

Diocesan Boys' School Primary Division



Annual School Report 2015-2016

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Achievement & Reflection of Annual School Plan 2015-2016

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

1. Student Learning & Teaching

1.1 To enhance independent learning amongst students

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

Success Criteria:

- Over 70% of subject teachers conduct at least 5 different independent learning activities for each of the classes that they teach throughout the year
- Over 70% of students are offered the opportunities to work co-operatively in at least 1 group work and 2 individual assignments of each subject for enhancing their independent learning skills throughout the year

Report & Evaluation:

Department of English

Grade 1	Students were asked to do pre-lesson worksheets for the novel to ensure that they have some ideas about the story before lessons. For homework, they were required to find relevant vocabulary in preparation for writing their composition.
Grade 2	Students were asked to write up their own recipes and a list of ingredients for a novel activity for 'Freckle Juice'. In groups, they wrote a novel rap and drew their own illustrations. On a regular basis, students were required to give personal responses to questions on the novel worksheets and do reflections on their reading of the novel.
Grade 3	Students regularly completed classwork in groups. They were assigned different roles within the groups and given opportunities to experience different roles. A notebook was given to each student and they were encouraged to take notes during class time to do revision. Students were informed about the upcoming lessons and topics, and were given time to prepare in advance.

Grade 4	Videos were uploaded on Blendspace for novel studies. Students had to complete pre-lesson preparation on Blendspace and in their novel booklets. Students completed online quizzes to enhance their independent learning skills. As a cross-curricular activity, students worked in groups to design a poster on 'Anti-bullying at School'.
Grade 5	All students had a note-taking book and were encouraged to take notes during lessons. Three videos were uploaded onto Blendspace. Students were asked to do online quizzes and give personal responses online which offered them an opportunity to learn independently. They also worked in groups to write a novel rap.
Grade 6	Lesson preparation activity involved getting students to look up the definition of words from the novel. Students had to interpret the graphic story in their own words. A Mr Bean video was used to teach Conditionals and students had to take notes. A Flipped Classroom activity was done in which students had to watch a biography of a famous person on youtube and take notes for their composition. To write their graduation speech, students' reflections were put into words and this required them to do it independently.

****All activities were conducted throughout the academic year.***

Department of Chinese

1.1.1 進一步提升學生自學能力，鼓勵學生抄寫筆記，並作課前預習。

檢討各級進行的自主學習活動及習作：

課前預習

二至六年級老師因應課文內容設計預習工作紙或安排學生觀看短片，能建立學生做課前預習的習慣及培養自學能力。

課堂抄寫筆記

各級均設有中文科筆記簿，鼓勵學生在上課時把課堂的學習重點記下。老師還會設計主旨及段落大意工作紙等，讓學生填寫重點，既方便學生溫習，又能提升學生的自學能力。老師可通過檢查學生的筆記簿，檢視學生抄筆記的能力和態度，從而作出指導。

看漢中文網

各級學生可透過網上練習(看漢中文網)，提高語文水平，其內容包括閱讀寶庫、成語樂園、中國詩

詞集及童話寓言。學生可按自己的能力和興趣，選擇合適的學習材料，培養語文自學能力。

作文資料搜集

各級學生於寫作前進行搜集資料及詞語，並需要把資料分析、篩選和整理，然後擬寫作大綱。學生可藉此增加對文體的認識及改善文章結構和用詞。

閱讀記錄冊

一至四年級學生均需每年最少完成 20 個閱讀記錄，各級設有獎品，以鼓勵學生多閱讀，建立「從閱讀中學習」的習慣。

成語預習

四至六年級學生均需進行成語預習，然後在課堂上進行個人或小組匯報。他們與同學分享例子，增加他們學習成語的興趣和效率。

書法

六年級學生先觀看寫書法影片後，再練習寫書法，有助學生認識基本筆劃的寫法。

專題研習

各級學生均需要完成一份專題研習，在進行研習過程中，學生按老師提供的指引，自行搜集資料，再對大量的資料加以分析、篩選和整理，大大提高了他們的獨立思考和自學能力。

一年級：《我的成長路》

學生需搜集自己在各個成長階段的相片，並填寫他們在家庭和學校的生活經歷，最後設計一張感謝卡以答謝父母，而父母也作回應，促進親子溝通。

二年級：《十二生肖》

學生在指定網站閱讀十二生肖的資料，然後選取其中一種動物介紹其特徵及搜集相關的詞語，最後設計一張有關十二生肖的邀請卡。

三年級：《快樂相冊》

學生需先搜集一些生活照片，並從照片中寫下聯想到的東西，然後以日記形式寫一件快樂的事情。

四年級：製作故事書

配合教學單元，學生選取一個童話故事，改寫當中的主角性格、故事情節、場景等，製作故事書，然後作自我評估，並互相閱讀及欣賞他人的作品。

五年級：《生命鬥士》

學生需要搜集人物的資料及圖片，然後填寫人物的檔案，並進行人物性格分析及評價。

六年級：專題剪報

學生搜集與主題相關的剪報，然後歸納內容和擬寫問題，並進行訪問及作評論，最後製作成一本專題剪報冊。

小組習作

二年級：學生先搜集不同的賀年祝福語，再在課堂上就不同的祝賀對象進行分類。

三年級：學生先預習書信格式，在課堂上分組重整書信格式及內容。

四年級：運用資訊科技進行分組講故事錄音，然後作同儕互評。

五年級：學生搜集諺語，再把諺語運用於棋盤遊戲設計；運用資訊科技進行分組廣播劇錄音，然後作同儕互評。

六年級：學生觀看書法影片後，再分組合作寫揮春。

Department of Mathematics

Pre-lesson Preparation (Flipped Classroom)	Students were encouraged to do pre-lesson preparation. They had to read some materials on books, watch some video clippings selected or made by Math teachers and complete pre-lesson preparation worksheets to have a basic understanding about the concepts related to the topics before lessons.					
	G1	G2	G3	G4	G5	G6
	Topics: ● Telling Time ● Time Table	Topics: ● Multiplication ● Time	Topics: ● 24-hour Time ● Triangles ● Capacity ● Division	Topics: ● Addition and Subtraction of Fractions ● Multiplication of Fractions	Topics: ● Capacity and Volume ● Face, Edges and Vertices ● Percentage ● Recurring Decimal	Topics: ● Circle ● Ratio ● Number Patterns ● Directed Numbers ● Problem Solving
Class Activities	A lot of classroom activities and hands-on activities were carried out. Lots of teaching resources such as pin boards, tangrams, 2-D and 3-D shapes, measuring tools, and blocks, etc. were used to facilitate students' learning and raise their interest in Mathematics. Through taking part in the activities, students explored lots of new knowledge. Students' understanding on Math concepts was enhanced through experiential learning and discoveries. In the trial-and-error process, students were able to correct their own mistakes and complete their tasks independently.					

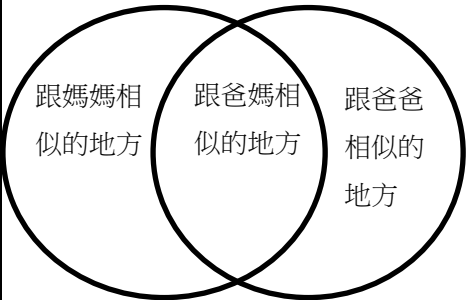
	<p>G1</p> <ul style="list-style-type: none"> ● Amazing Blocks ● Tangrams ● Coins Combination Game ● Shopping Game ● Card Game on Matching Time ● Measurement Activities ● Angles Comparison 	<p>G2</p> <ul style="list-style-type: none"> ● Amazing Blocks ● Measuring Activities ● Shopping Game 	<p>G3</p> <ul style="list-style-type: none"> ● Measurement using String and Ruler ● Block Graph (Questionnaire and Interview) ● Division Using Strips and Blocks 	<p>G4</p> <ul style="list-style-type: none"> ● Estimation (Bean Count) ● Equivalent Fractions (Folding Paper) ● Symmetrical Shapes (Using mirror) 	<p>G5</p> <ul style="list-style-type: none"> ● Cross-section of 3-D Shapes ● Rotational Symmetry ● Find Volume of Irregular Solid ● Chances (Experience of Throwing Dice) 	<p>G6</p> <ul style="list-style-type: none"> ● Directed Numbers ● Number Pattern ● Math Orienteering
Math Projects	Individual or group projects were assigned to students each term. Students had to work and share ideas with others. They had to apply the math concepts and skills to complete the tasks. Students were also required to give presentations in lessons, followed by the Q & A sessions to ensure students could understand the topic.					
	G1	G2	G3	G4	G5	G6
	<ul style="list-style-type: none"> ● 3-D Model Design (Individual) 	<ul style="list-style-type: none"> ● Advertisement Design (Individual) 	<ul style="list-style-type: none"> ● Budget Planning for School Picnic (Individual) 	<ul style="list-style-type: none"> ● Making Shapes using Right-angled Isosceles 	<ul style="list-style-type: none"> ● Game Stall Design (Group & Presentation) 	<ul style="list-style-type: none"> ● Curve Stitching (Individual)

	<ul style="list-style-type: none"> ● Clock Face Design (Individual) ● Calendar Design with Description (Individual) 	<ul style="list-style-type: none"> ● Pictogram: Popular Chinese New Year Items (Individual & Group) ● Math Game Design (Individual & Group) 	<ul style="list-style-type: none"> ● Capacity (Individual & Presentation) ● Poster Design about Quadrilaterals (Individual) 	<ul style="list-style-type: none"> Triangles (Individual) ● Tessellation (Individual) ● Lego Design (Individual) 	<ul style="list-style-type: none"> ● Rotational Symmetry (Individual) ● Problem Solving Activities: Finding the Largest Capacity (Group) 	<ul style="list-style-type: none"> ● Budget Planning for a Trip (Group) ● Math Orienteering (Group)
Note Taking	<p>From G.1 to G.6, a Math notebook was distributed to each student and they were encouraged to jot notes on their Math notebooks. Teachers collected the note books periodically in order to supervise students' learning progress. Numerous students made good use of the notebook, and sometimes they formed their own understanding and ideas through note taking.</p>					
Challenging Questions	<p>Some challenging questions were assigned to students in the form of classwork, homework or competitions to encourage them to think and work independently.</p>					
Problem-Solving Week	<p>Students were taught various problem solving strategies, e.g. drawing diagrams, tabling, trial and error, finding patterns, working backward, reasoning and using algebraic equations, etc. to tackle a wide variety of problems. Students were encouraged to solve problems by following Polya's 4 principles: understand the problem, devise a plan, carry out the plan and look back.</p> <p>Through acquiring the techniques of solving problems, students' independent learning skills were enhanced.</p>					
Online Exercises	<p>An account from Planetii and an e-learning account from Modern Math were assigned to each student. Online exercises and quizzes were assigned to students periodically. Students were encouraged to acquire new knowledge and grasp a better understanding about Math concepts by doing the online exercises or playing the online games provided by these platforms. Students' independent learning skills and students' interest in Math were fostered.</p>					

Department of General Students

100% of G.S. teachers conducted 5 different independent learning activities for each of the classes that they taught this year. 100% of students were offered the opportunities to work co-operatively in at least 1 group work and 2 individual assignments for enhancing their independent learning skills throughout the year.

Examples of activities and assignments are listed below:

Grades	G.S. I	G.S. II
G.1	Note 6: Students were required to interview different school members and find out their duties.	<p>筆記:在第三課《我改變了》一課中，老師要求學生以范氏圖分析自己跟父母相似的地方，然後在課堂上匯報。</p> 
G.2	Pre-lesson 11: Students were required to collect some news reporting complaints about products and advertisements of products from newspaper and magazines.	<p>課前預習(三):</p> <p>學生完成工作紙，並於課堂上介紹農曆新年的習俗、賀年食品及年花。</p>
G.3	Pre-lesson 2: Students were required to search a plant in Hong Kong. A photo and some descriptions were needed to attach to their work.	<p>預習工作紙：學生根據生活經驗，列舉三種可以保存糖果的物品及列舉處理食物要注意的事項，從中學習食物分類處理的重要性。</p>

G.4	Pre-lesson 1: Students were required to watch a video on youtube about different types of lighting devices and finished the worksheet at home. Discussion was done in class afterwards.	<p>「反轉課室」要求同學收看關於「空氣污染」的網上片段後，在限期內完成與該片段有關的學習活動及網上工作紙。</p> <div><p>統籌署書院附屬小學 四年級 常識科 (二) 課前預習 (三) (2015-2016) 空氣污染</p><p>> 請先觀看網上片段，然後回答下列問題。</p><p>A. 選擇題</p><p>1. 以下哪一項不是片段提及的污染源？ A. 燃放煙花 B. 內地污染粉 C. 車輛廢氣 D. 煮食油煙</p><p>2. 片段指出造成空氣污染的主要來源是下列哪一項？ A. 車輛廢氣 B. 內地污染粉 C. 燃放煙花 D. 工廠廢氣</p><p>3. 以下哪一項不是片段中提及的空氣污染粉？ A. 二氧化碳 B. 氮氧化物 C. 三氧化硫 D. 可吸入懸浮粒子</p><p>4. 片段中指出以下哪一種污染粉主要來自車輛排放的廢氣？ A. 二氧化碳 B. 氮氧化物 C. 一氧化碳 D. 臭氧</p><p>5. 空氣污染粉可能會令人們患癌的機率提高多少百分比？ A. 6-9% B. 3-4% C. 25-20% D. 10-15%</p><p>6. 空氣質素健康指數於哪一年實施？ A. 2011年 B. 2012年 C. 2013年 D. 2014年</p><p>7. 2003至2013年間，最寬度低於5公里的時數是多少？ A. 312小時 B. 512小時 C. 825小時 D. 1235小時</p><p>B. 简答题</p><p>40 直徑小於或等於 2.5 微米的懸浮粒子被稱為_____。</p><p>C. 表格題</p><p>根據空氣質素健康指數，完成下表。</p><table><tr><th>級別</th><th>(1)</th><th>中</th><th>高</th><th>(3)</th><th>嚴重</th></tr><tr><th>指數</th><td>1-3</td><td>(2)</td><td>7</td><td>(4)</td><td>10+</td></tr></table></div>	級別	(1)	中	高	(3)	嚴重	指數	1-3	(2)	7	(4)	10+
級別	(1)	中	高	(3)	嚴重									
指數	1-3	(2)	7	(4)	10+									
G.5	Project: Students conducted research about how to make a wire loop game. They were required to finish the worksheet as lesson preparation and do an evaluation afterwards.	<p>「反轉課室」要求同學收看關於「拒絕吸毒」的網上片段後，在限期內完成與該片段的學習活動及網上工作紙。</p> <div><p>統籌署書院附屬小學 五年級 常識科 (二) 課前預習 (二) (2015-2016) 拒絕吸毒</p><p>> 請先觀看網上片段，然後回答下列問題。</p><p>一、數據收集題</p><p>請選出最能反映個人態度的選項。</p><p>40 你認為以下哪一項是吸毒人士成功戒毒的關鍵因素？</p><p>1. 吸毒者本人的意志堅定 2. 家人的鼓勵與關懷 3. 朋友的支持 4. 社會對戒毒人士的認同與接納 5. 政府的支援與政策</p><p>二、判斷題</p><p>判斷下列各句，正確的，填「T」；不正確的，填「F」。</p><p>1. 預防教育是運用精神藥物輔導中心的主要工作之一。 T / F 2. 物質使用診所為吸毒者提供自願住院服務。 T / F 3. 美沙酮診所協助吸食鴉片類毒品的人士維持正常生活。 T / F 4. 片段中的醫生指出毒品會損害人的智商、記憶和肺功能。 T / F</p><p>三、選擇題</p><p>根據片段內容，找出正確的答案。</p><p>1. 片段中提到大部分人士吸食毒品原因是甚麼？ A. 出於好奇心 B. 受朋友影響 C. 家庭問題 D. 以上三項都是</p><p>2. 氫酮、冰及可卡因都屬於哪一類毒品？ A. 危害精神類 B. 危害呼吸類 C. 危害泌尿類 D. 危害心臟類</p><p>3. 根據片段，以下哪一項不是毒品阻礙性的原因？ A. 吸毒者以為不會上癮 B. 社會不重視毒品問題 C. 外人難以察覺吸毒行為 D. 吸毒者不知道會影響健康</p></div>												
G.6	Pre-lesson 5: Students were required to do an online exercise on e-class about adaptations of animals after reading Unit 3 in the textbook.	<p>進展性評估（六）</p> <p>透過《致知達德》小學中華傳統美德語文學習軟件，學生選擇並觀看一個故事的動畫，並選擇<u>其中兩題</u>思考題，寫下意見。</p>												

1. Student Learning & Teaching

1.1 To enhance independent learning amongst students

1.1.2. Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

Success Criteria:

- Over 50% of teachers attend talks or courses to update their knowledge about education development and teaching pedagogies
- After attending talks or courses, over 80% of teachers can share what they have learned with colleagues in subject collaborations

Report & Evaluation:

Department of English

The following professional sharing sessions were organised by the English Department for English teachers this academic year:

1. Ms. Irene Chan and Ms. Monique Lok both attended the ***Basic Course on Catering for Diverse Learning Needs*** organised by The Hong Kong University of Education. It was a 5-day course that was held in October 2015 and February 2016.

2. Strategies to Cater for Special Learning Needs (SEN) and Learners' Diversity

Date: 11 March 2016(Friday)
Venue: GS Room
Time: 11:00 – 1:00 pm (2 hours)
Attendance: 17
Feedback: N/A

3. Teaching Students the Process of Writing

Date: 28 April 2016 (Thursday)
Venue: CCC HeepWoh Primary School (Cheung Sha Wan)
Time: 4:30 – 6:00 pm (1.5 hours)
Attendance: 17

4. Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

Date: 9 May 2016 (Monday)

Venue: Diocesan Boys' School Primary Division (School Hall)

Time: 4:30 – 6:00 pm (1.5 hours)

Attendance: 15

General Feedback (Grade 1 – Grade 6)

Grade 1

Teaching Students the Process of Writing

- Teachers felt that our students are more advanced than other local students and most of the activities shared in the workshop are already being used.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- Teachers found the “Kahoot” game fun.
- The activity may help arouse the interests of students.

Grade 2

Teaching Students the Process of Writing

- The information shared was only the basics that most schools should be practicing.
- The way of presentation was not effective in showing how teachers can better approach process writing.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- It would have been better if there were more demonstrations of real grammar teaching.
- The sharing might be more suitable for local schools.
- The Kahoot website was useful. It could be used more often in the Lift-off programme.

Grade 3

Teaching Students the Process of Writing

- The material taught was relatively easy for DBSPD boys. However teachers have tried to use a similar approach in the composition that will take place in the coming week.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- The game “Kahoot” was interesting.

Grade 4

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- Teachers found the “Kahoot” game interesting and may consider using it.

Grade 5

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- Teachers liked the idea of the “Kahoot” activity.
- 5D has already attempted to use the activity and students enjoyed it very much.

Grade 6

Teaching Students the Process of Writing

- It was suggested that peer editing worksheets are to incorporate the examples in Grade 4 onwards in the coming year.
- Teachers will place emphasis on the choice of words in writing / provide categorization of words.
- Teachers think it is a good idea to invite the teacher-librarian to help find / suggest resources to students to help with their research /planning but will need time to plan ahead.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- Teachers felt that they could implement the “Kahoot” activity to ask Grade 6 students to identify patterns; try to look at different sentences and figure out the rules by themselves.
- Teachers should find examples from the novel that links to the Round-Up Grammar units to raise language awareness of students.

5. Workshop on the Usage of 'Literacy and Language' Textbook & Resources organized by Oxford University Press

Date: 27 June 2016 (Monday)

Venue: Room 102

Time: 1:45 – 3:15 pm (1.5 hours)

Feedback: N/A

Attendance Record:

1. **Basic Course on Catering for Diverse Learning Needs** organised by The Education University of Hong Kong (October 2015 & February 2016) - **Attendance: 2 teachers**
2. **Strategies to Cater for Special Learning Needs (SEN) and Learners' Diversity (11 March 2016)** - **Attendance: 17**
3. **Teaching Students the Process of Writing (28 April 2016)** - **Attendance: 17 teachers**
4. **Designing Language Awareness Tasks that Enhance Students' Grammatical Competence (9 May 2016)** - **Attendance: 15 teachers**
5. **Workshop on the Usage of 'Literacy and Language' Textbook & Resources organized by the Oxford University Press (11 July 2016)** - **Attendance: 11 teachers**

Department of Chinese

1.1.2 老師參加課程及講座，以了解教育的發展趨勢及最新的教學方法。

檢討：

1. 100%老師曾參加關於教育發展趨勢及最新的教學方法的講座/工作坊/課程，並於本科會議進行分享。

日期	題目	舉辦機構	參與人數
14/11/2015	在小學推行自主學習理論與實踐	教育出版社	8
11/12/2015	在讀寫結合課程內推動自主學習教學分享會	香港教育圖書公司	5
20/2/2016	評估心靈雞湯：專業發展專題講座	香港大學	1
27/2/2016	自主學習工作坊	教育出版社	2
9/2015-12/2015	課程與評估	浸會大學	1
1/2016-3/2016	漢字教學法	中文大學	1

2. 自主學習的研討會以中文科預習為主題，提及老師設計預習功課時要注意的重點，包括：知識的連接、引發學習動機、帶來啟蒙和幫助學生思考。完成講座後，老師於本科會議中與同儕分享，都認為由去年開始大力推行的課前預習，效果不錯。不過，部份學生做預習功課時感到有點吃力，也要花較長的時間才能完成。因此，建議老師調整預習功課的份量和程度。

Department of Mathematics

The Math Department organised 3 professional sharing sessions for all Math teachers this academic year. Therefore, 100% of Math teachers attended workshops to keep abreast of the trend of education development and the latest teaching pedagogies on teaching Math.

The first one was held on 7 April 2016. It was conducted by Mr. Daniel Chui, Senior Education Officer from World Class Arena. It was a problem-solving training program. Teachers were given the experience on how to use high-order thinking type questions to challenge students' mind with the use of iPad.

The second one was held on 19 May 2016. It was conducted by Mr. Brian Cheung. Mr. Cheung introduced the app "Plickers" to all Math teachers and demonstrated how to collect students' multiple-choice type answers in class and show results on the screen immediately. It was good to check students' understanding on certain Math concepts and teachers can give prompt feedback to students.

The third one was held on 16 June 2016. It was conducted by Ms. Pency Wong and Mr. Brian Cheung Wong who both attended a 5-week professional development program on E-learning in Primary Mathematics organized by The Education University of Hong Kong. Ms. Wong introduced some free apps to colleagues. 'Padlet' is for sharing ideas; 'PingPong' and 'Nearpod' were introduced for getting instant response from students. Some ready-to-use apps like 'geogebra tube' were introduced so that teachers could use them during lessons. Mr. Cheung demonstrated how to use Google Classroom and Edpuzzle to create flipped classroom materials easily. He also showed the teachers how to create QR code through qrstuff.com and dynamic visualisations using Geogebra.

Date	Name	Course	Organization
7 April 2016	All Math Teachers	Mr. Daniel Chui	World Class Arena
19 May 2016	All Math Teachers	Sharing sessions by Mr. Brian Cheung	DBSPD
16June 2016	All Math Teachers	Sharing sessions by Ms. Pency Wong & Mr. Brian Cheung	Sharing session at DBSPD after attending the 5-week programme of – Learning in Math at EdUHK

Besides, some teachers have attended seminars or workshops which are related to teaching and learning in Math. The details are as follows:

Date	Name	Course	Organization
14 Nov 2015	Susanna Chung	在小學推行自主學習與實踐	現代教育出版社
9 March 2016	Grace Ko, Karina Luk and Jack Lo	Geogebra 教學資源工作坊	Pearson
23 April 2016	Anthony Lau	試解數學科的疑惑研討會	現代教育出版社
April 2016	Pency Wong and Jessica Chan	STEM Seminar	Pearson
22 July 2016	Andrew Kwok	International Conference on Mathematics Education	University of Hamburg
Aug 2016	Teresa Fok	Design and Implementation of Student Activities	EdUHK

Department of General Students

100% of teachers attended talks or courses to update their knowledge about education development and teaching pedagogies. After attending talks or courses, all participating teachers were required to share what they have learned with colleagues in subject collaborations. Teachers found the talks and sharing very useful.

The following professional sharing sessions were organised by the General Studies Department for GS teachers this academic year:

- Self-regulated Learning Seminar organized by Educational Publishing House Ltd. on 14 November 2015
- STEM Seminar organized by Educational Publishing House Ltd. on 30 January 2016

2. Student Learning & Teaching

2.1 To offer support to students with special educational needs through developing appropriate teaching strategies and learning support

2.1.1 Strategies/Tasks: To enhance teachers' understanding of students with special educational needs (SEN) and acquire relevant skills to offer support to the students

Success Criteria:

- To organize at least 2 workshops to equip teachers with the knowledge and skills to support students with special educational needs (SEN)
- Over 80% of teachers consider the workshops useful to them

Report & Evaluation:

Success Criteria	Sept 2015 – June 2016				
● To organize at least 2 workshops to equip teachers with the knowledge and skills to support students with special educational needs (SEN)	Two SEN workshops were organized:				
	Workshop	Time	Content		
	1	September	Special Education Needs (by Mr. Michael Cheng)		
	2	November	Practical Strategies for Coping with ADHD or ASD students (by Ms. Marina Leung)		
● Over 80% of teachers consider the workshops useful	Workshop 1				
	The workshop...	Very good	good	fair	Average score (5)
	1. as a whole was:	12.0%	62.7%	22.7%	3.84
	2. was helpful to my professional development	21.3%	49.3%	28.0%	3.91
	3. was well paced	17.3%	54.7%	26.7%	3.88
	4. was useful	21.3%	53.3%	22.7%	3.93
	5. The speaker gave a clear lecture.	21.3%	61.3%	14.7%	4.01

	Workshop 2				
	The workshop...	Very good	good	fair	Average score (5)
	1. as a whole was:	80.0%	16.7%	3.3%	4.77
	2. was helpful to my professional development	83.3%	13.3%	3.3%	4.80
	3. was well paced	78.3%	21.7%	0.0%	4.78
	4. was useful	83.3%	15.0%	1.7%	4.82
	5. The speaker gave a clear lecture.	90.0%	10.0%	0.0%	4.90
	Average : The workshop as a whole was very good & good: 85.7% The workshop was useful (Very good & good): 86.5%				

2. Student Learning & Teaching

2.1 To offer support to students with special educational needs through developing appropriate teaching strategies and learning support

2.1.2. Strategies/Tasks: To enhance the collaboration of subject teachers in formulating strategies and plans to cater for students with SEN

Success Criteria:

- Core subject teachers and social workers will attend class meetings that will be held twice a year to formulate learning strategies to support SEN students in specific classes
- Social workers and the DHT will have a special SEN case meeting twice a year

Report & Evaluation:

- The social workers have met up with the class teachers and core subject teachers of all classes. For the confirmed or suspected SEN cases, learning strategies have been discussed.
- Assessment accommodation will be given for cases that have the educational psychologist or psychiatrist reports.
- Teachers' feedback has been noted and minutes of class meetings have been kept.

Number of SEN cases 2015 – 2016

G1	6
G2	6
G3	5
G4	3
G5	12
G6	12
Total	44

Type of Special Needs

ADD	ADHD
Dyslexia	Language Delay
ASD	Hearing Impairment
Speech	Motor Skills
Red-green Deficiencies	Others

- The first special SEN meeting between the DHT and social workers was in February 2016 and the second special SEN meeting was held in May 2016.

- Assessment accommodations were discussed and will be reviewed on a term by term basis.
- Aside from assessments, accommodation may be given for dictation & quizzes but will only be given after consultation with the DHT, social workers, subject teachers and Heads of Departments.

3. Partnership

3.1 To further strengthen the partnership between the Parent-Teacher Association and the School

3.1.1 Strategies /Tasks: To set up working groups and committees to meet and discuss with parents about school issues

Success Criteria:

The PTA & the School will set up 2 working group committees: Academic Affairs and Community Service

Report & Evaluation:

The School has set up two working group committees: Academic Affairs & Community Service.

The Academic Affairs Working Group acts as an intermediary between the School and the parents to give feedback on school curriculum policies and to support the School on specific academic projects. Members include representatives from the School, the executive committee of DBSPTA-PD as well as 11 parent representatives. The terms of reference have been finalized. The first meeting was held on the 18th November 2015. The second meeting was held on the 6th May 2016. The parent members also helped during the IBL project weeks with typing up of scripts, making props, etc.

The Community Service Working Group had its first meeting on the 2nd March, 2016. The group went to visit an elderly centre in May. The children, parents and teachers played games and performed for the elderly. The group also organized a second hand book fair for all grades which was held during the post-assessment activity period.

Major Concern: Second Priority – Management & Organization

1. School Management

1.1 Intended Outcome/Target: To set clear guidelines to minimize parental challenges to the sound and clear school policies

1.1.1 Strategies/Tasks: To clarify some of the existing guidelines which enable parents to have a better understanding of the rationale for some of the school policies

Success Criteria:

Based on the recommendations proposed by the newly established Academic Affairs Committee and Community Service Committee on the improvement of unsound or unclear school policies, the School provides written clarification and/or amendment to existing policies and guidelines

Report & Evaluation:

The Academic Affairs Committee was formed in the 2015-2016 academic year, comprising representatives from the School, the PTA Executive Committee and parent representatives from G1 to G6 levels.

The Committee collected feedback and suggestions raised by committee members in the two meetings that were held. Subject teachers of the English, Chinese and Mathematics Departments also completed written response to clarify parents' enquiries, and draw up new measures based on parents' constructive feedback to improve the existing practice.

Based on the parents' feedback and teachers' response, the Headteacher has finalized new policies to be adopted starting from the 2016-2017 academic year. These new policies have been released for teachers' follow-up in the First Staff Meeting, as well as parents' information in the First PTA Executive Meeting of this school year. Consequent changes have been incorporated in the School Calendar, and Subject Memorandums of the English, Chinese and Mathematics Departments and relevant School Circulars. However, it is decided that there is no further need to include the same changes in the School Policy Manual or to upload them on the School Intranet.

Summary of the new policies are as follows:

I. Assessment Period and Syllabus Covered

✧ 1st Assessment:

- Dates of Assessment: Thu, 8 Dec – Tue, 13 Dec 2016
- Whole-school Revision: 5 – 7 Dec 2016
- Syllabus: Weeks 3 – 12 (10 Weeks);

✧ 2nd Assessment:

- Dates of Assessment: Thu, 23 Mar – Tue, 28 Mar 2017
- Whole-school Revision: 20 – 22 Mar 2017
- Syllabus: Weeks 13, 14, 19 – 21, 24 – 27 (9 Weeks);

✧ 3rd Assessment:

- Dates of Assessment: Wed, 7 Jun – Mon, 12 Jun 2017
- Whole-school Revision: 2 – 6 Jun 2017
- Syllabus: Weeks 28 – 29, 31 – 32, 34 – 40 (9 Weeks);

II. Measures to Cater for Learners' Diversity in Chinese

- ✧ G3 students who are weak in Chinese will be allocated to 3D & 3J
- ✧ Students who require special support in Chinese will be pulled out and taught in a small group

III. Restructuring of Fun Learning Days & Inquiry-Based Learning Weeks

- ✧ Fun Learning Days & IBL Weeks will be organized at the same time in June
- ✧ “Fun Learning Weeks” will be held for G1 & G2
- ✧ “Inquiry-Based Learning Weeks” will be held for G3 – G6

IV. Restructuring of Post Assessment Activities & Experiential Learning Week

- ✧ Instead of organizing activities, teachers will make use of the Post Assessment Period to teach subject matters of the new school year
- ✧ The term “Extended Learning” will be adopted
- ✧ Students will not be required to buy extra textbooks. Teachers will produce teaching materials and worksheets for lessons

V. Homework Policy

- ✧ G4-6: one hour of homework per day

- ✧ Holiday Homework (For extended holidays, such as Christmas, Chinese New Year and Easter holidays):
 - Only projects should be issued to students
 - Online materials (e.g. online reading) should be optional
 - No written homework should be required to be submitted at the end of holidays

VI. Assessment

- ✧ Term 2
 - No Listening & Oral Assessments for English & Chinese
- ✧ Subject Performance Overviews
 - Only required in Grade One Term 1

Major Concern: Second Priority – Management & Organization

1. School Management

1.1 Intended Outcome/Target: To set clear guidelines to minimize parental challenges to the sound and clear school policies

1.1.2 Strategies/Tasks: To enable school administrators of the Primary and Secondary Divisions to coordinate and communicate more in various aspects (school management, curriculum and students support, etc.)

Success Criteria:

To arrange at least 2 meetings a year between administrators of the Primary Division and the senior management of the Secondary Division for enabling better understanding, communication and planning of school management priorities

Report & Evaluation:

Due to the External School Review which was originally scheduled for December 2015 having been postponed to April 2016, lots of changes in the internal work schedules of our administrators of both the Primary and Secondary Divisions were made necessary in the 2015-2016 academic year.

To ensure the meetings between administrators of the Primary Division and senior management of the Secondary Division can be more productive, it is decided that the School will make use of the ESR Report to identify the areas for further improvement, formulate new plans and set the direction of school development for the next 3-year cycle. This major concern will be put in the Annual School Plan for the 2016-2017 school year. The senior management of both the Primary and Secondary Divisions will then organize joint-division meetings for enabling the administrators to communicate and share good practices adopted by both divisions, especially in school management, curriculum and student support.

Major Concern: Third Priority – Student Performance

1. Attitude & Behaviour

1.1 To help students understand the need for empathy and to reduce students' competitive spirit for the common good

1.1.1 Strategies/Tasks: To help students develop an understanding of and empathy for the underprivileged people and further engage them in caring about the society

Success Criteria:

- To organize at least 2 community services which target developing students' understanding of and empathy for the underprivileged people throughout the year
- To organize a school famine programme (co-organized with World Vision) for senior grade students

Report & Evaluation:

Two community services for G.3 and G.6 students were organized. Each of the G.3 classes were arranged to take part in a community service visit to a care & attention home for the elderly. Students' written reflections show that they have more understanding about the weak physical condition of the elderly who requires residential care. Many students indicate that they will show more concern about the elderly and are willing to participate in community services again. For G.6 students, they participated in the Flag Day organized by the Mission to New Arrivals Ltd. on 27 February 2016.

Three donation programmes were organized to provide opportunities for students to show their concern about the needy people through making donations. These programmes included mooncake donation, stationery donation and red packet donation. Briefing sessions were held during the morning assembly to enhance students' understanding about the needs of the underprivileged people who received the donations.

A class activity about subdivided flats was organized for G.4-6 students. Through watching videos and discussions, students were guided to learn about the difficult situation encountered by the deprived people who lived in subdivided flats. Besides, a talk about poverty in Hong Kong was arranged for G.3-5 students in May 2016 to further enhance students' concern about the underprivileged people.

In order to promote students' understanding of the underprivileged people around the world, information about the work of Médecins Sans Frontières (MSF) was introduced during the morning assemblies every 1-2 months. Besides, the school's 5-day famine programme (co-organized with World Vision) was held in the third term for senior grades students. Through taking part in the activity, students gained more understanding about world hunger and their concerns about children who are deprived of food in the world were raised.

1. Attitude & Behaviour

1.1 To help students understand the need for empathy and to reduce students' competitive spirit for the common good

1.1.2. Strategies/Tasks: To reinforce the perception of unity and harmony amongst students

Success Criteria:

- To organize at least 1 whole school programme which targets reinforcing students' perception of unity and harmony in the coming school year
- To organize at least 1 class activity which reinforces the perception of unity and harmony amongst students

Report & Evaluation:

Whole School Programme

“3Cs - Caring, Cooperative, Courtesy” was used as the theme of this year's whole school programme.

1. The Poster Design Competition was organized for G.1 – 6 students in early September 2015 to arouse students' awareness of good character. Most students submitted their entries. 9 winners were chosen and 30 merit prizes were awarded to students. The winning entries were displayed on the D & G noticeboard next to the 1/F boys' toilet and hung on the railings of the 1/F to 5/F corridors.
2. The campaign “Stars of Good Character” was held at the beginning of the 2nd term in order to reinforce students' good characters (be caring, be cooperate and be courteous) through showing recognition to others. It also helped promote a harmonious atmosphere among students. Class teachers were asked to post up students' appreciation cards in the classroom to show their appreciation to others. Two cards were chosen by class teachers and were posted in the D& G notice board next to the 1/F boys' toilet.
3. The Courtesy Campaign was held in the first week of March (29 Feb – 2 Mar) in order to promote students' courtesy in school and to help them form a good habit of showing respect to others.

Class Activities for Junior Grades Students

A Cosplay Drama workshop with the theme of “Don’t be selfish; Be considerate” organized by The Society of Rehabilitation and Crime Prevention, Hong Kong Community Education & Crime Prevention Service was held for G.1-3 students on 19 February 2016. The workshop was aimed at nurturing students to be caring and considerate. Students also learnt how to express themselves in a proper way. They enjoyed the show very much.

A class activity about unity was organized for G.1-2 students in May 2016. Students made an artwork jointly together with their classmates. Through working together, students experienced the meaning of unity and the values of cooperation.

Results of APASO Surveys

An APASO pre-test survey and a post-test survey were carried out in October 2015 and May 2016 respectively. As compared with the pre-test result, students are more likely to help other students do well at school (An increase in the mean score from 3.34 to 3.35). Besides, students are more empathetic as they are more likely to be unhappy if their friends are not doing well at school (An increase in the mean score from 2.81 to 2.88). The survey result also shows that students’ competitive spirits have reduced (A decrease in the mean score from 2.48 to 2.43).

1. Attitude & Behaviour

1.1 To help students understand the need for empathy and to reduce students' competitive spirit for the common good

1.1.3. Strategies/Tasks: To nurture students to have empathy for others so that they will be more considerate and have greater respect for others

Success Criteria:

- To organize at least 1 whole school programme for nurturing students to be more considerate and have greater respect for others in the coming school year
- To organize at least 1 class activity for nurturing students to have empathy for others

Report & Evaluation:

Whole School Programme

“3Cs - Caring, Cooperative, Courtesy” was used as the theme of the year’s whole school programme. The Courtesy Campaign was held in first week of March 2016 (29 Feb – 2 Mar) in order to promote students’ courtesy in school and to help students form a good habit of showing respect to others. Students received bookmarks during that period if they could demonstrate politeness and respect to teachers, clerical staff or janitors. Most students were engaged and learned to be more polite to others through taking part in this programme.

Class Activities for Junior Grades Students

A class activity was organized in May 2016 to help junior grades students learn about the importance of mutual help. Through taking part in the activity, students learned through the stories that everyone has his strengths and ability, and can make good use of his strengths and ability to help others. Students were encouraged to help their classmates, and the School would become a place full of love and happiness.

Another class activity was held for junior grades students in June 2016 to help them understand the problem of bullying and how they should treat others nicely and with respect.

Results of APASO Surveys

An APASO pre-test survey and a post-test survey were carried out in October 2015 and May 2016 respectively. As compared with the pre-test result, students are more willing to help other students do well at school (An increase in the mean score from 3.34 to 3.35). Besides, they are more empathetic and will feel unhappy if their friends are not doing well at school (An increase in the mean score from 2.81 to 2.88).

Report on Use of Capacity Enhancement Grant 2015-2016

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 63 courses were offered in 2015-2016. 42 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.
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 2015-2016 was **\$1,233,625 (material cost \$64725)**. The total expenditure for Term 1 to Term 3 was **\$1,233,625**.
- 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	\$432,800	\$411,800	\$389,025
Courses delivered by out-sourced organizations	28	29	29
No. of students enrolled in those electives (out-sourced)	565	620	569

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

Area	No. of out-sourced courses	No. of students Term 1 - Term 2
Art & Sports	6	210
Language & Culture	5	209
Personal Development	19	771
Science	12	564
Total	42	1754

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

Evaluation	Term 1	Term 2	Term 3	Average
Students	44.1/ 50	43.6/50	44.9/50	44.4/50
Teachers	44.4/ 50	43.2/50	44.0/50	44.0/50
Parents	--	--	--	4.25/5

Students are given ample exposure to different areas of learning to explore their interests and strengths. As the elective curriculum is aimed 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 2015-2016

1. Student Learning & Teaching

1.1 To enhance independent learning amongst students

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

Report & Evaluation:

Grade 1	Students were asked to do pre-lesson worksheets for the novel to ensure that they have some ideas about the story before lessons. For homework, they were required to find relevant vocabulary in preparation for writing their composition.
Grade 2	Students were asked to write up their own recipes and a list of ingredients for a novel activity for 'Freckle Juice'. In groups, they wrote a novel rap and drew their own illustrations. On a regular basis, students were required to give personal responses to questions on the novel worksheets and do reflections on their reading of the novel.
Grade 3	Students regularly completed classwork in groups. They were assigned different roles within the groups and given opportunities to experience different roles. A notebook was given to each student and they were encouraged to take notes during class time to do revision. Students were informed about the upcoming lessons and topics, and were given time to prepare in advance.
Grade 4	Videos were uploaded on Blendspace for novel studies. Students had to complete pre-lesson preparation on Blendspace and in their novel booklets. Students completed online quizzes to enhance their independent learning skills. As a cross-curricular activity, students worked in groups to design a poster on 'Anti-bullying at School'.
Grade 5	All students had a note-taking book and were encouraged to take notes during lessons. Three videos were uploaded onto Blendspace. Students were asked to do online quizzes and give personal responses online which offered them an opportunity to learn independently. They also worked in groups to write a novel rap.
Grade 6	Lesson preparation activity involved getting students to look up the definition of words from the novel. Students had to interpret the graphic story in their own words. A Mr Bean video was used to teach Conditionals

	and students had to take notes. A Flipped Classroom activity was done in which students had to watch a biography of a famous person on youtube and take notes for their composition. To write their graduation speech, students' reflections were put into words and this required them to do it independently.
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****All activities were conducted throughout the academic year.***

1. Student Learning & Teaching

1.1 To enhance independent learning amongst students

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

The following professional sharing sessions were organised by the English Department for English teachers this academic year:

1. Ms. Irene Chan and Ms. Monique Lok both attended the ***Basic Course on Catering for Diverse Learning Needs*** organised by The Education University of Hong Kong. It was a 5-day course that was held in October 2015 and February 2016.

2. Strategies to Cater for Special Learning Needs (SEN) and Learners' Diversity

Date: 11 March 2016(Friday)
 Venue: GS Room
 Time: 11:00 – 1:00 pm (2 hours)
 Attendance: 17
 Feedback: N/A

3. Teaching Students the Process of Writing

Date: 28 April 2016 (Thursday)
 Venue: CCC HeepWoh Primary School (Cheung Sha Wan)
 Time: 4:30 – 6:00 pm (1.5 hours)
 Attendance: 17

4. Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

Date: 9 May 2016 (Monday)
 Venue: Diocesan Boys' School Primary Division (School Hall)
 Time: 4:30 – 6:00 pm (1.5 hours)

Attendance: 15

General Feedback (Grade 1 – Grade 6)

Grade 1

Teaching Students the Process of Writing

- Teachers felt that our students are more advanced than other local students and most of the activities shared in the workshop are already being used.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- Teachers found the “Kahoot” game fun.
- The activity may help arouse the interests of students.

Grade 2

Teaching Students the Process of Writing

- The information shared was only the basics that most schools should be practicing.
- The way of presentation was not effective in showing how teachers can better approach process writing.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- It would have been better if there were more demonstrations of real grammar teaching.
- The sharing might be more suitable for local schools.
- The Kahoot website was useful. It could be used more often in the Lift-off programme.

Grade 3

Teaching Students the Process of Writing

- The material taught was relatively easy for DBSPD boys. However, teachers tried to use a similar approach in the composition to further reinforce students' writing skills.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- The game “Kahoot” was interesting.

Grade 4

Designing Language Awareness Tasks that Enhance Students'

Grammatical Competence

- Teachers found the “Kahoot” game interesting and might consider using it again.

Grade 5

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- Teachers liked the idea of the “Kahoot” activity.
- 5D had already attempted to use the activity and students enjoyed it very much.

Grade 6

Teaching Students the Process of Writing

- It was suggested that peer editing worksheets are to incorporate the examples in Grade 4 onwards in the coming year.
- Teachers will place emphasis on the choice of words in writing / provide categorization of words.
- Teachers think it is a good idea to invite the teacher-librarian to help find / suggest resources to students to help with their research /planning but will need time to plan ahead.

Designing Language Awareness Tasks that Enhance Students' Grammatical Competence

- Teachers felt that they could implement the “Kahoot” activity to ask Grade 6 students to identify patterns; try to look at different sentences and figure out the rules by themselves.
- Teachers should find examples from the novel that links to the Round-Up Grammar units to raise language awareness of students.

5. Workshop on the Usage of ‘Literacy and Language’ Textbook & Resources organized by Oxford University Press

Date: 27 June 2016 (Monday)

Venue: Room 102

Time: 1:45 – 3:15 pm (1.5 hours)

Feedback: N/A

Attendance Record:

- 1. Basic Course on Catering for Diverse Learning Needs** organised by The Education University of Hong Kong **(October 2015 & February 2016)** - **Attendance: 2 teachers**

- 2. Strategies to Cater for Special Learning Needs (SEN) and Learners' Diversity
(11 March 2016) - Attendance: 17 teachers**
- 3. Teaching Students the Process of Writing (28 April 2016) - Attendance: 17 teachers**
- 4. Designing Language Awareness Tasks that Enhance Students' Grammatical Competence(9 May 2016) - Attendance: 15 teachers**
- 5. Workshop on the Usage of 'Literacy and Language' Textbook & Resources organized by Oxford University Press (11 July 2016) - Attendance: 11 teachers**

Evaluation of English Programme Plan 2015-2016

1. Overseas English Study Tour

- 1.1 Objective: To broaden students' experience through language learning activities with a focus on drama, public speaking and personal writing.
- 1.2 Targets: G5 and G6 students
- 1.3 Period: Summer holidays 2016
- 1.4 Content: Interested students were asked to join an English immersion study tour to the United Kingdom. Thirty-eight students attended.
- 1.5 Evaluation: Students stayed at Tonbridge School where they had lessons and sport activities. Students were split into three tutor groups. Grade 5 students stayed in dormitory rooms and Grade 6 students had their own individual rooms. Some of the excursions they went on included sightseeing in London, a theatre trip to see *Charlie and the Chocolate Factory*, British Museum, Leeds Castle, Chelsea Football Club and Windsor. Student feedback was very positive and they related very well with their British teachers. Students produced an in-house magazine and a drama which was video taped.

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 2015
- 2.4 Content: On Day 1, the English Department collaborated with the Religious Education Department and staged a drama production titled "Christmas Unplugged – The Nativity Story" for the Grades 3 & 4. The event turned out to be a huge success.

On Day 2, students were given novel activities to complete.

- Grade 1 wrote letters to boys in different classes based on the letter in *Frog & Toad*.
- Grade 2 boys wrote a recipe called "Kindness Juice"

based on the novel *Freckle Juice*. They had to design a can and attach their recipe to it.

- Grade 3 made Wanted Posters for *Mr. Fox*.
- Grade 4 made posters based on the themes in *Friend or Foe*.
- Grade 5 performed a readers theatre based on *Al Capone does my Shirts*.
- Grade 6 learnt the alphabet in sign language. They watched music videos in sign language then played a vocabulary game based on the novel *Wonderstruck*.

2.5 Evaluation: Overall Fun Learning Days were a success. Students enjoyed taking part in most activities.

All activities can be found in the CDAA folder.

3. External Competitions

- 3.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 3.2 Targets: All students
- 3.3 Period: The whole school year
- 3.4 Content: Students were given the opportunities to take part in various external events.
- 3.5 Evaluation: Many students were encouraged to join various competitions outside of the school and a lot of the students won numerous awards. Participation in external competitions was based on their appropriateness. Apart from entering for the choral speaking competitions, this year we came third in Senior Choral speaking. We also came second in Improvised Drama Scene at the HK Speech Festival.

This year, we competed in the Hong Kong School Drama Festival and won the Award for Outstanding Stage Effect and Award for Outstanding Cooperation, and three students won the Award for Outstanding Performer.

Our English Debating Team was the Champion in the HK

Secondary Schools Debating Competition – Debating for Primary Schools section.

Students participated in the Posties Little Journalist Programme organized by SCMP and their works were published.

Other competitions we participated included the Hong Kong Young Writers Award, Budding Poets Competition and English Penmanship Competition.

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),

Grade 1	Show & Tell
Grade 2	Readers' Theatre
Grade 3	Spelling Bee
Grade 4	Grammar & Novel Inter-class Competition
Grade 5	Rap (based on novel)
Grade 6	Public Speaking (Graduation Speech)

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 2015
Grades 2-6: starting September 2015

5.4 Content: Students attended remedial classes weekly where further support materials were given. Apart from grammar items, students have benefitted from novel revision.

5.5 Evaluation: Students followed the same syllabus that was being

conducted in the classroom. Feedback from students and parents indicated that the support classes were greatly appreciated.

6. Accelerated Classes

- 6.1 Objective: 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 each of Grade 5 and Grade 6
- 6.3 Period: The 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.
- Evaluation: Students were proud to be selected and felt that they were able to do independent learning and were more proactive.

The large class size made it difficult for teachers. Students got fewer opportunities to express their ideas. A certain amount of time was also wasted in changing classrooms.

For 6X2 students, behaviour was difficult to manage and homework was not submitted on time. Their writing skills were weakest among the four skills and they made many careless mistakes.

Achievement & Reflection of Chinese Department
Development Plan 2015-2016

拔萃男書院附屬小學
2015-2016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 enhance independent learning amongst students

提升學生的自學能力

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

進一步提升學生自學能力，鼓勵學生抄寫筆記，並作課前預習。

Report & Evaluation:

檢討各級進行的自主學習活動及習作：

課前預習

二至六年級老師因應課文內容設計預習工作紙或安排學生觀看短片，能建立學生做課前預習的習慣及培養自學能力。

課堂抄寫筆記

各級均設有中文科筆記簿，鼓勵學生在上課時把課堂的學習重點記下。老師還會設計主旨及段落大意工作紙等，讓學生填寫重點，既方便學生溫習，又能提升學生的自學能力。老師可通過檢查學生的筆記簿，檢視學生抄筆記的能力和態度，從而作出指導。

看漢中文網

各級學生可透過網上練習(看漢中文網)，提高語文水平，其內容包括閱讀寶庫、成語樂園、中國詩詞集及童話寓言。學生可按自己的能力和興趣，選擇合適的學習材料，培養語文自學能力。

作文資料搜集

各級學生於寫作前進行搜集資料及詞語，並需要把資料分析、篩選和整理，然後擬寫作大綱。學生可藉此增加對文體的認識及改善文章結構和用詞。

閱讀記錄冊

一至四年級學生均需每年最少完成 20 個閱讀記錄，各級設有獎品，以鼓勵學生多閱讀，建立「從閱讀中學習」的習慣。

成語預習

四至六年級學生均需進行成語預習，然後在課堂上進行個人或小組匯報。他們與同學分享例子，增加他們學習成語的興趣和效率。

書法

六年級學生先觀看寫書法影片後，再練習寫書法，有助學生認識基本筆劃的寫法。

專題研習

各級學生均需要完成一份專題研習，在進行研習過程中，學生按老師提供的指引，自行搜集資料，再對大量的資料加以分析、篩選和整理，大大提高了他們的獨立思考和自學能力。

一年級：《我的成長路》

學生需搜集自己在各個成長階段的相片，並填寫他們在家庭和學校的生活經歷，最後設計一張感謝卡以答謝父母，而父母也作回應，促進親子溝通。

二年級：《十二生肖》

學生在指定網站閱讀十二生肖的資料，然後選取其中一種動物介紹其特徵及搜集相關的詞語，最後設計一張有關十二生肖的邀請卡。

三年級：《快樂相冊》

學生需先搜集一些生活照片，並從照片中寫下聯想到的東西，然後以日記形式寫一件快樂的事情。

四年級：製作故事書

配合教學單元，學生選取一個童話故事，改寫當中的主角性格、故事情節、場景等，製作故事書，然後作自我評估，並互相閱讀及欣賞他人的作品。

五年級：《生命鬥士》

學生需要搜集人物的資料及圖片，然後填寫人物的檔案，並進行人物性格分析及評價。

六年級：專題剪報

學生搜集與主題相關的剪報，然後歸納內容和擬寫問題，並進行訪問及作評論，最後製作成一本專題剪報冊。

小組習作

二年級：學生先搜集不同的賀年祝福語，再在課堂上就不同的祝賀對象進行分類。

三年級：學生先預習書信格式，在課堂上分組重整書信格式及內容。

四年級：運用資訊科技進行分組講故事錄音，然後作同儕互評。

五年級：學生搜集諺語，再把諺語運用於棋盤遊戲設計；運用資訊科技進行分組廣播劇錄音，然後作同儕互評。

六年級：學生觀看書法影片後，再分組合作寫揮春。

1. Student Learning & Teaching

學生學習與教學

1.1 To enhance independent learning amongst students

提升學生的自學能力

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

老師參加課程及講座，以了解教育的發展趨勢及最新的教學方法。

檢討：

1. 100%老師曾參加關於教育發展趨勢及最新的教學方法的講座/工作坊/課程，並於本科會議進行分享。

日期	題目	舉辦機構	參與人數
14/11/2015	在小學推行自主學習理論與實踐	教育出版社	8
11/12/2015	在讀寫結合課程內推動自主學習教學分享會	香港教育圖書公司	5
20/2/2016	評估心靈雞湯：專業發展專題講座	香港大學	1
27/2/2016	自主學習工作坊	教育出版社	2
9/2015-12/2015	課程與評估	浸會大學	1
1/2016-3/2016	漢字教學法	中文大學	1

2. 自主學習的研討會以中文科預習為主題，提及老師設計預習功課時要注意的重點，包括：知識的连接、引發學習動機、帶來啟蒙和幫助學生思考。完成講座後，老師於本科會議中與同儕分享，都認為由去年開始大力推行的課前預習，效果不錯。不過，部份學生做預習功課時感到有點吃力，也要花較長的時間才能完成。因此，建議老師調整預習功課的份量和程度。

Evaluation of the Chinese Programme Plan 2015-2016

2015-2016 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。	<p>校際朗誦節</p> <p>(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。</p> <p>(二) 活動對象：小一至小六</p> <p>(三) 推動時間：九月至十二月</p> <p>(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。</p> <p>(五) 活動檢討： -參加今屆朗誦節的同學共有 114 位；同學接受訓練時見積極及投入。 -本屆成績優良，獨誦共有 17 名同學奪得冠軍，17 名奪得亞軍，20 名奪得季軍；而集誦隊獲季軍。 -本年度得獎名單如下：</p> <table><tr><th>班別</th><th>學號</th><th>姓名</th><th>成績</th></tr><tr><td>1D</td><td>25</td><td>黃逸軒</td><td>冠軍</td></tr><tr><td>1S</td><td>16</td><td>李榮泰</td><td>冠軍</td></tr><tr><td>2M</td><td>27</td><td>韋逸朗</td><td>冠軍</td></tr><tr><td>2P</td><td>29</td><td>鄧宇希</td><td>冠軍</td></tr><tr><td>3D</td><td>31</td><td>楊鎬朗</td><td>冠軍</td></tr><tr><td>3P</td><td>2</td><td>陳綽言</td><td>冠軍</td></tr><tr><td>3P</td><td>32</td><td>黃栢喬</td><td>冠軍</td></tr><tr><td>3S</td><td>14</td><td>鍾健一</td><td>冠軍</td></tr><tr><td>4D</td><td>28</td><td>符從賢</td><td>冠軍</td></tr><tr><td>4J</td><td>6</td><td>許紹彰</td><td>冠軍</td></tr></table>	班別	學號	姓名	成績	1D	25	黃逸軒	冠軍	1S	16	李榮泰	冠軍	2M	27	韋逸朗	冠軍	2P	29	鄧宇希	冠軍	3D	31	楊鎬朗	冠軍	3P	2	陳綽言	冠軍	3P	32	黃栢喬	冠軍	3S	14	鍾健一	冠軍	4D	28	符從賢	冠軍	4J	6	許紹彰	冠軍
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					5P	18	彭浩軒	冠軍	
					5P	18	彭浩軒	冠軍	
					5P	18	彭浩軒	冠軍	
					6P	3	陳子諾	冠軍	
					1M	27	胡肇天	亞軍	
					1P	8	程日雋	亞軍	
					1P	15	林子譽	亞軍	
					1S	26	王勇二	亞軍	
					2D	16	李泓希	亞軍	
					2J	10	黎紀彥	亞軍	
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					2S	20	麥柏翹	亞軍	
					3D	6	朱行健	亞軍	
					3D	9	馮文樂	亞軍	
					3D	16	黎熙來	亞軍	
					3S	24	羅文灋	亞軍	
					4D	28	符從賢	亞軍	
					5D	24	馮灝一	亞軍	
					5J	4	何卓臻	亞軍	
					6J	10	郭駿宏	亞軍	
					1M	10	何亦藍	季軍	
					1M	14	李衡	季軍	
					1P	14	林澤謙	季軍	

				<table><tr><td>1S</td><td>14</td><td>劉柏喬</td><td>季軍</td></tr><tr><td>2D</td><td>30</td><td>葉昀傑</td><td>季軍</td></tr><tr><td>2J</td><td>31</td><td>余律熹</td><td>季軍</td></tr><tr><td>2P</td><td>30</td><td>杜家信</td><td>季軍</td></tr><tr><td>3D</td><td>2</td><td>陳浚希</td><td>季軍</td></tr><tr><td>3D</td><td>19</td><td>李政澤</td><td>季軍</td></tr><tr><td>3D</td><td>19</td><td>李政澤</td><td>季軍</td></tr><tr><td>3M</td><td>19</td><td>李浚寧</td><td>季軍</td></tr><tr><td>3M</td><td>21</td><td>廖子進</td><td>季軍</td></tr><tr><td>3P</td><td>16</td><td>劉允中</td><td>季軍</td></tr><tr><td>3P</td><td>31</td><td>黃禮彥</td><td>季軍</td></tr><tr><td>3P</td><td>31</td><td>黃禮彥</td><td>季軍</td></tr><tr><td>3S</td><td>30</td><td>王政淳</td><td>季軍</td></tr><tr><td>4J</td><td>12</td><td>梁頌</td><td>季軍</td></tr><tr><td>4P</td><td>10</td><td>林柏灝</td><td>季軍</td></tr><tr><td>5J</td><td>12</td><td>羅卓賢</td><td>季軍</td></tr><tr><td>5M</td><td>31</td><td>葉浚晞</td><td>季軍</td></tr><tr><td></td><td></td><td>拔萃男書院附屬小學</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>	1S	14	劉柏喬	季軍	2D	30	葉昀傑	季軍	2J	31	余律熹	季軍	2P	30	杜家信	季軍	3D	2	陳浚希	季軍	3D	19	李政澤	季軍	3D	19	李政澤	季軍	3M	19	李浚寧	季軍	3M	21	廖子進	季軍	3P	16	劉允中	季軍	3P	31	黃禮彥	季軍	3P	31	黃禮彥	季軍	3S	30	王政淳	季軍	4J	12	梁頌	季軍	4P	10	林柏灝	季軍	5J	12	羅卓賢	季軍	5M	31	葉浚晞	季軍			拔萃男書院附屬小學	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「第十九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，本年學生整體表現有進步，低年級學生的參與更顯積極。</p>																																																																								

				<p>- 本屆學生 2M(21)伍俊明獲得全港公開賽的優良獎，校內賽成績如下：</p> <p>➤ 初級組(一、二年級)</p> <p>冠軍： 2M (21) 伍俊明</p> <p>亞軍： 1P (29) 胡耀禧</p> <p>季軍： 2S (26) 謝天諾</p> <p>➤ 中級組(三、四年級)</p> <p>冠軍： 3J (27) 蘇智傑</p> <p>亞軍： 3P (27) 曾恩力</p> <p>季軍： 3M (30) 黃嘉揚</p> <p>➤ 高級組(五、六年級)</p> <p>冠軍： 6S (24) 魏志曉</p> <p>亞軍： 5J (6) 江志睿</p> <p>季軍： 5M (16) 劉見之</p>
3. 實地考察寫作計	一月	曾佩儀 吳鳳婷	<p>五年級：</p> <p>活動日期：一月二十七日(星期三)</p> <p>各班老師及家長義工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。</p>	<p>五年級：</p> <p><u>1. 時間方面：</u></p> <p>-時間充裕，學生能仔細遊覽三大景點，回校後亦能按時午膳。</p> <p>-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。</p> <p><u>2. 遊覽過程：</u></p> <p>雖然初段時間有雨，但各班老師能即時互相配合調動行程，以致無阻學生進行考察。學生反應良好，亦能認真地觀察和抄寫筆記。</p> <p><u>3. 課程配合：</u></p> <p>是次考察為課堂的延伸活動，學生已掌握遊記的寫作手法及技巧。教師先針對教學重點設計工作紙，並引導學生一邊觀察一邊完成，以助學生豐富寫作內容及加強對寫作重點的掌握。</p>

			<p>六年級： 活動日期：一月二十六日 教師帶領全體六年級學生遊覽九龍寨城公園，以寫作一篇遊記作為活動紀錄及評估。</p>	<p><u>4. 人手方面：</u> 人手足夠，共有 6 位老師同行；各班均邀請了一名家長義工隨隊協助照顧學生。</p> <p>六年級： 六年級考察地點為九龍寨城公園。是次考察由六年級老師擔任導賞員，老師們事前已遊覽了考察地點一次，記下了須向學生重點講解的地方。雖然考察當天剛在氣溫十度以下的情況下進行，但因沒有下雨，故可順利進行戶外考察。當天的交通安排亦十分妥善。由老師擔任導賞員，可以集中講解九龍寨城公園的景色，並在遊覽過程中教授學生「五感」、「步移法」等寫遊記的手法，避免過份集中於講述景點的歷史背景。不過，老師建議遊覽的步伐可以減慢一點，讓學生有更多時間觀賞景色和寫筆記。</p>														
4. 學習活動日	一月	朱譚月清 何穎賢 洪卓筠	<p>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。</p>	<p>-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：</p> <table><tr><th>年級</th><th>活動</th></tr><tr><td>一</td><td>新春掛飾</td></tr><tr><td>二</td><td>木製搖鼓</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>自得「棋」樂</td></tr><tr><td>六</td><td>「福」字揮春</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>	年級	活動	一	新春掛飾	二	木製搖鼓	三	扇面設計	四	諺語漫畫設計	五	自得「棋」樂	六	「福」字揮春
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5. 寫作比賽	二月	陳美穎 郭嘉恩	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 (歡迎春天)</td><td>1S 李榮泰</td><td>1D 何礎晟</td><td>1J 方奕竣</td><td>1M 談卓昇</td><td>1P 潘家皓</td><td>/</td></tr><tr><td>二年級 (迎接新春)</td><td>2M 黃睿謙</td><td>2D 洪仲熹</td><td>2J 黃予光</td><td>2P 梁思朗</td><td>2S 黃天朗</td><td>/</td></tr><tr><td>三年級 (一次好表現的經歷)</td><td>3M 黃嘉揚</td><td>3D 莫宸爾</td><td>3J 盧曜祈</td><td>3P 鮑卓夫</td><td>3S 游卓陶</td><td>/</td></tr><tr><td>四年級 (第一次 XX)</td><td>4J 陳沚瑜</td><td>4D 吳旨洋</td><td>4J 李爾澤</td><td>4M 梁峯朗</td><td>4S 楊喜喆</td><td>/</td></tr><tr><td>五年級 (遊香港公園)</td><td>5D 馬逸行</td><td>5D 區頌謙</td><td>5J 廖彥誠</td><td>5M 李慶輝</td><td>5P 曾焯敏</td><td>5S 黎穎誠</td></tr><tr><td>六年級 (故事續寫)</td><td>6S 梁容剛</td><td>6D 錢君立</td><td>6J 余浩軒</td><td>6M 車昱熹</td><td>6M 梁絡維</td><td>6P 薛景鋒</td></tr></table>		優勝	優異	優異	優異	優異	優異	一年級 (歡迎春天)	1S 李榮泰	1D 何礎晟	1J 方奕竣	1M 談卓昇	1P 潘家皓	/	二年級 (迎接新春)	2M 黃睿謙	2D 洪仲熹	2J 黃予光	2P 梁思朗	2S 黃天朗	/	三年級 (一次好表現的經歷)	3M 黃嘉揚	3D 莫宸爾	3J 盧曜祈	3P 鮑卓夫	3S 游卓陶	/	四年級 (第一次 XX)	4J 陳沚瑜	4D 吳旨洋	4J 李爾澤	4M 梁峯朗	4S 楊喜喆	/	五年級 (遊香港公園)	5D 馬逸行	5D 區頌謙	5J 廖彥誠	5M 李慶輝	5P 曾焯敏	5S 黎穎誠	六年級 (故事續寫)	6S 梁容剛	6D 錢君立	6J 余浩軒	6M 車昱熹	6M 梁絡維	6P 薛景鋒
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6. 故事演講比賽 (一至二年級)	六/七月	鄭頌慧 鄭婉文	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	<p>一通過這次活動，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>一老師將挑選五年級同學擔任司儀，為他們帶來面對群眾演說的機會。</p> <p>活動將於 7 月 11 日舉行，完成後再作檢討。</p>																																																	

			<p>表該班別參賽。</p> <p>-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>	<p>-得獎名單：</p> <table><tr><th colspan="2">一年級</th></tr><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>王勇二</td></tr><tr><td>亞軍</td><td>黃頌謙</td></tr><tr><td>亞軍</td><td>岑柏熹</td></tr><tr><td>優異</td><td>林溢明</td></tr><tr><td>優異</td><td>黃柏諺</td></tr></table> <table><tr><th colspan="2">二年級</th></tr><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>王子介</td></tr><tr><td>亞軍</td><td>梁逸晞</td></tr><tr><td>季軍</td><td>韋逸朗</td></tr><tr><td>優異</td><td>洪仲熹</td></tr><tr><td>優異</td><td>黎逸翹</td></tr></table>	一年級			學生姓名	冠軍	王勇二	亞軍	黃頌謙	亞軍	岑柏熹	優異	林溢明	優異	黃柏諺	二年級			學生姓名	冠軍	王子介	亞軍	梁逸晞	季軍	韋逸朗	優異	洪仲熹	優異	黎逸翹
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7. 演講比賽 (四至五年級)	四月	曾欣兒 羅懿文	四、五年級演講比賽合併為一，並在六月三日於禮堂舉行。各級冠、亞、季軍各一名及優異獎;優勝者會獲得書券及證書，以作鼓勵。	<ul style="list-style-type: none">➤ 今年的四、五年級演講比賽利用選修課的時間於六月三日在禮堂舉行，比賽進行暢順;四至六年級的同學一同觀賽，惟在安排各班同學進入禮堂的流程可更流暢。➤ 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。➤ 賽制沿用去年，時限為2分鐘，並設15秒「緩衝時間」，比賽期間有鐘聲提示。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，並無出現超時的情況。➤ 今年邀請了<u>羅</u>校長和<u>葉</u>副校長出任評判，同學投入觀賽，氣氛熱烈。																												

				<div>➤ 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。</div> <div>➤ 演講比賽已進行了好幾年，基本的賽程和運作已上軌道，若日子和時間許可，明年亦可將兩級比賽合併為一。</div> <div>比賽日期：2016 年 6 月 3 日(星期五) 下午 1:50-2:50</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>4S 楊喜喆</td></tr><tr><td>亞軍</td><td>4P 王天朗</td></tr><tr><td>季軍</td><td>4D 陳耀生</td></tr><tr><td>優異</td><td>4J 盧恩樂</td></tr><tr><td>優異</td><td>4M 程日朗</td></tr></table> <div>五年級題目：1. 知識改變命運 2. 勤有功，戲無益 3. 讀萬卷書不如行萬里路</div> <table><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>5D 馬逸行</td></tr><tr><td>亞軍</td><td>5D 馮灝一</td></tr><tr><td>季軍</td><td>5M 葉浚晞</td></tr><tr><td>優異</td><td>5J 曾進彥</td></tr><tr><td>優異</td><td>5P 沈柏言</td></tr><tr><td>優異</td><td>5S 黎穎誠</td></tr></table>	四年級題目：做個自律好學生			學生姓名	冠軍	4S 楊喜喆	亞軍	4P 王天朗	季軍	4D 陳耀生	優異	4J 盧恩樂	優異	4M 程日朗		學生姓名	冠軍	5D 馬逸行	亞軍	5D 馮灝一	季軍	5M 葉浚晞	優異	5J 曾進彥	優異	5P 沈柏言	優異	5S 黎穎誠
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優異	5S 黎穎誠																															
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讀短文，並完成有關題目。老師可以定期查看各班成	<div>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。</div> <div>2. 與去年比較，高年級學生的參與率較去年高，有以下原因： *老師鼓勵學生多參與網上練習。</div>																												

			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。	<div><div>*「看漢中文網」的教材較有新鮮感，能提高學生的閱讀興趣。</div><div>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。</div></div> <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>2S (26)</td><td>謝天諾</td></tr><tr><td>3P (14)</td><td>李以諾</td></tr><tr><td>1P (15)</td><td>林子譽</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>4S (31)</td><td>楊喜喆</td></tr><tr><td>6S (16)</td><td>李敖朗</td></tr><tr><td>6S (27)</td><td>譚浩言</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>季軍</td><td>謝天諾</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	2S (26)	謝天諾	3P (14)	李以諾	1P (15)	林子譽	【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)		4S (31)	楊喜喆	6S (16)	李敖朗	6S (27)	譚浩言	【閱讀寶庫】獎勵計劃獲獎學生名單：全港優異獎		季軍	謝天諾
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9. 工作坊及講座	全學年	羅家華	<div><div>-一月十四日及一月二十八日邀請兒童文學作家為五、六年級精英班學生主持寫作工作坊，學生須寫作一篇文章，由潘老師批改及給予回饋。</div><div>-三月二十一日邀請著名作家關麗珊小姐為四、六年級學生主持寫作講座，主題是取材。</div></div>	<div><div>-講座內容合適，學生對講題感興趣，表現亦見投入。</div><div>-工作坊能啟發學生的創意思維。如能與寫作配合，效果會更佳。</div></div>																						
10. 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	<div><div>-這活動有助推動閱讀風氣。</div><div>-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。</div><div>-已補購去年遺失的必讀書。</div><div>-二、四年級合共三套新必讀書已開始借閱。學生認為書中的內容</div></div>																						

			討論、角式扮演等)。	有趣，程度合適。其中，雖然部分學生已讀過《八十日環遊世界》的英文版，老師本來擔心學生會因而失去興趣，但學生們認為這樣反而有助他們理解中文版的內容。 -一、五年級建議訂閱一至兩套新必讀書，供下學年用。
11. 古文/詩歌欣賞	全學年	全體老師	-由中文科老師自編教材。 -低年級由老師在課上略作講解及帶讀，而高年級則由學生自學。 -所有一、二年級學生獲派發《識字快樂誦》，以訓練朗讀兒歌和背誦唐詩為重點，而課後練習還滲入了識字元素。 -五、六年級以學習古詩文為主。	-同學於課堂內學習古文或詩歌，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。 -高年級生提前接觸古文，能讓它們認識古文的特點，減輕升中後學習古文的困難，有助高小與初中之課程銜接。
12. 圖書教學	全學年	一年級及二年級老師	-老師根據圖畫書的內容，設計課堂活動及工作紙，引領學生進行討論及活動。 -引導學生閱讀圖畫書，能提升學生閱讀的興趣，並發展他們的思維、閱讀及說話能力。 -一年級選用《這是誰的》及《超神奇糖果舖》。 -二年級本年亦推行圖書教學，選用《搬過來，搬過去》及《不要隨便跟陌生人走》。	-由於故事內容有趣，具吸引力，因此學生的反應熱烈，積極投入課堂的活動。 -通過圖畫書跟學生分享故事，有助提高他們閱讀中文課外書的興趣，發展思維、閱讀及說話能力，並同時進行德育訓練。
13. 教師發展活動	全學年	洪卓筠 何穎賢	-為配合推行本年度學校重點發展項目，本科除了安排出版社到校進行「網上學習平台簡介及資訊科技教學」工作坊，亦鼓勵老師參加坊間舉辦的「自主學習」工	-出版社到校簡介網上平台，並提供網上平台的戶口供學生試用。此工作坊讓老師初步接觸到網上學習平台及認識其操作方法，可作為日後應用資訊科技教學的資源。 -本科超過70%的老師曾參加以「自主學習」為主題的工作坊。坊間舉辦的講座由大學教授或教育學院導師主講，內容實用，而老

			<p>作坊。</p> <p>-為促進中小學課程銜接，十一月二十四日進行了一次中小學觀課交流。</p>	<p>師亦可以因應時間及興趣自行報名參加。</p> <p>-六位小學部任教五、六年級的老師到中學部觀課。六位老師分別到精英班及普通班觀課。中學部老師在課堂前進行共同備課，同學須於課前進行預習。老師以比賽形式讓學生互相提問課文內容，學生表現投入。通過是次活動，老師能了解中一學生的學習情況及初中老師的教學模式。由於觀課交流以兩年作循環，因此下次觀課會安排於後年舉行。</p>						
14. 辯論隊	全學年	何潔瑩 曾欣兒	<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> <p>(四)活動內容:參與三個公開賽(文化盃小學辯論賽、第三屆基本法多面體全港小學辯論賽)、學思盃及友誼賽(陳瑞祺喇沙小學)</p>	<p>(一)比賽成績如下:</p> <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(5J 江志睿)</td></tr><tr><td>第三屆基本法多面體全港小學辯論賽</td><td>最佳辯論員(5J 江志睿)</td></tr><tr><td>友誼賽</td><td>最佳辯論員(5P 梁聞軒)</td></tr></table> <p>(二) 活動檢討：</p> <p>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，從而豐富同學的比賽經驗。</p> <p>2. 總結本年度的比賽，同學的臨場表演、反駁技巧仍須提升，演辯訓練是明年重點訓練項目之一。</p> <p>3. 本年度參加的比賽較多，故明年會稍作調整，讓同學在比賽之外，也能兼顧到其他活動。</p>	文化盃小學辯論賽	冠軍、最佳辯論員及全場最佳辯論員(5J 江志睿)	第三屆基本法多面體全港小學辯論賽	最佳辯論員(5J 江志睿)	友誼賽	最佳辯論員(5P 梁聞軒)
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友誼賽	最佳辯論員(5P 梁聞軒)									
15. 戲劇組	全學年	羅家華 朱譚月清 何穎賢	<p>-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。</p> <p>-導師通過各種遊戲，訓練學生之想像力及表達能力；同時，在排練過程中，教授舞台知識及技巧。</p>	<p>-本年度高小同學參加了新域劇團、平等機會委員會及香港賽馬會慈善信託基金合辦的「賽馬會平等共融戲劇計劃-戲劇比賽」。</p> <p>-是次劇目為《反斗百厭十兄弟》，劇中帶出人們要和諧共處及互相尊重的訊息。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> <p>-同學進入了在沙田大會堂舉行的決賽，並奪得了「團體合作獎」及「最勇往直前獎」。</p> <p>-小三同學參加了理大護眼中心主辦的「童話『晴』彩故事演說</p>						

				<p>比賽」。是次比賽主要帶出愛護眼睛的訊息。</p> <p>-鍾健一、林會津及梁傲熙這隊同學進入了在心光盲人院暨學校舉行的決賽。</p> <p>-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。</p>
16. 購買工具書、參考書、教具及輔助教材	全學年	何穎賢 洪卓筠	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 2015-2016

1. Student Learning & Teaching

1.1 To enhance independent learning amongst students

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

Report & Evaluation

Pre-lesson Preparation (Flipped Classroom)	Students were encouraged to do pre-lesson preparation. They had to read some materials on books, watch some video clippings selected or made by Math teachers and complete pre-lesson preparation worksheets to have a basic understanding about the concepts related to the topics before lessons.					
	G1	G2	G3	G4	G5	G6
	Topics: ● Telling Time ● Time Table	Topics: ● Multiplication ● Time	Topics: ● 24-hour Time ● Triangles ● Capacity ● Division	Topics: ● Addition and Subtraction of Fractions ● Multiplication of Fractions	Topics: ● Capacity and Volume ● Face, Edges and Vertices ● Percentage ● Recurring Decimal	Topics: ● Circle ● Ratio ● Number Patterns ● Directed Numbers ● Problem Solving

Class Activities	<p>A lot of classroom activities and hands-on activities were carried out.</p> <p>Lots of teaching resources such as pin boards, tangrams, 2-D and 3-D shapes, measuring tools, and blocks, etc. were used to facilitate students' learning and raise their interest in Mathematics. Through taking part in the activities, students explored lots of new knowledge. Students' understanding on Math concepts was enhanced through experiential learning and discoveries. In the trial-and-error process, students were able to correct their own mistakes and complete their tasks independently.</p>					
	G1 <ul style="list-style-type: none"> ● Amazing Blocks ● Tangrams ● Coins Combination Game ● Shopping Game ● Card Game on Matching Time ● Measurement Activities ● Angles Comparison 	G2 <ul style="list-style-type: none"> ● Amazing Blocks ● Measuring Activities ● Shopping Game 	G3 <ul style="list-style-type: none"> ● Measurement using String and Ruler ● Block Graph (Questionnaire and Interview) ● Division Using Strips and Blocks 	G4 <ul style="list-style-type: none"> ● Estimation (Bean Count) ● Equivalent Fractions (Folding Paper) ● Symmetrical Shapes (Using mirror) 	G5 <ul style="list-style-type: none"> ● Cross-section of 3-D Shapes ● Rotational Symmetry ● Find Volume of Irregular Solid ● Chances (Experience of Throwing Dice) 	G6 <ul style="list-style-type: none"> ● Directed Numbers ● Number Pattern ● Math Orienteering

Math Projects	Individual or group projects were assigned to students each term. Students had to work and share ideas with others. They had to apply the math concepts and skills to complete the tasks. Students were also required to give presentations in lessons, followed by the Q & A sessions to ensure students could understand the topic.					
	G1	G2	G3	G4	G5	G6
	<ul style="list-style-type: none"> ● 3-D Model Design (Individual) ● Clock Face Design (Individual) ● Calendar Design with Description (Individual) 	<ul style="list-style-type: none"> ● Advertisement Design (Individual) ● Pictogram: Popular Chinese New Year Items (Individual & Group) ● Math Game Design (Individual & Group) 	<ul style="list-style-type: none"> ● Budget Planning for School Picnic (Individual) ● Capacity (Individual & Presentation) ● Poster Design about Quadrilaterals (Individual) 	<ul style="list-style-type: none"> ● Making Shapes using Right-angled Isosceles Triangles (Individual) ● Tessellation (Individual) ● Lego Design (Individual) 	<ul style="list-style-type: none"> ● Game Stall Design (Group & Presentation) ● Rotational Symmetry (Individual) ● Problem Solving Activities: Finding the Largest Capacity (Group) 	<ul style="list-style-type: none"> ● Curve Stitching (Individual) ● Budget Planning for a Trip (Group) ● Math Orienteering (Group)
Note Taking	From G.1 to G.6, a Math notebook was distributed to each student and they were encouraged to jot notes on their Math notebooks. Teachers collected the note books periodically in order to supervise students' learning progress. Numerous students made good use of the notebook, and sometimes they formed their own understanding and ideas through note taking.					
Challenging Questions	Some challenging questions were assigned to students in the form of classwork, homework or competitions to encourage them to think and work independently.					
Problem-Solving	Students were taught various problem solving strategies, e.g. drawing diagrams, tabling, trial and error, finding					

Week	<p>patterns, working backward, reasoning and using algebraic equations, etc. to tackle a wide variety of problems. Students were encouraged to solve problems by following Polya's 4 principles: understand the problem, devise a plan, carry out the plan and look back.</p> <p>By acquiring the techniques of solving problems, students' independent learning skills were enhanced.</p>
Online Exercises	<p>An account from Planetii and an e-learning account from Modern Math were assigned to each student. Online exercises and quizzes were assigned to students periodically. Students were encouraged to acquire new knowledge and grasp a better understanding about Math concepts by doing the online exercises or playing the online games provided by these platforms. Students' independent learning skills and enhance students' interest in Math were fostered.</p>

1. Student Learning & Teaching

1.1 To enhance independent learning amongst students

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

Report & Evaluation

The Math Department organised 3 professional sharing sessions for all Math teachers this academic year. Therefore, 100% of Math teachers attended workshops to keep abreast of the trend of education development and the latest teaching pedagogies on teaching Math.

The first one was held on 7 April 2016. It was conducted by Mr. Daniel Chui, Senior Education Officer from World Class Arena. It was a problem-solving training program. Teachers were given the experience on how to use high-order thinking type questions to challenge students' mind with the use of iPad.

The second one was held on 19 May 2016. It was conducted by Mr. Brian Cheung. Mr. Cheung introduced the app “Plickers” to all Math teachers and demonstrated how to collect students' multiple-choice type answers in class and show results on the screen immediately. It was good to check students' understanding on certain Math concepts and teachers can give prompt feedback to students.

The third one was held on 16 June 2016. It was conducted by Ms. Pency Wong and Mr. Brian Cheung Wong who both attended a 5-week professional development program on E-learning in Primary Mathematics organized by The Education University of Hong Kong. Ms. Wong introduced some free apps to colleagues. ‘Padlet’ is for sharing ideas; ‘PingPong’ and ‘Nearpod’ were introduced for getting instant response from students. Some ready-to-use apps like ‘geogebra tube’ were introduced so that teachers could use them during lessons. Mr. Cheung demonstrated how to use Google Classroom and Edpuzzle to create flipped classroom materials easily. He also showed the teachers how to create QR code through qrstuff.com and dynamic visualisations using Geogebra.

Date	Name	Course	Organization
7 April 2016	All Math Teachers	Mr. Daniel Chui	World Class Arena
19 May 2016	All Math Teachers	Sharing sessions by Mr. Brian Cheung	DBSPD
16 June 2016	All Math Teachers	Sharing sessions by Ms. Pency Wong & Mr. Brian Cheung	Sharing session at DBSPD after attending the 5-week programme of – Learning in Math at EUHK

Besides, some teachers have attended seminars or workshops which are related to teaching and learning in Math. The details are as follows:

Date	Name	Course	Organization
14 Nov 2015	Susanna Chung	在小學推行自主學習與實踐	現代教育出版社
9 March 2016	Grace Ko, Karina Luk and Jack Lo	Geogebra 教學資源工作坊	Pearson
23 April 2016	Anthony Lau	試解數學科的疑惑研討會	現代教育出版社
April 2016	Pency Wong and Jessica Chan	STEM Seminar	Pearson
Aug 2015	Teresa Fok	Design and Implementation of Student Activities	HKUEd
22 July 2016	Andrew Kwok	International Conference on Mathematics Education	University of Hamburg

Evaluation of the Mathematics Programme Plan 2015-2016

Activity 1 Monthly Challenging Question

Teacher-in-charge: *Ms. Teresa Fok, Ms. Ronnie Liang

Programme Evaluation:

Objective(s):	To motivate students by challenging their minds To arouse their learning interests in Math	
Target:	G.1 – G.6	
Period:	October & November 2016, January, February, April & May 2017	
Description:	3 Mathematics Challenging Questions are displayed monthly. Students who correctly answered two or more questions were awarded a bookmark.	
Evaluation:	G.1	Participation : 86% Winners: 55%
	G.2	Participation : 95% Winners: 75%
	G.3	Participation : 94% Winners: 70%
	G.4	Participation : 86% Winners: 58%
	G.5	Participation : 82% Winners: 42%
	G.6	Participation : 80% Winners: 57%
Remarks (s):	<ul style="list-style-type: none"> ● Compared to the first term, the participation rate dropped slightly while the winning rate remained more or less the same across the grades. ● More Math Olympiad question types were given in Terms 2 and 3 to stimulate students' learning in different ways. ● Some teachers commented that the questions could be made more interesting and out-of-the-box to better motivate students' learning. ● For G.5, the Monthly Challenging Questions for April were quite difficult. A lot of students could not get the prize. It is suggested that the level of challenge should be adjusted to cater to learners' diversity. ● Students liked receiving bookmarks as prizes of the programme. ● The new arrangement of awarding prizes to students with 2 to 3 correct answers could enhance students' motivation in completing the questions. ● Students enjoyed the programme. It should be continued in the coming year. 	

Activity 2 Problem-Solving Strategies Training

Teacher-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:	At least one problem solving week was held in an academic year.	
Description:	G.1	Students were taught to solve problems by drawing diagrams or filling data in a table to learn problem solving.
	G.2	Students were asked to solve a variety of different problems, including arranging toothpicks, making column forms, adding arithmetic signs to a number sentence to make a required sum and logic problems.
	G.3	Students were taught to draw diagrams to learn problem solving.
	G.4	3 sets of problem solving worksheets, namely water displacement, drawing picture to show pattern and making table were distributed to students. With the help of power point slides for each topic, students were asked to complete the tasks individually.
	G.5	Students applied Polya's problem solving principles to solve a problem related to capacity. Students had to make an open-topped box with the largest capacity by cutting off same-sized squares out of the corners of an A4 paper.
	G.6	Students learned different problem solving strategies, e.g. drawing diagrams, tabling, trial and error, finding pattern, work backward, reasoning and algebraic equations, etc. to solve different types of problems such as logic, permutation and combination, etc.
Evaluation:	G.1	Most students have shown high level of interest in solving problems. Students were asked to demonstrate their findings and students were also invited to contribute other possible answers. After five days of intensive training, almost all students have acquired the strategies upon completion of 10 problems and this program is recommended to continue next year.
	G.2	Students were very engaged in the sessions. They acquired some skills in solving problems, e.g. making tables, listing, etc.
	G.3	Most students have shown interest in solving problems that were different from their homework. After attending a five-day intensive training workshop, more than half of the students have acquired the strategies upon completion of 14 problems.
	G.4	Students showed interests in the topic and were eager to find out the answers to the questions. Problem solving skills were learnt through taking part in the activity.
	G.5	The project boosted the problem solving skills of students. Students of diverse abilities were catered to. All students participated while some completed with high-order thinking skills. It is recommended to continue the activity next year.
	G.6	Most students enjoyed and actively participated in solving the problems. They could use more than one strategy to solve most of the problems.
Remarks (s):	--	

Activity 3**Math Projects****Teacher-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:	Students had to do at least 1 project per term. It could be group projects or individual projects.	
Description:		
	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: Rotational Symmetry Pattern Design Term 3: Find the dimension of an open top box with the maximum capacity that can be made from a piece of A4 paper
	G.6	Term 2: Budget plan for a trip to Japan Term 3: Math Orienteering Students worked in groups of 3 or 4 to set questions for a certain number of check-points. Then they had to work out the solutions for the questions and verify the answers. On the day of Math orienteering, students worked in groups of 3 or 4 to complete the Math trail by using the iPads to scan the QR code for the questions to be answered at various check-points.
Evaluation:	G.1	Students enjoyed doing the projects very much and the designs were very attractive. The projects were displayed in the classrooms. The project should continue next year.
	G.2	Students were engaged in the Term 2 and 3 projects. For the Term 2 projects, they found doing the the interview in school very interesting. It allowed students to get to know more about their classmates as well. For the Term 3 projects, students designed math games making use of the content they learnt in school about maths. They combined the games they love with math concepts and created very interesting math games for the class.
	G.3	Term 2: Students had a chance to practice their presentation skills and learn from their classmates. Term 3: The quadrilateral posters were very creative. This project helped reinforce students' understanding about the properties of different kinds of quadrilaterals.
	G.4	Students demonstrated creativity and various skills through doing the projects. They enjoyed taking part in the projects very much.

	G.5	Students acquired various skills which cannot be learned from normal school work. The third term problem-solving project was very beneficial to our students.
	G.6	Budget Plan: Some students did very well in this project with careful calculations and came up creative ideas about saving the cost of the trip. However, some students made careless calculation mistakes and some others could not suggest any other ways to further reduce the cost of the trip. Math Orienteering: Students learnt to set questions for the math trail and had to complete various tasks during the math orienteering. Students enjoyed the activity. However, the wifi at some check-points was unstable and inaccessible, and students could not submit their answers. Some groups could not complete the trail within the time limit. There was a need to improve their time management skills.
Remarks (s):	--	

Activity 4 e-Learning

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

Programme Evaluation:

Objective(s):	To promote students' self-learning attitude To enhance students' interests in IT To enhance students' IT skills	
Target:	G.1 – G.6	
Period:	Whole School Year	
Description:	G.1	Teachers used IT elements during lessons.
	G.2	<ul style="list-style-type: none">Teachers used IT elements in teachingUse of Planetii in quizzes at least once per termUse of IT skills in projectsCross Subject Collaborations, e.g. 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 & G6 X-classes for discussions in forumsUse of QR Code to do the Math Trail for G6
	G.3	
	G.4	
	G.5	
	G.6	
Evaluation:	G.1	Successful as students' interests were enhanced.
	G.2	Successful as students' IT skills were enhanced progressively and students showed good interest in IT learning.
	G.3	
	G.4	
	G.5	
	G.6	
Remarks (s):		

Activity 5 Math Team Training**Teacher-in-charge:** *Mr. Lawrence Ng, Mr. Andrew P. Kwok**Programme Evaluation:**

Objective(s):	To develop students' interest towards Mathematics To foster students' problem solving skills To prepare students for Mathematics competitions
Target:	Math Team members (103 boys from G.1 to G.6)
Period:	Throughout the whole school year
Description:	Regular training sessions during term time were held twice a week for each grade during lunch recess. Many thanks to the teachers who offered help on a voluntary basis. They are: <ul style="list-style-type: none">• Ms. Ronnie Liang and Ms. Karina Luk for G.1• Ms. Pency Wong and Ms. Susanna Chung for G.2• Ms. Roxanne Chan and Mr. Edward Wong for G.3• Ms. Jessica Chan and Ms. Michelle Ng for G.4• Ms. Teresa Fok and Mr. Brian Cheung for G.5• Mr. Jack Lo and Mr. Lawrence Ng for G.6 Easter School was held on 23 rd and 24 th April, 2016. Teachers who helped train the students include: Mr. Jack Lo, Mr. Brian Cheung, Ms. Teresa Fok, Mr. Andrew Kwok and Mr. Lawrence Ng. Wesley Jon from the Secondary Division, who had been our Math Team captain (2012-13), also came back to coach the team members.
Evaluation:	Students showed interests in the training programme and are proud to be a member of the School Math team. Some colleagues reflected that the attendance of some team members was not satisfactory. It is suggested that the boys who did not show up and could not provide any justifications should bear some consequences.
Remarks (s):	--

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

Objective(s):	To establish a standard reference to assess the standard of our students in a long-run
Target:	G.3 – G.6
Period:	Friday, 18 March 2016
Description:	The International Competitions and Assessments for Schools (ICAS) for Math were held on Friday, 18 March 2016. It was made compulsory for all G.3 to G.6 students. A total Of 611 students enrolled in the ICAS for Math this year.
Evaluation:	The following result analysis was done based on five dimensions:

ICAS G.3	Hong Kong Score 2016(%)	DBSPD Score 2016(%)	Hong Kong Score 2015 (%)	DBSPD Score 2015 (%)	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	64	70 (>6%)	73	81 (>8%)	76	86 (>10%)	76	86 (>10%)
Algebra & Patterns	64	68 (>4%)	66	70 (>4%)	74	84 (>10%)	62	72 (>10%)
Measures & Units	56	65 (>9%)	69	72 (>3%)	56	65 (>9%)	64	77 (>13%)
Space & Geometry	58	63 (>5%)	54	54 (-%)	47	61 (>14%)	63	68 (>5%)
Chance & Data	62	68 (>6%)	70	70 (-%)	38	46 (>3%)	68	76 (>8%)

ICAS G.4	Hong Kong Score 2016(%)	DBSPD Score 2016(%)	Hong Kong Score 2015 (%)	DBSPD Score 2015 (%)	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	69	77 (>8%)	65	73 (>8%)	73	84 (>11%)	52	61 (>9%)
Algebra & Patterns	68	77 (>9%)	35	40 (>5%)	75	84 (>8%)	74	80 (>6%)
Measures & Units	61	57 (>6%)	70	80 (>10%)	54	68 (>14%)	68	76 (>8%)
Space & Geometry	61	58 (>7%)	61	70 (>9%)	50	61 (>11%)	58	74 (>16%)
Chance & Data	76	82 (>6%)	72	76 (>4%)	64	72 (>8%)	60	64 (>4%)

ICAS G.5	Hong Kong Score 2016(%)	DBSPD Score 2016 (%)	Hong Kong Score 2015 (%)	DBSPD Score 2015 (%)	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	59	70 (>11%)	67	76 (>9%)	65	77 (>12%)	52	68 (>10%)
Algebra & Patterns	70	80 (>10%)	50	58 (>8%)	48	58 (>10%)	62	76 (>14%)
Measures & Units	61	70 (>9%)	65	75 (>10%)	55	64 (>9%)	57	71 (>14%)
Space & Geometry	61	63 (>2%)	59	68 (>9%)	56	64 (>8%)	48	54 (>6%)
Chance & Data	68	76 (>8%)	68	74 (>6%)	50	60 (>10%)	76	84 (>8%)

ICAS G.6	Hong Kong Score 2016(%)	DBSPD Score 2016(%)	Hong Kong Score 2015 (%)	DBSPD Score 2015 (%)	Hong Kong Score 2014 (%)	DBSPD Score 2014 (%)	Hong Kong Score 2013 (%)	DBSPD Score 2013 (%)
Number & Arithmetic	52	63 (>11%)	73	84 (>11%)	46	63 (>17%)	61	73 (>12%)
Algebra & Patterns	56	64 (>8%)	54	63 (>9%)	65	75 (>10%)	74	84 (>10%)
Measures & Units	56	65 (>9%)	59	70 (>11%)	50	63 (>13%)	55	65 (>10%)
Space & Geometry	62	69 (>7%)	53	56 (>3%)	50	56 (>6%)	44	51 (>7%)
Chance & Data	56	60 (>4%)	62	68 (>6%)	62	70 (>8%)	70	66 (<4%)

Remarks (s):

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Activity 7**Fun Learning Day (Math)****Teacher-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 through delivery of the curriculum 	
Target:	G.1 – G.6	
Period:	16 – 17 Dec 2015	
Description:		
	Math Talk	Mr. Kwan Shi Pui was invited to conduct a workshop in the School Hall. The topic was paper cutting and Mathematics.
	Game Stalls	The G.5 students designed and set up 6 game stalls for G.1-6 students. All games were related to the Math topics they learnt in school.
	Joint Department Inter-class Quiz Competition	6 sessions of competitions were held for G.1 to G.6.
Evaluation:	Math Talk	The workshop provided some hands-on activities to our students to explore Mathematics by cutting paper. The IBL Big Brothers were very helpful and provided prompt assistance to our boys.
	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. This year the parent helpers helped us with giving presents to students. That greatly reduced the workload of the stall keepers. The games therefore ran even smoother than before.
	Joint Department Inter-class Quiz Competition	The 6 competitions were successfully held. The participants and audience shared the excitement of the competition. There were concerns about the competition questions of G.6 having been exposed to the student helpers from G.5. Therefore, it was suggested that two different sets of G.6 questions should be prepared so as to uphold the fairness of the competition. Another comment regarding the questions was that true/false questions and two-choice questions would not be suitable for the rapid-fire game because the second team would be given a second trial.

Remarks (s):	<ul style="list-style-type: none"> Thanks to all G.5 teachers, Mr. Jack Lo, Ms. Sally Yuen, Ms. Teresa Fok, Mr. Anthony Lau, Ms. Jessica Chan and Mr. Brian Cheung for helping the Grade 5 boys set up their game stalls and coordinate their duties. Appreciation to Mr. Jack Lo and Mr. Louis Hau for their fine coordination of the Joint Department Quiz among the Chinese, English, Math, and G.S. Departments; Great effort of coordination of score taking and verification by Ms Jessica Chan, Mr. Jack Lo, Mr. Louis Hau and Mr. Lawrence Ng.
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Activity 8 Open House

Teacher-in-charge: *Mr. Jack Lo, Mr. Anthony Lau, Mr. Louis Hau, Ms. Teresa Fok

Programme Evaluation:

Objective(s):	To show case our strength in learning and teaching as well as external competitions and activities
Target:	G.1 – G.6
Period:	29-30 January (Preparation) 31 January (Open House)
Description:	In 3J classroom, photos of prize winners and trophies of external competition were showcased. Display boards about G1 to G6 projects were set up with over 100 outstanding projects from each grade were displayed. A number of mini math-game stalls were held by our students. Guests were also welcome to join our mental challenge or Facto Mahjong table to play with our Math helpers. In 2P classroom, we have done 4 sessions of color factor workshop for the guests. Tangram games were prepared for young kids to have fun.
Evaluation:	Guests enjoyed our games stalls and were fascinated to see our students' brilliant works. They were interested in the introduction of color factors.
Remarks (s):	

Activity 9 Mathematics Talk / Seminar

Teacher-in-charge: Mr. Anthony Lau , 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 foster students' sense of confidence in Mathematics.
Target:	G.5 – G.6
Period:	16 December 2016
Description:	Mr. Kwan Shu Pui was invited to conduct a mathematics talk/workshop in the School Hall on 'Space and Shape and Paper Folding/Cutting'.
Evaluation:	The workshop provided some hands-on activities to our students to explore mathematics by folding/cutting paper. The FLD Big Brothers were very

	helpful and provided prompt assistance to our boys. Most boys found it interesting and enjoyable, but some boys could not follow the pace
Remarks (s):	--

Activity 10 Post-assessment Activities

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

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> To arouse the interest of G.1 – G.4 students in learning Mathematics through playing games To help G.5 and G.6 students prepare for the Pre-S1 Examination
Target:	G.1 – G.6
Period:	4 th July to 7 th July, 2016
Description:	<p>G.1 – 4: Logix A 45-min session was organized for studnets to learn and play LOGIX. There were three levels of difficulties: Level 1 for G.1 and G.2; Level 2 for G.3 and G.4; Level 3 was provided when there was time left.</p> <p>G.5 – G.6: Pre-S1 Training G.5 students had to do one set of Pre-S1 practice. G.6 students had to do the Comprehensive Review paper.</p>
Evaluation:	Students enjoyed the LOGIX and had lots of fun taking part in the games.
Remarks (s):	--

Activity: 11 External Competitions

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

Programme Evaluation:

Objectives:	<ul style="list-style-type: none"> To foster students' curiosity and interest in studying mathematics To motivate students to explore and solve mathematical problems
Target:	Entry and participation in 13 external competitions
Period:	1 September 2015 to 20 August 2016
Description:	Details about the external competitions are listed in the table below.
Evaluation:	The results have been outstanding again this year. Many thanks to the mathematics teachers who trained the students, invigilated in the competitions, supervised the team and attended the prize presentation ceremonies.
Remark(s):	--

External Competition Results (2015-2016)			
Date	Teacher(s): Supervision, Invigilation & Prize Presentation	Competition	Results
5-12-2015	Lawrence Ng, Andrew Kwok	HK Olymprix	Individual: 13 Gold Awards 15 Silver Awards Overall: 1 st Position
5-12-2015 (Preliminary)	Lawrence Ng	Catholic Diocese 2 nd HK Mathematics Challenge	<i>Preliminary</i> Individual: 6 Gold Awards 12 Silver Awards 5 Bronze Awards Overall: 3 rd Position (P.4) 7 th Position (P.5) 1 st Position (P.6)
2-4-2016 (Final)	Lawrence Ng	Catholic Diocese 2 nd HK Mathematics Challenge	<i>Final</i> Overall: 3 rd Position (P.4) 8 th Position (P.5) 4 th Position (P.6)
1-1-2016 (P.1) 3-1-2016 (P.2-6)	Lawrence Ng, Andrew Kwok	HKMOA Hua Xia Cup 2016	Individual: 71 1 st Class Awards 19 2 nd Class Awards 4 3 rd Class Awards Team: 1 st Position (P.1) 1 st Position (P.6) Overall: 2 nd Position
23-1-2016	Andrew Kwok, Lawrence Ng	SKH 19 th HK Primary Mathematics Olympiad	Individual: 4 Outstanding Awards 1 1 st Class Award 1 2 nd Class Award Overall: 1 st Position
24-1-2016 (P.3,4,6)	Lawrence Ng, Jack Lo, Brian Cheung, Teresa Fok, Edward Wong	HKMOS 23 rd HK Primary Mathematics Olympiad	Individual: 22 Gold Awards 21 Silver Awards 10 Bronze Awards Overall: 1 st Position (P. & 2), 1 st Position (P.3 & 4) 6 th Position (P.5 & 6)
24-4-2016 (P.1,2,5)	Lawrence Ng, Andrew Kwok, Anthony Lau, Brian Cheung, Ronnie Liang, Teresa Fok	HKMOS 23 rd HK Primary Mathematics Olympiad	
30-1-2016 (Preliminary)	Andrew Kwok, Anthony Lau	EDB 11 th HK Mathematics Creative Problem Solving Competition	<i>Preliminary</i> : Gold Award
9-4-2016 (Final)	Andrew Kwok, Anthony Lau	EDB 11 th HK Mathematics Creative Problem Solving Competition	<i>Final</i> : 1 st Position

5-3-2016	Lawrence Ng, Jack Lo	PLK Mathematics Elites Contest 2016	Individual: 3 1 st Class Awards 5 2 nd Class Awards 2 3 rd Class Awards Overall: 3 rd Position
13-3-2016	Lawrence Ng, Andrew Kwok	Hong Kong Open 2016	Individual: 56 Gold Awards 12 Silver Awards 4 Bronze Awards Team: 1 st Position (P.1) 1 st Position (P.2) 1 st Position (P.3) 1 st Position (P.4) Overall: 2 nd Position
30-4-2016 (Preliminary)	Andrew Kwok	PTU 27 th Primary Mathematics Competition	<i>Preliminary:</i> 3 Outstanding Awards 2 1 st Class Awards 1 2 nd Class Award Overall: 1 st Position (Kowloon East)
28-5-2016 (Final)	Andrew Kwok, Anthony Lau, Lawrence Ng	PTU 27 th Primary Mathematics Competition	<i>Final:</i> Outstanding Award
1-5-2016	Lawrence Ng, Andrew Kwok	Multiple Intelligence Cup 2016	Individual: 18 1 st Class Awards 26 2 nd Class Awards 8 3 rd Class Awards Overall: 1 st Position
16-8-2016	Andrew Kwok, Anthony Lau	Thailand International Mathematics Competition	Individual: 1 Silver Award 3 Merits Team: 2 nd Runner-up

Activity 12

Staff Development

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

Programme Evaluation:

Objective(s):	<ul style="list-style-type: none"> To enhance teachers' knowledge and skills in the learning and teaching of Maths To strengthen teachers' strategies and abilities in teaching Maths To keep abreast of the trend of education development and the latest teaching pedagogies
Target:	Mathematics Teachers
Period:	From January to June 2016
Description:	<p>The Math Department organised 3 professional sharing sessions for all Math teachers this academic year.</p> <p>The first one was held on 7 April 2016. It was conducted by Mr. Daniel Chui, the Senior Education Officer from World Class Arena. It was a problem-solving training program. Teachers had experience on how to use</p>

	<p>high-order thinking type questions to challenge students’ mind with the use of iPad.</p> <p>The second one was held on 19 May 2016. It was conducted by Mr. Brian Cheung. Mr. Cheung introduced the apps “Plickers” to all Math teachers and demonstrated how to obtain students multiple-choice type answers in class and show the results on screen immediately. It was good to check students’ understanding about certain Math concepts and teachers could give prompt feedback to students.</p> <p>The third one was held on 16 June 2016. It was conducted by Ms. Pency Wong and Mr. Brian Cheung Wong who had attended a 5-week professional development programme on E-learning in Primary Mathematics organized by the Hong Kong Institute of Education. Ms. Wong introduced some free applications to colleagues. ‘Padlet’ was for sharing ideas; ‘PingPong’ and ‘Nearpod’ were introduced for getting the instant response from students. Some ready-to-use apps like ‘geogebra tube’ were introduced so that teachers might be able to use them during lessons. Mr. Cheung demonstrated how to use Google Classroom and Edpuzzle to create flipped classroom materials easily. He also showed us how to create QR code using qrstuff.com and dynamic visualisations</p>																												
	<p>using Geogebra.</p> <p>Besides, other teachers also attended some seminars or workshops which were related to teaching and learning in Maths. The details are as follows:</p> <table><tr><th>Date</th><th>Name</th><th>Course</th><th>Organization</th></tr><tr><td>14 Nov 2015</td><td>Susanna Chung</td><td>在小學推行自主學習與實踐</td><td>現代教育出版社</td></tr><tr><td>9 March 2016</td><td>Grace Ko, Karina Luk, Jack Lo</td><td>GeoGebra 教學資源工作坊</td><td>Pearson</td></tr><tr><td>23 April 2016</td><td>Anthony Lau</td><td>試解數學科的疑惑研討會</td><td>現代教育出版社</td></tr><tr><td>April 2016</td><td>Pency Wong, Jessica Chan</td><td>STEM Seminar</td><td>/</td></tr><tr><td>Aug 2015</td><td>Teresa Fok</td><td>Design and Implementation of Student Activities</td><td>CUHK</td></tr><tr><td>22 July 2016</td><td>Andrew Kwok</td><td>International Conference on Mathematics Education</td><td>University of Hamburg</td></tr></table>	Date	Name	Course	Organization	14 Nov 2015	Susanna Chung	在小學推行自主學習與實踐	現代教育出版社	9 March 2016	Grace Ko, Karina Luk, Jack Lo	GeoGebra 教學資源工作坊	Pearson	23 April 2016	Anthony Lau	試解數學科的疑惑研討會	現代教育出版社	April 2016	Pency Wong, Jessica Chan	STEM Seminar	/	Aug 2015	Teresa Fok	Design and Implementation of Student Activities	CUHK	22 July 2016	Andrew Kwok	International Conference on Mathematics Education	University of Hamburg
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Evaluation:	Generally, teachers agreed that all workshops and sharing sessions were very good and useful and they would like to try out and use them during lessons to enhance students’ interest.																												
Remarks (s):	--																												

Programme : Challenging Problem-Solving Training Programme
 Organization (if any) : World Class Arena
 Date : 7th April 2016 (1 hour)
 Venue : Language Lab

Total No. of Respondents: 19

How do you feel about the talk? Circle the number

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	68.4%	26.3%	5.3%	0%	0%
2. Was the speaker's knowledge of the subject good?	52.6%	47.4%	0%	0%	0%
3. Did the speakers present the subject matter effectively?	31.6%	68.4%	0%	0%	0%
4. Was the sharing session well-paced?	47.4%	42.1%	10.5%	0%	0%
5. Was the sharing session well organized?	52.6%	42.1%	5.3%	0%	0%
5. Did you learn knowledge /skills from the workshop?	42.1%	57.9%	0%	0%	0%
6. Did you enjoy the talk?	31.6%	68.4%	0%	0%	0%
7. The talk as a whole was:	47.4%	52.6%	0%	0%	0%

Any additional comments on the programme?

Do you recommend the school to provide similar training next time? Yes (100%) No ☐

Reason: _____

Other comments:

- The interactive games can stimulate student's interest on Mathematics.
- The IT and e-assessment tests can enhance students' understanding on Math concepts and the high-order thinking strategies were promoted.

Programme : Use of "Plickers" in Math lessons
 Name of tutor : Mr. Brian Cheung
 Organization (if any) : DBSPD Teacher
 Date : 19th April 2016 (1 hour)
 Venue : Class 2P

Total No. of Respondents: 18

How do you feel about the sharing session? Circle the number

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	77.8%	22.2%	0%	0%	0%
2. Was the speaker's knowledge of the subject good?	83.3%	16.7%	0%	0%	0%
3. Did the speaker teach the subject matter effectively?	83.3%	16.7%	0%	0%	0%

4. Was the sharing session well-paced?	77.8%	22.2%	0%	0%	0%
5. Was the sharing session well organized?	77.8%	22.2%	0%	0%	0%
6. Were the teaching materials well-designed and useful?	83.3%	16.7%	0%	0%	0%
7. Did you learn knowledge /skills from the sharing session?	94.4%	5.6%	0%	0%	0%
8. Did you enjoy the sharing session?	88.9%	11.1%	0%	0%	0%
9. The sharing session as a whole was:	83.3%	16.7%	0%	0%	0%

Any additional comments on the programme?

Do you recommend the school to provide similar training next time? Yes (100%) No ☐

Reason: _____

- Good to have more ideas on IT in education
- Plickers is a very good application that teachers may try to use it during the lesson
- Plickers is a very useful and interesting software
- Very good. Very up-to-date knowledge on teaching aids.

Programme : Sharing session on e-Learning in Primary Math
 Name of tutor : Ms. Pency Wong and Mr. Brian Cheung
 Organization (if any) : DBSPD teachers
 Date : 16th June 2016 (1 hour)
 Venue : Computer Room
Total No. of Respondents: 17

How do you feel about the sharing session? Circle the number

Question	Score				
	Very good	Good	Fair	Poor	Very poor
1. Do you think the venue is suitable?	88.2%	11.8%	0%	0%	0%
2. Was the speaker's knowledge of the subject good?	88.2%	11.8%	0%	0%	0%
3. Did the speaker teach the subject matter effectively?	76.5%	23.5%	0%	0%	0%
4. Was the sharing session well-paced?	70.6%	29.4%	0%	0%	0%
5. Was the sharing session well organized?	82.4%	17.6%	0%	0%	0%
6. Were the teaching materials well-designed and useful?	92.1%	5.9%	0%	0%	0%
7. Did you learn knowledge /skills from the sharing session?	82.4%	17.6%	0%	0%	0%
8. Did you enjoy the sharing session?	88.2%	11.8%	0%	0%	0%
9. The sharing session as a whole was:	82.4%	17.6%	0%	0%	0%

Any additional comments on the programme?

Do you recommend the school to provide similar training next time? Yes (100%) No ☐

Reason: _____

- Very good inspiration. Learn many new apps that can be used in class to stimulate students to think.
- Very professional sharing
- Geogebra is a very versatile software for Mathematics.
- Very useful sharing. Thanks!

Achievement & Reflection of Gernerel Studies Department Development Plan 2015-2016

1. Student Learning & Teaching

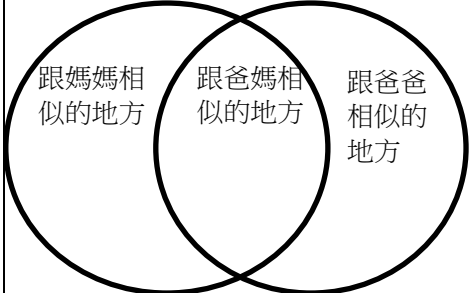
1.1 To enhance independent learning amongst students

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

Report & Evaluation:

100% of G.S. teachers conducted 5 different independent learning activities for each of the classes that they taught this year. 100% of students were offered the opportunities to work co-operatively in at least 1 group work and 2 individual assignments for enhancing their independent learning skills throughout the year.

Examples of activities and assignments are listed below:

Grades	G.S. I	G.S. II
G.1	Note 6: Students were required to interview different school members and find out their duties.	<p>筆記:在第三課《我改變了》一課中，老師要求學生以范氏圖分析自己跟父母相似的地方，然後在課堂上匯報。</p> 
G.2	Pre-lesson 11: Students were required to gather some news reporting complaints about products and advertisements of products collected from newspaper and magazines.	<p>課前預習(三): 學生完成工作紙，並於課堂上介紹農曆新年的習俗、賀年食品及年花。</p>
G.3	Pre-lesson 2: Students were required to search a plant in Hong Kong. A photo and some descriptions were needed to attach to their work.	<p>預習工作紙：學生根據生活經驗，列舉三種可以保存糖果的物品及列舉處理食物要注意的事項，從中學習食物分類處理的重要性。</p>

G.4	Pre-lesson 1: Students were required to watch a video on youtube about different types of lighting devices and finished the worksheet at home. Discussion was done in class afterwards.	<p>「反轉課室」要求同學收看關於「空氣污染」的網上片段後，在限期內完成與該片段有關的學習活動及網上工作紙。</p> <div><p>統籌男書院附屬小學 四年級 常識科 (二) 課前預習 (三) (2015-2016) 空氣污染</p><p>> 請先觀看網上片段，然後回答下列問題。</p><p>A. 選擇題</p><p>1. 以下哪一項不是片段提及的污染源頭？ A. 廢物堆填 B. 內地污染源 C. 車輛廢氣 D. 噴食油煙</p><p>2. 片段認為造成空氣污染的主要來源是下列哪一項？ A. 車輛廢氣 B. 內地污染源 C. 廢物堆填 D. 工廠廢氣</p><p>3. 以下哪一項不是片段中提及的空氣污染？ A. 二氧化碳 B. 氮氧化物 C. 三氧化硫 D. 可吸入懸浮粒子</p><p>4. 片段中指出以下哪一種污染物主要來自車輛排放的廢氣？ A. 二氧化碳 B. 氮氧化物 C. 一氧化碳 D. 臭氧</p><p>5. 空氣污染可能會令人們患病的機會提高多少個百分比？ A. 6-9% B. 3-4% C. 35-50% D. 10-15%</p><p>6. 空氣質素健康指數於哪一年實施？ A. 2001 年 B. 2002 年 C. 2003 年 D. 2004 年</p><p>7. 2003 至 2003 年間，龍見度低於 8 公里的時數是多少？ A. 312 小時 B. 552 小時 C. 825 小時 D. 1235 小時</p><p>B. 簡答題</p><p>40 直徑小於或等於 2.5 微米的懸浮粒子被稱為_____。</p><p>C. 填充題</p><p>根據空氣質素健康指數，完成下表。</p><table><tr><th>類別</th><th>(1)</th><th>中</th><th>高</th><th>(3)</th><th>嚴重</th></tr><tr><th>指數</th><td>1,2,3</td><td>(2)</td><td>7</td><td>(4)</td><td>10+</td></tr></table></div>	類別	(1)	中	高	(3)	嚴重	指數	1,2,3	(2)	7	(4)	10+
類別	(1)	中	高	(3)	嚴重									
指數	1,2,3	(2)	7	(4)	10+									
G.5	Project: Students carried out research about how to make a wire loop game. They were required to finish the worksheet as preparation and do an evaluation afterwards.	<p>「反轉課室」要求同學收看關於「拒絕吸毒」的網上片段後，在限期內完成與該片段的學習活動及網上工作紙。</p> <div><p>統籌男書院附屬小學 五年級 常識科 (二) 課前預習 (二) (2015-2016) 拒絕吸毒</p><p>> 請先觀看網上片段，然後回答下列問題。</p><p>一、 歡迎收集問題</p><p>請選出最能反映個人態度的選項。</p><p>40 你認為以下哪一項是吸毒人士戒除戒毒的關鍵因素？</p><p>1. 吸毒者本人的意志堅定 2. 家人的理解與關懷</p><p>3. 朋友的支持 4. 社會對戒毒人士的認同與接納</p><p>5. 政府的支持與政策</p><p>二、 判斷題</p><p>判斷下列各題，正確的，請選「T」；不正確的，請選「F」。</p><p>1. 預防教育是服用精神藥物者輔導中心的主要工作之一。 T / F</p><p>2. 物質濫用診所為吸毒者提供自願住院服務。 T / F</p><p>3. 美沙酮診所協助吸食鴉片類毒品的人士維持正常生活。 T / F</p><p>4. 片段中的醫生指出毒品會損害人的智商、記憶和膀胱功能。 T / F</p><p>三、 選擇題</p><p>根據片段內容，找出正確的答案。</p><p>1. 片段中提到大部分人士吸食毒品原因是甚麼？ A. 出於好奇心 B. 受朋友影響 C. 家庭問題 D. 以上三項都是</p><p>2. 氫酮類、冰及可卡因都屬於哪一類毒品？ A. 危害精神類 B. 危害呼吸類 C. 危害泌尿類 D. 危害心臟類</p><p>3. 根據片段，以下哪一項不是毒品隱蔽性的原因？ A. 吸毒者以為不會上癮 B. 社會不重視毒品問題</p><p>C. 外人難以察覺吸毒行為 D. 吸毒者不知道會影響健康</p></div>												
G.6	Pre-lesson 5: Students were required to do an online exercise on e-class about adaptations of animals after reading Unit 3 in the textbook.	<p>進展性評估（六）</p> <p>透過《致知達德》小學中華傳統美德語文學習軟件，學生選擇並觀看一個故事的動畫，並選擇其中兩題思考題，寫下意見。</p>												

1. Student Learning & Teaching

1.1 To enhance independent learning amongst students

1.1.2 Strategies/Tasks: To attend talks or courses to keep abreast of the trend of education development and the latest teaching pedagogies

Report & Evaluation:

100% of teachers attended talks or courses to update their knowledge about education development and teaching pedagogies. After attending talks or courses, all participating teachers were required to share what they have learned with colleagues in subject collaborations. Teachers found the talks and sharing very useful.

The following professional sharing sessions were organised by the General Studies Department for GS teachers this academic year:

- Self-regulated Learning Seminar organized by Educational Publishing House Ltd. on 14 November 2015
- STEM Seminar organized by Educational Publishing House Ltd. on 30 January 2016

Evaluation of General Studies Department Programme Plan 2015–2016

Programme Summation:

In the 2015-2016 school year, various kinds of activities were organized to supplement the core curriculum so that students could acquire life-wide learning and other learning experiences. A variety of activities were also designed for catering students' different learning needs and learning styles. Most of our students enjoyed participating in the activities. All G.S. teachers worked together to plan, implement and evaluate the activities that we held this year.

Programme Evaluation:

Activity 1	Activities of National Identity
Objective	<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	28 – 30/9/2015, 30/6/2016
Description	<ol style="list-style-type: none">1. An exhibition about national identity and Chinese history was held in the Covered Playground (outside Multi-purpose Room) during recesses in order to let students know more about the National Day and the background of the People's Republic of China.2. Booth games were held by G.5 students in the Covered Playground during the 2nd recess on 30 September to arouse students' interest in learning Chinese history.3. Flag raising ceremonies were held on 30 September 2015 and 30 June 2016 to promote national identity. GS II teachers showed the related Powerpoint to students before the ceremony on 30 September 2015.
Evaluation	<ol style="list-style-type: none">1. Most students actively participated in the exhibition and booth games about national identity and Chinese history. They acquired more knowledge about the establishment of the People's Republic of China, the National Day and Chinese culture. However, the participation rate of G.1 students was low because the content of the exhibition was quite difficult.2. Teachers reported that it was hard to maintain students' discipline at the Covered Playground as the venue is too large. However, the GS Room is too small for organizing the activity. The location of the activity should therefore be reconsidered.3. Both flag raising ceremonies were held smoothly. Students learnt to keep solemn while observing the ceremony and the experience helped nurture in students a sense of belonging to the country. However, it was hard for students in 1P and 1S to watch the ceremony in the corridor. It is suggested that they can go to the Amphitheatre when attending the ceremony in future.

Activity 2	Other Learning Experiences – 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	16 – 17/12/2015	
Description	1. A “Be a Responsible Pet Owner” Seminar conducted by the Agriculture, Fisheries and Conservation Department was held on 16 Dec 2015 for G.1 -3 students. The seminar introduced to students how to be a responsible pet owner, the ways to interact with pets and demonstration by quarantine detector dogs.	
	2. A Joint Department Quiz Competition was co-organized with English, Chinese and Math Departments.	
	3. Science Activities were held for students of all levels as classroom activities. The Science Activities for different grades are as follows:	
	Grade	Science Activities
	Grade 1	Colour Bubbles (Surface Tension of Water) Students made bubbles with saturated sugar solution provided.
	Grade 2	Magnetic race car (Properties of Magnet) Students worked on something about the magnetic racing car. Through taking part in the activity, they learnt and practiced the theory of magnetic force.
	Grade 3	Tumbler (Force of Gravity) Students learnt to make a tumbler with the template provided. 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 concept of gravitational force.
	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 paper airplane 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 construct jet rockets. They learnt 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 working principles of a jet rocket.

Evaluation	<ol style="list-style-type: none"> 1. The “Be a Responsible Pet Owner” Seminar was held smoothly. Students enjoyed the talk, especially the part with detector dog the most. 2. For the quiz competition, questions were up to the students’ standard. It was smoothly carried out and our boys had great fun. 3. Students actively participated and enjoyed the in-class science activities. Students could apply different science concepts by conducting interesting experiments.
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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 School Year
Description	<ol style="list-style-type: none"> 1. Environmental Ambassadors Two students were chosen from each class as Environmental Ambassadors. They were responsible for promoting environmental protection activities and issues to the class. Boxes for recycling and reusing paper were placed in each classroom. A badge design competition was held in order to choose a design of the badge for the Environmental Ambassadors. 2. The 14th Hong Kong Green School Award The campaign was organized by the Environmental Campaign Committee. Participating schools of the Award were required to complete a Self-Assessment Manual over a three-year timeframe. Schools meeting criteria in all 4 sections in the Manual would be awarded the Green School Award. 3. “Green Elites” organized by CLP Hong Kong Students were required to complete online exercises on environmental protection from October 2015 to May 2016. 4. “My Green Space” Green Building Competition for Schools The Competition was organized by the Hong Kong Green Building Council Limited (HKGBC). Participating students were required to design a model of a green building and explain the green building concepts behind. 5. “Energy Saving for All” organized by EMSD The competition was divided into two parts. The first part, an online quiz, was completed on 30 November 2015. The second part was an electricity saving competition. Participating students were required to submit information of their household electricity bills to the organizer.

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 recycle and reminding teachers to turn off the unused light, fans and air-conditioners. The class atmosphere also became environmental friendly due to students' fine effort. 2. A winner was chosen for his outstanding design of the badge for Environmental Ambassadors. Merit prizes were also given to students who produced good works. 3. For the 14th Hong Kong Green School Award, our School aimed at achieving the Greening School Merit by meeting the criteria listed in Section A of the Manual this academic year. The remaining sections will be achieved in the coming two years. The Manual was submitted for the first time on 5 February 2016 for assessment. Ms. Pency Wong and Mrs. Simone Lam attended an Environmental Training Workshop in November. The assessment criteria of the Green School Award were introduced by the organizer. In December, Ms. Pency Wong, Mrs. Simone Lam and Ms. Jen Wan attended a Green School Visit to SKH Wing Chun Primary School which was awarded the Green School Award in 2014.
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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	6/1/2016– 18/4/2016
Description	<ol style="list-style-type: none"> 1. G.1 students went to the Health Education Exhibition and Resource Centre to learn about food safety. 2. G.2 students visited the School of Foundation Training, Hong Kong Police College and learnt about the duties of police officers. 3. G.3 students visited the Zero Carbon Building to learn about various eco-building design and technologies adopted in the building. 4. G.4 students visited the Hong Kong Science Park to learn about the latest technology related to renewal energy used 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 work in Hong Kong.
Evaluation	<ul style="list-style-type: none"> ● Same as the past few years, 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 more knowledge related to their GS curriculum while it was also related to their daily life. ● The teaching schedule of GS was tight in Term 2 as the teaching weeks were short due to many school functions being held in Term 2. It was suggested that teachers should plan ahead of the teaching schedule. ● Dates of GS Field Trips were not marked on the school calendar as

	<p>the dates were scattered in different time of the year. However, the schedule was posted on the staff notice board once all bookings could be confirmed. Teachers were also informed during the staff briefing. Teachers should pay attention to the dates of field trips.</p> <ul style="list-style-type: none"> ● GS field trips can be combined together with outings organized by other subjects if possible to avoid too much interference in the teaching schedule. ● One student was awarded the 2nd Runner-up (Junior Primary Division) in the “My Green Space” Green Building Competition for Schools 2015.
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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 a healthy personal development 2. To recognize students’ roles and responsibilities as a member of the family and society and to show concern and care for other’s well-being 3. To develop students’ critical thinking skills
Target	G.1-6
Period	3 – 20/5/2016
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 (except 6D and 5D which the GS I teachers took charge) were required to conduct follow-up activities with students during lessons. Students had to complete relevant worksheets in order to consolidate their learning.

Evaluation	Grade	Remarks
	G.1	<ul style="list-style-type: none"> ◆ Students were excited and cooperative. ◆ The lesson was interactive and students were engaged.
	G.2	<ul style="list-style-type: none"> ◆ The lesson was related to food pyramid. Although not directly related to the GS I curriculum, the information was useful to the students. ◆ Students were engaged in the lesson and they had great fun. ◆ The tutor responded to students' questions instantly.
	G.3	<ul style="list-style-type: none"> ◆ The flow of the lesson was good. ◆ The lesson was well organized and concepts were presented clearly. ◆ The tutor was very experienced and was able to maintain classroom discipline. ◆ Some students reported that the air-conditioning on the mobile classroom was not functioning well.
	G.4	<ul style="list-style-type: none"> ◆ The lesson was related to the nervous system and drugs. Although not directly related to the GS I curriculum, the information was useful to the students. ◆ The tutor was very patient and managed the classroom discipline well.
	G.5	<ul style="list-style-type: none"> ◆ The lesson included role-play which made the lesson become more interesting. ◆ The students were engaged in the lesson although they chatted a lot. ◆ The GS Room was a suitable venue for the lesson as students could sit in a circle.
	G.6	<ul style="list-style-type: none"> ◆ The lesson was related to drug abuse and bullying. ◆ The flow of the lesson was good and the concepts were presented clearly.

Activity 4c	Other Learning Experiences – Joyful Fruit Party
Objective	<ul style="list-style-type: none"> ● To introduce the benefits of eating fruit ● To enhance the awareness of the importance of eating fruit among primary students ● To encourage students to form a daily habit of eating fruit
Target	G.1-6
Period	13/4/2016 (G.1 – 3 students), 14/4/2016 (G.4 – 6 students)
Description	<ol style="list-style-type: none"> 1. This activity was co-organized with the PTA. An e-circular of the party was issued. Students with food allergy were advised to participate in the games only, but not to eat anything prepared in the party. 2. Students were asked to bring some fruit to school. Class teachers instructed students to put their fruit in a box placed outside their classrooms during the first CP on 11 & 12 April 2016. 3. There were 5 food stalls, 1 game stall and 1 gift stall.

	4. Students of the different grades not joining the party had classroom recess for easier administration.
Evaluation	<ol style="list-style-type: none"> 1. Students enjoyed the party very much and they were well-disciplined. 2. There was not enough time for students to redeem their gifts. Gifts were sent to their classrooms afterwards. 3. Signs of the booths could be put up in a higher position for easy identification of food provided at each stall. 4. Parents should be reminded to stop giving food to students after the bell had rung. 5. Students not joining the party had classroom recess. It was easier to administer the activity than last year. 3 grades were allowed to join the party each day.

Activity 4d	Other Learning Experiences – Fun into Food Activities
Objective	<ol style="list-style-type: none"> 1. To promote the awareness of the importance and benefits of healthy eating 2. To introduce the benefits of good nutrition 3. To encourage students to try a variety of food
Target	G.1-6
Period	4 – 22/1/2016 (G.1 – 3), 4 – 6/7/2016 (G.4 – 6)
Description	<p><u>G.1 – 2 Fun Fitness and Food</u> Fitness games, nutritional quizzes and simple cookery lessons such as making fruit smoothies and granola pot making were included in the programme.</p> <p><u>G.3 – 4 Fun with My Plate</u> The programme included using food 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 in the competition. They were required to make a healthy meal under supervision of teachers and staff from Chartwells, the school caterer. Other students would judge and cast their votes based on the taste and nutrition value of the dish.</p>
Evaluation	<p><u>G.1 – 2 Fun Fitness and Food</u> Students learned the nutrition value of fruit and vegetables in our diet and the importance of exercising to our health. G.1 & 2 students enjoyed the activities very much as they had a chance to make smoothies and granola pot respectively which they could taste by the end of the activities.</p> <p><u>G.3 – 4 Fun with My Plate</u> Students learned more about the importance of balanced diet. They had great fun in the workshops as they could make tasty and fresh salad which they could taste by 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 prepare a delicious and healthy meal through taking part in the competition. They enjoyed the activities very much as they could participate in the cooking, tasting and voting process in the whole activity.</p>
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Activity 4e	Other Learning Experiences – Star-gazing Party
Objective	To enable students to learn more about astronomy and let them have a chance to observe the stars in the sky on the school campus
Target	G.5
Period	18/3/2016
Description	Students learnt more about astronomy and observed the stars by using a telescope on the school campus.
Evaluation	<p>Although the weather was cloudy, the activity was still held successfully. A short briefing on astronomy and climate change was given before the activity. Participants then proceeded to the School Field for the star-gazing activity. They were able to see the Moon and Jupiter. There was a short quiz for students, and gifts were given to participants.</p> <p>The feedback from participating students was good and they requested similar activities to be held next year. The old boys were very willing to answer questions raised by our students. However, some of the content covered might be too difficult for our boys.</p>

Activity 4f	Other Learning Experiences – PD/ SD Joint Division Field Trips
Objective	To enable students to visit Mount Davis and Sai Wan War Cemetery and learn about the history of Hong Kong during the Second World War
Target	G.5 – 6
Period	20/2/2016
Description	A joint-division field trip to Mount Davis and Sai Wan War Cemetery was organized with the SD on 20 February 2016. Nine G.5 students joined the event.
Evaluation	<p>Students enjoyed looking at the architecture and searching the grave of a DBS old boy. They had great fun taking part in the activity and requested a similar activity to be held next year.</p> <p>It is suggested that a field trip to Shing Mun Redoubt can be held next year.</p>

Activity 4g	Other Learning Experiences – Visit to Kee Wah Bakery
Objective	To enable students to visit Kee Wah Bakery to learn about their production line and the facilities about environmental conservation in the factory
Target	G.5 – 6
Period	16/4/2016
Description	14 students, 7 from G.5 and 7 from G.6, participated in the activity. They were divided into 2 groups during the visit. Students visited the production line of the bakery.
Evaluation	The visit was well arranged. Policies related to protection of the environment, such as the use of biofuel and other environmentally friendly materials, were also introduced. Students were also given products of the bakery as souvenirs. Students enjoyed the visit and they were interested in the oven and other machines found in the bakery. G.5 students paid special attention to the issues related to environmental protection.

Activity 4h	Other Learning Experiences – Green Studio by China Light Power Ltd.
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	6/7/2016 – 7/7/2016
Description	A representative from the Green Studio of CLP was invited to our school during the post-assessment period (6 – 7 Jul 2016) to deliver a programme about energy saving and renewable energy to G.2 -3 students.
Evaluation	G.2 – 3 students enjoyed the programme delivered by the Green Studio, CLP; especially when they watched the 4-D movie about the greenhouse effect and using the AR technology to learn about energy saving strategies in our daily life. It is recommended that the same programme can be organized for junior grade students next year.

Activity 4i	Other Learning Experiences – Talk about Environmental Protection by Hyper Workshop
Objective	To enable students to learn about the importance of environmental protection in the form of drama and Q & A session
Target	G.1 – 2
Period	30/6/2016
Description	The importance of environmental protection was promoted in the form of drama and Q & A session during the talk.
Evaluation	G.1 – 2 students enjoyed the talk with the lively drama staged. Some students got prizes in the Q and A session. They learnt a lot about the ways to protect our environment.

Activity 4j	Other Learning Experiences – Talk on Smoking Organized by COSH
Objective	To enable students to learn more about the harmful effect of smoking.
Target	G.5
Period	8/7/2016
Description	The talk was delivered by COSH (Hong Kong Council On Smoking and Health) during the post-assessment period (8 Jul 2016). G.5 students learnt more about the origin and types of tobacco, and the health problems caused by smoking.
Evaluation	G.5 students learnt a lot from the talk. The latest information on tobacco control, harmful effects of smoking and passive smoking, legislation and law enforcement in Hong Kong, smoking cessation services and promotional tactics adopted by the tobacco industry educator were introduced to students in the talk.

Activity 4k	Other Learning Experiences – Visit to Court of Final Appeal
Objective	To enhance students' knowledge about the history and operations of the Judiciary, and their understanding about the history and architectural heritage of the building of the Court of Final Appeal
Target	G.6
Period	11/7/2016
Description	25 students and 3 teachers participated in the guided tour. The group visited the Court, Exhibition Gallery and Architectural Heritage Gallery. The Exhibition Gallery provides information about the history and operations of the Judiciary, and displays precious historic photographs and artifacts of the Judiciary. The Architectural Heritage Gallery introduces the history and transformation of the building as well as its architectural design and construction technology.
Evaluation	Students enjoyed the visit very much as they learnt a lot about the history and operations of the Judiciary. They also asked a lot of questions about the occupation as a judge or a lawyer.

Activity 5	G.S. Room Improvement and Resource Building
Objective	<ol style="list-style-type: none"> To furnish the G.S. room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities To purchase teaching materials of different media that can be used as tools to teach GS and to supplement the textbooks and workbooks
Target	G.1-6 and all GS teachers
Period	Whole School Year

Description	A number of models and experiment equipment were purchased for teachers to conduct classroom activities and experiments.
Evaluation	A few boxes of bell jar models and levers were purchased.

Activity 6	Staff Development
Objective	<ol style="list-style-type: none"> 1. To further develop teaching strategies to cater to students' learning diversity 2. To sharpen teachers' professional knowledge and attitude and to further improve the quality of teaching.
Target	All GS teachers
Period	14/11/2015, 30/1/2016, 26/4/2016, 3/5/2016, 17/5/2016 & 24/5/2016
Description	<ol style="list-style-type: none"> 1. On 14 Nov 2015, teachers attended a seminar on self-regulated learning organized by Educational Publishing House Ltd. 2. On 30 Jan 2016, 10 teachers attended a seminar on STEM organized by Educational Publishing House Ltd. 3. On 26 Apr 2016, all GS teachers attended a sharing session about the use of PingPong conducted by Ms. Pency Wong. 4. On 3 May 2016, all GS teachers attended a sharing session about the use of Padlet conducted by Mr. Philip Wong. 5. On 17 May 2016, all GS teachers attended a sharing session about the use of Google slides conducted by Mr. Philip Wong. 6. On 24 May 2016, all GS teachers attended a sharing session about the museum visit, use of Science Journal (an Android application) and Kowloon Walled City resources conducted by Mr. Philip Wong.
Evaluation	<ol style="list-style-type: none"> 1. The general ideas of self-regulated learning were introduced in the seminar, followed by a sharing on the ways to design GS worksheets based on the principles of self-regulated learning. Teachers found it useful for them to set the GS worksheets to facilitate students' self-learning. 2. The general ideas of STEM were introduced by the speaker. Then, a teacher demonstrated and shared how STEM was implemented in his school by combining General Studies and IT. Teachers got more concrete idea about what STEM is and how to implement this initiative in our school curriculum through attending this seminar. 3. PingPong is an iPad application which can be used to collect instant responses from students. Data will be sent to teachers. Questions can be set in different formats, such as multiple choices, true or false, text and image. Teachers found it useful in delivering their lessons. 4. Padlet is an iPad application which can be used as an interactive white board. The app allows teachers and students to post texts, photos, voice notes and files in other formats instantly. Teachers found it useful in delivering their lessons. 5. The new function of Google slides was introduced in the sharing session. Teachers can collect instant response form students which can then be displayed on the screen. Students can also ask questions through this function. This function can also be turned on and off any time to facilitate lesson delivery. Teachers found it useful in

	<p>collecting students' instant feedback.</p> <p>6. It is suggested that students should not bring any worksheets when visiting a museum. Students should be encouraged to take their own notes instead. Teachers may conduct an online pre-trip to the museum for students if possible. Science Journal is an Android App that allows users to take notes during an experiment. Teachers may watch the related videos on YouTube for details. A webpage of Kowloon Walled City was introduced to all GS II teachers. The link is available in the subject drive.</p>
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Activity 7	GS School Team - External Competitions
Objective	<ol style="list-style-type: none"> To enable students to strike a balance between academic studies and extra-curricular activities To form G.S. School Teams to represent the school in different external academic-related competitions To provide students with an experience to participate in competitions
Target	G. 1-6
Period	Whole School Year
Description	<p>Based on the nature of different external competitions, different G.S. School Teams were established:</p> <ol style="list-style-type: none"> Supersize-Me Program Budding Scientists <ul style="list-style-type: none"> Students who joined the programme participated in different competitions: <ol style="list-style-type: none"> Hong Kong Technology & Renewable Energy Events 2015 Date: 31 Oct 2015 Micro-robot Relay Event organized by Hong Kong New Generation Cultural Association Science Innovation Centre Date: 6 Nov 2015 19th Primary School Science Project Exhibition Date: 17 May 2016 Sixty G4-6 students were selected to take part in the 10th Diplomatic Knowledge Cup Contest. Students were required to complete an online MC quiz which was related to the diplomatic knowledge of China on 16 March 2016.
Evaluation	<ol style="list-style-type: none"> Our school team got good results in these competitions. The result were as follows: <ol style="list-style-type: none"> Hong Kong Technology & Renewable Energy Events 2015 <ul style="list-style-type: none"> ➤ First Runner-up in Wind Turbine Design Competition ➤ Second Class Award in Wind Turbine Design Competition ➤ Best Design in Wind Turbine Outlook Design Competition ➤ Second Class Award in Electric Motor Car Outlook Design

	<p style="text-align: center;">Competition</p> <p>ii. Micro-robot Relay Event organized by Hong Kong New Generation Cultural Association Science Innovation Centre</p> <p>➤ Two Third Class Awards</p> <p>iii. 19th Science Project Exhibition</p> <p>➤ Award of Excellence</p> <p>➤ Award of Distinction</p> <p>2. Five students got the Merit Awards in the 10th Diplomatic Knowledge Cup.</p>
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Activity 8	Cross-curricular Activities
Objective	<ol style="list-style-type: none"> 1. To improve students' learning attitude 2. To adopt a multi-disciplinary approach to help students who may not enjoy learning 3. To provide students with an opportunity to do projects and work with other classmates 4. To let students work on a certain theme in collaboration with different subjects 5. To avoid repetition in teaching content
Target	G.1-6
Period	Whole School Year

Description	1. Different grade levels conducted various teaching activities together with other departments. 2. For each level, at least one cross-curricular activity that adopted a multi-disciplinary approach was organized by either GS I or GS II each year.			
		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, CS, Lib & PTH	November
	G3	1. Community Service	1. GS II, Music, ME	October
		2. Culture and Great Cities	2. GS I & Eng.	January
	G4	1. Reflection & Symmetry	1. GS I, Maths, VA	September
		2. Pollution in Hong Kong	2. GS I, Chi, Music & PE	October
Evaluation	G5	1. Substance Abuse	1. GS II & CS	October
		2. Conserving Electricity	2. GS I & Maths	December
	G6	1. Chinese Music	1. GS II & Music	September
		2. Endangered Species	2. GS I, Eng. & Math	February
Students acquired different knowledge on different topics. They also practiced different skills through taking part in various activities organized by different departments.				

Evaluation of French Department Programme Plan 2015-2016

Programme Summation:

The French workplan aims at developing 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 school 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	Despite all efforts in order to promote regular learning, some students struggle to understand what home learning means. Some considers that reading is enough to learn but in the case of a foreign language, memorizing new vocabulary or grammar rules is a must when reaching a 3 rd or 4 th year of learning this language. Especially with the French language, it looks easy but becomes more and more complicated when going deeper into the knowledge of the language structure. Regular vocabulary and conjugation tests should be implemented. However, with the limited number of periods it might be a struggle to fit these additional tests in the curriculum.

Plan 2: Drama, Role Play, Presentation and Performances	
Objective	To strengthen the oral abilities of students in French Language and to develop fluency
Target	All French Stream Students
Period	Whole School 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 to get the possibility of students' own interpretation• French Speech Competition where students can perform in Solo

	Poetry or Prose Reading.
Evaluation	<p>Oral activities have been increased using a range of practices. It could be presenting a book, discussing a particular theme for higher grades or describing pictures of a wide range of situations.</p> <p>The French Speech Competition enabled students' abilities in reading to be acknowledged, especially for those who are struggling in other skills.</p>

Plan 3: Compositions, Projects and Journals	
Objective	To strengthen students' grammatical foundation through writing demonstrating spiral learning
Target	All Grades
Period	Whole School Year
Description	<ul style="list-style-type: none"> • Students write compositions twice a month. • Students take part in projects involving reports writing.
Evaluation	<p>These writing procedures are now well settled in the department activities. Some of the students still find it difficult to organize ideas or paragraphs despite brainstorming time being spent together in explaining the different steps.</p>

Plan 4: Reading Activities	
Objective	To expose students to French reading
Target	All French Stream Students
Period	Whole School Year
Description	<ul style="list-style-type: none"> • Students from all grade levels follow a reading programme. • A guided reading session is scheduled 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 contents in the scheme of work should be decreased to allow necessary time be allocated to reading in class which was done with G4D and G6D/J.</p> <p>Meanwhile, this activity was mainly done during Term 1 which is the most flexible term.</p> <p>The French Room library still gives a lot of opportunities for students to be freely exposed to French rading.</p>

Plan 5: DELF Prim Examinations	
Objective	To validate students' language level
Target	G4 & G5
Period	January and April 2016
Description	<ul style="list-style-type: none"> • DELF Prim A1 for G4J • DELF Prim A2 for G5
Evaluation	Students have not yet completed the syllabus to present the relevant examination for their grade. It will be postponed to 2017.

Plan 6: Cooperation	
Objective	To work together and support one another
Target	All Grades
Period	Whole School Year
Description	<ul style="list-style-type: none"> • Students participate in inside school and outside events • Students' knowledge of French Language is promoted during the School Open House and French Week.
Evaluation	Lots of group discussions were done in G4 and G6. Collaborative work is required for the G5. It is always a challenge but students manage to support one another.

Plan 7: French Webpage on School Website	
Objective	To make the Department and stream better known
Target	General Public - To give details on how the French Stream works
Period	Whole School Year
Description	<ul style="list-style-type: none"> • Clear presentation of the French Department's organisation • Presentation of students' achievements
Evaluation	The French Department webpage was completed and now information is available to parents. A regular update of it with photos has to be done.

Evaluation of Putonghua Department Programme Plan 2015-2016

2015/2016 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：「普通話科台灣交流團」、「趣味普通話—辨別近音字」、「趣味普通話—日常新用語」。學生可以從佈告板所展示的內容，加深對普通話語音知識的認識。

活動項目	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	<p>第 67 屆校際朗誦節已圓滿結束。本校普通話集誦隊奪得了亞軍。獨誦方面，全校有 137 名學生參加朗誦，其中有 36 名學生分別獲得冠、亞、季軍(詳見下表)。</p> <p>本科建議明年開始邀請獲得冠軍獎項的學生進行賽後錄影，於適當活動中播出，以收表揚及觀摩之效。</p> <p>此外，本科推薦了 12 名學生參加「第十八屆全港中小學普通話演講比賽 2016」，其中 11 位學生獲獎(詳見下表)。由於此項比賽在二、三月期間進行，正為本校第二學期測驗前夕，令學生難於兼顧。本科建議在「校際朗誦節」後，即時於獲獎者中邀請學生參加該項比賽，並開始選材及訓練，提前做好準備。此外，老師亦可以邀請在演講比賽中獲得優異成績者為下一屆做準備，並邀請該獲獎學生進行賽後錄影，於適當活動中播出，以收鼓勵及學習之效。</p>

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「粵普火鍋」及「魚樂無窮」，內容包括辨別聲母及粵普對譯。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，並讓大使各自設計攤位活動，

	普通話週訂定於 11/4-15/4/2016 舉行。活動期間，被甄選的大使於星期一、二、五的第二小息，以及星期三、四的第一個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，投票選出三位「最受歡迎的普通話大使」，而全體普通話科的教師會評選出四位「遊戲之王」。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 33 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 309 張遊戲表格，一年級參與活動的人數最多，其他五個年級的收回表格數量大致均等，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，但因為午餐時教室的環境比較嘈雜，所以學生反映無法聽清楚廣播。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。

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 36 名同學參賽，所有普通話任教老師分為三組進行評分。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	學生反應踴躍，學生在讀音咬字和表現技巧上有進步，與此同時，家長的拍攝技術也有所提高。有些家長因為上傳不了檔案，以致未能如期送交學生的參賽錄像，希望有更多時間準備比賽。因此，本科建議明年繼續舉辦此活動，並加強宣傳及適當延長備賽的時間。

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	科主任會把相關的課程及講座通告給教師傳閱，教師可自由參加。 科主任亦會推薦合適的教師參加不同的課程，以配合學校的發展。 教師在出席講座或課程後，亦會於協作會議中與同事分享內容。
活動檢討	為了提升教師的課堂提問技巧，從而照顧學習差異，本科於九月及七月分別舉辦了三個到校分享的工作坊，邀請了教育出版社舉辦一場名為「如何運用電子學習軟件來提升學生的自學能力」的工作坊，並兩度邀請香港大學黃綺玲教授，為同工舉辦一場有關支援非華語學生學習的分享會，以及舉辦了一場寫作教學的研討會。老師都認為有關內容對於教學有幫助，能緊貼教育趨勢，提升教學效能。 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，自我增值。

活動項目	協作會議
活動目標	1. 每週進行各級協作會議，以增加教師之間的專業交流。 2. 與中文科及中學部進行協作交流會議。
活動情況	全體教師參與協作會議，由五位教學助理輪流作記錄，中小學交流會議則由科主任出席。
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、教材及電子工具，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近 200 本故事書及繪本，供基礎漢語的同學閱讀和學習。故事書及繪本的選擇以有趣及貼近學生生活為原則，以期引起學生的學習興趣。他們還可以在課堂上完成課業後借閱故事書，以提高他們的閱讀能力和自學能力。

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。

2015-2016 第六十七屆香港學校朗誦節（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	2J	15	列晴		詩 337	87	冠軍
2	2M	27	韋逸朗	楊素敏	詩 337	88	冠軍
3	2S	16	梁逸晞		散 437	87	冠軍
4	3J	2	陳啟晉		詩 336	87	冠軍
5	3M	21	廖子進	李哲	詩 336	88	冠軍
6	4D	4	陳耀生	殷華峰	詩 336	90	冠軍
7	4D	28	符從賢	王煦淳	散 436	89	冠軍
8	4J	6	許紹彰		詩 336	87	冠軍
9	4J	16	盧恩樂	殷華峰	詩 336	86	冠軍
亞軍							
編號	班別	學號	學生姓名	負責老師	項目編號	成績	名次
1	1J	28	吳天樂	單夕雯	詩 337	88	亞軍
2	1S	11	高灝揚	單夕雯	詩 337	86	亞軍
3	2M	14	梁漢傑	楊素敏	詩 337	87	亞軍
4	3D	31	楊鎬朗	劉巧靈	詩 336	86	亞軍
5	3M	18	高健豐	李哲	詩 336	86	亞軍
6	4D	4	陳耀生	王煦淳	散 436	87	亞軍
7	4D	28	符從賢	殷華峰	詩 336	86	亞軍
8	5D	28	馬逸行	徐鈺峰	詩 335	87	亞軍
9	5J	6	江志睿	李哲	散 435	87	亞軍
10	5J	12	羅卓賢	徐鈺峰	詩 335	86	亞軍
11	5P	18	彭浩軒	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	1D	27	胡俊霆	劉巧靈	詩 337	85	季軍
2	1J	8	方奕竣	單夕雯	詩 337	86	季軍
3	1M	12	林孝政		詩 337	86	季軍
4	1S	17	羅康殷		詩 337	86	季軍
5	2M	27	韋逸朗	金宏凱	散 437	83	季軍
6	2S	9	馮仲朗	楊素敏	詩 337	85	季軍
7	2S	12	李剛銳		詩 337	83	季軍
8	2S	15	李學澄		詩 337	86	季軍
9	2S	16	梁逸晞		詩 337	83	季軍
10	3D	31	楊鎬朗	王煦淳	散 436	90	季軍
11	4J	3	陳沚瑜		散 436	90	季軍
12	4J	19	徐穎熙	殷華峰	詩 336	86	季軍
13	4P	8	郭俊希		詩 336	86	季軍
14	5J	6	江志睿	徐鈺峰	詩 335	88	季軍
15	5S	9	黎穎誠		詩 335	86	季軍
16	5S	24	鄭令灝	李哲	散 435	85	季軍
K546			拔萃男書院附屬 小學一、二年級 詩詞集誦		何潔生老師 劉巍老師 顧慧儀老師		亞軍

第 67 屆校際朗誦節

集誦：亞軍

獨誦：參加人數：137 人

共獲獎：36 項

冠軍：9

亞軍：11

季軍：16

第十八屆全港中小學普通話演講比賽 2016 獲獎名單

	參賽學生資料				負責老師
	班別	姓名	學號	獎項	姓名
1.	1M	嚴善橋	29	九龍區（初小組）良好獎	劉巍
2.	2J	王子介	29	九龍區（初小組）優異星獎 九龍區（初小組）金獎 （初小組）全港總季軍	何潔生
3.	2M	韋逸朗	27	九龍區（初小組）優異星獎	劉巧靈
4.	2S	梁逸晞	16	九龍區（初小組）優異星獎	單夕雯
5.	3J	陳啟晉	2	九龍區（中小組）優異星獎	何潔生
6.	3M	廖子進	21	九龍區（中小組）良好獎	李哲
7.	4D	陳耀生	4	九龍區（中小組）優異星獎	殷華峰
8.	4D	符從賢	28	九龍區（中小組）優異星獎 九龍區（中小組）金獎 （中小組）全港總冠軍	顧慧儀
9.	5J	羅卓賢	12	九龍區（高小組）優異獎	顧慧儀
10.	5M	黃煒迪	21	九龍區（高小組）優異獎	劉巍
11.	5M	楊博韜	30	九龍區（高小組）良好獎	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 2015-2016

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music Intensive Training Classes	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To encourage students to learn at least one kind of musical instrument - To develop students' creativity, the ability to appreciate music and to effectively communicate through music - To help students pursue a life-long interest and appreciation of music
Target	G.4 - G.5
Period	From October 2015 to June 2016
Description	Invite potential G.4 & G.5 students to attend intensive training classes to improve their technique and skills in playing the Dizi and Erhu.
Evaluation	<ul style="list-style-type: none"> - This training programme increased students' interest in learning Chinese Instrument - Some students were invited to join the Chinese Orchestra. - Students start taking 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 School Year
Description	<ul style="list-style-type: none"> - Chinese and Western Music were recommended to G1-6 students by music teachers. - Cooperation with the Hong Kong Philharmonic Orchestra.
Evaluation	<ul style="list-style-type: none"> - Students showed very good response to the performances presented by the Hong Kong Philharmonic Orchestra and other performers. - Feedback received from both parents and students was positive. - G6 students had to submit a concert report.

Plan 3: Take Part in HK Youth Music Interflows & 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 2015 to March 2016
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 68th 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. Senior School Orchestra and Chinese Orchestra got the Gold Award. String Orchestra got the Silver Award. - In the 68th Hong Kong School Music Festival. Our school achieved excellent results. The Junior Choir was awarded The Best Primary School Junior Choir in the Hong Kong Region and the Kowloon Region. We were awarded 4 Champion: Senior School Orchestra, Chinese Orchestra, Treble Choir and Junior Choir; and 2 Third Places: Flute Ensemble and the Brass Ensemble. The String Orchestra got a merit.

Plan4 : 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 School 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. - A Mini Concert was organized for Braemar Hill Nursery School. The students gained enjoyment and satisfaction throughout taking part in the performance. - The Junior Choir, Chinese Orchestra and Senior School Orchestra were invited to participate in the 68th HK Schools' Music Festival Prize Winners' Concert. Very good performances were given by our students. - In June 2016, the Prize Winners' Concert was organized. The concerts were very successful. The parents and students enjoyed the performances very much. - A Master Class and a Mini Concert were organized for PD woodwind and brass ensemble groups. It was conducted by Mr. Ito, a famous Japan Musician. Feedback received from both parents and students was positive. - The Homecoming Concerts were held successfully in July 2016. The parents and students enjoyed the performances very much.

Plan 5 : Celebration Party after the 67thH.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	May 2016
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. Parents and several old boys were also invited to join the celebration.
Evaluation	<ul style="list-style-type: none"> - Parents and students enjoyed participating in the function very much. - Feedback received from both parents and students was positive. It was a great opportunity to organize a reunion for members of the Music Department.

Plan 6 : Music Captains	
Objective	<ul style="list-style-type: none"> - To enable students to gain enjoyment and satisfaction through participating in music activities - To enrich students' music learning experience which is also one of the key tasks identified in "Moral and Civic Education"
Target	G.6
Period	Whole School Year
Description	Nine potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> - Nine Music Captains were selected to assist the Music Department. They helped as the MC and assisted on the days of Open House, Prize Winners' Concert and regular rehearsals, etc. - All Music Captains were very helpful and responsible.

Evaluation of Physical Education Department Programme Plan 2015-2016

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	Heats: 8 September 2015 (G.2 & G.5) 9 September 2015 (G.3 & G.6) 10 September 2015 (G.1 & G.4) Finals: 18 September 2015 (G.2 finalists, all G.3-G.6 students)
Description	The Inter-House Swimming Gala application was open to all PD students. Heat competitions were held in the DBS outdoor swimming pool whilst finals were jointly organized in the Kwun Tong Indoor Swimming Pool by the PD & SD. While SD was having the Selection Trial, only the finalists were present.
Evaluation	<ul style="list-style-type: none"> • Heats were held on 8/9, 9/9 and 10/9. • The Inter-House Swimming Gala Finals programme booklet was prepared by the SD. The teacher duty roster was prepared for 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 was mostly positive, and suggestions on very minor problems were offered.

Plan 2 Sports Day	
Objective	<ol style="list-style-type: none"> 1. To enhance students' interest in athletics 2. To promote sportsmanship among students 3. To provide an opportunity for students to utilize what they have learnt in athletics lessons/classes 4. To help students develop a sense of belonging to their Houses 5. To allow students to handle challenges and failures
Target	G.1 to G.6 Students
Period	Heats: 14 December 2015 Finals: 18 January 2016 (All G.2-G.6 students)
Description	Inter-House Sports Day application was open to all PD students. Students could participate in different track or field competitions on the heats day which was organized at DBS school field. The joint divisional finals were held at the Kowloon Bay Sports Ground.

Evaluation	<ul style="list-style-type: none"> • Heats were successfully held on 14 December 2015. • 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 roaster was given to PD teachers. • In the Finals this year, the Inter-House Cheering and Inter-House Teacher-Students Relay was held. The Inter-Schools Invitation Relay was held during the Sports Day for the first time and the feedback about this event was very positive. • Teacher's comments were collected afterwards. • Feedback from colleagues was mostly positive. One of their comments was about the volume of the audio system, and the announcement was not audible. The volume of the audio system was controlled by the venue manager, and he said he could not increase the volume for us due to the noise control requirement.
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Plan 3 Pre-Golf Day & Golf Day	
Objective	<ol style="list-style-type: none"> 1. To provide students with more opportunities to strengthen their life-wide learning, and equip them with better communication, body coordination and strategic skills, etc. 2. To keep the DBS legacy of a passion for golf
Target	Student and Parent Golfers
Period	Pre-Golf Day: 8 November 2015 (School Fete) PD Golf Day at KSC: 6 May 2016
Description	<ul style="list-style-type: none"> • The Pre-Golf Day is a fund raising golfing event which is open to all guests. The Pre-Golf Day this year 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 include the PD Golf Day as a regular school event.

Plan 4 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	25 October 2015
Description	The DBS Fund Run & Walk, which is a fund raising event, is jointly organized by the PE Department of the Primary Division and DBS Foundation Limited. It provides a chance for parents and students to participate in a sporting activity in school.

Evaluation	<ul style="list-style-type: none"> • Training Workshops were cancelled this year due to the tight schedule set by the DBS Foundation Limited. • There were 650 parents and students who took part in the DBS Fund Run & Walk. • The total amount of funds raised in the event was about HK\$200,000. • There is room for improvement when this event will be organized again next year, especially in drafting the circular for application. The applicants should provide more information in order to enable a better data entry in the preparation stage.
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Plan 5 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	G.2 to G.6 Students
Period	Alternative Sports Programme: Early-December 2015 to late-January 2016
Description	G.1 & 3 – Rope Skipping G.2 & 4 – WuShu G.5 – Dragon and Lion Dance G.6 – Pop Dance
Evaluation	Rhythmic movement is an essential part of FM. Pop dance could help G.6 students develop such ability. Since dancing is included in the G.1 & 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 6 Local / Overseas Training Camp / Competition	
Objective	To organize intensive local / overseas training camp for School Sports Team A or outstanding Team B member in order to prepare them for the Inter-School Competition
Target	G.3 to G.6 School Team Members
Period	During major school holidays (Summer Holidays)
Description	<ol style="list-style-type: none"> 1. Taiwan Basketball Training Camp (late March 2016) 2. Beijing Athletics Training Camp (early August 2016)
Evaluation	<ul style="list-style-type: none"> • Detailed evaluation reports of different sports camps will be completed later. • More sports camp will be organized next year.

Evaluation of Visual Arts Department Programme Plan 2015-2016

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	Whole School Year
Description	In collaboration with other departments and during the IBLWeeks.
Evaluation	A majority of cross-curricular collaborations were successful. Some topics will continue to be adopted and they are suitable for cross-curricular activities between departments.

Plan 2: Art In School Partnerships	
Objective	To develop the boys' artistic potential through various media explorations.
Target	All Students
Period	Whole School Year
Description	<p>The following artists were appointed to help in the Visual Arts Exhibition 2016:</p> <ul style="list-style-type: none"> ➤ Carl Cheng Chi Ming (Sculptor) Site specific sculpture art project: 'Rainbow Curve Stitch Pyramid' Partnership Period: 22 April - 13 June on Monday, Wednesday & Fridays (G.4-G.6 classes) ➤ Diane Huntoon (Painter) Art Workshops daily during the Visual Arts Exhibition from 18 to 25 June. ➤ I-D Art Exhibitions (Design) Appointed to assist with the exhibition set-up and production of promotional material.
Evaluation	<ul style="list-style-type: none"> ➤ Carl Cheng Chi Ming (Sculptor) Students enjoyed the making process and how it was related to topics learnt in math lessons. ➤ Diane Huntoon (Painter) Workshops for lower grade classes were fully booked, except G.5-6 classes. Students enjoyed the lessons and there was good verbal feedback about the teacher from parents.

Plan 3: Project Learning/Collaborative Learning	
Objective	To develop students' artistic potential through taking part in project learning/collaborative learning
Target	All Students
Period	Whole School Year
Description	<p>Students created group projects to help develop their generic skills. Students of all grade levels did several group projects.e.g.</p> <ul style="list-style-type: none"> ➤ Stain Glass Windows G.5 ➤ Yellow Bird in Landscape G.4 ➤ Explorer G.3 ➤ HK Old Days Transportation G.2 ➤ Stone Art G.1
Evaluation	<p>Class collaborations helped students generate ideas in the learning and work production processes.</p> <p>Some students were more productive when working alone. Hence in certain projects, students were allowed to choose to work either on their own or in groups.</p>

Plan 4: Art Appreciation	
Objective	To building students' knowledge and understanding of the visual world
Target	All Students
Period	Whole School Year
Description	<p>Students learnt the language of art. Artists, art concepts, movements and various styles of arts and designs were introduced to students. They were encouraged to talk and write about the art that they made or viewed.</p>
Evaluation	<p>All classes were involved in revising and learning new terms of art. The design of class project often strived not to separate art making from art appreciation or studies of famous artists' works. Examples are:</p> <ul style="list-style-type: none"> ➤ Chuck Close Style Self-Portraits G.6 ➤ Joseph Albers Patchwork G.5 ➤ Impressionism G.3 ➤ Aboriginal Art G.2

Plan 5: Sketchbook (Creativity & Imagination)	
Objective	To develop students' creativity & imagination, building skills and processes
Target	Students, Teachers, Parents and the General Public
Period	Whole School 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 sketchbooks as a means to encourage students' observation, creativity and imagination. It is also a means for teachers to gauge students' visual interests and give feedback and suggestions.</p>
Evaluation	<p>Students enjoyed showing their sketchbook of drawings to teachers and peers. They also enjoyed getting reward stamps for their efforts.</p>

	This year G.4-6 (G.4 for the first time) were given another sketchbook for class work other than their own 'take home' sketchbook. That was an effective practice to gauge students' learning, their creative thinking processes and development.
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Plan 6: Student Art Exhibitions	
Objective	<ol style="list-style-type: none"> 1. To display students' artworks inside and outside of the school premises to share their art with others 2. To help promote self-reflection and critical thinking skills on artworks they have created.
Target	All Students
Period	Whole School Year
Description	<p>Open House Date: 31 Jan 2016 Venue: G.1-3: Room 101 G.4-6: 2D classroom</p> <p>DBSPD Visual Arts Exhibition 2016, 'The Poetry of Colour' The exhibition was aimed to showcase students' work and focus studies of colour in art making. Date: Mon-Sun, 17 -26 June 2016 Venue: The Verdant Art Gallery, Art Centre & Amphitheatre, Yunni & Maxine Pao Auditorium DBS</p>
Evaluation	<p>Open House A majority of visitors who came to the Open House were prospective students and parents. Other visitors were SD students and DBSPD students.</p> <p>DBSPD Visual Arts Exhibition 2016, 'The Poetry of Colour' Parents & visitors gave good feedback during the exhibition visits. There were lots of compliments given to particular displays e.g. Tie-Dye Craft G.4-6 & Victoria Harbour nights G.5. There was a painting workshop that was run in conjunction with the exhibition.</p>

Plan 7: Art Competition	
Objective	To get students exposed in art competitions and to gain experience
Target	All Year Groups
Period	Whole School Year
Description	<p>All students were given an opportunity to participate in competitions organized by the School, of other national and international competitions.</p> <p>External Competitions G.4-6 students entered the following competitions:</p> <ul style="list-style-type: none"> ➤ World Wild Life Fund - Rewrite Their Future, The Extension of Elephants & Ivory Trade ➤ Australian Council - My Australian Christmas Card Design Competition

	<ul style="list-style-type: none"> ➤ Cedar Funds - 大吉・利是 Design Competition, Love & Blessings ➤ Play-doh - Birthday Cake Design Competition <p>Competition Winner:</p> <ul style="list-style-type: none"> ➤ Kenny Lau - Diploma Grand Price, American Science Fiction: Dream & Realty, Kharkou City Art Museum & Council ➤ Kenny Lau - Diploma Artistic Merit, 16th International Meeting of Juvienile Art Evora 2015, Teoartis Gallery
Evaluation	All students were given the opportunities to participate in competitions, especially the G.4-6. Individual students also entered competitions on their own and achieved awards. Students showed pride and joy when their achievements were recognized during morning assembly.

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities related to art
Target	All Students
Period	Whole School Year
Description	<p>Museum Visits</p> <ul style="list-style-type: none"> ➤ Term1: Asia Society Hong Kong Centre 'Bat Cave: Treasure of the Day and Creatures of the Night' ➤ Term3: Heritage Museum
	Students enjoyed the rare art visits which offered them an opportunity to be more reflective and to speak about their thoughts in what they saw.

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>Traditional Art Classes</p> <ul style="list-style-type: none"> ➤ Western Painting ➤ Chinese Painting ➤ Ceramics, ➤ Drawing & Sculpture ➤ Shibori –Japanese Tie-Dye Crafts <p>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 have been organized for many years and proceed smoothly. However the reimbursement of 50% of the payment to students this year required extra document sorting work which was not needed in the previous years.
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Plan10: Develop Students Independent Learning Skills	
Objective	To enable students to acquire independent learning skills
Target	All Students
Period	Whole School Year
Description	<ul style="list-style-type: none"> ➤ G.5-6 students were required to improve their ability in tackling self-directed open-ended art projects. ➤ G.1-6 students were offered the opportunity to improve their ability in doing visual research relevant to the art projects being taught in lesson.
Evaluation	<ul style="list-style-type: none"> ➤ G.5-6: Self-directed open-ended art projects <ul style="list-style-type: none"> ✧ G.6 students were able to attempt open-ended group art projects with success. The final art products created demonstrated their varying interests and individual thought. ✧ G.5 students will require more training before they can manage to do such open-ended art projects successfully. ➤ G.1-6: Visual research relevant to art projects being taught <ul style="list-style-type: none"> ✧ G.5-6 completed a number of projects requiring visual research which was carried out using internet or artroom library books. ✧ Other grades attempted visual research to a lesser degree and mostly with images provided by the teacher on projects. Most of the class time was spent on art making.

Evaluation of Religious Studies Department Programme Plan

2015-2016

二零一五至二零一六年度宗教科工作計劃檢討報告

1. 福音話劇（學習活動日）－ 取代「佈道會」

(一)	活動目標:	透過話劇，讓學生認識主耶穌和聖誕節的意義。
(二)	活動對象:	小三至小四
(三)	推動時間:	十二月
(四)	活動內容:	本科與英文科合作，邀請了劇團到校表演，透過話劇回想主耶穌基督降生的事蹟，反思聖誕節的真正意義。
(五)	活動檢討:	劇團以英語演出，演員專業，同時邀請個別學生和老師上台協助演出，學生的反應十分理想。

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:	宗教德育科於開學期間為新生舉行調適活動，並於課堂中介紹班名的由來，讓新生認識學校，盡快投入校園生活。
(五)	活動檢討:	透過介紹班名(D, J, M, P, S)的由來，學生了解五位聖經人物的事跡，學生表現投入。學生亦從調適課程中學習如何祈禱，並學會主禱文。

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:	七月份
(四)	活動內容:	本科與音樂科合作，安排在試後活動時間進行班際歌唱比賽，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。
(五)	活動檢討:	學生表現投入，享受此活動，並能學習用心頌唱詩歌讚美神。建議來年繼續舉辦此活動。

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. 教師祈禱會

(一)	活動目標:	讓教師透過祈禱，學習感恩和交託；同時藉着分享，建立教師之間彼此關心、守望的平台。
(二)	活動對象:	全體教師
(三)	推動時間:	全年
(四)	活動內容:	逢星期四早上 8:15-8:35 舉行，內容包括默想、分享及祈禱，每週訂定不同主題，同事之間為着各樣事情同心禱告；而每逢考試的第一天，同事們則於相同時間共享早餐，彼此分享。聚會歡迎所有教師參與。
(五)	活動檢討:	教師的日常工作十分忙碌，而星期四早上亦與親子聖經班及學生識字班的日期相撞，所以影響部份教師出席。但祈禱會的舉辦，能有效地凝聚基督徒教師彼此守望的力量，當中亦有非本科教師出席，故此建議明年續辦。

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:	配合節期，邀請牧師到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜，並安排學生到基督堂、聖三一座堂及諸聖座堂參與崇拜。
(五)	活動檢討:	學生已習慣聖公會的崇拜形式，明年將訓練約十多位五、六年級基督徒學生，在崇拜中擔任聖職。

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:	本年度開放日，本科與德育科合辦「五色教室」，由當值老師以五色佈道法先向參觀的孩童及家長述說福音內容，然後進行相關手工。
(五)	活動檢討:	報名參與「五色教室」的反應熱烈，雖有個別參與人士在報名後未有依時出席，但開班後仍有後備即時補上，故未有造成浪費。而未能參與手工製作的來賓，亦駐足聆聽教師宣講「五色福音」，反應良好。但願福音種子能透過一點一滴的活動而傳開，建議明年於開放日續辦類似的福音活動。

8. 聖經朗誦節

(一)	活動目標:	鼓勵同學參與漢語聖經協會舉辦的聖經朗誦節，透過朗誦聖經，願神的話在同學心中萌芽生長。
(二)	活動對象:	全校
(三)	推動時間:	一月
(四)	活動內容:	鼓勵對朗誦有興趣的同學參加聖經朗誦比賽，讓學生明白經文的意思，學習表達經文中的思想和感情。
(五)	活動檢討:	本年度有七位同學報名參加聖經朗誦節，但只有一位同學出席參加比賽。由於比賽時間和校內考試時間有衝突，本年度參加的學生人數較少。

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:	擬訂不同主題(或按節期)，張貼相關的內容於展板上，以加強學校的宗教氣氛，增加學生對本科的興趣。 第一學期展板主題是五色福音，第二學期則以由耶穌受難節至升天這節期作主題，第三學期的主題是耶和華是我的牧者。
(五)	活動檢討:	本年度安排所有教師分組輪流佈置展板，以減輕個別教師的工作壓力，效果理想。

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:	三月二十三日
(四)	活動內容:	透過活動和講員分享信息，希望學生相信並接受耶穌基督為個人救主。
(五)	活動檢討:	是次日營共有三十八位同學參與。講員的訊息非常有吸引力。無論集體遊戲、訊息分享及分組討論同學都表現投入，對福音的回應也相當熱烈。

11. 協作活動

(一)	活動目標:	以聖經教導為本，配合校本訓輔主題，與訓輔組協作舉辦各項活動。
(二)	活動對象:	全校學生
(三)	推動時間:	全年
(四)	活動內容:	訓輔組與宣明會合辦校本饑饉活動，本科老師參與協助。學生透過參加小息舉辦的饑饉小食活動，認識世界貧窮情況。
(五)	活動檢討:	只有大約 40 多名學生參與活動，建議加強活動的推廣及宣傳，提高學生對社會/世界貧窮的關心。

12. 親子聖經班

(一)	活動目標:	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。
(二)	活動對象:	一、二年級學生及家長
(三)	推動時間:	全年
(四)	活動內容:	聚會由池嘉邦牧師夫婦到校協助主持，內容包括詩歌、遊戲及短講，家長及學生的反應良好。一年級於每月第二個星期四舉辦，二年級則於每月第四個星期四進行，時間均為早上 8:00-8:30。
(五)	活動檢討:	<ul style="list-style-type: none"> ➤ 一年級共有 24 個親子組合(48 人)報名，平均出席為 15.8 (31.6 人)。二年級共有 10 個親子組合(20 人)報名，平均出席為 6.6 (13.2 人)。 ➤ 意見調查顯示，大部份家長對活動舉行的次數、日期、時間及形式皆表示滿意，亦表示明年希望繼續參加。 ➤ 建議明年舉辦兩組：(第一組)一年級新生 (第二組)二、三年級

13. 早會

(一)	活動目標:	讓師生透過早會的內容，給聖經的教導洗滌心靈，開展一天的教與學。
(二)	活動對象:	全校師生
(三)	推動時間:	逢星期一、三、五早上
	活動內容:	逢星期一、五，由校長親自主領，六年級學生領袖負責帶領誦讀主禱文；逢星期三則由宗教科、基督徒老師或牧師輪流主領。而五、六年級班別亦會輪流帶領一次早會。
(五)	活動檢討:	學生已習慣在清晨聆聽神的話語及以詩歌讚美神，早會有助他們以平靜安穩的心態開展新的一天。

14. 聆聽箱

(一)	活動目標:	透過設置聆聽箱，從而關心學生的信仰及成長需要。
(二)	活動對象:	全校學生
(三)	推動時間:	全年
	活動內容:	設置聆聽箱，以收集同學對課題、信仰及成長等的疑問。教師可安排在課上回答同學問題，個別面談或請學校的牧師以書面形式回應。教師會藉此輔導有需要的學生，關心他們的信仰狀況及成長需要。如有需要更會轉介學校社工作進一步跟進。
(五)	活動檢討:	由於今年只在學期初的早會向學生宣傳聆聽箱，所以聆聽箱所收到的字條較少。建議來年可安排老師作宣傳或活動，鼓勵學生善用聆聽箱，把相關的信仰問題及代禱事項投放在聆聽箱內。

15. 聖公會活動

(一)	活動目標:	協助聖公會相關活動之事務傳達，讓老師及同學得釋教會活動的詳情，增加對聖公會的歸屬感。
(二)	活動對象:	全校
(三)	推動時間:	全年
(四)	活動內容:	<ul style="list-style-type: none"> ➤ 1月9日香港聖公會教省教育日晚禱崇拜，由羅錦麗校長帶領吳鳳婷主任及六年級學生陳丹睿代表出席。 ➤ 3月8日聖公會小學屬校教師進修會，除外籍老師外，所有教職員均出席。 ➤ 代售聖約翰座堂慈善獎券，共籌得港幣 76,600 元正。 ➤ 代售聖公會福利協會慈善獎券，共籌得港幣 83,200 元正。
(五)	活動檢討:	來年仍會積極參與及協助推動聖公會相關活動，唯只會為聖公會福利協會代售慈善獎券。

16. 添置圖書及教具

(一)	活動目標:	加深老師對本科的認識。
(二)	活動對象:	全體教師
(三)	推動時間:	全年
(四)	活動內容:	購買有關的聖經書籍、教學軟件及光碟，讓老師借用。
(五)	活動檢討:	校方已按需要購買影音光碟及書籍，並已編碼。

Evaluation of Library Studies Department Programme Plan 2015-2016

Programme Summation & Evaluation:

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

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

Plan 2: Library Education	
Objective	To enhance students' information literacy skills and reading incentives
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. G.1-G.4 students were introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1 and G.2 students had story time, 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. This year, electronic books were introduced to G.4 students. Teaching resources and worksheets were selected and designed to enhance learning effectiveness and motivation of the students. Independent reading time was inserted in the library lessons to provide an opportunity for students to read on their own.

Plan 3: Cross-Curricular Collaboration	
Objective	<ol style="list-style-type: none"> 1. To develop our school library to be an information and media centre which provides diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. 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 books were selected to enrich the quality of reading materials of the School Library. 4. The Librarian helped select, order and process the classroom libraries' books for the English and Chinese Departments.
Evaluation	<p>Collaboration with various departments this year:</p> <ol style="list-style-type: none"> 1. CDA Cross-Curricular Activities 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. 2. Collaboration with English and Chinese Departments: Library Reading Programme <ul style="list-style-type: none"> ➤ G.1 to G.3 Chinese reading record books had minor changes

	<p>after consulting the Chinese teachers' opinions.</p> <ul style="list-style-type: none"> ➤ G.4 to G.6 English and Chinese reading record books were combined and simplified in order to avoid duplication of the reading exercises set by the English and Chinese Departments. <p>3. Collaboration with Moral Education Department</p> <ul style="list-style-type: none"> ➤ Grade Level: G.1 – G.6 ➤ 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, Chinese, English, G.S. I, Computer, 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, Chinese, Maths, G.S., PTH, Music and Computer Studies
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Plan 4: Reading Activities	
Objective	To organize various library activities for students in order to enhance their interests in reading
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. DBSPD Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts 4. My Favourite Book Sharing Session 5. 4.23 World Book Day Celebration 6. Storytelling Team 7. Newspaper Subscription 8. Bulk Application of Hong Kong Public Library Cards 9. Book Donation 10. Author Visit
Evaluation	<p>1. DBSPD Reading Programme</p> <ul style="list-style-type: none"> ➤ Total number of reading record books collected: 2,752 ➤ End-of-year Prizes: Top three students of each grade were awarded the First, Second and Third Prizes respectively. In addition, 172 big prizes, 220 medium prizes and 267 small prizes were given out. <p>2. Book Fair</p> <p>Seven 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> <p>3. Books Borrowing Ranking Charts</p> <p>These borrowing ranking charts gave students the incentives to borrow more books in order to get a higher ranking for</p>

	<p>themselves and their own classes.</p> <p>4. My Favourite Book Sharing Session G.3 students took turns to present one of their favourite books during library lessons. The aim was to enhance the reading culture among our boys. Students were very interested in the books that their classmates presented.</p> <p>5. 4.23 World Book Day Celebration World Book Day posters designed by the students were posted inside the Library to promote the event. Students received souvenirs if they borrowed books during the week of the World Book Day.</p> <p>6. Storytelling Team There were about 170 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 Normal school days: <ul style="list-style-type: none"> ➤ 202 students subscribed to Goodies, 140 students subscribed to Junior Standard, 71 students subscribed to the South China Morning Post, 70 students subscribed to 明報 and 50 students subscribed to 星島日報 this school year. Summer newspapers subscription: <ul style="list-style-type: none"> ➤ There were 34 students who subscribed to the South China Morning Post, 12 students subscribed to 明報 and 31 students subscribed to 星島日報 this school year. </p> <p>8. Bulk Application for Hong Kong Public Library Cards 31 G.1 students applied for the HKPL Library Cards through the School.</p> <p>9. Book Donation 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 would then be donated to other schools or charitable organizations.</p> <p>10. Author Visit Ms. Jan Latta, a wildlife photographer and children book author from Australia, came to our school to give a talk to students in March. Students enjoyed this talk very much.</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	Selected Student Librarians
Period	Whole School Year
Description	<p>Student librarians were recruited, and training was provided so that they could:</p> <ul style="list-style-type: none"> ➤ assist in the daily operation of the Library ➤ keep the Library clean and tidy ➤ make sure the students behave themselves in the Library ➤ help fellow students in using the Library ➤ show students how to use the Library ➤ direct the way for fellow students to locate books on the shelves
Evaluation	<ul style="list-style-type: none"> ➤ Overall speaking, the student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training. The Library issued certificates to recognize their contribution to the School. ➤ Joint PD and SD Librarians Activities: PD student librarians visited the SD Library.

Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole School Year
Description	Monthly displays on different topics were set up. New books were displayed with eye-catching decorations.
Evaluation	The promotion could draw students' attention to new library books which are of good quality. These books are usually reading materials that students have not noticed in the School Library before. Once introduced in the promotion, these items would be frequently enquired by the students.

Evaluation of Computer Studies Department Programme Plan 2015-2016

Programme Summation:

In the school year 2015/16, 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 2015 – July 2016

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 24 IT Captains and 5 IT Directors were recruited in September 2015.
 - 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 2015 to July 2016

Description: **World Robot Olympiad 2015**

Evaluation: Results of the competition:

- Champion

Students achieved excellent results in the competition. It is suggested the Department will continue promoting this competition in the coming school year.

Description: **Robofest Competition** (Sunday, 28 February, 2016)

Evaluation: Results of the competition:

- 1st Runner-up
- Our team represented Hong Kong to participate in the Robofest International Championship in Detroit, USA from 12 to 17 May 2016.

Students achieved excellent results in the competition. It is suggested the Department will continue promoting this competition in the coming school year.

Description: **Robofest World Championship 2016** (12-16 May 2016)

Evaluation: Results of the competition:

- 3rd Place in Time Trial Event
- Participants: Ip Kwan Yeung Isaac (5M), Wong Kwan Long Anson (5S), Chan Tsz Long Lloyd (6S).

Students achieved excellent results in the competition. It is suggested the Department will continue promoting this competition in the coming school year.

Description: **"Cyber Security is Everywhere" Graphic Design Contest** (November 2015)

Evaluation: Results of the competition:

- Certificate of Appreciation

11 students participated in "Cyber Security is Everywhere" Graphic Design Contest in September 2015. The team was awarded a certificate of appreciation.

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
	<ul style="list-style-type: none"> • To help students develop fine qualities and skills, such as leadership and cooperation • To help students develop a sense of responsibility and heighten the awareness about ethical issues when using computer or Information Technology
Target:	G1 to G6 students
Period:	October 2015 to January 2016
Description:	<p>➤ All students from G.1 to G.6 participated in the Rio Olympics Graphics Design Competition.</p> <p>➤ G.1-2 students produced some graphics designs by using MS Paint.</p> <p>➤ G.3 students used Adobe Fireworks.</p> <p>➤ G.4 to G.6 students used PhotoImpact.</p> <p>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.</p>
Evaluation:	Students' self-esteem has been raised after joining the internal competitions. They learned different kinds of computer skills.

4. Fun Learning Days

Objective:	<ul style="list-style-type: none"> • To equip students with knowledge and daily life skills related to computer operations • To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects • To foster students' independent thinking, creativity and problem solving skills • To develop students' self-learning, research and life-long 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 2015
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. It is suggested the Department will continue promoting this event in the coming school year.

5. Seminar (Internet Addiction and Health Issues)

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 2016

Description: Two seminars were held in collaboration with the Moral Education Department (one for G.1-3 and another for G.4-5). A speaker from Hong Kong Federation of Youth Groups was invited to conduct the seminars which discussed health issues related to addiction to electronic devices and social issues of cyber-bullying.

Evaluation: G.1-3 students found the information of the seminar easy to understand. G.4-5 students found the information useful and enjoyed the seminar in general. It is suggested the Department will continue promoting this activity in the coming school year.

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 2016

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 the Department will continue teaching these skills in the coming school year.

7. Collaboration with the Mathematics Department

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

Target: G6 students

Period: Dec 2015 – Jan 2016

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 on the day of 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 2015 to June 2016

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 the Department will continue teaching students these skills in the coming school year.

Evaluation of Moral Education Department Programme Plan 2015-2016

Programme Summation & Evaluation:

This year's programme was aimed to help students understand the need for empathy and to reduce students' competitive spirit for the common good. In addition to activities that were regularly held each year, several talks, class activities and news sharing were organised. A user-defined survey which was composed of the sub-scales "Peer Relation", "Competition" and "Social Concern" from the Assessment Program for Affective and Social Outcomes (APASO) was used to evaluate the effectiveness of the activities. Compared with the data collected at the beginning of the school year, there was an improvement in students' peer relationship and a drop in their competitive spirit towards the end of the school year. The mean score for "Peer Relation" increased from 3.00 to 3.02; whilst the mean score for "Competition" decreased from 2.48 to 2.43. An improvement in "Social Concern" was also evident among G.4 students (from 3.31 to 3.33) and G.6 students (from 3.15 to 3.24). The result indicated that the activities were effective and could achieve the objective set for this school year.

Programme Evaluation:

1. G.1 Adaptation Workshop

Objectives: To design activities that help students to be more considerate/cooperative and have greater respect for others

Target: G.1 Students

Period: 1 September 2015

Description: G.1 class teachers hosted the workshop which was aimed at introducing the school environment, school rules and school personnel to G.1 students. The School Social Worker (SSW) also made use of this opportunity to introduce the guidance service and encouraged G.1 students to seek help when they encounter difficulties.

Evaluation: The workshop helped students understand more about the school environment and equipped them with proper social manner to build friendship with their new classmates at the beginning of the school year. It was useful in facilitating G.1 students to adapt to their new primary school life.

In one of the Moral Education lessons in Term 3, students were asked how much they knew about the SSW. It was found that students did not know much about SSWs and were not clear about their role. Some students even mixed up SSWs with other school personnel. More promotion to help students understand the role of SSWs is required next year.

2. Mooncake & Stationery Donation Programmes

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

Target: All Students

Period: 14-16 September 2015 (Mooncake Donation)
8-9 December 2015 (Stationery Donation)

Description: This activity was aimed to provide an opportunity for students to show concern for the needy people, and to help them learn to share what they have with others. Students were encouraged to donate mooncakes or stationery that they had in excess to the underprivileged families in Hong Kong so as to show concerns and share with others the happiness they enjoy.

Evaluation: About 20 students donated altogether 53 mooncakes and 6 mooncake coupons. All the donations collected were sent to the People's Food Bank of St. James Settlement before the Mid-Autumn Festival.

As the participation rate of the Mooncake Donation Programme was far below expectation, additional promotion was conducted when the Stationery Donation Programme was held. An introduction about world poverty and the situation of underprivileged children in Hong Kong was given in the morning assembly to encourage students to cherish the Earth's resources and to share their resources with others. The response was much more positive. A total of 129 students donated stationery in support of the programme. All the donated items collected were sent to the "Grant-in-aid" Brightens Children's Lives Charity Project of St. James Settlement.

3. "Let Me Shine" Programme

Objectives:

- To organize experiential activities to promote pro-social behaviour amongst students
- To design activities that help students to be more considerate/cooperative and have greater respect for others

Target: 12 G.4-6 Students

Period: 22 October 2015 – 20 May 2016

Description: The programme was carried out in the form of after-school activity for G.4-6 students. 20 meetings were scheduled. It was aimed at nurturing students' self-esteem by helping them identify their strengths and enhancing their social skills through taking part in a series of teamwork activities.

Evaluation: Many students were keen to enroll in the programme, and only 17 students were finally selected. Students actively participated in the activities. Written feedback was collected by the end of the programme. 93% of students indicated that they understood more about their abilities through joining the programme, and all of them considered the programme helpful in enhancing their confidence and social skills.

4. Parents' Workshop

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

Target: All Parents of Our Students

Period: January – June 2016

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 two workshops for parents of G.1-3 students focused on enhancing children's learning motivation. The first workshop for parents of G.4-6 students was about training children's critical thinking and

creative thinking whilst the second workshop talked about parenting skills in nurturing adolescent children.

Evaluation: 25 parents participated in each of the four workshops. The enrollment actually far exceeded the quota that we set for the workshop each time, but in order to enable participants to have enough time to share and exchange ideas on parenting skills, each workshop could only accommodate 25 parents. Participants were selected by drawing lots. The feedback about the workshop given by parents of G.1-3 students was very positive. Therefore, the workshop was re-run again in May 2016 so that another 25 parents could also be benefited from it. In both workshops, over 85% of the participants considered the workshop helpful to them. The mean ratings for both workshops were 5.1 out of a maximum score of 6.

The first workshop for parents of G.4-6 students was also well-organized. Participants actively shared their ideas about training children's critical and creative thinking skills. It was observed that parents of G.4-6 students started to show more concerns about the challenging behaviours usually displayed by children in adolescence, and the numerous youth suicidal cases in the society. Participants in the second workshop changed to talk about parenting adolescent children. 84% of the participating parents considered the workshop being able to meet the learning objective, and 89% of them believed they would be able to put what they had learnt into practice.

5. Fun Learning Days

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

Target: All Students

Period: 16-17 December 2015

Description: Two game stalls were set up. One of them was about empathy and the other one was about world poverty.

Evaluation: In the game about empathy, students needed to identify the emotions that their peers might have in certain situations. Most of the students were able to do so, indicating that they were empathetic.

In the game about world poverty, students needed to answer 6 multiple choice questions about world poverty. The number of choices increased in accordance with the grade level of the students. Students in general could only answer 3-4 questions correctly. There is room for improvement in their understanding about world poverty.

6. G.3 and G.6 Service Day

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

Target: G.3 and G.6 Students

Period: January – February 2016

Description: Similar to the previous years, this activity was jointly organized with the G.S. Department. All G.3 classes were required to participate in a community service to visit an elderly home. Before the service visit, students were divided into groups of 5-6. Each group had to prepare an

activity such as designing a game, singing a song, and giving a performance. 3-4 groups in each class were finally selected to conduct their activities during the service visit. In addition, all students joined together to sing a song for the elderly during their service visit.

For the flags sale, all G.6 students were required to participate in the Flag Day organized by the Mission to New Arrivals Limited on 27 February 2016. Students were briefed by teachers so that they could understand more about the meaning of flags sale, and the correct attitudes and necessary techniques that they should acquire before participating in the flags sale.

Evaluation: Both service days for G.3 and G.6 provided the opportunities for students to serve the community and learn about caring for the needy people. G.3 students were eager to participate in the service visits and prepared for the activity enthusiastically. During the visits, students played 1-2 simple games with the elderly, gave musical performances or magic tricks, and sang songs. In addition to these activities, students also prepared some souvenirs for the elderly.

The service visits helped promote a caring attitude for the elderly among students. Students' written reflections indicated they had a much better understanding about the fragile physical condition of the elderly who require residential care. Many students indicated that they would show more concerns for the elderly and would be willing to participate in community services again.

Regarding the G.6 service, 90% of G.6 students participated in the flags sale. The participation rate was lower than those of the previous years because two students from each class had to attend another activity arranged by the School on the same day this year. Although it was not the first time for some of our students to participate in a flags sale, this experience nevertheless provided another opportunity for them to serve the community. For those students who had never participated in a flags sale before, the activity offered them a chance to explore a new way to serve the community.

7. Developmental Talks and Workshops

Objectives:

- To organize talks and workshops to help students develop an understanding of and empathy for the underprivileged people
- To design activities that help students to be more considerate/cooperative and have greater respect for others

Target: All Students

Period: February – June 2016

Description: Several talks and workshops, class activities, and news sharing sessions were organised, including the following activities:

- A Cosplay Drama about being considerate and not to be selfish for G.1-3 students
- A talk for G.3-6 students about the challenges faced by the physically disabled people and how they tackle the challenges

- A talk about poverty in Hong Kong for G.3-5 students
- Five news sharing sessions about the work of Médecins Sans Frontières (MSF) and an exhibition board display
- Four class activities about teamwork (for G.1-2 students), the importance of mutual help (for G.1-2 students), treating classmates with respect and not to bully (for G.1-3 students), and subdivided flags and the needs of underprivileged people in Hong Kong (for G.4-6 students)

Evaluation: These activities helped cultivate a respectful attitude as well as unity and harmony amongst students. The activities could also promote students' understanding of and empathy for the underprivileged people. Based on our observation, the Cosplay Drama helped students learn to be caring and considerate. They also learnt how to express themselves in a proper way. Students enjoyed the show very much.

Students were interested in understanding more about the challenges faced by the disabled people and appreciated them very much for their abilities to tackle the challenges. The corresponding activity guided students to have greater respect for the disabled people.

Students were also keen to learn more about the struggles and difficult situations faced by the underprivileged people both in Hong Kong and around the world. The relevant activities helped raise students' concerns about the needy people.

8. Read to Feed Programme

Objectives:

- To organize talks and workshops to help students develop an understanding of and empathy for the underprivileged people
- To organize experiential activities to promote pro-social behaviour amongst students

Target: All Students

Period: 7 March – 8 April 2016

Description: This is the 9th 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 assist 3,000 impoverished families in Xiaoniunqun Township of Kalaqin County in Inner Mongolia to improve their livelihood.

Evaluation: A promotion video was shown to students to encourage them to participate in the programme before launching the event. Two teachers had participated in a study trip to Yunnan organised by Heifer International – Hong Kong in October 2015 and they shared their experience in the video. The video helped students understand more about the need of poor people in China. 350 students showed interest in the programme and 244 of them completed the scheme. The number of participants increased slightly as compared with last year. The total amount of donations collected was \$158,491.5.

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

- Objectives:**
- To organize experiential activities to promote pro-social behaviour amongst students
 - To design activities that help students to be more considerate/cooperative and have greater respect for others
- Target:** G.3-4 Students
- Period:** 12 July 2016
- 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 4 parts. Some questions involved teamwork in which students needed to co-operate with their classmates and complete certain tasks before giving the answers. Students were divided into groups and served as representatives of their class in different parts of the competition.
- Evaluation:** The competitions were held successfully. Students actively participated in the competitions and tried their best to answer the questions. Many of the G.3 students could recall the exact Di Zi Gui phrases when they answered the questions. Although students sometimes gave wrong answers to the questions, the competitions promoted learning as it provided a chance to clarify with students the related concepts that they had learnt in Di Zi Gui.

10. Talk on Healthy Use of Computer

- Objectives:** To design activities that help students to be more considerate/cooperative and have greater respect for others
- Target:** G.1-5 Students
- Period:** 12 July 2016
- Description:** The talk was jointly organised with C.S. Department. This year, it was aimed at raising students' awareness of the health issues resulted from the misuse of computer and electronic devices. Two talks were held. One of them was for G.1-3 students and the other one was for G.4-5 students.
- Evaluation:** Both talks highlighted the importance on the proper use of computer and electronic devices. Students were reminded of the proper posture when using these devices. G.1-3 students also learnt about how to protect their eyes and the proper attitudes they should have when using electronic devices. G.4-5 students were alerted about the adverse impacts and serious problems as a result of overuse of electronic devices.

11. Pre-G.7 Preparation Workshop

- Objectives:** To design activities that help students to be more considerate/cooperative and have greater respect for others
- Target:** G.6 Students
- Period:** 7 July 2016
- Description:** Teacher-in-charge of the Secondary Division (SD) Guidance Team and three students from the SD were invited to conduct a sharing session with G.6 students. Two of the students came from G.7 whilst the remaining one was the representative of the SD Prefect Board.
- Evaluation:** The workshop provided an opportunity for G.6 students to learn more

about the SD school life. From the experience sharing given by the G.7 students, G.6 students became more aware of the importance of self-discipline in completing homework assignments and the importance of cooperation as there would be many group projects to do in the SD. On the other hand, the SD prefect reminded G.6 students about certain school rules that the G.7 students might overlook. He also talked about the DBS spirit.

Evaluation of Electives Department Programme Plan 2015-2016

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 2015-2016. 42 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 63 courses on offer in 2015-2016. They could be classified into four main areas: Art & Sport (19.05%), Language & Culture (15.87%) Science (19.05%) and Personal Development (46.03%).</p> <ul style="list-style-type: none"> • 9 new electives were introduced this year: Graphic Design, Dye Craft, Dodge Ball, Explore World Heritage, World Class Arena, Architecture for Children, Stories & Craft, (B.Y.O.P.) 3D Modelling & Printing and Angels' Voice were new programmes. • 10 courses (15.87%) provided basic language and cultural knowledge, such as Japanese, French, African Culture and PTH. • 6 courses provided basic art and design knowledge, such as Drawing, 3D Sculpture, Digital Comics, 中國畫, Graphic Design and Dye Craft. • Sports courses provided different learning areas, such as Rock Climbing, Handball, Cricket, Rope Skipping and Dodge Ball. • 12 courses (19.05%) adopting the scientific approach were specially designed. World Class Arena, Architecture for Children, 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. • 29 courses (46.03%) 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, Etiquette and 3D Modelling & Printing could enhance students' personal development.
2	To emphasize life-wide learning (students learn in real context and authentic setting).	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> • Students who participated in the Etiquette Elective practised table manners in Greyhound Cafe.

	The experiential learning experiences enable students to acquire knowledge that is not covered in regular classroom learning	<ul style="list-style-type: none"> Students of the Rock Climbing Elective practised their skills in Spotlight Recreation Club (博藝會) to challenge themselves. Students of Science Workshop and Toy Science launched their rockets and played the giant bubble in the field. Students of Advanced Astronomy Exploration enjoyed star-gazing in the Planetarium. Some electives help develop students' knowledge and skills to meet the requirement of curriculum (Memory Booster Program, 通識達人 and Career in Future) and some focus on environment protection (Think to Speak 環保小先鋒). Students of the Money Management Elective practised their skills in the tuck shop. Tutors/Teachers of the Science related 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 of those languages.
3	To enable students to learn through interaction with schoolmates and tutors of out-sourced organizations	<ul style="list-style-type: none"> 42 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 the electives they attended. They were given a chance to communicate with schoolmates of other levels and classes, and this experience could 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 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) focus on developing students' communication skills, collaboration skills and 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.5 electives focusing on developing students' fine motor skills (Art of Paper, FUN with LEGO, Juggling Matrix, Be a Magician and Stories & Craft) were introduced. <table><tr><th>MIs</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 / World Class Arena</td></tr><tr><td>Visual / Spatial</td><td>Drawing on the Right Side of the Brain Workshop / 3D Sculpture / 中國畫 / Architecture for Children</td></tr><tr><td>Musical</td><td>African Performing Art / African Culture / Angels' Voice</td></tr><tr><td>Naturalistic</td><td>Think to Speak / 環保小先鋒 / 探索侏羅紀</td></tr><tr><td>Body / Kinaesthetic</td><td>Rock Climbing / Handball / Cricket / Rope Skipping / Table-Tennis / Juggling Matrix / Dodge Ball</td></tr><tr><td>Interpersonal</td><td>63 Electives</td></tr><tr><td>Intrapersonal</td><td>63 Electives</td></tr></table>	MIs	Electives	Verbal / Linguistic	Japanese / French / 動感 PTH FUN FUN FUN	Logical / Mathematical	Maths Game / Maths Olympic / World Class Arena	Visual / Spatial	Drawing on the Right Side of the Brain Workshop / 3D Sculpture / 中國畫 / Architecture for Children	Musical	African Performing Art / African Culture / Angels' Voice	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 / Dodge Ball	Interpersonal	63 Electives	Intrapersonal	63 Electives
MIs	Electives																			
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Body / Kinaesthetic	Rock Climbing / Handball / Cricket / Rope Skipping / Table-Tennis / Juggling Matrix / Dodge Ball																			
Interpersonal	63 Electives																			
Intrapersonal	63 Electives																			
6	To develop students' independent learning and self-management skills	<p>We support students to become effective independent learners and develop their skills which can be categorized into the following four main groups:</p> <ol style="list-style-type: none">Social Skills: To work, learn and recreate collaboratively with othersThinking Skills: To create meaning, gain understanding, make judgments, make good decisions, self-analyse and reflect.Self-management Skills: To manage themselves as an individual or in group situations, and focus on the task in hand and work through distractionsInformation Skills: To be empowered and to recognize, reflect and apply information where necessary																		

Appendix 1: Financial Position of Diocesan Boys' School 2014/15 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)	55%	N.A.
School Fees	N.A.	42%
Donations, if any	N.A.	1%
Other Income, if any	0%	2%
Total	55%	45%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	71%	
Operational Expenses (including those for Learning and Teaching)	12%	
Fee Remission / Scholarship ¹	7%	
Repairs and Maintenance	2%	
Depreciation	8%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.51 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	6.62 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 2015-2016 School Year

Students' Achievements (From September 2015 to June 2016)

A. Sports

- 1. Inter-Primary Schools Swimming Competition (Kowloon East Area)**
 - Boys' A Grade – Champion
 - Boys' B Grade – Champion
- 2. Inter-Primary Schools Athletics Competition (Kowloon East Area)**
 - Boys' A Grade – Champion
 - Boys' B Grade – Trophy of Merit
 - Boys' C Grade – Champion
- 3. All Hong Kong Jing Ying Table-Tennis Tournament**
 - Boys' Single – Champion
 - Boys' Double – Champion
- 4. Inter-Primary Schools Games Competition (Kowloon East Area)**
 - Boys' Junior Grade – 1st Runner-Up
 - Boys' Senior Grade – 1st Runner-Up
- 5. Boys A Grade All HK Inter-Primary Schools Tennis Competition**
 - 1st Runner-Up
- 6. Inter-Primary Schools Football Competition (Kowloon East Area)**
 - 1st Runner-Up
- 7. Inter-Primary Schools Table-Tennis Competition (Kowloon East Area)**
 - Boys' A Grade – 1st Runner-Up
 - Boys' B Grade – 2nd Runner-Up
- 8. All HK Inter-schools Rope-Skipping Competition**
 - Boys' A Grade – Overall 2nd Runner-up
 - Boys' C Grade – Overall Champion
- 9. All HK Inter-schools Fencing Competition**
 - Boys' A Grade – Overall 3rd Runner-up
- 10. Hang Seng All Hong Kong Schools Table-Tennis Championships**
 - Boys' Overall – 1st Runner-Up
- 11. Inter-Primary Schools Basketball Competition (Kowloon East Area)**
 - 1st Runner-Up

- 12. All HK Inter-Primary Schools 5-a-side Handball Competition**
 - 2nd Runner-Up
- 13. Inter-Primary Schools Badminton Competition (Kowloon East Area)**
 - 1st Runner-Up
- 14. Inter-Primary School Competition (Kowloon East Area)**
 - Gold Award
- 15. Inter-Primary School Competition (Kowloon East Area)**
 - Gold Award for 9 Consecutive Years

B. Speech

67th Hong Kong Schools Speech Festival

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

C. Music

1. Hong Kong Youth Music Interflows

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

2. 67th HK Schools Music Festival

- Senior School Orchestra – Champion
- Chinese Orchestra – Champion
- Treble Choir – Champion
- Junior Choir – Champion; The Best Primary School Junior Choir in the Hong Kong Region and the Kowloon Region
- Flute Ensemble – 2nd Runner-up
- Brass Ensemble – 2nd Runner-up

D. Robotics

- 1. World Robot Olympiad 2015**
 - Champion
- 2. Robofest Competition**
 - 1st Runner-up
- 3. Robofest World Championship 2016, Detroit, USA**
 - 3rd Place in Time Trial Event

E. English

- 1. Hong Kong School Drama Festival 2015/16 (English)**
 - Award for Outstanding Stage Effect
 - Award for Outstanding Cooperation
 - Award for Outstanding Performer (3 Students)
- 2. Hong Kong Secondary Schools Debating Competition – Debating for Primary Schools**
 - Champion

F. Chinese

Chinese Culture Cup Debate Competition 2015

- Chinese Debating Team – Champion
- Third Speaker – Best Debater Award

G. French

7th French Speech Competition

- **Solo Poetry**
 - ✧ G4 Champion and 1st runner-up
 - ✧ G5 2nd runner up
 - ✧ G6 Champion and 1st runner up
- **Prose Reading**
 - ✧ G4 Champion, 1st and 2nd runner up
 - ✧ G6 Champion and 1st runner up

H. Mathematics

- 1. China International Mathematics Competition 2015 (Changchun, China)**
 - Team Contest : 2nd Runner-up
 - Group Contest : 2nd Runner-up
- 2. Hong Kong Olymprix**
 - Overall: 1st Position
- 3. 2nd Hong Kong Primary Mathematics Challenge - Final**
 - P.4: 3rd Position
 - P.6: 4th Position
- 4. Hua Xia Cup**
 - Overall: 2nd Position
- 5. 19th HK Primary Mathematics Olympiad**
 - Overall: 1st Position
- 6. 23rd HK Primary Mathematics Olympiad**
 - P.1 & 2: 1st Position
 - P.3 & 4: 1st Position
- 7. 11th Mathematics Creative Problem Solving Competition**
 - Preliminary: Gold Award
 - Final: 1st Position
- 8. HK Mathematics Elites Contest 2016**
 - Overall: 3rd Position
- 9. Hong Kong Open 2016**
 - Overall: 2nd Position
- 10. 27th Primary Mathematics Competition**
 - Overall: 1st Position (Kowloon East)
 - Final: Outstanding Awards
- 11. Multiple Intelligence Cup 2016**
 - Overall: 1st Position
- 12. Thailand International Mathematics Competition**
 - Overall: 2nd Runner-up

I. General Studies

- 1. 10th Hong Kong Cup Diplomatic Knowledge Competition**
 - Merit Prize
- 2. Hong Kong Technology & Renewable Energy Event 2015**
 - First runner-up in Wind Turbine Design Competition
 - Second class award in Wind Turbine Design Competition
 - Best Design in Wind Turbine Outlook Design Competition
 - Second class award in Electric Motor Car Outlook Design Competition
- 3. 19th Primary Science Project Exhibition (Supersize Me Programme -- Budding Scientists)**
 - Outstanding Award
 - Distinction Award