	2M	5	陳綽言	季軍	2P	6	趙俊權	季軍	2S	3	陳啟晉	季軍	2S	10	朱行健	季軍	2S	16	李卓言	季軍	4M	13	黎穎誠	季軍	5J	19	駱家熙	季軍	6J	19	劉嘉朗	季軍
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2. 硬筆書法比賽	十月	布潔心	讓學生體認中華文化，並培養審美情趣。	<p>- 全校學生被邀請參加由教協舉辦的「第十八屆全港中小學中英文硬筆書法比賽」，老師選出初級、中級、高級三組的冠、亞、季軍。</p> <p>- 優勝者會獲得證書，其作品亦會寄往教協參加全港公開賽。</p> <p>- 此活動能提高學生對硬筆書法的興趣，低年級學生的參與更顯積極。</p> <p>- 本屆學生未能獲得全港公開賽的獎項，校內賽成績如下：</p> <p>➤ 初級組(一、二年級)</p> <p>冠軍： 1M(18) 伍俊明</p> <p>亞軍： 2J(7) 周靖耀</p> <p>季軍： 1D(16) 劉駿軒</p> <p>➤ 中級組(三、四年級)</p> <p>冠軍： 4P(13) 江志睿</p>																																																				

				亞軍： 4M(21) 呂健禧 季軍： 4J(25) 鄧肇熙 ➤ 高級組(五、六年級) 冠軍： 5S(24) 魏志曉 亞軍： 6J(26) 王緯枬 季軍： 6M(25) 王冠軒				
3. 實地考察寫作計劃	十二月	羅懿文 郭嘉恩	五年級： 活動日期： 二月二日 (星期一) 老師帶領學生重點遊覽香港公園的溫室、茶具文物館及人工湖。學生回校後需完成一篇遊記。	五年級： <u>1. 時間方面：</u> -時間充裕，學生能仔細遊覽三大景點，回校後亦能按時午膳。 -老師可預早提醒同學準時於課室集合，以便安排自己課外活動的練習。 <u>2. 遊覽過程：</u> 學生反應良好，亦能認真地觀察和抄寫筆記。 <u>3. 課程配合：</u> -是次寫作工作紙的設計有助學生豐富寫作內容，加強對寫作重點的掌握。 -另外，是次作文為進展性評估，學生已於較早前寫了一篇遊記，經老師批改後，學生再到香港公園遊覽，更能掌握遊記寫作的重點，內容亦更豐富。 <u>4. 人手方面：</u> 人手足夠，共有 6 位老師同行；除 5J 外，各班均邀請了一名家長義工隨隊協助照顧學生。				
4. 學習活動日	一月	朱譚月清 羅家華 洪卓筠	學習活動日的活動由各個科目合辦，節目多元化。本科除了安排了語文攤位遊戲	-本年中文科設有兩個遊戲攤位，由五、六年級精英班同學負責，活動十分受歡迎。 -課室活動多元化，有些級別的活動有別於去年，是新設計的。各級活動如下： <table><tr><td>年級</td><td>活動</td></tr><tr><td>一</td><td>剪紙(「吉」字剪紙)</td></tr></table>	年級	活動	一	剪紙(「吉」字剪紙)
年級	活動							
一	剪紙(「吉」字剪紙)							

			外，更與英文科、數學科、常識科、普通話科合作舉辦班際問答比賽。此外，各級分別於課室進行了中文科學習活動。	<table><tr><td>二</td><td>新年掛飾</td></tr><tr><td>三</td><td>扇面設計</td></tr><tr><td>四</td><td>諺語漫畫設計</td></tr><tr><td>五</td><td>寶盒/筆筒設計</td></tr><tr><td>六</td><td>成語填字遊戲設計</td></tr></table> <p>- 不少作品極具創意，並供開放日作展覽之用，來年亦會保留這些活動。</p>	二	新年掛飾	三	扇面設計	四	諺語漫畫設計	五	寶盒/筆筒設計	六	成語填字遊戲設計																									
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5. 寫作比賽	二月	吳鳳婷 曾欣兒	一年級進行看圖寫作比賽；二至六年級舉行命題寫作比賽。每級設優勝者一名，可獲\$100 書券及獎狀；優異獎四至六名，各獲得\$50 書券及獎狀，以作鼓勵。優勝作品已張貼在壁報板上，讓同學互相觀摩及學習。	<p>(一) 活動目標：鼓勵學生發揮創意，推廣寫作風氣。</p> <p>(二) 活動對象：一至六年級</p> <p>(三) 推動時間：四至五月份</p> <p>(四) 活動檢討：</p> <p>4.1 各級以其中一次的作文作為參賽作品，每級選出 1 位優勝者，每人獲書券 100 元及證書一張；一至四年級選出 4 位同學及五、六年級選出 5 位獲得優異獎，每人獲書券 50 元及證書一張。</p> <p>4.2 優勝作品已張貼在有蓋操場，讓全校同學觀摩。</p> <p>4.3 比賽題目及成績如下：</p> <table><tr><td></td><td>優勝</td><td>優異</td><td>優異</td><td>優異</td><td>優異</td><td>優異</td></tr><tr><td>一年級 (小兔的生日)</td><td>1S 洪仲熹</td><td>1D 陳溢晞</td><td>1J 李奕君</td><td>1M 溫明安</td><td>1P 黃天朗</td><td>/</td></tr><tr><td>二年級 (一位愛幫助別人的好同學)</td><td>2M 黃禮彥</td><td>2D 蘇智傑</td><td>2J 黃博文</td><td>2P 曾恩力</td><td>2S 鄭盈豐</td><td>/</td></tr><tr><td>三年級 (足球比賽)</td><td>3M 楊喜喆</td><td>3D 李爾澤</td><td>3J 陳奕榮</td><td>3P 黃灝森</td><td>3S 梁峯朗</td><td>/</td></tr><tr><td>四年級 (經一事，長一</td><td>4P 江志睿</td><td>4D 區頌謙</td><td>4J 陸祖剛</td><td>4M 呂健禧</td><td>4S 馬逸行</td><td>/</td></tr></table>		優勝	優異	優異	優異	優異	優異	一年級 (小兔的生日)	1S 洪仲熹	1D 陳溢晞	1J 李奕君	1M 溫明安	1P 黃天朗	/	二年級 (一位愛幫助別人的好同學)	2M 黃禮彥	2D 蘇智傑	2J 黃博文	2P 曾恩力	2S 鄭盈豐	/	三年級 (足球比賽)	3M 楊喜喆	3D 李爾澤	3J 陳奕榮	3P 黃灝森	3S 梁峯朗	/	四年級 (經一事，長一	4P 江志睿	4D 區頌謙	4J 陸祖剛	4M 呂健禧	4S 馬逸行	/
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6. 故事演講比賽 (一至二年級)	六/七月	韓志虹 鄭頌慧	一、二年級進行故事演講比賽。老師着學生在復活節假期準備一個故事，一方面作為第三次說話評估，另一方面遴選一位同學代表該班別參賽；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。	<p>-通過這次活動，提高了學生的說話技巧，並增加自信心。同學亦可藉此機會欣賞優秀的故事演繹。</p> <p>-老師推薦四年級同學擔任司儀，也為他們帶來面對群眾演說的機會。</p> <p>-建議明年安排兩日，拍攝同學為參班代表「打氣」片段。</p> <p>-因禮堂作早會之用，令比賽時間稍為延遲。為免家長在酷熱天氣下在小賣部等候太久，建議明年準備一間等候室，令安排更為妥善。</p> <p>-比賽進行順利，期間有參賽者演講故事的題目有手文之誤，明年應在賽前與參賽者再次確認題目名稱。</p> <p>-得獎名單：</p> <table><tr><td colspan="2">一年級</td></tr><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>1M 韋逸朗</td></tr><tr><td>亞軍</td><td>1S 王子介</td></tr><tr><td>季軍</td><td>1D 馮仲朗</td></tr><tr><td>優異</td><td>1J 鄭嘉皓</td></tr><tr><td>優異</td><td>1P 李泓希</td></tr></table>	一年級			學生姓名	冠軍	1M 韋逸朗	亞軍	1S 王子介	季軍	1D 馮仲朗	優異	1J 鄭嘉皓	優異	1P 李泓希							
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7. 演講比賽 (四至五年級)	四月	陳美穎 曾佩儀	在四、五年級的其中一次創意寫作中，寫作演講比賽的題目，並於每班選出一位代表，進行演講比賽。各級均設有冠、亞、季軍及優異獎。	<ul style="list-style-type: none">- 演講比賽可以訓練學生的演說能力亦有助提升學生的自信心。- 今年所安排的活動日期及時間比原定的時間推延一個月，五年級利用德育課的時間進行，四年級運用早讀的時間活動進行，兩場比賽均進行得非常暢順。四年級的題目配合了本年度德育組的主題，五年級亦如往年一樣有三道題目可選擇。- 根據去年的建議，今年在比賽前同級已詳細商討賽制及評分準則，並賽前提示學生演講的時限，同時亦設立「緩衝時間」，提醒同學要注意時間的限制，若出現超時的情況，內容會被扣分。由於四、五年級科任老師在比賽前已清楚地跟學生交代演講細則，使他們可作更好的準備，所以今年學生們的表演不俗，沒有出現超時的情況。- 在評判統計計分數的時段，五年級還是跟去年一樣邀請了評判、科任老師、同學；四年級則邀請班主任對參賽同學作出評價，氣氛熱烈。- 今年的比賽亦已作錄影，可作日後的教材。- 演講比賽已進行了好幾年，基本的賽程和運作已上軌道，明年可以照常進行。- 錄影片段的存放位置： PHOTOS_AND_VIDEOS/2014-15/Photos/20140424Chinese public Speaking PHOTOS_AND_VIDEOS/2014-15/Photos/20140425Chinese public Speaking														

				<div>- 比賽日期：2015 年 6 月 3 日(星期四) 早上班主任節</div> <table><tr><td colspan="2">四年級題目：做個自律好學生</td></tr><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>4P 江志睿</td></tr><tr><td>亞軍</td><td>4J 鄭丞佑</td></tr><tr><td>季軍</td><td>4M 黎穎誠</td></tr><tr><td>優異</td><td>4S 劉學軒</td></tr><tr><td>優異</td><td>4D 張天問</td></tr></table> <div>- 比賽日期：2015 年 6 月 1 日(星期二) 上午 9 時至 9 時 30 分</div> <table><tr><td colspan="2">五年級題目：1. 知識可以改變命運 2. 我心中的英雄 3. 讀萬卷書不如行萬里路</td></tr><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>5M 鄭正楠</td></tr><tr><td>亞軍</td><td>5S 魏志曉</td></tr><tr><td>季軍</td><td>5D 孫睿喬</td></tr><tr><td>優異</td><td>5D 陳澤朗</td></tr><tr><td>優異</td><td>5J 劉育麟</td></tr><tr><td>優異</td><td>5M 吳文迪</td></tr></table>	四年級題目：做個自律好學生			學生姓名	冠軍	4P 江志睿	亞軍	4J 鄭丞佑	季軍	4M 黎穎誠	優異	4S 劉學軒	優異	4D 張天問	五年級題目：1. 知識可以改變命運 2. 我心中的英雄 3. 讀萬卷書不如行萬里路			學生姓名	冠軍	5M 鄭正楠	亞軍	5S 魏志曉	季軍	5D 孫睿喬	優異	5D 陳澤朗	優異	5J 劉育麟	優異	5M 吳文迪
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優異	5M 吳文迪																																	
8. 看漢中文網	全學年	甄靄雯	全校學生均登記為會員，參與「看漢中文網」閱讀計劃。老師鼓勵他們每天上網閱	1. 根據「看漢中文網」的成績紀錄，低小同學的參與率較高小同學高。 2. 老師認為高小學生參與程度不高，有以下原因： * 高小課程過於緊迫，減少進行網上練習。 * 高小學生於課餘時間忙於參加課外活動，不太重視被認為非正規課程的功課。																														

			<p>讀短文，並完成有關題目。老師可以定期查看各班成績，於課堂上讚揚成績優秀的學生，並鼓勵參與率較低的同學。</p>	<p>* 高小同學已參與網上練習多年，對其興趣減低。</p> <p>3. 本科老師同意「看漢中文網」的教材較有新鮮感，能提高學生的閱讀興趣。</p> <p>4. 建議明年可善用「看漢中文網」對學生的回饋，張貼成績，希望鼓勵同學於網上主動學習語文。</p> <p>-本年度得獎名單如下：</p> <table><tr><td colspan="2">【閱讀寶庫】獎勵計劃獲獎學生名單：全校成績最佳首三名學生(初小)</td></tr><tr><td>班別</td><td>學生姓名</td></tr><tr><td>1S (26)</td><td>謝天諾</td></tr><tr><td>1D (6)</td><td>張正熹</td></tr><tr><td>2S (19)</td><td>李以諾</td></tr><tr><td colspan="2">【閱讀寶庫】獎勵計劃獲獎學生名單：全校成績最佳首三名學生(高小)</td></tr><tr><td>5S (27)</td><td>譚浩言</td></tr><tr><td>5S (8)</td><td>鄭貝浠</td></tr><tr><td>6P (10)</td><td>何知庭</td></tr><tr><td colspan="2">【閱讀寶庫】獎勵計劃獲獎學生名單：全港優異獎</td></tr><tr><td>冠軍</td><td>1S (26) 謝天諾</td></tr><tr><td>優異獎</td><td>1D (6) 張正熹</td></tr><tr><td>優異獎</td><td>2S (19) 李以諾</td></tr></table>	【閱讀寶庫】獎勵計劃獲獎學生名單：全校成績最佳首三名學生(初小)		班別	學生姓名	1S (26)	謝天諾	1D (6)	張正熹	2S (19)	李以諾	【閱讀寶庫】獎勵計劃獲獎學生名單：全校成績最佳首三名學生(高小)		5S (27)	譚浩言	5S (8)	鄭貝浠	6P (10)	何知庭	【閱讀寶庫】獎勵計劃獲獎學生名單：全港優異獎		冠軍	1S (26) 謝天諾	優異獎	1D (6) 張正熹	優異獎	2S (19) 李以諾
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9. 工作坊及講座	全學年	何穎賢	<p>一月二十八日及二月十一日邀請兒童文學作家為五、六年級學生作寫作工作坊，學生須寫作一篇文章，由潘老師批改及給予回饋;七月六日邀請著名作家君比小姐為</p>	<p>-工作坊能啟發學生的創意思維，學生表現雀躍和投入，課後能用心創作故事。</p> <p>-講座內容合適，學生對講題感興趣，表現亦見投入。</p>																										

			三、四年級學生作寫作講座，題目為「一個童話故事的誕生」。	
10. 課室圖書	全學年	鄭婉文	校方為各班訂購圖書，並放置於課室內，讓學生定期借閱。	<ul style="list-style-type: none"> -學生於完成堂課後或在閱讀課上可以自由借閱，充分地利用空間時間，更可改善課室秩序；而且課室圖書便於借閱，有效地增加學生的閱讀量。 -學生閱讀後可以將圖書的資料填寫在圖書館編製的閱讀獎勵計劃紀錄冊中。 -某些班級失書的數量較多，老師宜將圖書妥存於圖書箱或書櫃內，盡量減少失書數目。
11. 必讀書	全學年	何潔生	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)。	<ul style="list-style-type: none"> -這活動有助推動閱讀風氣。 -各班科任於聖誕、新年和復活節假期把必讀書給學生借閱，並完成相關跟進活動。 -已補購去年遺失的必讀書。 -六年級兩套新必讀書已開始借閱。 -一、二、四年級將添購一至兩套新必讀書，明年開始借閱。
12. 古文/詩歌欣賞	全學年	全體老師	<ul style="list-style-type: none"> -由中文科老師自編教材。 -低年級由老師在課上略作講解及帶讀，而高年級則由學生自學。 -所有一、二年級學生獲派發《識字快樂誦》，以訓練朗讀兒 	<ul style="list-style-type: none"> -同學於課堂內學習古文或詩歌，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。 -高年級生提前接觸古文，能讓它們認識古文的特點，減輕升中後學習古文的困難，有助高小與初中之課程銜接。

			<p>歌和背誦唐詩為重點，而課後練習還滲入了識字元素。</p> <p>-五、六年級以學習古詩文為主。</p>	
13. 圖書教學	全學年	一年級及二年級老師	<p>-老師根據圖畫書的內容，設計課堂活動及工作紙，引領學生進行討論及活動。</p> <p>-引導學生閱讀圖畫書，能提升學生閱讀的興趣，並發展他們的思維、閱讀及說話能力。</p> <p>-一年級選用《這是誰的》及《超神奇糖果鋪》。</p> <p>-二年級本年亦推行圖書教學，選用《搬過來，搬過去》及《不要隨便跟陌生人走》。</p>	<p>-由於故事內容有趣，具吸引力，因此學生的反應熱烈，積極投入課堂的活動。</p> <p>-通過圖畫書跟學生分享故事，有助提高他們閱讀中文課外書的興趣，發展思維、閱讀及說話能力，並同時進行德育訓練。</p>
14. 辯論隊	全學年	何潔瑩 曾欣兒	<p>本校辯論隊參與三個公開賽(保良局主辦第五屆全港小學校際辯論賽、文化盃小學</p>	<p>(一)活動目標: 訓練學生的思辯能力、提升讀寫聽說能力</p> <p>(二)活動對象:小四至小六學生</p> <p>(三)推動時間:全年</p>

			辯論賽、第二屆基本法多面體全港小學辯論賽)及友誼賽(黃埔宣道小學)	<div>(四)比賽成績如下:<table><tr><td>文化盃小學辯論賽</td><td>冠軍、最佳辯論員及全場最佳辯論員(5S 吳卓泓)</td></tr><tr><td>第二屆基本法多面體全港小學辯論賽</td><td>最佳辯論員(6S 文健行)</td></tr><tr><td>友誼賽</td><td>冠軍、最佳辯論員(4P 江志睿)</td></tr></table></div> <div>(五) 活動檢討： 1. 透過參與不同賽制的比賽，增加同學與他校學生切磋的機會，從而提升同學們的自信心、辯論技巧，豐富比賽經驗。 2. 本年度參加的比賽較多，故明年會稍作調整，並以培訓學生的辯論技巧為重點。</div>	文化盃小學辯論賽	冠軍、最佳辯論員及全場最佳辯論員(5S 吳卓泓)	第二屆基本法多面體全港小學辯論賽	最佳辯論員(6S 文健行)	友誼賽	冠軍、最佳辯論員(4P 江志睿)
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友誼賽	冠軍、最佳辯論員(4P 江志睿)									
15. 教師發展活動	全學年	洪卓筠 何穎賢	本科教師於三月二十七日及三月三十一日舉行電影欣賞，欣賞電影《五個小孩的校長》。	本科老師都覺得電影的情節感人，電影的內容能讓老師反思教育的意義，勉勵老師們繼續春風化雨。						
16. 戲劇組	全學年	羅家華 朱譚月清 何穎賢	<div>-從三至六年級學生當中選拔二十四名學生參加才藝班，並邀外聘導師周家輝先生指導戲劇訓練。</div> <div>-導師通過各種遊戲，訓練學生之想像力及表達能力；</div>	<div>-本年學生創作及演出的劇目為《烏卒卒·插班生》。</div> <div>-是次參加「香港學校戲劇節」，話劇組成員更榮獲「傑出舞台效果獎」及「傑出合作獎」；6J 林晉鏗同學及 6M 潘倬進同學更獲得「傑出男演員獎」。</div> <div>-戲劇訓練讓學生寓遊戲於學習，而透過演出，讓他們親身體驗舞台表演的樂趣及運用聲線、形體動作的表演技巧，學生樂在其中，獲益良多。</div>						

			<p>同時，在排練過程中，教授舞台知識及技巧。</p> <p>—是次劇目以共融為主題，帶出人類要和諧共處的訊息。學生透過經驗分享、討論、反思等活動更了解主題，並能參與創作。</p>	
17. 購買工具書、參考書、教具及輔助教材	全學年	洪卓筠 何穎賢	購買字典、詞典、語法參考書、教學軟件及光碟	各級教師按需要購買參考書作擬題之用，並購買教具或光碟以提升教學效能。

Achievement & Reflection of Mathematics Department Development Plan 2014-2015

1. Student Learning & Teaching

1.1 To further develop teaching strategies to cater to students' learning diversity

1.1.1 Strategies/Tasks: To reduce the class size for better teacher/students ratio

Report & Evaluation:

1. Analysis of students' results attained in Term 1 & Term 2

	No. of students	1st Term Assessment	2nd Term Assessment	Difference
G5	77	81.74	75.32	-6.42

Comparison of Grade 5 Regular Classes Students' Term 1 and 2 Assessment Results

Total Number of Students in G.5 Regular Classes: 77

	5D	5J	5M	5P	Subtotal (By Category)
Number of students who improved by 1 mark					0
Number of students who improved by 2 marks			1		1
Number of students who improved by 3 marks			1	1	2
Number of students who improved by 4 marks	1			1	2
Number of students who improved by ≥ 5 marks	3	6	1	2	12
Subtotal (By Class)	4	6	3	4	17

1. Among 77 students in the G.5 regular classes, only 17 (22.1%) students made improvement in the 2nd assessment. 12 (15.6%) students improved by 5 marks or more.
2. There were only a few students who showed improvement in the 2nd assessment. It was because the class average of the G5 regular classes in the 1st Term was 81.74 and the marks were very high.

2. Analysis of G.6 students' results attained in Term 1 & Term 2

	No. of students	1st Term Assessment	2nd Term Assessment	Difference
G6	107	74.69	77.45	+2.76

Comparison of Grade 6 Regular Classes Students' Term 1 and 2 Assessment Results

Total Number of Students in G.6 Regular Classes: 107

	6D	6J	6M	6P	6S	Subtotal (By Category)
Number of students who improved by 1 mark		1	1	1	3	6
Number of students who improved by 2 marks	1		2	3	1	7
Number of students who improved by 3 marks	1	2			1	4
Number of students who improved by 4 marks			1			1
Number of students who improved by ≥ 5 marks	10	8	10	7	12	47
Subtotal (By Class)	12	11	14	11	17	65

Among 107 students in the G.6 regular classes, 65 (60.7%) students have made improvements in the 2nd assessment. 47 (43.9%) of them improved by 5 marks or more.

1. Student Learning & Teaching

1.1 To further develop teaching strategies to cater to students' learning diversity

1.1.2 Strategies/Tasks: To development teachers' skills in asking challenging/open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers

Report and Evaluation:

1. Professional Sharing Sessions

The Maths Department organized four professional sharing sessions this academic year. Three of them were held in January, May and June.

1.1 The first sharing session was held on 29 January 2015. It was conducted by Mr. Tsang Kin Wah Francis, the Mathematics Lecturer from the Faculty of Education, CUHK as well as the consultant of Modern Educational Research Society. The topic was "The Latest Trend in Education: The Electronic Textbooks and Interactive Tools in Teaching and Learning Mathematics". Some electronic and interactive teaching tools were introduced to teachers so that they could experience the applications demonstrated.

1.2 The second sharing session was held on 28 May 2015. It was conducted by Ms. Karina Luk and Mr. Banting Poon who had attended 5-week teacher training at the HKIEd. Mr. Brian Cheung also shared with the Math teachers on what he had learnt in the 9-hour workshops about small-class teaching in Math. The topics included:

Problem-solving strategies	- by Ms. Karina Luk
Small Class Teaching in Mathematics	- by Mr. Brian Cheung
Applications on Word Problems	- by Mr. Banting Poon

Teacher's Evaluation:

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	47.06%	52.94%	0%	0%	0%
2. Did the speakers present the subject matter effectively?	47.06%	52.94%	0%	0%	0%

3. Was the sharing session well-paced?	47.06%	52.94%	0%	0%	0%
4. Was the sharing session well organized?	41.18%	58.82%	0%	0%	0%
5. Did you learn knowledge /skills from the sharing session?	52.94%	47.06%	0%	0%	0%
6. Did you enjoy the sharing session?	52.94%	47.06%	0%	0%	0%
7. The sharing session as a whole was:	52.94%	47.06%	0%	0%	0%

- 1.3 The third one was held on 11 June 2015. It was conducted by Mr. Kwan Shi Pui, an ex-lecturer from the Math Department of HKIEd. The topic was: Use of Technology in Maths Classroom.

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	55.56%	44.44%	0%	0%	0%
2. Was the speaker's knowledge of the subject good?	88.89%	11.11%	0%	0%	0%
3. Did the speaker teach the subject matter effectively?	61.11%	22.22%	11.11%	5.56%	0%
4. Was the talk well-paced?	50.00%	27.78%	11.11%	11.11%	0%
5. Was the talk well organized?	61.11%	38.89%	0%	0%	0%
6. Were the teaching materials well-designed and useful?	94.44%	5.56%	0%	0%	0%
7. Did you learn knowledge/ skills from the talk?	77.78%	22.22%	0%	0%	0%
8. Did you enjoy the talk?	66.67%	22.22%	11.11%	0%	0%
9. The talk as a whole was:	66.67%	33.33%	0%	0%	0%

The fourth one was held on 18 June 2015. It was conducted by Mr. Lai, the Maths Panel Chairperson from the SD. The topic was on creating teaching materials using Geogebra.

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	82.35%	17.65%	0%	0%	0%
2. Was the speaker's knowledge of the subject good?	76.47%	23.53%	0%	0%	0%
3. Did the speaker teach the subject matter effectively?	58.82%	35.29%	5.88%	0%	0%
4. Was the talk well-paced?	52.94%	41.18%	5.88%	0%	0%
5. Was the talk well organized?	58.82%	35.29%	5.88%	0%	0%
6. Were the teaching materials well-designed and useful?	64.71%	23.53%	11.76%	0%	0%
7. Did you learn knowledge/skills from the talk?	58.82%	29.41%	11.76%	0%	0%
8. Did you enjoy the talk?	70.59%	23.53%	5.88%	0%	0%
9. The talk as a whole was:	58.82%	35.29%	5.88%	0%	0%

2. Teachers' Feedback

A survey was given to teachers on the application of questioning skills in class.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I was able to plan questioning prior to lessons to align with the respective instructional objectives of particular topics.	29.41%	70.59%	0.00%	0.00%
2. I was able to ask questions of different levels of difficulty.	70.59%	29.41%	0.00%	0.00%
3. I was able to ask questions to facilitate factual recall and arouse interest.	70.59%	29.41%	0.00%	0.00%
4. I was able to raise canvassing questions to encourage discussions among students. e.g. "Who think the answer is reasonable by estimation?"	70.59%	29.41%	0.00%	0.00%

<ul style="list-style-type: none"> ➤ To students who raised their hands: “Billy, why would you think so?” ➤ To students who did not raise their hands: “Jason, I see you didn’t raise your hand. Why didn’t you think so?” 				
5. I was able to pose challenging/ open-ended/thought-provoking questions to encourage high-order learning.	58.82%	41.18%	0.00%	0.00%
6. I was able to allow enough “think time” (by waiting at least 7-10 seconds) before expecting students to give answers.	70.59%	29.41%	0.00%	0.00%
7. I was able to give all students a chance to answer questions.	70.59%	29.41%	0.00%	0.00%
8. I was able to facilitate students to explain their answers with examples given when appropriate.	64.71%	35.29%	0.00%	0.00%
9. I was able to offer more options/ follow-up questions/redirect the questions to other students should a student’s response be incorrect.	58.82%	41.18%	0.00%	0.00%
10. I was able to listen to the answers, make eye contact and provide effect words (praise/encouragement words) and appropriate feedback when answers are provided.	76.47%	23.53%	0.00%	0.00%
11. My students were challenged by my questions and became more intellectually stimulated to learn in class.	52.94%	47.06%	0.00%	0.00%

3. Survey Results for Grade 5 and G6 X- Class Students

Survey Results for 5X1 (Number of students: 34)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 52.94% of students agree that they are challenged by the questions their teacher asks in class.
- 100% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 100% of students state that they have more opportunities to do additional activities/worksheets.
- 100% of students state that they benefit from being in the x-class.

Survey Results for 5X2 (Number of students: 34)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 67.65% of students agree that they are challenged by the questions their teacher asks in class.
- 97.06% of students agree that they are more responsible for their own learning.
- 91.18% of students agree they are able to complete tasks independently.
- 76.47% of students state that they have more opportunities to do additional activities/worksheets.
- 79.41% of students state that they benefit from being in the x-class.

Survey Results for 6X (Number of students: 31)

- 100% of students agree that they are able to complete tasks with less teacher intervention.
- 80.65% of students agree that they are challenged by the questions their teacher asks in class.
- 100% of students agree that they are more responsible for their own learning.
- 100% of students agree they are able to complete tasks independently.
- 93.55% of students state that they have more opportunities to do additional activities/worksheets.
- 93.55% of students state that they benefit from being in the x-class.

4. Survey Results for Grades 5 and 6 Regular Class Students

Survey results for Grade 5 Regular Class Students

- 97.40% of students agree that they have more opportunities to ask questions in class.
- 96.10% of students agree that they have more opportunities to answer questions in class.
- 89.61% of students agree that they do more pair work/group work in class.
- 96.10% of students agree that individual help is more accessible from their teachers.
- 97.40% of students state that they are more proactive in their learning.
- 90.91% of students state that they benefit from being in a smaller class size.
- 92.21% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 94.81% of students agree that they have more opportunities to do additional activities worksheets.

Survey results for Grade 6 Regular Class Students

- 97.94% of students agree that they have more opportunities to ask questions in class.
- 95.88% of students agree that they have more opportunities to answer questions in class.
- 85.57% of students agree that they do more pair work / group work in class.
- 97.94% of students agree that individual help is more accessible from their teachers.
- 97.94% of students state that they are more proactive in their learning.
- 93.81% of students state that they benefit from being in a smaller class size.
- 96.91% of students agree that their teachers give them the appropriate written and oral feedback on their progress.
- 92.78% of students agree that they have more opportunities to do additional activities/worksheets.

Evaluation of the Mathematics Programme Plan 2014-2015

Activity 1

Monthly Challenging Questions

Teachers-in-charge: *Mr. Banting Poon, Ms. Teresa Fok

Programme Evaluation:

Objective(s):	To motivate students by challenging them To increase their learning interest in Math	
Target:	G.1 – G.6	
Period:	October & November 2015; January, February, March & May 2016	
Description:	3 Mathematics challenging questions were displayed monthly. Students who got all answers correct received a bookmark.	
Evaluation:	G.1	Participation : 67% Winners: 26%
	G.2	Participation : 72% Winners: 31%
	G.3	Participation : 86% Winners: 24%
	G.4	Participation : 77% Winners: 17%
	G.5	Participation : 75% Winners: 34%
	G.6	Participation : 62% Winners: 23%
Remarks:	<ul style="list-style-type: none"> ● When compared to the first term evaluation, the participation rate decreased while the winning rate increased. ● It shows that some boys might have given up due to the lack of confidence in answering all 3 questions correctly. They really want to win the prize in order to keep up their motivation and interest. ● It also shows that some boys had gained experience and tried to answer the questions by thinking more carefully. ● Some weaker boys still kept trying. They were happy when the teachers finally presented the winning bookmarks to them. ● The activity should be continued as it can stimulate student's mind, and those boys who love maths and are always eager to answer the questions. It also provides a chance for students to think and learn in a collaborative way. ● In order to sustain the learning motivation and to encourage more students to join the activity, we propose the students can get a winning bookmark when they can answer at least 2 questions correctly in the coming academic year. 	

Activity 2**Problem-Solving Strategies Training**

Teachers-in-charge: *Ms. Karina Luk, Mr. Jack Lo

Programme Evaluation:

Objective(s):	To enhance students' problem-solving ability through learning of problem solving strategies	
Target:	G.1 – G.6	
Period:	Whole School Year	
Description:	At least one problem solving week was held in an academic year.	
	G.1	Students were given challenging questions to train up logical thinking. Two mathematical games were also introduced to them.
	G.2	Students used tangram pieces to make as many quadrilaterals as they could. They had to think and draw different combinations. Use 1 - 9 or 1 - 10 to make column forms by not repeating the digits. They had to look for different possible solutions.
	G.3	Drew a diagram to facilitate problem solving.
	G.4	Topics included making table, cutting a circle, water displacement, drawing pictures and Venn diagram.
	G.5	Applied Polya's problem solving principles to solve a problem related to capacity. Students had to make an open-topped box with the largest capacity by cutting off same-sized squares out of the corners of an A4 paper.
	G.6	Students learnt different problem solving strategies, e.g. drawing diagrams, tabling, trial and error, finding pattern, work backward, reasoning and algebraic equations, etc. to tackle problems of a wide variety such as logic, permutation and combination, etc.
Evaluation:	G.1	Students enjoyed the activities very much. They showed great motivation in solving the problems and playing the Mathematical games.
	G.2	The tangram activity was interesting and it trained up students' multiple intelligence, creativity and kinesthetic skills. Students enjoyed the activity and could find lots of solutions. The calculation activity was more challenging. It inspired

		students' learning and consolidated the concept of "carrying".
	G.3	Most students were not able to devise a plan to solve problems that were different from their homework. After a week's intensive training, more than half of the students acquired the strategy after completion of 16 problems.
	G.4	Students enjoyed learning the new concepts to solve different problems.
	G.5	The project enhanced the problem solving skills of students. It is recommended to continue the activity next year.
	G.6	Students enjoyed and actively participated in the activities. It would be better to print out some questions and assign one question each day to let them try at home.
Remarks (s):	---	

Activity 3 Math Projects

Teachers-in-charge: *Ms. Pency Wong, Ms. Karina Luk

Programme Evaluation:

Objective(s):	To facilitate students' problem-solving skill and creativity To stimulate students' interest in learning mathematics	
Target:	G.1 – G.6	
Period:	Whole School Year	
Description:	Students had to do at least 1 project per term. It could be a group project or an individual project.	
	G.1	Term 2 : Clock Design Term 3: Calendar Design
	G.2	Term 2: Pictogram Term 3: Math Game Design
	G.3	Term 2: Capacity Term 3: Quadrilateral Poster Design
	G.4	Term 2: Tessellation Pattern Design Term 3: Logo Design
	G.5	Term 2: Using Nets to make a 3D Model Term 3: Find the dimension of the open top box with maximum

		capacity that can be made from a piece of A4 paper
	G.6	Term 2: Price Analysis – Be a Smart Consumer Term 3: Math Orienteering
Evaluation:	G.1	Students produced good quality projects and they put a lot of effort in doing them. Students enjoyed doing their projects.
	G.2	Students enjoyed doing projects and it could also arouse students' interest in learning maths. Students played with their third term project during the post-assessment activity time.
	G.3	Students enjoyed being a little teacher in class. It helped strengthen students' mathematical knowledge.
	G.4	Students demonstrated creativity and various skills. They enjoy doing the projects very much.
	G.5	Students learned various skills which cannot be learned from normal school work. The third term problem-solving project was very beneficial to our students.
	G.6	Students learnt to make decisions based on the product price analysis. They learnt how to set question for the maths trail and had to complete various tasks during the math orienteering. Improvement in time management is needed.
Remarks (s):	---	

Activity 4

e-Learning

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

Programme Evaluation:

Objective(s):	To promote students' self-learning attitude To enhance students' interests in IT To enhance students' IT skills	
Target:	G.1 – G.6	
Period:	Whole School Year	
Description:	G.1	Teachers' use of IT elements during lessons
	G.2	• Teachers' use of IT in teaching
	G.3	• Use of Planetii in quiz at least once per term
	G.4	• Use of IT skills in projects

	G.5	• Cross Subject Collaboration, such as the use of Geometer’s Sketchpad to do curve-stitching, Bar Chart in Microsoft Excel in G.5, etc. • Google Apps were used in G5 & 6 X-classes for discussions in forum
	G.6	
Evaluation:	G.1	Successful as students’ interests were enhanced.
	G.2	Successful as students’ IT skills were enhanced progressively and students had good interest in IT learning.
	G.3	
	G.4	
	G.5	
	G.6	
Remarks (s):	--	

Activity 5 Math Team Training

Teachers-in-charge: *Mr. Lawrence Ng, Mr. Andrew P. Kwok

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> • To develop students' interest towards Mathematics • To foster students' problem solving skills • To prepare students for Mathematics competitions
Target:	Math Team Members (97 boys from G.1 to G.6)
Period:	Throughout the whole school year
Description:	Regular trainings were held during second recesses. Many thanks to the teachers who sacrificed their time for the trainings. Easter School was held on the 1 st and 2 nd of April 2015. Our G2, G4, G5 and G6 team members were trained by our teachers, including Ms. Susanna Chung, Mr. Anthony Lau, Ms. Karina Luk, Mr. Jack Lo, Mr. Brian Cheung, Mr. Andrew Kwok and Mr. Lawrence Ng. Our G1 and G3 team members were trained by instructors from the out-sourced service provider, Hong Kong Mathematical Corporation. A former team captain, Wesley Jon, came back to help again, and he trained the boys with the materials prepared by the teachers and himself.
Evaluation:	Students enjoyed the training and their skills of solving challenging Mathematical problems have been greatly improved.
Remarks (s):	--

Activity 6**External Assessment****Teacher-in-charge:** *Mr. Edward Wong**Programme Evaluation:**

Objective(s):	To establish a standard reference to assess the standard of our students in a long-run																																																																																									
Target:	G.1 – G.6																																																																																									
Period:	Friday, 13 March 2015																																																																																									
Description:	The Maths ICAS was made compulsory for all G.3 to G.6 students this year. It was held on 13 March 2015. A total of 603 students enrolled in the ICAS.																																																																																									
Evaluation:	<p>The result analysis was done based on four dimensions.</p> <table border="1"> <thead> <tr> <th>ICAS G.3</th><th>Hong Kong Score 2015 (%)</th><th>DBSPD Score 2015 (%)</th><th>Hong Kong Score 2014 (%)</th><th>DBSPD Score 2014 (%)</th><th>Hong Kong Score 2013 (%)</th><th>DBSPD Score 2013 (%)</th></tr> </thead> <tbody> <tr> <td>Number & Arithmetic</td><td>73</td><td>81 (>8%)</td><td>76</td><td>86 (>10%)</td><td>76</td><td>86 (>10%)</td></tr> <tr> <td>Algebra & Patterns</td><td>66</td><td>70 (>4%)</td><td>74</td><td>84 (>10%)</td><td>62</td><td>72 (>10%)</td></tr> <tr> <td>Measures & Units</td><td>69</td><td>72 (>3%)</td><td>56</td><td>65 (>9%)</td><td>64</td><td>77 (>13%)</td></tr> <tr> <td>Space & Geometry</td><td>54</td><td>54 (-%)</td><td>47</td><td>61 (>14%)</td><td>63</td><td>68 (>5%)</td></tr> <tr> <td>Chance & Data</td><td>70</td><td>70 (-%)</td><td>38</td><td>46 (>8%)</td><td>68</td><td>76 (>8%)</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>ICAS G.4</th><th>Hong Kong Score 2015 (%)</th><th>DBSPD Score 2015 (%)</th><th>Hong Kong Score 2014 (%)</th><th>DBSPD Score 2014 (%)</th><th>Hong Kong Score 2013 (%)</th><th>DBSPD Score 2013 (%)</th></tr> </thead> <tbody> <tr> <td>Number & Arithmetic</td><td>65</td><td>73 (>8%)</td><td>73</td><td>84 (>11%)</td><td>52</td><td>61 (>9%)</td></tr> <tr> <td>Algebra & Patterns</td><td>35</td><td>40 (>5%)</td><td>76</td><td>84 (>8%)</td><td>74</td><td>80 (>6%)</td></tr> <tr> <td>Measures & Units</td><td>70</td><td>80 (>10%)</td><td>54</td><td>68 (>14%)</td><td>68</td><td>76 (>8%)</td></tr> <tr> <td>Space & Geometry</td><td>61</td><td>70 (>9%)</td><td>50</td><td>61 (>11%)</td><td>58</td><td>74 (>16%)</td></tr> <tr> <td>Chance & Data</td><td>72</td><td>76 (>4%)</td><td>64</td><td>72 (>8%)</td><td>60</td><td>64 (>4%)</td></tr> </tbody> </table>						ICAS G.3	Hong Kong Score 2015 (%)	DBSPD Score 2015 (%)	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)	Number & Arithmetic	73	81 (>8%)	76	86 (>10%)	76	86 (>10%)	Algebra & Patterns	66	70 (>4%)	74	84 (>10%)	62	72 (>10%)	Measures & Units	69	72 (>3%)	56	65 (>9%)	64	77 (>13%)	Space & Geometry	54	54 (-%)	47	61 (>14%)	63	68 (>5%)	Chance & Data	70	70 (-%)	38	46 (>8%)	68	76 (>8%)	ICAS G.4	Hong Kong Score 2015 (%)	DBSPD Score 2015 (%)	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)	Number & Arithmetic	65	73 (>8%)	73	84 (>11%)	52	61 (>9%)	Algebra & Patterns	35	40 (>5%)	76	84 (>8%)	74	80 (>6%)	Measures & Units	70	80 (>10%)	54	68 (>14%)	68	76 (>8%)	Space & Geometry	61	70 (>9%)	50	61 (>11%)	58	74 (>16%)	Chance & Data	72	76 (>4%)	64	72 (>8%)	60	64 (>4%)
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	Number & Arithmetic	67	76 (>9%)	65	77 (>12%)	52	68 (>16%)
	Algebra & Patterns	50	58 (>8%)	48	58 (>10%)	62	76 (>14%)
	Measures & Units	65	75 (>10%)	55	64 (>9%)	57	71 (>14%)
	Space & Geometry	59	68 (>9%)	56	64 (>8%)	48	54 (>6%)
	Chance & Data	68	74 (>6%)	50	60 (>10%)	76	84 (>8%)
	ICAS G.6	Hong Kong Score 2015 (%)	DBSPD Score 2015 (%)	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
	Number & Arithmetic	73	84 (>11%)	46	63 (>17%)	61	73 (>12%)
	Algebra & Patterns	54	63 (>9%)	65	75 (>10%)	74	84 (>10%)
	Measures & Units	59	70 (>11%)	50	63 (>13%)	55	65 (>10%)
	Space & Geometry	53	56 (>3%)	50	56 (>6%)	44	51 (>7%)
	Chance & Data	62	68 (>6%)	62	70 (>8%)	70	66 (<4%)
	Remarks(s):	--					

Activity 7 Fun Learning Day (Math)

Teachers-in-charge: *Ms. Jessica Chan, Mrs. Grace Ko

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit To provide opportunities for students to learn, communicate and cooperate in team work To enable students to learn Mathematics meaningfully with the integration with other subjects To develop students' multiple intelligences across the curriculum
Target:	G.1 – G.6

Period:	17 – 18 Dec 2014	
Description:	Mathematics activities were organized for all levels.	
	Maths Talk	The Maths talk was not held during FLD because the school hall was not available.
	Game Stalls	The G.5 students designed and set up 6 game stalls for G.1-6 students. All games were related to the Maths topics they learnt in school.
	Joint Quiz Interclass Competition	6 sessions of competitions were held for G.1 to G.6.
Evaluation:	Math Talk	---
	Game Stalls	G.5 students enjoyed designing and running the game stalls for the whole school. G.1-6 students had fun in the covered playground and participated actively in this activity. It was suggested that student helpers should be given some free time so that they could participate in other FLD activities. A duty schedule should be set to balance the time they spend on the booth game and the time they participate in other activities.
	Joint Quiz Inter-class Competition	The 6 competitions were smoothly completed. Participants and the audience shared the excitement of the competition.
Remarks (s):	<ul style="list-style-type: none"> ● Thanks to all G.5 teachers, Mr Jack Lo, Ms Michelle Ng, Mr Brian Cheung, Ms Susanna Chung, Ms Pauline Ip and Ms Grace Ko for helping the boys to set up their game stalls and coordinating their duties. ● Mrs. Grace Ko expressed her appreciation for the fine coordination among the Chinese, English, Math, and G.S. Departments for organizing the Joint Departmental Quiz; Thanks to Ms Jessica Chan, Mr Antony Lau and Ms Karina Luk for their great effort in the coordination of score taking and verification. 	

Activity 8Open House

Teachers-in-charge: *Mr. Jack Lo, Banting Poon, Anthony Lau

Programme Evaluation:

Objective(s):	To showcase our strength in learning and teaching as well as external competitions and activities
Target:	G.1 – G.6
Period:	13-14 February 2015 (Preparation) 15 February 2015 (Open House)
Description:	<p>Photos of prize winners and cups won from external competition were displayed. Display boards about G1 to G6 projects were set up, and over 100 outstanding projects from each grade were presented. A number of mini math-game stalls managed by our students were set up for guests to enjoy. Guests were also welcome to join our mental challenge or Facto Mahjong table to play with our Math helpers.</p> <p>We prepared mathematics activities in the 2M classroom for visitors. The games were mainly designed for kindergarten kids. The room was packed with guests and they enjoyed the time with us very much.</p>
Evaluation:	Guests enjoyed our games stalls and were fascinated to see our students' brilliant work.
Remarks (s):	--

Activity 9Mathematics Talk / Seminar

Teacher-in-charge: Mr. Anthony Lau

Programme Evaluation:

Objective(s):	To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit, as well as to foster students' sense of confidence in Mathematics
Target:	G.4 – G.6
Period:	During the Fun Learning Days or Post Assessment Activities
Description:	It was planned to invite Mr. Kwan Shu Pui to conduct a mathematics talk on 'Space and Shape and Paper Folding'. Due to the tight schedule of

	programmes offered in the proposed periods, the CDAA could not allot the hall for the mathematics talk. Eventually the talk was cancelled.
Evaluation:	-
Remarks (s):	Mr. Kwan Shu Pui was invited to conduct a talk on the 'Use of Technology in Math Classroom' for mathematics teachers on 11 June 2015.

Activity 10 Post-assessment Activities

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

Programme Evaluation:

Objective(s):	To arouse students' interests in learning Mathematics through playing games and attending talks To help Grades 5 and 6 students prepare for the Pre-S1 Examination
Target:	G.1 – G.6
Period:	29 th June to 8 th July, 2015
Description:	G.1 – 4: Logix There was an 1-hour session of learning and playing of LOGIX. There are three levels of difficulties: G.1 – 2 (Level 1); G.3 – 4 (Level 2). G.5 – 6: Pre-S1 Training G.5 students had to do one set of Pre-S1 practice while G.6 had to complete two sets.
Evaluation:	Students enjoyed the LOGIX and had lots of fun taking part in the games.
Remarks (s):	---

Activity 11 External Competitions

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

Programme Evaluation:

Objective(s):	To foster students' curiosity and interests in studying mathematics To motivate students to explore and solve mathematical problems
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Target:	Entry and participation in 13 external competitions														
Period:	Sept 2014 to 10 August 2015														
Description:	Members of the team took part in 13 external competitions														
Evaluation:	Our boys have done a very good job this school year. The details of the external competititons in Term 2 and Term 3 are listed below.														
Remark (s):	<div>➤ Teachers who helped the invigilation and marking of papers in the competitions are:<ul style="list-style-type: none">✧ 3/5 HKMOS 22nd Primary Math Olympiad: Lawrence Ng, Anthony Lau, Pency Wong, Teresa Fok</div> <div>➤ Teachers who supervised the boys in the competitions:<ul style="list-style-type: none">✧ 7/3 Po Leung Kuk Math Contest: Andrew Kwok✧ 15/3 HK Open: Andrew Kwok✧ 11/4 Creative Problem Solving Final: Anthony Lau✧ 11/4 Hua Luo Geng Cup: Brian Cheung✧ 11/4 Asia Pacific Math Olympiad: Lawrence Ng✧ 1/5 Multiple Intelligences Cup: Lawrence Ng✧ 2/5 PTU 26th HK Primary Math: Andrew Kwok✧ 3/5 HK MOS 22nd Primary Math Olympiad: Andrew Kwok✧ 30/5 PTU 22nd HK Primary Math Final: Anthony Lau, Lawrence Ng</div> <div>➤ Teachers who attended prize presentation of competitions:<ul style="list-style-type: none">✧ 25/4 HK Math Challenge: Andrew Kwok, Lawrence Ng✧ 9/5 Hua Luo Geng Cup: Brian Cheung✧ 23/5 Po Leung Kuk Math Contest: Grace Ko✧ 23/5 Creative Problem Solving: Anthony Lau</div>														
Results of the 2 nd and 3 rd Terms External Competitions:															
<table><tr><th>Date</th><th>Event</th><th>No. of Participating Schools</th><th>Team Results</th></tr><tr><td>25 Jan & 3 May</td><td>HK Math Olympiad School 22nd Primary Math Olympiad</td><td>300</td><td>P.5 & P.6: 1st position P.3 & P.4: 2nd position P.1 & P.2: 2nd position</td></tr><tr><td>7 Feb & 11 April</td><td>Education Bureau 10th Math Creative Problem</td><td>98</td><td>Gold Awards Outstanding</td></tr></table>				Date	Event	No. of Participating Schools	Team Results	25 Jan & 3 May	HK Math Olympiad School 22 nd Primary Math Olympiad	300	P.5 & P.6: 1 st position P.3 & P.4: 2 nd position P.1 & P.2: 2 nd position	7 Feb & 11 April	Education Bureau 10 th Math Creative Problem	98	Gold Awards Outstanding
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7 Feb & 11 April	Education Bureau 10 th Math Creative Problem	98	Gold Awards Outstanding												

		Solving Competition		Performance
	7 March	Po Leung Kuk Primary Math Talent Quest	275	2 nd position
	15 March	Hong Kong Open Math Olympiad	451	1 st position
	11 April	Asia Pacific Primary Math Olympiad	22	3 rd position
	11 April	Hua Luo Geng Gold Cup	30	Middle Primary: 4 th position Upper Primary: 4 th position
	1 May	Multiple Intelligences Cup	250	1 st position
	2 May & 30 May	HK Professional Teachers Union 26 th Primary Math Competition	284	1 st position

Activity 12

Overseas Tour

Teachers-in-charge: * Mrs. Grace Ko, Ms. Pency Wong

Programme Evaluation:

Objective(s):	To provide an opportunity for students to experience an international education and to expand their knowledge
Target:	G.5 – G.6
Period:	2 April – 7 April 2015
Description:	<p>The Maths Department organized a 6-day Singapore Overseas Tour during the Easter Holidays. 34 students and 5 Math teachers joined this tour.</p> <p>In this overseas tour, we participated in a lot of Maths workshops.</p> <ul style="list-style-type: none"> At Pioneer Primary School, students attended a Visual Arts lesson. Students were instructed to design clay magnets and exchanged their magnets with their buddies as souvenirs. Then, students from both schools attended a Maths lesson. The topic was “Circle”. Students were asked to use various tools to measure the circumference of circles in order to discover its relationship with the radius and diameter. The

	<p>class was interesting and well-delivered. Students were attentive and willing to learn.</p> <ul style="list-style-type: none"> ● In the Magical Maths Workshop organized by Just Education, students learnt different magic tricks with the use of ropes and water. The instructor also taught the relationship between magic and Maths. The workshop was fun and interesting and was led by a very motivating instructor. Students enjoyed it a lot. ● The DNA Detectives Workshop organized by the Science Centre was well-delivered. Students were keen on the topic and the instructor was well-prepared for the lesson with good class management skills. Students also enjoyed the free time at the Science Centre. ● In the F1 Robot and Racing Kart Workshop organized by F1 in Schools Singapore, students had to work in groups to design their team logos and slogans, and present it in class. They learnt a lot about making the designs and advertisements on their karts. They also learnt the importance of teamwork and to be respectful to others. In addition, students did the sanding and painting of their racing karts. They tested their reaction time. In the last section of the workshop, students participated in the race. They were excited about the race and had great fun. ● Besides the Maths workshops, we also visited the Merlion Park, Gardens by the Bay, Science Centre, S.E.A. Aquarium, Universal Studios, a Singapore bookshop – Popular, Chinatown Complex and the NeWater Centre. 																		
Evaluation:	<p>Students' feedback was collected and summarized as follows:</p> <table> <tr> <td>1. The tour was well-organised.</td> <td>4.76</td> </tr> <tr> <td>2. The itineraries were attractive and fun.</td> <td>4.53</td> </tr> <tr> <td>3. The activities were interesting and enjoyable.</td> <td>4.62</td> </tr> <tr> <td>4. The time was appropriate and sufficient for the activities to be effective.</td> <td>4.24</td> </tr> <tr> <td>5. The escort was experienced and knowledgeable.</td> <td>4.62</td> </tr> <tr> <td>6. The tour guide was experienced and knowledgeable.</td> <td>4.76</td> </tr> <tr> <td>7. The coach was clean and comfortable.</td> <td>4.71</td> </tr> <tr> <td>8. The hotel was clean, tidy and comfortable.</td> <td>4.82</td> </tr> <tr> <td>9. The students enjoyed this tour.</td> <td>4.85</td> </tr> </table> <p><i>*5 is the full mark</i></p>	1. The tour was well-organised.	4.76	2. The itineraries were attractive and fun.	4.53	3. The activities were interesting and enjoyable.	4.62	4. The time was appropriate and sufficient for the activities to be effective.	4.24	5. The escort was experienced and knowledgeable.	4.62	6. The tour guide was experienced and knowledgeable.	4.76	7. The coach was clean and comfortable.	4.71	8. The hotel was clean, tidy and comfortable.	4.82	9. The students enjoyed this tour.	4.85
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Remark(s):	---																		

Activity 13**Staff Development**

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

Programme Evaluation:

Objective(s):	To enhance teachers' knowledge and skills in the learning and teaching of Maths To strengthen teachers' strategies and abilities in teaching Maths
Target:	Mathematics Teachers
Period:	From January to June 2015
Description:	<p>The Maths Department organized 4 professional sharing sessions this academic year.</p> <p>The first one was held on 29 January 2015. It was conducted by Mr. Tsang Kin Wah Francis, the Mathematics Lecturer from the Faculty of Education CUHK as well as the consultant of Modern Educational Research Society. The topic was "The Latest Trend in Education: The Electronic Textbooks and Interactive Tools in Teaching and Learning Mathematics". Some electronic and interactive teaching tools were introduced to teachers to experience those demonstrated applications.</p> <p>The second one was held on 28 May 2015. It was conducted by Ms. Karina Luk and Mr. Banting Poon who had attended 5-week teacher training at HKIED. Mr. Brian Cheung also shared with the Math teachers on what he had learnt in the 9-hour workshops about small-class teaching in Maths. The topics included:</p> <ul style="list-style-type: none">➤ Problem-solving strategies - by Ms. Karina Luk➤ Small Class Teaching in Mathematics - by Mr. Brian Cheung➤ Applications on Word Problems - by Mr. Banting Poon
Evaluation:	In general, teachers indicated that it was a good programme for them to strengthen their knowledge in mathematics.
Remarks (s):	--

Achievement & Reflection of General Studies Department Development Plan 2014-2015

1. Student Learning & Teaching

1.1. To further develop teaching strategies to cater to students' learning diversity

1.1.2 Strategies/Tasks: To development teachers' skills in asking challenging/open-ended questions to suit different students of various abilities and to offer more guidance to weaker students whilst students with higher ability will be expected to elaborate their answers

Report & Evaluation:

The Head of Department and Panel Chairperson joined three 3 hour professional development workshops on effective strategies to enhance students' learning. Two sharing sessions were held for department members to develop different strategies to cater to students' learning diversity on 10 February and 31 March 2015. Bloom's Taxonomy, effective questioning techniques and lesson applications were introduced to teachers. Higher order thinking tools, different organization charts and maps e.g. Venn diagram for a compare and contrast, Fishbone cause and effect diagram, etc. were also mentioned to suit students of various abilities. It is believed that teachers' skills in asking challenging and open-ended questions were enhanced. Teachers became more capable to offer more guidance to weaker students. An evaluation meeting was held after the sharing sessions and all teachers agreed that the sharing sessions were very useful.

Evaluation of General Studies Programme Plan 2014 – 2015

Programme Summation:

In the 2014-2015 school year, various kinds of activities were organized to supplement the core curriculum so that students could acquire life-wide learning and other learning experiences. A variety of activities were also designed for catering students' different learning needs and learning styles. Most of our students enjoyed participating in the activities. All G.S. teachers worked together to plan, implement and evaluate the activities that were held this year.

Programme Evaluation:

Activity 1	Activities of National Identity
Objective	<ol style="list-style-type: none">1. To help students develop a sense of pride and identification with our home country through participating in a series of activities2. To ensure students to have a better understanding about the National Day
Target	G.1-6
Period	30/9/2014, 30/6/2015
Description	<ol style="list-style-type: none">1. An exhibition about national identity and Chinese history was held in the GS room during the 1st recess and booth games were held in the GS Room during the 2nd recess in order to let students know more about the National Day and the background of the People's Republic of China.2. A flag raising ceremony was held on 30 June 2015 to promote national identity. GS II teachers showed the related Powerpoint to students before the ceremony.
Evaluation	<ol style="list-style-type: none">1. Students actively participated in the exhibition and booth games about national identity and Chinese history, and they shared a stronger sense of national identity. They acquired more knowledge about the establishment of the People's Republic of China, the National Day and Chinese culture. Due to the shortening of time on booth games, there was a slight decline in the number of participants when compared with last year.2. Unlike the past few years, the first Flag Raising Ceremony scheduled for the 30 Sept 2014 was cancelled due to adverse traffic conditions.3. The second Flag Raising Ceremony was held smoothly. Students learnt to keep solemn while observing the ceremony and the experience

	helped nurture in students a sense of belonging to the country.
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Activity 2	Fun Learning Days	
Objective	1. To enable students to learn about various topics to supplement the regular curriculum 2. To conduct science activities to supplement the GS I curriculum	
Target	G1-6	
Period	17-18/12/2014	
Description	1. A Joint Quiz Competition was co-organized with the English, Chinese and Maths Departments.	
	2. Science activities were held for students of all levels in classrooms. The Science activities for different grades are as follows:	
	Grade	Science Activity
	Grade 1	Catching a Bird (Optical Illusions) Students had to draw a bird on one side and a cage on the other side of a card. They spinned the card and would see the illusion. This tells them that eyes may trick people sometimes.
	Grade 2	Magnetic Race Car (Properties of Magnet) Students worked on something about the magnetic racing car. Through the activity, they learnt and practiced the theory of magnetic force.
	Grade 3	Tumbler (Force of Gravity) Students learnt to make a tumbler. They had to calculate the angle between the wooden board and the desk as well as the weight of the batteries so as to make the tumbler roll down the slope smoothly. This helped them understand the gravitational force and increased their learning interest.
	Grade 4	Paper Airplane Design (Thrust, Lift, Weight and Drag) Students learnt different types of forces acting on the planes by making a paper plane. They also tried to design a plane which could fly the furthest.
	Grade 5	To Get a Jet Going (Action and Reaction Force) Students had to use threads, straws and balloons to set up the jet rockets. They learnt about the operation of flights and cars with the help of engines and fuel.

	Grade 6	Catapults (Simple Machine) Students learnt to make a catapult by using wooden sticks, spoons and rubber bands. They learnt the theory behind it so that they could make a catapult with great attacking power.
Evaluation	<ol style="list-style-type: none"> For the quiz competition, questions were up to the students' standard. It was smoothly carried out and our boys had great fun. Teachers suggested that it would be better to use some drawing boards or chalk boards for next year's competition. Students actively participated and enjoyed the in-class science activities. Students can apply different science concepts by conducting interesting experiments. 	

Activity 3	Environmental Education Programme	
Objective	To heighten students' awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and depletion of energy	
Target	G1-6	
Period	Whole Year	
Description	<ol style="list-style-type: none"> Environmental Ambassadors Two students from each class were nominated to be Environmental Ambassadors. They were responsible for collecting waste paper and enforcing environmental protection policies in the classrooms throughout the year. Visit to Castle Peak Power Station, China Light Power Ltd. 20 G.4 – 5 Environmental Ambassadors visited the Castle Peak Power Station, China Light Power Ltd. on 17 June 2015. Green Studio, China Light Power Ltd. During the post-assessment period (29 Jun and 7 Jul 2015), Green Studio of CLP was invited to organize a programme about energy saving and renewable energy for G.2 -3 students. Plant Tour for G.3 students A plant tour was organized for G.3 students on 29 October 2014. The activity was aimed at providing a real life experience for students to learn about different types of plants and their parts. This activity was supported by the DBS Habitat Office and was held at the school rooftop garden. 	

Evaluation	<ol style="list-style-type: none"> 1. The Environmental Ambassadors took an active role in class to help implement the environmental protection policies, such as collecting waste paper for recycling and reminding teachers to turn off the unused light, fans and air-conditioners. The class atmosphere also became friendly due to students' efforts. 2. The visit was a success and students had great fun. They learnt a lot more about the scientific concept behind electricity generation and energy saving strategies. They also had a chance to visit a real electricity generator and the place for storing coal. 3. G.2 – 3 students enjoyed the programme delivered by Green Studio, CLP; especially when they watched the 3-D movie about greenhouse effects and energy saving strategies that can be adopted in daily lives. It is recommended that the programme will be organized for junior grade students next year. 4. Students enjoyed and actively participated in the plant tour. With the guided tour given by the staff of the Habitat Office, they learnt a lot about flowering and non-flowering plants and methods of their reproduction.
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Activity 4a	Other Learning Experiences – G.S. Field Trips
Objective	To enable students to visit relevant places of interest as an extension of the core curriculum as well as part of the life-wide learning experience
Target	G.1-6
Period	5/1/2015 – 17/4/2015
Description	<ol style="list-style-type: none"> 1. G.1 students went to Hong Kong Yakult Co. Limited to learn about the safety of food handling. 2. G.2 students visited the EcoPark to learn about the energy saving facilities. 3. G.3 students visited Kadoorie Farm and Botanic Garden to learn about different types of animals. 4. G.4 students visited the Fanling Environmental Resource Centre to learn about different pollutions and environmental friendly strategies in Hong Kong. 5. G.5 students went to the Electrical and Mechanical Services Department to learn about different alternative sources of energy. 6. G.6 students visited Wetland Park to learn about the wildlife animals and its conservation in Hong Kong.

Evaluation	<ul style="list-style-type: none"> ● The field trips were organized in-line with the teaching schedule and the availability of the venues. ● Students enjoyed the trips very much as they could acquire new knowledge related to their GS curriculum and it is also related to their daily lives. ● Some grades co-organized the field trips with other departments as part of their cross-curricular activities. This fostered collaboration amongst different departments and reduced the manpower for organizing the field trips.
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Activity 4b	Other Learning Experiences – Life Education Activity Programme (L.E.A.P)
Objective	<ol style="list-style-type: none"> 1. To enable students to have healthy personal development 2. To recognize students’ roles and responsibilities as a member of the family and society and to show concern and care for other’s well-being 3. To develop students’ critical thinking skills
Target	G.1-6
Period	4 – 22/5/2015
Description	<ol style="list-style-type: none"> 1. An outsourced organization “LEAP” was invited to deliver life education to our boys. Various teaching materials were used and the lessons were conducted in a mobile classroom. 2. Students attended workshops and the themes are as follows: <ul style="list-style-type: none"> ➢ G.1 - Air to Live. ➢ G.2 - Food for Life ➢ G.3 - Body Journey ➢ G.4 - Brainy Bunch ➢ G.5 - Alcohol and Internet Safety ➢ G.6 - Drug Abuse and Bullying 3. GS II teachers were required to conduct follow-up activities with students during lessons. Students had to complete relevant worksheets in order to consolidate their learning.
Evaluation	<ol style="list-style-type: none"> 1. The tutor was very well-trained with good skills in controlling the discipline and interacting with students. 2. Students had great fun when participating in the activities, especially G.1-4 students. They displayed good discipline and enjoyed the role-play very much. 3. However, G.5 and G.6 students were a bit talkative during the lessons. 4. In general, the LEAP programme ran smoothly this year, and teachers

	agreed that it should be continued next year.
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Activity 4c	Other Learning Experiences – Joyful Fruit Month: Fruit Party
Objective	<ul style="list-style-type: none"> ● To arouse students’ interest in adopting a healthy diet ● To help students develop a habit of eating fruit every day
Target	G.1-6
Period	24/4/2015
Description	<ol style="list-style-type: none"> 1. Fruit collection was held from 20 to 23 April 2015. Students brought different kinds of fruit to school for the fruit party on 24 April 2015. 2. A fruit party was held during both recesses on 24 April 2015. Different snack stalls (fruit smoothies, banana pancakes, fruit skewers & fruit tarts) were held in the covered playground. Students tried different fruit snacks and could collect stamps for redeeming souvenirs of Joyful Fruit Month.
Evaluation	The fruit party was a great success. Students enjoyed eating fruit snacks during both recesses. This activity could help students develop a good habit of eating fruit every day.

Activity 4d	Other Learning Experiences – Putting Fun Back into Food Activities
Objective	<ul style="list-style-type: none"> ● To promote awareness of the importance and benefits of healthy eating ● To introduce the benefits of good nutrition ● To encourage students to try a wide variety of food
Target	G.1-6
Period	2/3/2015, 27/3/2015 & 29/6/2015
Description	<p><u>G.1 – 2 Fun Fitness and Food</u> Fitness games, nutritional quizzes and simple cookery lessons such as making fruits smoothies were included in the programme.</p> <p><u>G.3 – 4 Fun with My Plate</u> The programme included using foods from different food groups to create a healthy and balanced salad.</p> <p><u>G.5 - 6 Master Chef</u> Two groups of students were invited to cook a balanced dish during the competition. They were required to make a healthy meal under the supervision of teachers and staff from Chartwells, the school caterer.</p>

	Other students were invited to be judges who cast their votes based on the taste and nutrition value of the dishes.
Evaluation	<p><u>G.1 – 2 Fun Fitness and Food</u></p> <p>Students learned that fruit and vegetables were good sources of vitamins and minerals and understood their importance in our diet. Students enjoyed the activities very much as they had a chance to make smoothies which they could taste at the end of the activities.</p> <p><u>G.3 – 4 Fun with My Plate</u></p> <p>Students learned about the benefits of good nutrition from a wide variety of food. They had great fun taking part in the workshops as they could make tasty and fresh salad which they could taste at the end of the activity.</p> <p><u>G.5 - 6 Master Chef</u></p> <p>Students learned more about the safety of food handling and how to make a delicious and healthy meal through taking part in this event. They enjoyed the activities very much as they could participate in cooking, tasting and the voting process.</p>

Activity 4e	Other Learning Experiences – Visit to Civil Aviation Department
Objective	To enable students to visit relevant places of interest as an extension of the core curriculum as well as part of the life-wide learning experience
Target	G.5 – 6
Period	13/11/2014
Description	Students visited the education path facilities at the Civil Aviation Department Headquarters.
Evaluation	Students had great fun during the visit as they acquired knowledge on aviation matters, such as the aviation development in Hong Kong, roles of the Civil Aviation Department, restricted articles and dangerous goods, aircraft construction and engine operation, passenger safety and emergency equipment.

Activity 4f	Other Learning Experiences – Star-gazing Party
Objective	To enable students to visit relevant places of interest as an extension of the core curriculum as well as part of the life-wide learning experience
Target	G.5
Period	16/1/2015
Description	To enable students to learn more about astronomy and allow them to have a chance to observe the stars on the school campus

Evaluation	The feedback of G.5 students on the star-gazing party was positive and most of them would like to have another chance to join the next star-gazing party. Students learned a lot of astronomy knowledge. They also felt excited when observing the stars or planets by using a telescope.
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Activity 4g	Other Learning Experiences – Visit to Government House
Objective	To enable students to visit relevant places of interest as an extension of the core curriculum as well as part of the life-wide learning experience
Target	G.1 – 2
Period	14/3/2015
Description	Students visited Government House and learnt more about the history and architectural features of this distinguished building.
Evaluation	Students enjoyed the visit very much as they not only could view the beautiful scenery in the garden, but also had a chance to visit the place where the Chief Executive holds official functions and receives dignitaries. There were free guided tours for our students to learn more about the history and British style architectural features of the building.

Activity 5	G.S. Room Improvement and Resource Building
Objective	<ol style="list-style-type: none"> 1. To furnish the G.S. room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities 2. To purchase teaching materials of different media that can be used as tools to teach GS and supplement textbooks and workbooks
Target	G.1-6 and all GS teachers
Period	Whole year
Description	<ol style="list-style-type: none"> 1. New reference books were purchased from overseas publishers (e.g. U.K. and Singapore) for GS teachers. 2. A number of equipment e.g. different lens and tools, were purchased for teachers and students to conduct classroom activities and experiments.
Evaluation	<ol style="list-style-type: none"> 1. The reference books provided information for teachers to prepare for lessons and class activities, as well as to set assignments and assessments. 2. A few boxes of convex lens were donated by the DBS old boys for doing experiments and class activities.

Activity 6	Staff Development
Objective	<ol style="list-style-type: none"> 1. To further develop teaching strategies to cater to students' learning diversities 2. To develop teachers' skills in asking challenging/open-ended questions to suit different students of various abilities 3. To sharpen teachers' professional knowledge and attitude and to further improve the quality of teaching
Target	All GS teachers
Period	30/9/2014, 10/2/2015 & 31/3/2015
Description	<ol style="list-style-type: none"> 1. A discussion and sharing session was held on 30 September 2014 to help teachers develop their skills in asking challenging/open-ended questions to suit different students of various abilities. 2. On 10 February and 31 March 2015, all GS teachers attended a sharing session about catering learners' diversities & collecting teachers' feedback. Two workshops were conducted by Ms. Jackie Lau and Ms. Michelle Ng respectively. 3. Teachers attended seminars / workshops held by outside organizations and shared what they learnt during collaborations. The training materials and teaching materials were also shared amongst teachers.
Evaluation	<ol style="list-style-type: none"> 1. Teacher found that the discussion and sharing session was useful as it could sharpen their skills in asking challenging and open-ended questions with reference to students' abilities. 2. Teachers found that both workshops were useful for them to learn how to cater to students' learning diversities by adopting different teaching strategies such as activity setting and seating arrangements. 3. Teachers sharpened their knowledge on teaching GS by attending different workshops on various GS topics held by outside organizations. Teachers were encouraged to share their learning and resources obtained from the seminars and workshops they attended.

Activity 7	GS School Team
Objective	<ol style="list-style-type: none"> 1. To enable students to strike a balance between academic studies and extra-curricular activities 2. To form G.S. School Teams to represent the school in different external academic-related competitions 3. To provide students with an experience to participate in competitions
Target	G. 1-6

Period	Whole year
Description	<p>Based on the nature of different competitions, two G.S. School Teams were established. The details are as follows:</p> <ol style="list-style-type: none"> Supersize Me Programme - Budding Scientists <ul style="list-style-type: none"> Hong Kong Technology & Renewable Energy Events 2014 2014/2015 Hong Kong Budding Scientists Award 18th Science Project Exhibition 9th Diplomatic Knowledge Cup Contest
Evaluation	<p>Our school teams got good results in these competitions. Their results are as follows:</p> <ol style="list-style-type: none"> Hong Kong Technology & Renewable Energy Events 2014 <ul style="list-style-type: none"> ● First Runner-up in Wind Turbine Design Competition ● First Class Award in Solar Car Outlook Design Competition 2014/2015 Hong Kong Budding Scientists Award <ul style="list-style-type: none"> ● 1 First Class Award ● 2 Second Class Awards ● 1 Third Class Award ● Semi-finalist 18th Science Project Exhibition <ul style="list-style-type: none"> ● Award of Excellence ● Award of Merit 9th Diplomatic Knowledge Cup <p>5 students (6M Adrian So, 6S Cheung Chun Hei, 6D Enoch Yau, 6J Jayden Lam & 4P Lau Cheuk Yin) got Merit Awards</p>

Activity 8	Cross-curricular Activities
Objective	<ol style="list-style-type: none"> To improve students' learning attitude To adopt a multi-disciplinary approach to help students who may not enjoy learning To provide students with an opportunity to do projects and work with other classmates To let students work on a certain theme in collaboration with different subjects To avoid repetition in teaching the same content

Target	G.1-6																																																				
Period	Whole year																																																				
Description	<p>1. Different grade levels conducted various teaching activities together with other departments.</p> <p>2. For each level, at least one cross-curricular activity that adopts a multi-disciplinary approach was organized by either GS I or GS II each year.</p> <table border="1"> <thead> <tr> <th></th><th>Theme</th><th>Subjects Involved</th><th>Month</th></tr> </thead> <tbody> <tr> <td rowspan="2">G1</td><td>1. My School</td><td>1. GS I, Eng, Music, CS & Lib, VA</td><td>September</td></tr> <tr> <td>2. All about Me</td><td>2. GS II, Chi, Eng, Maths, VA, Music, PTH, RE</td><td>October</td></tr> <tr> <td rowspan="2">G2</td><td>1. Green Community</td><td>1. GS I & VA</td><td>November</td></tr> <tr> <td>2. Chinese New Year</td><td>2. GS II, Chi, RE & PTH</td><td>November</td></tr> <tr> <td rowspan="4">G3</td><td>1. Keeping Healthy</td><td>1. GS II & PE</td><td rowspan="2">October</td></tr> <tr> <td>2. Travelling</td><td>2. GS II, Eng, Maths,& VA</td></tr> <tr> <td>3. Community Service</td><td>3. GS II, Music, ME</td><td rowspan="2">January</td></tr> <tr> <td>4. Saving Energy</td><td>4. GS I & VA</td></tr> <tr> <td>G4</td><td>Pollution</td><td>GS I, Chi, Maths, Music & PE</td><td>December</td></tr> <tr> <td rowspan="2">G5</td><td>1. Conserving Electricity</td><td>1. GS I & VA</td><td>October</td></tr> <tr> <td>2. Substance Abuse</td><td>2. GS II & VA</td><td>November</td></tr> <tr> <td rowspan="3">G6</td><td>1. Chinese music</td><td>1. GS II & Music</td><td>September</td></tr> <tr> <td>2. Community Service</td><td>2. GS I & ME</td><td>January</td></tr> <tr> <td>3. Endangered Species</td><td>3. GS I, Eng & Math</td><td>February</td></tr> </tbody> </table>				Theme	Subjects Involved	Month	G1	1. My School	1. GS I, Eng, Music, CS & Lib, VA	September	2. All about Me	2. GS II, Chi, Eng, Maths, VA, Music, PTH, RE	October	G2	1. Green Community	1. GS I & VA	November	2. Chinese New Year	2. GS II, Chi, RE & PTH	November	G3	1. Keeping Healthy	1. GS II & PE	October	2. Travelling	2. GS II, Eng, Maths,& VA	3. Community Service	3. GS II, Music, ME	January	4. Saving Energy	4. GS I & VA	G4	Pollution	GS I, Chi, Maths, Music & PE	December	G5	1. Conserving Electricity	1. GS I & VA	October	2. Substance Abuse	2. GS II & VA	November	G6	1. Chinese music	1. GS II & Music	September	2. Community Service	2. GS I & ME	January	3. Endangered Species	3. GS I, Eng & Math	February
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Evaluation	<p>Students enjoyed taking part in the extra-curricular activities as they could apply their knowledge of different areas. Students learnt different kinds of skills through participating in various activities organized by different departments. Teachers were required to prepare detailed activity guidelines in order to help students construct their learning.</p>																																																				

Evaluation of French Department Programme Plan 2014-2015

Programme Summation

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

Programme Evaluation

Plan 1: How to Learn Better	
Objective	To maintain a continuous learning
Target	All French stream students
Period	Whole year
Description	<ul style="list-style-type: none">• Build up an awareness of self-responsibility by always checking its own learning material• Day by day view the content of what was seen in class• Put the students in situations where they can understand how they learn best
Evaluation	Overall students are open-minded in trying to understand what learning strategy is better suited for them. It would probably be a good idea to work on a precise number of vocabularies for students to focus on as they are not core lesson learners.

Plan 2: Drama/Role Play, Presentation & Performances	
Objective	To strengthen the oral abilities of students in French Language and to develop fluency
Target	G4 to G6 (except beginners students)
Period	Whole year
Description	<ul style="list-style-type: none">• Oral presentations from the textbook were used with guidance given by the teacher.• Drama and acting study were adopted to bring out different characters and personalities and get the possibility of students' own interpretation.• French Speech Competition where students can perform in Solo Poetry or Prose Reading.
Evaluation	Students showed very good willingness to take part in those activities. However for better practice, the content of the scheme of work should be decreased from 2 units/modules to 1 per term. Students achieved excellent results in the 5 th French Speech Competition

Plan 3: Compositions, Projects and Journals	
Objective	To strengthen grammatical foundation through writing demonstrating spiral learning
Target	All French stream students
Period	Whole year
Description	<ul style="list-style-type: none"> • Students write compositions twice a month. • Students take part in projects involving reports writing.
Evaluation	These writing procedures are now well settled in the department activities. The objective is to support students' writing process and help develop their high order thinking. This approach will still be adopted in the coming years.

Plan 4: Reading Activities	
Objective	To expose students to French reading
Target	All French stream students
Period	Whole year
Description	<ul style="list-style-type: none"> • Students from all grade levels follow a reading programme. • A guided reading session is specified each week. • The French Department has acquired structured reading materials.
Evaluation	<p>Reading activities are included in the learning materials (textbook and activity book).</p> <p>In order to launch a proper reading session, teaching content in the scheme of work should be decreased to allow necessary time in class for it.</p> <p>The French Room library offers a lot of opportunities for students to be freely exposed to French reading.</p>

Plan 5: DELF Prim Examinations	
Objective	To validate students' language level
Target	G3 to G6
Period	January and April 2015
Description	<ul style="list-style-type: none"> • DELF Prim A1 for G4 students • DELF Prim A2 for G5 students
Evaluation	18 students took the exam this year and results are extremely good (80% above 90 marks). Again this has the aim of boosting students' confidence in their knowledge of French Language.

Plan 6: Cooperation	
Objective	To work together and support one another
Target	All French stream students
Period	Whole year
Description	<ul style="list-style-type: none"> • Students participate to inside school and outside events. • Students' knowledge of the French Language is promoted on the occasions of School Open House and French Week.
Evaluation	Working together in groups and listening to one another is always a challenge, however it leads to better appreciate others' work and efforts to achieve their goal. It has been particularly rewarding for the students in the French Stream this year thanks to the French Week project. They made it work and it was very successful.

Plan 7: French Webpage on School Website	
Objective	To make the Department and French Stream better known
Target	General public
Period	Whole year
Description	<ul style="list-style-type: none"> • It is a clear presentation of the organisation of the French Department. • Students' achievements are presented.
Evaluation	Nothing was done during this academic year as a new project of organizing the school website will be launched next academic year.

Evaluation of Putonghua Department Programme Plan 2014-2015

2014/2015 年度普通話科週年活動計劃檢討

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

活動項目	校際朗誦節及其他校外比賽
活動目標	透過活動，訓練學生的說話能力及朗讀技巧，並培養審美情趣。
活動情況	由教師推選有潛質的學生加以訓練，學生亦可自行報名參加，好讓學生能汲取比賽的經驗，為學生提供一個與友校互相觀摩、切磋的機會。
活動檢討	第 66 屆校際朗誦節已圓滿結束。本校普通話集誦隊奪得了冠軍。獨誦方面，全校有 100 名學生參加朗誦，其中有 28 名學生分別獲得冠、亞、季軍。（詳見下表）此外，本科推薦了 12 名學生參加「第十七屆全港中小學普通話演講比賽 2015」，其中 10 位學生獲獎。（詳見下表）由於此項比賽在三月初，為本校第二學期測驗前夕，六年級學生因要兼顧學業或其他大型比賽，多數不願參加。五年級除上述原因外，該級的朗誦人材亦乏善足陳。

活動項目	學習活動日
活動目標	透過與其他學科合作設計各類型的活動，讓學生跳出課堂學習的框架，提高學生對普通話學習的興趣。
活動情況	設計兩個攤位遊戲，讓學生從遊戲中學習普通話，並提高學生的學習興趣。
活動檢討	本科一共設計了兩個攤位遊戲，名為「釣勝於魚」及「灌籃高手」，內容包括辨別聲調及聲母。學生能從遊戲中學習，表現投入，體驗了愉快學習的一天。

活動項目	普通話大使及普通話週
活動目標	增強學生的普通話說話能力及溝通技巧，從而發展他們的領導才能及組織活動能力，為學生營造普通話語言環境。
活動情況	普通話大使由科任老師按學生的普通話能力、課堂表現及操行進行甄選。大使需進行四天的培訓，學習做一名稱職的普通話大使，並讓學生分級各自設計攤位活動，普通話週訂定於 2/2-6/2/2015 舉行。活動期間，被甄選的大使於第二小息與同學進行普通話活動。學生每參與活動一次可蓋一個印章，集齊四個印章可換領禮物一份。活動的最後一天，學生可在活動記錄卡上填寫心儀的大使，投票選出「最受歡迎的普通話大使」。全部活動結束後，普通話大使獲頒發獎狀以示鼓勵。

活動檢討	普通話週於第 23 週進行，共舉辦了三種活動，一是普通話大使，二是普通話小主播，三是班際比賽。四至六年級共有六十八名同學成為普通話大使，為全校同學提供了不同的普通話活動。全校收回 240 張遊戲表格，每級的收回表格數量基本均等，因為低年級有流感和校外活動，所以和往年比較，低年級參加人數略有減少。大使對活動的反饋非常正面、積極。普通話小主播於午間介紹和播放普通話歌曲，使全校學生有更多機會接觸普通話。班際比賽進行得非常成功，各級進行了不同類型的比賽。整個普通話週因為同時進行多項活動，營造了一種非常濃厚的普通話學習氣氛，明顯提高了學生主動運用普通話的興趣，也讓學生深刻體會到在活動中學習的樂趣。
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活動項目	班際比賽
活動目標	由各級老師因應各級的課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓緊學生愛比拼的心理，提高學生對本科的學習興趣。
活動情況	比賽項目： 一年級—輕聲；二年級—繞口令；三年級—聲母；四年級—繞口令；五年級—粵普對譯；六年級—粵普對譯。得獎班別獲頒獎狀及禮物，以作嘉許。
活動檢討	各年級比賽圓滿結束，學生踴躍參與，今年改在普通話週進行此活動，能提升氣氛，而且反應理想，建議明年續辦。

活動項目	普通話演講比賽
活動目標	學生按照指定的課文，把故事或詩詞演繹出來。一至四年級需拍成錄像，五至六年級在隨堂進行。此活動能讓學生發揮創意及表演天份，並訓練其說話能力。
活動情況	一至四年級共有 64 名同學參賽，一年級最踴躍，有 28 人。每個年級評選出冠、亞、季軍各一名。五、六年級亦已於課堂上完成，五年級學生需要從老師提供的三個故事中選出一個作演譯，六年級則與中文科作跨學科活動，把學生在中文課所寫的一篇作文——故事續寫，演譯出來。五、六年級的評分還會作為說話評估的其中一部分成績。
活動檢討	由於第一年舉辦一至四年級的演講比賽，因此在收集和處理錄影的方法上都遇到一些意想不到的情況，例如家長發送兩版錄像，請老師幫忙選擇；有些家長發送的電子郵件不能夠成功下載。不過，學生反應踴躍，這是意料之外，當初亦擔心在活動的時間較接近學期尾聲，學生未必有興趣參加，唯現在可見，學生們都希望藉着不同的機會發揮自己的表演慾，因此，本科建議明年繼續舉辦此活動，並加強宣傳。

活動項目	境外交流活動
活動目標	普通話大使計劃之延伸，從計劃中挑選表現優秀的學生參與。 挑選合適的境外交流地點，以營造學習語境，提高學生對本科的自學能力及應用能力。
活動情況	普通話台灣交流團： 本科於 27/6 - 1/7/2015 舉辦「普通話台灣交流團」，由 4 位老師帶領 28 位學生前往台灣交流，活動包括到當地小學上課及參觀當地名勝。整個旅程中，學生和老

	<p>師都會以普通話交談，藉此提高其普通話的溝通能力。</p> <p>是次行程包括：整天學校交流及上課，學習客家偶戲、客家山歌烏克麗麗解說與操作、相聲、大稻埕迪化街導覽；參觀鶯歌陶瓷博物館及製作陶瓷器；參觀維格夢工場及製作鳳梨酥；參觀郭元益糕餅博物館及製作糕餅；參觀樹火紀念紙博物館及造紙；參觀玉兔鉛筆工廠及製作工作坊；參觀誠品書店旗艦店、台北 101 大樓等。</p>
活動檢討	<p>今年以第一志願報名參加普通話交流團的學生共 60 人，故沿用去年的方法，先選出優秀的普通話大使參加，餘下的名額則經老師推薦及抽籤。是次交流主題圍繞着台灣的傳統飲食文化、藝術及歷史，希望藉着有趣互動的活動，讓學生「從做中學習」，藉以提升學生聽說普通話的能力，並學習當地的歷史與文化。</p> <p>是次旅程，學生都非常投入，積極發問。當中所計畫的行程，除了與當地學生進行訪問及交流外，行程中學生還需製作不同的台灣手工藝及食品，這些活動都能給予學生大量的機會發問及溝通。而且，觀課的學校除了為學生帶來了一天有趣互動的藝術及戲劇課堂，還由當地老師作導賞員，帶領學生遊走具歷史文化意義的大街小巷，讓他們對日本侵華的歷史加深認識，上了一節互動且深刻的歷史課。是次行程不但能令學生增廣見聞，體驗當地的學習生活，還能令他們對台灣的歷史及文化加深了解。是次活動非常成功，根據學生的自評表及家長回饋中反映，學生對說普通話的信心增強了，普通話聽說能力也明顯提升了，值得再辦。</p>

活動項目	參加友校交流活動及專題研討會
活動目標	鼓勵教師參加友校文流活動、教學講座、研討會作自我增值，以提高教學水平。
活動情況	<p>科主任會把相關的課程及講座通告給教師傳閱，教師可自由參加。</p> <p>科主任亦會推薦合適的教師參加不同的課程，以配合學校的發展。</p> <p>教師在出席講座或課程後，亦會於協作會議中與同事分享內容。</p>
活動檢討	<p>為了提升教師的課堂提問技巧，從而照顧學習差異，本科於九月及十一月分別舉辦了兩個到校分享的工作坊，邀請了教育出版社李鐵秋女士及香港大學黃綺玲教授，分享普通話科及基礎漢語科的教學設計，包括課堂策略、提問技巧、教材配合等。老師都認為有關內容對於教學有幫助，而且老師提出的課堂設計與我們普通話科現正實施的教學方案的大方向一致，肯定了我們的工作方向。</p> <p>此外，基礎漢語科的老師參加了由香港大學舉辦的一系列課程，以提升非華語學生的學與教為主題的講座，不但能作自我增值，也能提高教學效能。</p> <p>基礎漢語科的老師亦於四月到地利亞閣僑小學參訪及觀課，對於設計非華語學生的課程及課堂設計都加深了認識。</p>

活動項目	協作會議
活動目標	<p>1. 每週進行各級協作會議，以增加教師之間的專業交流。</p> <p>2. 與中文科及中學部進行協作交流會議。</p>
活動情況	全體教師參與協作會議，由五位教學助理輪流作記錄，中小學交流會議則由科主任出席。
活動檢討	各級老師能利用協作會議討論教學進度及安排，使更緊密地合作，亦有助檢討教學。本年度與中學進行兩次協作交流會議，對中小學普通話及基礎漢語的課程銜接有幫助。

活動項目	購買普通話書籍、影音教材
活動目標	提高學生對本科的學習興趣及自學能力。
活動情況	主要由教師購買有關普通話科參考書籍和教材，特別是普通話教中文的書籍，以協助課程剪材及教學。
活動檢討	本科於本學年添置了 465 本故事書，供基礎漢語的同學閱讀和學習；同時為每位基礎漢語的同學配備了 I-PEN，以提高他們的自學能力與學習興趣。學生在假期裏必須閱讀指定故事書，並配合 I-PEN 完成假期工作紙，以鞏固學習。他們還可以在課堂上完成課業後借閱故事書，以提高他們的學習興趣和閱讀能力。

活動項目	收集本科專題資料
活動目標	提升教師對本科及教授普通話的專業知識，提供有關參考資料及輔助教材。
活動情況	特設文件夾收集本科知識及相關資料，邀請曾出席專題講座/課程的教師提供資料，予以分享。
活動檢討	今年資料主要是收集由香港大學舉辦的一系列有關非華語學生的學與教的課程、朗誦及水平測試的材料。

2014-2015 第六十六屆香港學校朗誦節（普通話）獨誦獲獎名單

冠軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1D	1	陳緯澄		詩 337	87	冠軍
2	1S	14	江峻翹		詩 337	87	冠軍
3	2D	13	李政澤		詩 337	88	冠軍
4	2M	30	楊鎬朗	韓玥	散 437	88	冠軍
5	3J	30	符從賢		詩 336	87	冠軍
	3J	30	符從賢		散 436	89	冠軍
6	4S	1	區逸匡		詩 336	88	冠軍
7	4P	13	江志睿	劉巧靈	散 436	88	冠軍
亞軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1M	24	韋逸朗	陳思	詩 337	86	亞軍
2	1S	20	劉宣辰		詩 337	85	亞軍
3	1S	28	王子介	李哲	散 437	88	亞軍
4	2M	12	傅靖桓		詩 337	85	亞軍

5	2M	30	楊鎬朗	韓玥	詩 337	86	亞軍
6	2P	25	彭清楠		詩 337	86	亞軍
7	4D	14	鄺學麒		散 436	87	亞軍
8	4J	3	鄭丞祐	殷華峰	詩 336	86	亞軍
9	4M	2	陳君泰		詩 336	85	亞軍
10	4P	13	江志睿	劉巧靈	詩 336	87	亞軍
11	4S	22	馬逸行		詩 336	86	亞軍
12	5D	26	黃子晉	徐鈺峰	詩 335	88	亞軍
季軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1P	15	李泓希	劉巧靈	詩 337	85	季軍
2	2D	32	葉駿		詩 337	85	季軍
3	2J	19	廖子進	陳思	詩 337	85	季軍
4	3M	1	陳耀生	王煦淳	散 436	88	季軍
5	4D	14	鄺學麒		詩 336	88	季軍
6	4J	23	彭浩軒	殷華峰	散 436	86	季軍
		23	彭浩軒	殷華峰	詩 336	86	季軍
7	4M	13	黎穎誠	殷華峰	散 436	83	季軍
8	4S	1	區逸匡		散 436	86	季軍
9	6M	32	周天翼	徐鈺峰	詩 335	85	季軍
拔萃男書院附屬小學一、二年級詩詞集誦				何潔生、顧慧儀、 劉巍	K546	93	冠軍

第十七屆全港中小學普通話演講比賽 2015 獲獎名單

參賽學生資料

	班別	姓名	學號	獎項	負責老師
1.	1S	王子介	28	九龍區（初小組） 銀獎	李哲
2.	1M	韋逸朗	24	九龍區（初小組） 優異星獎	陳思
3.	2D	李政澤	13	九龍區（初小組） 優異星獎	何潔生
4.	2P	陳亦熙	2	九龍區（初小組） 優異星獎	楊素敏
5.	3J	符從賢	30	九龍區（中小組） 優異星獎	顧慧儀
6.	3M	陳耀生	1	九龍區（中小組） 優異星獎	王煦淳
7.	4S	區逸匡	1	九龍區（中小組） 優異星獎	殷華峰
8.	5P	王煒衡	23	九龍區（中小組） 良好獎	陳美穎
9.	6M	周天翼	32	九龍區（高小組） 優異星獎	何潔生
10.	6P	莊智銓	31	九龍區（高小組） 優異星獎	徐鈺峰

備註：

「優異星」獎：成績在 85 分或以上，並以較佳名次進入複賽的同學。

「優異」獎：成績在 85 分或以上的同學。

「良好」獎：成績在 75 分至 84 分的同學。

Evaluation of Music Department Programme Plan 2014-2015

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music Intensive Training Classes	
Objective	<ul style="list-style-type: none"> - To develop students' creativity, the ability to appreciate music and to effectively communicate through music - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music - To encourage students to learn at least one kind of musical instrument
Target	G.4 – G.5
Period	From October 2014 to June 2015
Description	Invite potential G.4 & G.5 students to attend special training classes to improve their technique and skills in playing the two Chinese instruments.
Evaluation	<ul style="list-style-type: none"> - Most of the students participated in the audition for the Chinese Orchestra. - Some members will be invited to join the Chinese Orchestra. - Most of the students will take private lessons after attending the special training programme. - Feedback received from both parents and students was positive.

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

	<ul style="list-style-type: none"> - Feedback received from both parents and students was positive. - G6 students had to submit a concert report.
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Plan 3: Take Part in Hong Kong Schools Music Festival and Other Competitions	
Objective	<ul style="list-style-type: none"> - To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitudes - To help students pursue a life-long interest and appreciation of music - To enable students to gain enjoyment and satisfaction through participating in music activities
Target	G.1 – G.6
Period	October 2014 to March 2015
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Junior Choir, Woodwind and Brass Ensemble and School Orchestras.
Evaluation	<ul style="list-style-type: none"> - More than 400 students were involved in the 67th Hong Kong Schools Music Festival and the Hong Kong Youth Interflow. - More than 80% of our students were awarded merits or above in the Schools Music Festival. - The School achieved very good results in the Hong Kong Youth Interflow. String Orchestra got the Gold Award. Both the Senior School Orchestra and the Chinese Orchestra got the Silver Award. - In the 67th Hong Kong Schools Music Festival, our School achieved good results. We were awarded First Place in Treble Choir and Saxophone Ensemble. The String Orchestra, the Chinese Orchestra and the Oboe Quartet were award Second Place. The Senior School Orchestra, Junior Choir and Clarinet Quartet were awarded Third Place.

Plan 4 : Music Performance	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music - To nurture in students the aesthetic sensitivity and cultural understanding
Target	G.1 – G.6

Period	Whole year
Description	Music performances were presented by professional organizations, senior boys from DBS and our students.
Evaluation	<ul style="list-style-type: none"> - In February, performances were presented on the day of our Open House and it was very successful. Feedback received from parents and guests was positive. - In May, the Wind & Brass Ensemble was invited by the DSOBA to perform in the Annual Concert and the feedback was positive. - A small concert was organized for Braemar Hill Nursery School. The students gained enjoyment and satisfaction throughout the performance. The feedback was positive. - In June, the Prize Winners' Concert was organized in the PD School Hall. The concert was very successful. The students and teachers enjoyed the performances very much.

Plan 5 : Celebration Party after the 67th H.K. Schools Music Festival	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music
Target	G.1 – G.6
Period	April 2015
Description	All members of the Senior School Orchestra, String Orchestra, Treble Choir, Junior Choir, Chinese Orchestra and Ensemble were invited to the party to celebrate their accomplishments in the Music Festival. Their parents and several old boys were also invited to join the celebration.
Evaluation	<ul style="list-style-type: none"> - Parents and students enjoyed participating in the function very much. - It was a great opportunity to organize a reunion for members of the Music Department. - Feedback received from both parents and students was positive.

Plan 6 : Music Captains	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To enrich students' music learning experience which is also one of the key tasks identified in "Moral and Civic Education"

Target	G.6
Period	Whole year
Description	9 potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> - 9 Music Captains were selected to assist the Music Department. They assisted in the Open House, Prize Winners' Concert, Music Tour and regular rehearsals, etc. - All Music Captains were very helpful and responsible.

Plan 7 : Special Music Activities – Music Tour	
Objective t	<ul style="list-style-type: none"> - To nurture in students the aesthetic sensitivity and cultural understanding - To enable students to gain enjoyment and satisfaction through participating in music activities - To help students pursue a life-long interest and appreciation of music
Target	G.4 – G.6
Period	April 2015
Description	Music Tour to Taipei, Taiwan
Evaluation	<ul style="list-style-type: none"> - 49 G3-G6 Chinese Orchestra members were selected to participate in the Taipei Music Tour. - 2 Big Brothers from the SD joined the tour as student helpers. - Students learnt a lot through presenting joint school performances. - Parents and students enjoyed taking part in the tour very much. - Besides music, the students also gained a lot of cultural knowledge through visiting various heritage sites and watching a musical.

Evaluation of Physical Education Department Programme Plan 2014-2015

Programme Evaluation:

Plan 1 Swimming Gala	
Objective	<ol style="list-style-type: none"> 1. To enhance students' interests in swimming 2. To promote sportsmanship among students 3. To provide an opportunity for students to utilize what they have learnt in swimming lessons/classes 4. To help students develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	<p>Heats: 2 September 2014 (G.3 & G.6) 3 September 2014 (G.2 & G.5) 4 September 2014 (G.4) 11 September 2014 (G.1)</p> <p>Finals: 17 September 2014 (G.2 finalists, all G.3-G.6 students)</p>
Description	The Inter-House Swimming Gala application was opened to all PD students. Heat competitions were held in the DBS outdoor swimming pool whilst finals were jointly organized in the Kowloon Park Indoor Swimming Pool by the PD & SD. As the SD was having the Selection Trial, only the finalists were present.
Evaluation	<ul style="list-style-type: none"> ● The Heats were held on 2/9, 3/9 and 4/9. Due to the bad weather condition on 4/9 morning, G.1 events were re-scheduled to 11/9. ● The Inter-House Swimming Gala Finals programme booklet was prepared by the SD. The teacher duty roster was given to the PD teachers. ● Medals for different events, individual champions, and overall champions were presented on the day of Finals. Names on the Swimming Shields were updated afterwards. ● Teacher's comments were collected afterwards. ● Feedback from colleagues mainly indicated concerns about the attendance recording on the day of Swimming Gala Finals. It would be better to prepare two sets of name lists which are kept in the house folder. The name lists should be sorted by grades so that the house teachers-in-charge will find it easier to retrieve students' names.

Plans 2 & 4 Pre-Golf Day	
Objective	<ul style="list-style-type: none"> To provide students with more opportunities to strengthen their life-wide learning, and equip them with better communication, body coordination and strategic skills, etc. To keep the DBS legacy of a passion for golf
Target	Student and parent golfers
Period	Pre-Golf Day : 9 November 2014 (School Fete) PD Golf Day at KSC : 24 April 2015
Description	<ul style="list-style-type: none"> The Pre-Golf Day is a fund raising golfing events which are opened to all guests. The Pre-Golf Day was held on the day of our Garden Fete. The PD Golf Day is a joint divisional event which promotes parent-child partnership. It is not a Fund Raising Event.
Evaluation	<ul style="list-style-type: none"> These joint divisional functions were held successfully. Feedback received from participants was positive. Old Boys, parents and students suggested that the school should keep the PD Golf Day as a regular school event.

Plan 3 Sports Day	
Objective	<ol style="list-style-type: none"> To enhance students' interest in athletics To promote sportsmanship among students To provide an opportunity for students to utilize what they have learnt in athletics lessons/classes To help students develop a sense of belonging to their Houses To allow students to handle challenges and failures
Target	G.1 to G.6 students
Period	Heats: 15 December 2014 Finals: 26 January 2015 (G.2 finalists, all G.3-G.6 students)
Description	Inter-House Sports Day application was opened to all PD students. Students could participate in different track or field competitions on the heats day which was organized at the DBS school field. The joint divisional finals were held at the Kowloon Bay Sports Ground.
Evaluation	<ul style="list-style-type: none"> Heats were held on 15/12/2014 successfully. The PD Sports Day Finals were held in the Kowloon Bay Sports Ground. The Inter-House Sports Day Finals programme booklet was prepared by the PD. The teacher duty roster was given to the PD teachers. In the Finals this year, Inter-House Cheering and Inter-House teacher-students relay were also held; but the Games Competition was cancelled. The cheering competition and teacher-students relay enabled students to get more involved in the Sports Day and the

	<p>feedback for this event was very positive.</p> <ul style="list-style-type: none"> ● Some school bus students arrived earlier than 8:30 a.m. It would be better to assign the janitors to help look after them before the teachers' arrival to the duty point next academic year. ● A G.3 student fell down from the first row of the spectator stand while he was playing and he was injured. As our school nurse was on sick leave, teachers with first aid qualification were not able to stay in the first aid room to look after him. At last, a janitor with first aid qualification was instructed to station in the room for the whole event. Next year, if the school nurse is not available, it is suggested that Caroline will be assigned to take up duties at the first aid room. All teachers who are on duty at the spectators' stand must supervise the students at all times to ensure their safety and good discipline.
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Plans 5 & 6 DBS FunD Run & Walk	
Objective	<ol style="list-style-type: none"> 1. To improve the physical fitness of students and promote healthy lifestyle 2. To help students cultivate positive values and social attitudes, such as fair play and good sportsmanship 3. To help students develop desirable moral behaviours, cooperation in communal life, the ability to make decision, and appreciation of aesthetic movements
Target	Student and parent runners
Period	DBS FunD Run & Walk : 11 January 2015
Description	The DBS FunD Run & Walk, which is a fund raising event, was jointly organized by the PE Department of the PD and DBS Foundation Limited. It provides a chance for parents and students to participate in a sporting activity at school.
Evaluation	<ul style="list-style-type: none"> ● Training Workshops were cancelled this year due to the tight schedule of the Foundation Limited. ● There were 532 parents and students who took part in the DBS FunD Run & Walk. ● This event raised about HK\$200,000. ● There is room for improvement especially in preparing the circular for application; applicants should provide more information to enable better data entry during the preparation stage.

Plan 7 Alternative Sports	
Objective	<ol style="list-style-type: none"> 1. To enable students to explore other sports in order to widen their horizon 2. To enhance students' collaboration skills, communication skills, creativity and critical thinking skills
Target	Alternative Sports Programme: G.2 to G.6 students
Period	Alternative Sports Programme: Early-January 2015 to mid-February 2015
Description	<p>G.1 & 3 – Rope Skipping</p> <p>G.2 & 4 – Wushu</p> <p>G.5 – Dragon and Lion Dance</p> <p>G.6 – Pop Dance</p>
Evaluation	Rhythmic movement is an essential part of FM. Pop dance could help G.6 students develop such ability. Since dancing is included in the G.1 & 2 curricula only, it is suggested that activities such as pop dance should be incorporated into the curriculum of other grades so that rhythmic movements of students can be further developed.

Plan 8 Local / Overseas Training Camp / Competition	
Objective	Intensive local / overseas training camp will be organized for Sports Team A members and outstanding Team B members in order to prepare them for the Inter-School Competitions
Target	G.3 to G.6 School Team members
Period	During major school holidays (Summer Holidays)
Description	<ol style="list-style-type: none"> 1. Singapore Football Training Camp (mid-July 2015) 2. Beijing Athletics Training Camp (late August 2015)
Evaluation	<ul style="list-style-type: none"> • Detailed evaluation reports of the sports camps will be given later. • More sports camps will be organized next year.

Evaluation of Visual Arts Department Programme Plan 2014- 2015

Programme Summation

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

Plan 1: Cross-curricular Integrated Learning	
Objective	To help students make connections between art, nature, science, history and culture
Target	All students
Period	Throughout the year
Description	In collaboration with other subject departments and during the IBL Week
Evaluation	In general most cross-curricular collaborations were successful. Some topics will continue to be adopted as cross-curricular activities between departments next year.

Plan 2: Art In School Partnership Projects	
Objective	To develop the boys' artistic potential through various media explorations
Target	All students
Period	Throughout the year
Description	<p>Life Cycle of Our Water Diamond Stop-Motion Workshops Venue: G/F School Campus, in front of Grand Steps Participating Classes: 3D, 3J, 3M, 3S, 2S, 1M & 1J. It took 2 days to complete.</p> <p>Prime Concepts Limited This company was appointed to provide technical support for display settings of the External Visual Arts Exhibition</p> <p>Carl Cheng Chi Ming (Artist/Tour Guide/Art Tutor) Mr. Cheng was appointed to provide assistance to teachers during the Netherlands Visual Arts Tour (1-11 April 2015).</p> <p>Hong Thai Travel Company Ltd. This company was appointed to assist with the arrangements of the Netherlands Visual Arts Tour (1-11 April 2015)</p>

Evaluation	<p>Life Cycle of Our Water Diamond Stop-motion Workshops Students enjoyed the project and made an educational video for the External Art Exhibition.</p> <p>Prime Concepts Limited The quality of students' artworks and displays was enhanced with the professional services provided by this company.</p> <p>Carl Cheng Chi Ming (Artist/Tour Guide/Art Tutor) Mr. Cheng was a great helping hand during the tour. Both students and teachers considered his knowledge and resourcefulness invaluable.</p> <p>Hong Thai Travel Company Ltd. The administrative follow up was not thorough enough and there were communication problems between Hong Thai and the agent in Amsterdam. The local tour guide was a disappointment and lacked professionalism.</p>
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Plan 3: Project Learning/Collaborative Learning	
Objective	To develop the boys' artistic potential through taking part in project learning/collaborative learning
Target	All students
Period	Throughout the year
Description	<p>Students create group projects to help develop their generic skills.</p> <p>1. School House, Team Spirit</p> <ul style="list-style-type: none"> ➤ Sports Day (25 February 2015) ➤ Flag Design Competition for Cheering 2014-2015 ➤ G.4 Joan Miro's Drawings <p>2. Fun Learning Day</p> <ul style="list-style-type: none"> ➤ G.1-3 Mondrian City ➤ G.4-6 Snow Flakes Paper Cut <p>3. Class Projects</p> <ul style="list-style-type: none"> ➤ All grades did several group projects ➤ Collaboration with the SD ➤ Art appreciation lesson with the SD teacher (18 June 2015)
Evaluation	<p>1. School House, Team Spirit</p> <p>Cheering flags were square shaped instead of triangle shaped this year. The triangle shape flags seemed to photograph better, as square shaped flags flapped down and hid the design. Triangle shaped flags</p>

	<p>will be preferred next year.</p> <p>2. Fun Learning Day</p> <p>Photos taken show evidence that students really enjoyed their Fun Learning Day VA projects.</p> <p>3. Class Projects</p> <ul style="list-style-type: none"> ➤ Class collaborations helped generate students' ideas. Some students were productive when they worked alone, hence with certain projects students were allowed to choose to work either on their own or as a group. ➤ Collaboration with the SD <p>6S was the chosen class to visit the SD. G9 & G10 students worked on display in the artroom. Some PD students found it difficult to write art comments especially on the architectural models made by the SD students.</p>
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Plan 4: Art Appreciation	
Objective	To develop students' knowledge and understanding of the visual world
Target	All students
Period	Whole year
Description	Students learnt the language of art. Artists, art concepts, movements and various styles of art and design were introduced to students. They were encouraged to talk and write about the art they made.
Evaluation	G.5 and 6 students were given written exercises on art apperication this year. It was a useful means to encourage student to look more closely into a piece of artwork and to reflect on their own work. Student volunteers (G.2-6) at the art exhibition were also given numerous opportunities to give guided tours and talks about art at the exhibition which was a valuable experience for the students.

Plan 5: Sketchbook (Visual Diary)	
Objective	To develop students' creativity & imagination, building skills and processes
Target	Students, teachers, parents and the general public
Period	Whole year
Description	<p>Students use sketchbooks as a means to:</p> <ul style="list-style-type: none"> • Develop ideas for projects • Write down notes given by teachers in lesson • Drawing for leisure during non-art lesson times <p>Teachers use the sketchbooks as means to encourage students'</p>

	observation, creativity and imagination. It is also a means for teachers to gauge students' visual interests and to give feedback and suggestions.
Evaluation	Students really enjoyed showing their sketchbook of drawings to teachers and peers. They also enjoyed getting reward stamps for their effort. This year, each G.5 and 6 student was given another sketchbook for class work other than their own 'take home' sketchbook. This was helpful to gauge students' learning and creative thinking processes.

Plan 6: Student Art Exhibitions	
Objective	<ul style="list-style-type: none"> To display students' artworks inside and outside of the school premises to share their art with others To promote students' self-reflection and critical thinking skills through communicating their point of view using artworks they have created
Target	All students
Period	Throughout the year
Description	<p>Open House:</p> <ul style="list-style-type: none"> Date: 26 January 2015 Venue: Room 101, DBSPD <p>DBSPD Art Exhibition 2015 'Global Citizen II':</p> <ul style="list-style-type: none"> Date: 13 -15 June 2015 Venue: Hong Kong City Hall
Evaluation	<p>1. Open House</p> <p>The majority of visitors who came to the Open House were prospective students and parents. Other visitors were SD students and DBSPD students.</p> <p>2.DBSPD Art Exhibition 2015 'Global Citizen II'</p> <p>The atmosphere at the opening ceremony was great with lots of students and parents turning up. The exhibition promoted the school's Visual Arts curriculum. Students and parents also expressed joy and pride in seeing students' work displayed in a public venue.</p>

Plan 7: Art Competition	
Objective	To get students exposed in art competitions and gain experience
Target	All year groups
Period	Throughout the year
Description	All students were given an opportunity to participate in the internal and international competitions.

	<p>Internal Competition Sports Flags Design</p> <p>External Competitions</p> <ol style="list-style-type: none"> 1. Red Packet Design 2. Information Security - Starts from Me 3. Australian Christmas Card Design Competition 4. Road Safety Drawing Competition 2014-2015 5. Surprise Theme Painting 6. On-Site Painting Competition 7. 「逃生有妙法」 Coloring Competition 8. Rights and Freedom Granted by the Basic Law Colouring Competition 9. Exhibition of Primary School Students' Creative Visual Arts Work 2014/15
Evaluation	All students were given an opportunity to participate in different competitions. Individual students also entered competitions on their own and got awards. Students showed pride and joy when their achievements were recognized during the prize presentation in the morning assembly.

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities related to art
Target	All students
Period	Throughout the year
Description	<p>1. Netherlands Visual Arts Tour</p> <ul style="list-style-type: none"> ➤ 1-11 April 2015 ➤ 20 students, 4 teachers/art tutor <p>2. Art Exhibition Visits G.4-6</p> <ul style="list-style-type: none"> ➤ 7 July 2015, 12:30-2:30 p.m.
	<p>1. Netherlands Visual Arts Tour</p> <p>The tour was an educational experience with daily sketching sessions. The students also enjoyed the art workshops - Etching 'Funny Faces', a Rembrandt inspired project and Clogs Painting Workshop.</p> <p>2. Art Exhibition Visits G.4-6</p> <p>Students enjoyed looking at other school students' artworks and learnt to be more reflective and speak out their thoughts in what they see.</p>

Plan 9: Extra-curricular Art Classes	
Objective	To develop student's artistic potential through explorations in various media
Target	All students
Period	First Term, Second Term and Third Term
Description	<p>The following after-school art classes were offered to students this year:</p> <p>1. Traditional Art Classes</p> <ul style="list-style-type: none"> • Western Painting • Chinese Painting • Ceramics • Drawing & Sculpture <p>2. Multi-Media Art Classes</p> <ul style="list-style-type: none"> • Comic Drawing • Stop-motion Animation • Animation Character in Clay • Web Design & Digital Illustration
Evaluation	Both traditional & multi-media art classes proceeded smoothly this year.

Plan 10: Initiatives to Improve Programme Planning & Curriculum	
Objective	To further facilitate learning and teaching
Target	All students
Period	First Term, Second Term and Third Term
Description	<p>Topic of Exploratory Practices:</p> <p>➤ If divergent thinking is essential for encouraging creativity in students, what are some of the factors that can help enhance students' divergent thinking abilities during art lessons?</p>
Evaluation	<p>Exploratory Practices:</p> <p>➤ Factors that we presently know that affect divergent thinking and creativity are motivation, time, individual/group work dynamics and sense of freedom given with project guidelines and work environment.</p>

二零一四至二零一五年度宗教科工作計劃檢討報告

1. 佈道會

- (一) 活動目標： 透過福音話劇，向學生傳福音
- (二) 活動對象： 小三至小四
- (三) 推動時間： 十二月
- (四) 活動內容： 邀環球天道傳基協會到校以福音話劇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。
- (五) 活動檢討： 由於學習活動日所用的場地有限，故此取消此項活動，同時安排與德育科合作進行攤位活動。宗教科的攤位是金句重組，學生反應熱烈，能透過該活動背誦聖經金句。

2. 新生調適活動

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

3. 歌唱比賽

- (一) 活動目標：透過詩歌的頌唱，提升學生對本科的興趣及藉此加強宗教氣氛。
- (二) 活動對象：一、二年級學生
- (三) 推動時間：2015 年 6 月 29 日
- (四) 活動內容：為提升學生對本科的興趣及加強宗教氣氛，本科與音樂科合作，安排在第一節班主任課時間進行班際歌唱比賽。各級設有五個獎項，包括最演出投入獎、最團結獎、最認真表演獎、最動聽獎及最感情豐富獎，以示鼓勵。
- (五) 活動檢討：學生對此活動反應良好，建議來年續辦。

4. 跨學科活動

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

5. 老師祈禱會

- (一) 活動目標：透過每學期一次之祈禱會，旨在聯繫老師之間之情誼，並透過代禱彼此互相守望及為學校和學生的需要代禱。
- (二) 活動對象：宗教科教師
- (三) 推動時間：老師祈禱會
- (四) 活動內容：透過分享經歷或見證並彼此代禱，老師持續預備自己的服

事，旁人也會感受到老師的熱忱和得到被神改變的生命。

- (五) 活動檢討：老師們十分享受相交的時間，但由於老師工作繁重，僅暫定繼續安排每學期舉辦一次。

6. 崇拜

- (一) 活動目標：透過教堂的崇拜禮儀，讓學生感受真正的崇拜氣氛。
- (二) 活動對象：全校
- (三) 推動時間：九月、十二月、三月、五月及七月
- (四) 活動內容：為了讓學生了解及感受崇拜進行時的禮儀及氣氛，本校配合節期，在聖誕節、升天節及結業禮舉行感恩崇拜，並分別安排不同級別的學生到基督堂、諸聖座堂或留校參與。本年度更邀請 Rev. Robertson 到校主持開學禮崇拜。
- (五) 活動檢討：學生對崇拜的態度有改善。留校學生在崇拜時表現尊重及敬虔。

7. 開放日

- (一) 活動目標：讓到訪的嘉賓了解本校推行宗教教育的情況。
- (二) 活動對象：全校
- (三) 推動時間：一月
- (四) 活動內容：與德育科共同展示有關的學生活動照片、作品及設計攤位遊戲，並邀請學生向嘉賓進行講解，讓他們更了解本校宗教/德育科的學校情況。
- (五) 活動檢討：本年度繼續與德育科合作，共同展示有關的學生活動照片及作品，效果理想；惟部份學生未有出現當值，個別表現亦未如理想。

8. 聖經朗誦節

- (一) 活動目標：鼓勵對朗誦有興趣的同學參加聖經朗誦比賽，讓學生明白經文的意思，學習表達經文中的思想和感情。
- (二) 活動對象：小一至小六
- (三) 推動時間：三月
- (四) 活動內容：鼓勵同學參與漢語聖經協會舉辦的聖經朗誦節，以獨誦為主。
- (五) 活動檢討：本年度共有三十位同學參與，有見參與人數不多，建議來年參加者有小禮物，以茲鼓勵，希望有更多同學參加。

9. 專題展板

- (一) 活動目標：透過展板內容，宣揚基督教信仰，建立正面價值觀
- (二) 活動對象：教師及學生
- (三) 推動時間：全年
- (四) 活動內容：第一學期主題是「祈禱」，第二學期的主題是「挪亞方舟」，第三個學期的主題是「家庭」。
- (五) 活動檢討：展板製作精美，相當吸引。可惜普遍學生只顧在有蓋操場上玩耍，沒有留意展板內容。宗教科老師可以在課堂上作宣傳，也可以邀請學生協助佈置展板，讓同學可以參與其中。

10. 福音日營

- (一) 活動目標：透過舉辦福音日營，幫助學生肯定生命的價值與意義。
- (二) 活動對象：小六
- (三) 推動時間：四月
- (四) 活動內容：是次營會活動包括破冰遊戲，小組討論，和音樂時間等。透過牧師生命信息和見證的分享，學生能夠了解建立積極

的信仰是獲取更豐盛生命的關鍵。

- (五) 活動檢討：學生能在彼此鼓勵和互相尊重扶持的氣氛下，能更深入認識自己、了解個人的優缺點。在神的愛和人的接納中，強化成長的動力和勇於發掘發揮自己的優點和接納自己的缺點。

11. 早會

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

12. 聆聽箱

- (一) 活動目標：透過設置聆聽箱，從而關心學生的信仰及成長需要。
- (二) 活動對象：全校學生
- (三) 推動時間：全年
- (四) 活動內容：在有蓋操場設置聆聽箱，教師會定期收集同學的信仰問題及代禱事項，並作個別回應。教師會藉此輔導有需要的學生，關心他們的信仰狀況及成長需要。
- (五) 活動檢討：教師在九月開學的一次早會中，鼓勵全校學生參與問答遊戲，把答案投放於聆聽箱內，以為聆聽箱作宣傳。本年所收的字條較去年為多，全年共收到 14 張，內容與人際相

處、家庭問題、信仰疑難及投訴相關，本科老師亦逐一跟進每一個學生的需要。聆聽箱在學校漸能發揮其作用，建議科任老師繼續在課上作出宣傳，以鼓勵學生使用。

13. 聖公會活動

- (一) 活動目標：協助相關活動之事務傳達，幫助同學理解是次教會活動的詳情。
- (二) 活動對象：全體師生
- (三) 推動時間：全年
- (四) 活動內容：本校於一月份參與聖公會福利協會舉辦之獎券賣並奪「最具愛心獎」。由於七月份尼泊爾突然發生大地震，本校亦響應香港聖公會大主教世界援助基金呼籲，同心為災民籌款。
- (五) 活動檢討：本校所籌得的捐款已於七月轉交聖公會福利協會作賑災之用。

14. 添置教具

- (一) 活動目標：加深老師對本科的認識。
- (二) 活動對象：全體教師
- (三) 推動時間：全年
- (四) 活動內容：陸續購買有關的聖經書籍、教學軟件及光碟，將放置學校圖書館，供老師和同學借閱。
- (五) 活動檢討：校方將於下學年開始前添置圖書。

Evaluation of Library Studies Department Programme Plan 2014-2015

Programme Summation & Evaluation:

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

Plan 1: Reading Environment and Resources	
Objective	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stocktaking (f) Decorate the library (g) Update information in Library WebOPAC (h) Organize and manage the student librarians (i) Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> (a) English, Chinese and French books (b) Magazines (c) Online encyclopaedia
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to nearly 27,000 items. The library collection has nearly reached the maximum capacity of the library. As part of the collection is

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

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

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

	<p>books were selected to enrich the quality of reading materials of the School Library.</p> <p>4. The Librarian helped select, order and process the classroom libraries' books for the English and Chinese Departments.</p>
Evaluation	<p>Collaboration with various departments this year:</p> <p>1. CDAA Cross-Curricular Activities</p> <p>The Library took part in the planning and organization of the two whole school cross-curricular activities: Fun Learning Days and Inquiry Based Learning Week.</p> <p>2. Collaboration with English and Chinese Departments: Library Reading Programme</p> <ul style="list-style-type: none"> ➤ G.1 to G.3 Chinese reading record books had minor changes after consulting the Chinese teachers' opinions. ➤ G.4 to G.6 English and Chinese reading record books were combined and simplified in order to avoid duplication of the reading exercises of the English and Chinese Departments. <p>3. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> ➤ Grade Level: All Grade Levels ➤ Activity : HEIFER "Read to Feed" ➤ Students learnt how HEIFER helps poor people in the world. <p>4. Collaboration with Other Departments</p> <ul style="list-style-type: none"> ➤ G1 My School: Library, GS I, Computer Studies, Music & VA ➤ G1 All About Me: Library, English, Chinese, Maths, G.S., Music, P.E., V.A. and R.E. ➤ G2 Chinese New Year: Library, GS I, GS II, Chinese, PTH, Music, Art, Computer Studies, Moral Education

Plan 4: Reading Activities	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole Year
Description	<ol style="list-style-type: none"> 1. DBSPD Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts 4. My Favourite Book Sharing Session

	<ol style="list-style-type: none"> 5. 4.23 World Book Day Celebration 6. Storytelling Team 7. Newspaper Subscription 8. Bulk Application of Hong Kong Public Library Cards 9. Book Donation
Evaluation	<ol style="list-style-type: none"> 1. DBSPD Reading Programme <ul style="list-style-type: none"> ➤ Total number of reading record books collected: 2,586 ➤ End-of-year Prizes: Top three students of each grade were awarded the First, Second and Third Prizes respectively. In addition, 228 big prizes, 177 medium prizes and 228 small prizes were given out. 2. Book Fair <p>Six companies were invited to set up booths in our annual book fair. They provided English, Chinese, religious and science reading materials and educational computer software for students, parents and teachers to purchase.</p> 3. Books Borrowing Ranking Charts <p>These borrowing ranking charts gave students the incentives to borrow more books in order to get a higher ranking for themselves and their own classes.</p> 4. My Favourite Book Sharing Session <p>G.3 students took turns to present one of their favourite books during the library lesson. The aim was to enhance the reading culture among our boys. Students were very interested in the books that their classmates presented.</p> 5. 4.23 World Book Day Celebration <p>World Book Day posters designed by the students were posted inside the Library to promote the event. Students received souvenirs if they borrowed books during the week of the World Book Day.</p> 6. Storytelling Team <p>There were about 143 volunteers who joined the storytelling team this year. The storytelling team conducted story telling sessions for G.1 and G.2 students. The team co-ordinators were helpful in organizing the volunteers.</p>

	<p>7. Newspaper Subscription</p> <p>Normal school days:</p> <ul style="list-style-type: none"> ➤ 223 students subscribed to Goodies, 135 students subscribed to Junior Standard, 88 students subscribed to the South China Morning Post, 83 students subscribed to 明報 and 48 students subscribed to 星島日報 this school year. <p>Summer newspapers subscription:</p> <ul style="list-style-type: none"> ➤ There were 23 students who subscribed to the South China Morning Post, 15 students subscribed to 明報 and 32 students subscribed to 星島日報 this school year. <p>8. Bulk Application for Hong Kong Public Library Cards</p> <p>38 G.1 students applied for the HKPL Library Cards through the School.</p> <p>9. Book Donation</p> <p>Although the Library had not issued any circulars to ask for books donation, there were still some parents who would like to donate books to the Library. The Library collected the books which will then be donated to other schools or charitable organizations.</p>
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Plan 5: Student Librarians Training	
Objective	<ol style="list-style-type: none"> 1. To nurture selected student librarians to have the responsibility and a sense of belonging to the School 2. To provide students with library skills training
Target	The Selected Student Librarians
Period	Whole Year
Description	<p>Student librarians were recruited, and training was provided so that they could:</p> <ul style="list-style-type: none"> ● Assist in the daily operation of the Library ● Keep the Library clean and tidy ● Make sure the students behave themselves in the Library ● Help fellow students in using the Library ● Show students how to use the Library ● Direct the way for fellow students to locate books on the shelves
Evaluation	<ul style="list-style-type: none"> ● Overall speaking, the student librarians were helpful in assisting the daily operation of the School Library. Most of them

	<p>performed very well after receiving training. The Library issued certificates to recognize their contribution to the School.</p> <ul style="list-style-type: none"> ● Joint PD and SD Librarians Activities: PD student librarians visited the SD Library.
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Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole Year
Description	Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.
Evaluation	The promoted items could draw students' attention to those new and good quality books that they had not noticed before in the School Library. Those items were frequently enquired by the students.

Evaluation of Computer Studies Department Programme Plan 2014-2015

Programme Summation:

In the school year 2014/15, students had a lot of opportunities to learn Computer Studies meaningfully and build up a positive learning attitude and habit towards the use of computers and Information Technology. Joint projects were conducted in various cross-curricular themes with different subjects. Students also participated in many internal and external competitions and other activities.

Programme Evaluation:

1. IT Directors/ IT Captains

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

Target: G4 to G5 students

Period: Sept 2014 – July 2015

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

- Evaluation:
- A total of 25 IT Captains and 8 IT Directors were recruited in September 2014.
 - Most students participated actively and were very responsible for their duties.

2. External Competitions

- Objectives:
- To equip students with knowledge and daily life skills related to computer operations
 - To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
 - To foster students' independent thinking, creativity and problem solving skills
 - To develop students' self-learning, research and life-long skills
 - To stimulate students' interest in learning computer technology
 - To help students build up confidence and a positive learning

attitude and habit towards using computer and Information Technology

- To help students develop fine qualities and skills, such as leadership and cooperation
- To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology
- To give students more exposure to outside competitions

Target: G1 to G6 students

Period: Sept 2014 to July 2015

Description: **World Robot Olympiad 2014**

Evaluation: Results of the competition:

- Team A – 1st Runner-up
(Represented Hong Kong to participate in the World Robot Olympiad International Championship in Russia in November 2014)
- Team B – 2nd Runner-up

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

Description: **First Lego League 2015**

Evaluation: Results of the competition:

- Champion in Robot Performance
- Champion in Robot Design

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

Description: **Heung To Middle School Technology Competition**

Evaluation: Results of the competition:

- Champion
- 1st Runner-up
- Outstanding Award Winner

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

Description: **4-Panel Comic Drawing Contest**

Evaluation: Results of the competition:

- Merit Award

Students participated in “Build a Secure Cyberspace 2014 – 4-Panel Comic Drawing Contest” in September 2014. Chan Abraham Nicholas Kwun Tai received the Merit Award.

3. Internal Competitions

- Objectives:
- To equip students with knowledge and daily life skills related to computer operations
 - To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
 - To foster students' independent thinking, creativity and problem solving skills
 - To develop students' self-learning, research and life-long skills
 - To stimulate students' interest in learning computer technology
 - To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
 - To help students develop fine qualities and skills, such as leadership and cooperation
 - To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology
- Target: G1 to G6 students
- Period: October 2014 to January 2015
- Description: All students from G.1 to G.6 participated in the School logo design competition. G.1-2 students produced some graphics designs by using MS Paint. G.3 students used Adobe Fireworks. G.4 to G.6 students used PhotoImpact. Students were given time during C.S. lessons to complete their designs. Students were taught the necessary skills to complete the graphics design. Good works of students were displayed on the day of the School Open House.
- Evaluation: Students' self-esteem has been raised after joining the internal competitions. They learned different kinds of computer skills.

4. Fun Learning Days

- Objective:
- To equip students with knowledge and daily life skills related to computer operations
 - To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
 - To foster students' independent thinking, creativity and problem solving skills
 - To develop students' self-learning, research and life-long skills
 - To stimulate students' interest in learning computer technology
 - To help students build up confidence and a positive learning attitude and habit towards using computer and Information

Technology

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

Target: G1 to G6 students

Period: December 2014

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

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

5. Seminar (Collaborated with the Moral Education Department)

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

Target: G1 to G6 students

Period: July 2015

Description: Two seminars (one for G.1-3 and another for G.4-5) were conducted to discuss addiction to the Internet and cyber-bullying. A speaker from Hong Kong Federation of Youth Groups was invited to conduct the seminars.

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

6. Collaboration with the Putonghua Department

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

Target: G2 students

Period: January to February 2015

Description: Students used Hanyu pinyin (漢語拼音) to type Chinese poems.

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

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

7. Collaboration with the Mathematics and V.A. Departments

- Objective: To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
- Target: G6 students
- Period: Dec 2014 – Jan 2015
- Description: Students learnt to use Geometer Sketchpad to draw curve stitching patterns.
- Evaluation: Most students had designed their own curve stitching patterns using Geometer Sketchpad. Students' works were displayed during School Open House.

8. Collaboration with the English and the Chinese Departments (on typing skills)

- Objective: To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects
- Target: G1 to G4 and G6 students
- Period: September 2014 to June 2015
- Description: Students became more competent in their typing skills (English) and Chinese Input Methods.
- Evaluation: Most students became more competent in their typing skills and learnt various styles of Chinese input methods (九方，速成，倉頡). It is suggested to continue teaching students these skills in the coming school year.

Evaluation of Moral Education Department Programme Plan 2014- 2015

Programme Summation & Evaluation:

Two objectives were specified this year. They included promoting teachers' skills in asking debriefing questions and enhancing students' goal-setting skills. A staff development workshop was organised and the feedback was very positive. Concerning students' goal-setting skills, various activities were organised in the form of a whole school programme. A user-defined survey which was composed of the sub-scales "Change to Improve", "Goal Setting" and "Perseverance" from the Assessment Program for Affective and Social Outcomes (APASO) was used to evaluate the effectiveness of the activities. As compared with the mean scores obtained at the beginning of the school year, the mean scores obtained at the end of school year generally decreased. However, it was found that G.3, G.4 and G.5 students were more likely to set learning goals that aligned with their capabilities. In addition, the mean score of "Perseverance" was found to have increased in G.4. The result suggested that the activities about 'Goal Setting' were slightly more effective.

Programme Evaluation:

1. G.1 Adaptation Workshop

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

Target: G.1 students

Period: 1 September 2014

Description: G.1 class teachers were responsible for the workshop which was aimed at helping G.1 students understand the daily routine and facilities in school. The workshop also reminded them the importance of courtesy and school rules. People whom students would meet in the school were introduced, including janitors, bus nannies and prefects. School Social Worker (SSW) also made use of this opportunity to introduce guidance service to G.1 students and encouraged them to seek help when they encountered difficulties.

Evaluation: The workshop helped students understand more about the school and their school life at the beginning of school year. It also helped promote courtesy and equip students with proper social manners to form friendships with their new classmates. Students were able to tell how they could seek help from SSW in a subsequent Moral Education lesson about seeking help.

2. Silent Amazing Race

- Objectives:** To organize activities to promote pro-social behaviour among students
- Target:** 12 G.5-6 students
- Period:** September 2014
- Description:** Twelve students from G.5 and G.6 were selected to compete in the 2nd Silent Amazing Race organised by the Hong Kong Society for the Deaf on 24 September 2014. Two training sessions were held before the competition to enhance the students' skills in communicating through non-verbal ways and their teamwork.
- Evaluation:** Students were asked to write down their reflections after the competition. Many of them expressed that they had learned more about the life of the deaf and the challenges that a deaf person faced. Some of them also reflected that they learned to treasure their life and care more about people in need.

3. Parents' Workshop

- Objectives:** To conduct workshops to promote effective parenting skills among parents
- Target:** Parents of all students
- Period:** October 2014 – June 2015
- Description:** 4 parents' workshops were held, two for parents of G.1-3 students and another two for parents of G.4-6 students. Each workshop consisted of 3 sessions. The workshops for parents of G.1-3 students were about parent-child communication skills and Play Therapy whilst the workshops for parents of G.4-6 students talked about children's unique characters using the MMTIC approach and nurturing adolescent children. In each workshop, over 50 parents were interested to join, although each workshop could only accommodate 25 parents.
- Evaluation:** Parents were very keen to participate in the workshops. The number of enrollment always exceeded the quota. Therefore, the quota of each workshop increased to 25 parents this year (the quota for workshops in the previous year was 20). In order to offer enough time for participants to share and exchange ideas on parenting skills, it would be unfeasible to further increase the quota.
- All participants considered that the workshop about parent-child communication skills was helpful. They thought that the workshop helped them understand more about their children and increased their confidence in communicating with their children. 81% of

participants were satisfied with the content of the workshop about MMTIC but only 55% of them considered the workshop had fully/mostly fulfilled their expectations. For the workshop about nurturing adolescent children, all participants gave positive feedback. They considered that the workshop was useful and helped them learn how to parent their children and be their children's mentor.

4. Food Donation Programme

- Objectives:** To organize activities to promote pro-social behaviour among students
- Target:** All students
- Period:** 8-9 December 2014
- Description:** This activity was aimed at providing an opportunity for students to show concern for the needy people and help them learn to share what they have with others. Students were encouraged to donate food items to people encountering a sudden change and facing immediate financial hardships so as to share their happiness with others during Christmas time.
- Evaluation:** About 60 students donated food items in this donation programme. The participation rate was below expectation. It was necessary to further promote students' concern for the needy people. All the food items collected were donated to the food assistance service project "Blessed Food" organized by Hong Kong Sheng Kung Hui Welfare Council.

5. Fun Learning Days

- Objectives:** To organize activities to encourage students to set goals and promote their goal-setting skills
- Target:** All students
- Period:** 17-18 December 2014
- Description:** One game stall was designed. The game was about goal setting, in which students had to recall the five elements of a SMART goal.
- Evaluation:** Most of the students could tell what the five letters (S.M.A.R.T) meant. Some were not able to give correct answers at the first moment but with hints, they could then recall what the five letters referred to (Specific, Measurable, Achievable, Realistic and Time-limited). The game was useful. Students' goal setting skills were strengthened. They were more aware of the factors that they needed to consider when they set goals.

6. G.3 and G.6 Service Day

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

Target: G.3 and G.6 students

Period: January – February 2015

Description: Similar to previous years, the activity was jointly organized with the G.S. Department. All G.3 classes were arranged to participate in a community service visit to an elderly home. Before the service visits, students were divided into groups of 5-6. Each group had to prepare an activity such as a game, song, and performance. 3-4 groups in each class were finally selected to conduct their activity in the service visits.

For flag sale, all G.6 students were required to participate in the Flag Day organized by Hong Kong PHAB Association on 24 January 2015. Students were guided by teachers to understand the meaning of flag sale and the related attitudes and techniques before the flag sale.

Evaluation: Both of the G.3 and G.6 service days provided opportunities for students to serve the community and learn to care for the needy people. Originally, a separate service visit was arranged for each G.3 class. However, the service visits of two classes needed to be cancelled right before the scheduled dates. It was because some elders in the elderly home that the two classes would originally visit were feeling unwell. A contingency arrangement was made. Each of these two classes joined the service visit of another G.3 class. As the number of students doubled, the opportunity for students to interact with the elderly was reduced and students' learning was somewhat affected. Nevertheless, students still put lots of effort in preparing for the activities, conducted the activities enthusiastically, and made many souvenirs for the elderly. The service visits could still promote a caring attitude for the elderly among students.

For G.6 Service Day, 93% of G.6 students participated in the flag sale. This was the first time for many students to participate in the flag sale. The experience provided an opportunity for them to serve the community.

7. Read to Feed Programme

- Objectives: To organize activities to promote pro-social behaviour among students
- Target: All students
- Period: 19 January – 6 March 2015
- Description: This is the 8th year for the School to participate in the Read to Feed programme organised by Heifer International – Hong Kong. This year, the programme was aimed to raise funds to help impoverished families in Macheng and Qichun Counties in Hubei Province.
- Evaluation: A promotion video was shown to students to encourage them to participate before launching the programme. The video also enhanced students' understanding about the need of poor people in China. 369 students showed interest in the programme and 232 of them completed the programme. The number increased by 8.9% as compared with last year. The total amount of donation that we collected was \$113,306.3.

8. Staff Development Workshop

- Objectives: To enhance teachers' skills in asking debriefing questions so as to promote reflection among students of various introspective abilities
- Target: Class teachers
- Period: 10 March 2015
- Description: A mini-workshop on debriefing skills was held for all Moral Education teachers. The workshop highlighted the basic concepts of debriefing and the role of debriefing in helping students reflect and learn from their experience in the learning activities. The "Active Debriefing Cycle (Facts, Feelings, Findings, and Future)" as well as a few relevant teaching resources were introduced.
- Evaluation: All teachers considered the workshop useful. It helped them develop an understanding about debriefing skills and they were more confident in conducting debriefing after the workshop. It is worthwhile to identify some more suitable topics for staff development in future.

9. Developmental Talks and Workshops

- Objectives: To organize activities to encourage students to set goals and promote their goal-setting skills
- Target: All students
- Period: May – June 2015
- Description: One talk for G.1-5 students and one workshop for G.2-5 students were held. The talk was about pursuing goals whilst the workshop

was about self-control. In addition, one class activity about self-responsibility was held for G.1 students.

Evaluation: In the talk, the speakers shared how they persisted in pursuing their dreams. Students listened attentively. Many students, from their facial expressions, showed that they were moved by the sharing. The talk was very successful in encouraging students to be strong when they encountered obstacles and to persevere in the process of pursuing their goal.

The workshop encouraged students to exercise self-control in order to develop healthy eating style, resist excessive material desire, and avoid addiction to computer games. Students enjoyed the workshop and were able to tell how they should exercise self-control.

10. G.3 & G.4 Di Zi Gui Inter-class Competition

Objectives:

- To organize activities to encourage students to set goals and promote their goal-setting skills
- To organize activities to promote pro-social behaviour among students

Target: G.3-4 students

Period: 30 June 2015

Description: Two inter-class competitions were held, one for G.3 classes and another one for G.4 classes. The competitions were aimed at consolidating students' learning and promoting their learning motivation through games and competitions. Each competition consisted of four parts. Some questions involved teamwork in which students needed to co-operate with their classmates and complete certain tasks before giving the answers.

Evaluation: The competitions were held successfully. Students actively participated in the competitions and had fun. They could give correct answers to many of the questions. For incorrect answers, the competition provided a chance to clarify related concepts in Di Zi Gui. The competitions could promote learning and motivation. It is recommended to continue the competitions next year.

11. Internet Safety Talk

Objectives: To organize activities to encourage students to set goals and promote their goal-setting skills

Target: G.1-5 students

Period: 2 July 2015

Description: The talk was jointly organised with the C.S. Department and was aimed at raising students' awareness of internet addiction and

internet bullying. Two talks were held in which one of them was for G.1-3 students and the other one was for G.4-5 students.

Evaluation: Both talks highlighted the problem of internet addiction, especially addiction to online games. They raised students' awareness of how addiction would be developed and reminded students how to avoid it. On the other hand, the talks emphasized the serious negative impacts of internet bullying. Students learnt to be cautious when they posted messages and photos on the internet.

12. Pre-G.7 Preparation Workshop

Objectives: To organize activities to encourage students to set goals and promote their goal-setting skills

Target: G.6 students

Period: 3 July 2015

Description: Teacher-in-charge of the Secondary Division (SD) Guidance Team and four students from the SD were invited to have a sharing session with G.6 students. Two of the students came from G.7 and another two students were the representatives of SD Prefect Board.

Evaluation: The workshop provided an opportunity for G.6 students to learn more about the SD school life. The G.7 students highlighted the importance of time-management and encouraged G.6 students to keep a balance among various subjects when they plan for the revision schedule. They also mentioned about the study pressure. The SD teacher reminded G.6 students not to compare their academic results with their classmates. On the other hand, the SD prefects highlighted the importance of school rules and clarified the requirement on school uniform. They also encouraged G.6 students to develop good self-discipline. During the Q & A time, G.6 students asked many questions and the time was not sufficient to answer all their queries. G.6 students were therefore asked to write down their questions, which would be answered in the orientation activity held in the SD later.

Evaluation of Electives Department Programme Plan 2014-2015

Programme Summation & Evaluation:

Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. There were 61 courses on offer in 2014-2015. 41 courses were delivered by out-sourced organizations. Evaluation was done at the end of the course. The feedback from students, teachers and parents was positive and encouraging.

Plan		Evaluation
1	To maintain a balance of courses of different learning areas to be provided in the electives curriculum	<p>There were 61 courses on offer in 2014-2015. They could be classified into four main areas: Art & Sport (16.39%), Language & Culture (19.67%) Science (18.03%) and Personal Development (45.91%).</p> <ul style="list-style-type: none"> ● 11 new electives have been introduced this year: Junior CEO, Science Adventure Builder, Advanced Astronomy Exploration, Bible Stories & Craft, 動感 PTH FUN FUN FUN, 繪本遊蹤, Learn from GAMES, 福音字帖, 中國文化的承傳, Scratch Programme AND Rope Skipping were new programmes. ● Since there are too many choices for G1-2, the elective delivered by our teacher (Bible Stories & Craft) was cancelled so as to have a better allocation of students in electives provided by the out-sourced organizations. ● 11 courses (18.03%) adopting the scientific approach were specially designed. Little Electronic Engineer, Paper Circuit , Science Workshops, Toy Science, 天文實驗班, Science Adventure Builder and Advanced Astronomy Exploration etc. provided students with a rare and precious chance to get to know more about astronomy and science. ● 12 courses (19.67%) provided basic language and cultural knowledge like Japanese, French and African Culture. ● 28 courses (45.91%) such as Team Building Workshop, Stormy Chefs, Career in Future, Money

		Management, Junior CEO, 2C's Training, Memory Booster Program, Be a Smart Leader, 通識達人, Think to Speak, Junior CEO, 繪本遊蹤 and 福音字帖 could enhance students' personal development.
2	To emphasize life-wide learning (students learn in real context and authentic setting). The experiential learning experiences enable students to acquire knowledge that is not covered in regular classroom learning	<ul style="list-style-type: none"> ● Focus on developing Christian value through Chinese calligraphy/ handcraft: 福音字帖 ● Focus on Chinese Music/ Painting: 中國文化的承傳 <p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> ● Students who have enrolled in the Museum and Heritage Postcard Elective visited the Hong Kong Maritime Museum to enhance their knowledge about the maritime history and trade in Hong Kong. ● Students from Rock Climbing Elective practised their skills in Spotlight Recreation Club (博藝會) to challenge themselves. ● Developed students' knowledge and skills to meet the requirement of new curriculum (Memory Booster Program, 通識達人 and Career in Future) and Environment Protection (Think to Speak 環保小先鋒). ● Students from Money Management practised their skills in the tuck shop. ● Tutors/Teachers of the science electives (Science Workshop, Science Adventures, Little Electronic Engineer, Paper Circuit, 天文實驗班, Science Adventure Builder and Advanced Astronomy Exploration) prepared different experiments to develop students' science processing knowledge, interest and skills. ● Tutors of the African Culture Elective came from Africa. The language teachers (Japanese & French) are native speakers.
3	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations	<ul style="list-style-type: none"> ● 41 courses were delivered by out-sourced organizations. Students were given lots of exposure and opportunities to interact with tutors from the out-sourced organizations. ● Students were shuffled and regrouped according to their electives. They were given the chance to

		communicate with schoolmates of other levels and classes, which could equip and enhance their interpersonal skills.												
4	To let students choose the electives that best suit their learning styles	<p>The electives for each student were allocated with the help of an Elective Selection Programme. Teachers would then modify the list manually to ensure a better allocation before producing the final version.</p> <p>Students' electives were allocated with reference to their priority. Each student was assigned one elective out of his <u>first three choices</u> according to his preference for <u>one main area</u> in the school year.</p>												
5	To provide opportunities for students to exhibit their work	<ul style="list-style-type: none">• Students' works from the Museum and Heritage Postcard Elective were published in form of giant postcards.• Students' works from the Typhoon Magazine Elective were published in the form of a magazine.• Students' work and learning photos were displayed for sharing with guests at the Open House.												
6	To help students develop the 9 generic skills through attending the electives courses	<ul style="list-style-type: none">• Students' Multiple Intelligences were developed through participating in the assigned electives.• 7 electives (board games) focused on developing students' communication skills, collaboration skills, problem solving skills: Go Culture Courses: Beginners & Intermediate, 棋藝世界, Board Games, The Chess Academy, MONOPOLY (strategy & fun) and 象棋的藝術.• 4 electives focusing on developing students' fine motor skills (Art of Paper, FUN with LEGO, Juggling Matrix and Be a Magician) were introduced.												
7	To develop students' independent learning and self-management skills	<table><tr><th>MI</th><th>Electives</th></tr><tr><td>Verbal / Linguistic</td><td>Japanese / French / 動感 PTH FUN FUN FUN</td></tr><tr><td>Logical/ Mathematical</td><td>Maths Game Maths Olympic</td></tr><tr><td>Visual/ Spatial</td><td>Drawing on the Right Side of the Brain Workshop /3D Sculpture / 中國畫 /</td></tr><tr><td>Musical</td><td>African Performing Art / African Culture</td></tr><tr><td>Naturalistic</td><td>Think to Speak / 環保小先鋒 /</td></tr></table>	MI	Electives	Verbal / Linguistic	Japanese / French / 動感 PTH FUN FUN FUN	Logical/ Mathematical	Maths Game Maths Olympic	Visual/ Spatial	Drawing on the Right Side of the Brain Workshop /3D Sculpture / 中國畫 /	Musical	African Performing Art / African Culture	Naturalistic	Think to Speak / 環保小先鋒 /
MI	Electives													
Verbal / Linguistic	Japanese / French / 動感 PTH FUN FUN FUN													
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Musical	African Performing Art / African Culture													
Naturalistic	Think to Speak / 環保小先鋒 /													

			探索侏羅紀
		Body / Kinaesthetic	Rock Climbing / Handball / Cricket / Rope Skipping / Table-Tennis / Juggling Matrix
		Interpersonal	61 electives
		Intrapersonal	61 electives

Appendix 1 – Annual Financial Position: Financial Summary for the 2013/2014 School Year

[Consolidated - Primary Division and Secondary Division (exclude Boarding School)] - Audited

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	54%	N.A.
School Fees	N.A.	42%
Donations, if any	N.A.	2%
Other Income, if any	0%	2%
Total	54%	46%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	72%	
Operational Expenses (including those for Learning and Teaching)	11%	
Fee Remission / Scholarship ¹	8%	
Repairs and Maintenance	1%	
Depreciation	8%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.38 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	6.34 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

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

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

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

Appendix 2 – Student Achievements for the 2014/2015 School Year

A. Sports

I. Kowloon East Area

1. Inter-Primary Schools Athletics Competition

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

2. Inter-Primary Schools Swimming Competition

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

3. Inter-Primary Schools Table-Tennis Competition

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

4. Inter-Primary Schools Basketball Competition

- Champion

5. Inter-Primary Schools Football Competition

- 1st Runner-Up

6. Inter-Primary Schools Games Competition

- Boys' Junior Grade – 1st Runner-Up
- Boys' Senior Grade – 3rd Runner Up

7. Inter-Primary Schools Badminton Competition

- 2nd Runner-up

8. Inter-Primary Schools Volleyball Competition

- 3rd Runner-up

II. Territory-Wide

1. Bank of China (Hong Kong) Limited 2015 Hong Kong Inter-School Badminton Team Championships

- Champion

2. Hang Seng All Schools Table-Tennis Championships 2015

- Champion

3. HK Island & Kowloon Region Inter-Area Table-Tennis Competition

- Boys' A Grade – Champion

4. All Hong Kong Inter-Schools Rope-Skipping Competition

- Boys' C Grade – Champion

5. All Hong Kong Inter-Primary Schools Fencing Competition

- Boys' A Grade – 1st Runner-up
- Boys' B Grade – 2nd Runner-up

6. All HK Inter-Primary Schools Handball Competition

- 2nd Runner-up

B. Speech

65th Hong Kong Schools Speech Festival

- Primary 3-4 Chinese Choral Speaking – Champion
- Primary 1-2 Putonghua Choral Speaking – Champion
- Primary 4-6 English Choral Speaking – Champion
- Words and Movements – 1st Runner-up
- Improvised Dramatic Scenes – 1st Runner-up
- Primary 1-3 English Choral Speaking – 2nd Runner-up

C. Music

1. Hong Kong Youth Music Interflows

- String Orchestra – Gold Award
- Senior Orchestra – Silver Award
- Chinese Orchestra – Silver Award

2. 67th HK Schools Music Festival

- Treble Choir – Champion
- Saxophone Quartet – Champion
- String Orchestra – 1st Runner-up
- Chinese Orchestra – 1st Runner-up
- Oboe Quartet – 1st Runner-up
- Junior Choir – 2nd Runner-up
- Senior School Orchestra – 2nd Runner-up
- Clarinet Quartet – 2nd Runner-up

D. Robotics

1. First Lego League 2015

- Champion in Robot Performance
- Champion in Robot Design

2. World Robot Olympiad 2014

- Team A – 1st Runner-up

(Represented Hong Kong to participate in the World Robot Olympiad International Championship in Russia in November 2014)

- Team B – 2nd Runner-up

3. Heung To Middle School Technology Competition

- Champion
- 1st Runner-up
- Outstanding Award Winner

E. English

- 1. Hong Kong Young Talent Creative Writing Challenge 2015**
 - School of Profound Performance
 - 3 Merit Awards
 - 1 First Runner-up
 - 1 Second Runner-up
- 2. 7th English Radio Drama Competition**
 - Finalist Award
 - Merit Award
- 3. South China Morning Post - Posties Little Journalist Programme (Published Students)**
 - **Individual Entry**
 - ✧ Adrian Lai (5S)
 - ✧ Jeffrey Ngai (5S)
 - **Group Entry**
 - ✧ Emanuel Sung, Justin Lam, Ethan Wong, Brandon Chang (5S)

F. Chinese

- 1. Hong Kong School Drama Festival 2014/15 (Cantonese)**
 - Award for Outstanding Performer
 - Award for Outstanding Stage Effect
 - Award for Outstanding Cooperation
- 2. Chinese Culture Cup Debate Competition 2014 (Cantonese)**
 - Chinese Debate Team A – Champion
 - First Speaker – Best Debater Award

G. French

- 1. 6th French Speech Competition**
 - **Solo Poetry**
 - ✧ G6: 1st and 2nd Runner-up
 - ✧ G5: Champion, 1st and 2nd Runners-up
 - ✧ G4: Champion and 1st Runner-up
 - ✧ G3: Champion and 2nd Runner-up
 - **Prose Reading**
 - ✧ G6: Champion and 2nd Runner-up
 - ✧ G5: Champion and 1st Runner-up
 - ✧ G3: Champion
- 2. 5th French Dictation Competition**
 - 9 Merit Awards
 - 5 Honour Awards

H. Mathematics

- 1. Hong Kong Primary Mathematics Challenge**
 - P.6: 1st Position
 - P.5: 1st Position
 - P.4: 2nd Position
- 2. Hua Xia Cup**
 - 1st Position Overall
- 3. Sheng Kung Hui 18th Primary Mathematics Olympiad**
 - 1st Position Overall
- 4. HK Math Olympiad School 22nd Primary Math Olympiad**
 - P.5 & P.6: 1st Position
 - P.3 & P.4: 2nd Position
 - P.1 & P.2: 2nd Position
- 5. Hong Kong Open Math Olympiad**
 - 1st Position
- 6. Multiple Intelligences Cup**
 - 1st Position
- 7. HK Professional Teachers Union 26th Primary Math Competition**
 - 1st Position
- 8. Education Bureau 10th Math Creative Problem Solving Competition**
 - Gold Award
 - Outstanding Performance
- 9. 10th Problem Solving Olympiad**
 - Intermediate Primary: 2nd Position
- 10. Po Leung Kuk Primary Math Talent Quest**
 - 2nd Position
- 11. Asia Pacific Primary Math Olympiad**
 - 3rd Position
- 12. Hua Luo Geng Gold Cup**
 - 4th Position

I. General Studies

- 1. MassMutual Jr. Astronauts**
 - 3M Yeung Hei Chit Jaden
 - 5D Lee Sze Chun Matthew
- 2. 18th Science Project Exhibition**
 - Award of Excellence
 - Merit Award
- 3. Hong Kong Technology & Renewable Energy Events 2014**
 - First Class Award in Solar Car Outlook Design Competition
 - First Runner-up in Wind Turbine Design Competition
- 4. 9th Hong Kong Cup Diplomatic Knowledge Competition**
 - Merit Prize