

Diocesan Boys' School Primary Division



Annual School Report 2017-2018



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Achievement & Reflection of Annual School Plan 2017-2018

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

1. Curriculum and Assessment & Learning and Teaching

1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students

1.1.1 Strategies/Tasks: To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies

Success Criteria:

- 80% of teachers will implement collaborative or other innovative teaching strategies in CLP.
- 80% of teachers agree that they have applied collaborative or other innovative teaching strategies.
- 50% of teachers will attend talks/workshops/ seminars on developing teaching pedagogies.

Report & Evaluation:

Department of English

This academic year, 100% of English teachers have implemented collaborative or other innovative teaching strategies, for instance Visible Thinking Routines, group discussion & presentation, mindmapping, venn diagrams, and other higher order thinking skills in CLP and their daily teaching.

All teachers have used different IT applications in their teaching. Please refer to the list below:

Innovative teaching strategies	G1	G2	G3	G4	G5	G6
- Kahoot	✓	✓	✓	✓	✓	✓
- EdPuzzle					✓	✓
- Padlet				✓		
- Quia				✓	✓	✓
- Socrative				✓		
- Nearpod						✓
- Storyboard					✓	
- Google Classroom					✓	
- Book Creator				✓	✓	✓

- Class Dojo	✓	✓	✓	✓	✓	✓
- Brain Pop			✓	✓		✓
- Quizlet			✓	✓		
- Inspiration				✓		
- Clicker				✓		

100% of all teachers have attended talks / workshops / seminars on developing teaching pedagogies.

Name	Workshops	Sharing in Collaboration
Dr. Nadia Chan	The Future of English	✓
Ms. Monique Lok	School Visit	✓
Ms. Carine Chau	School Visit	✓
Ms. Karen Leung	HKSMSA Choral Speaking (Oxford)	✓
Ms. Tracy Riccio	Class Dojo	✓
Mr. Peter Moran	SEN Workshop	✓
Ms. Karen Li	HKSMSA Choral Speaking (Oxford)	✓
Ms. Jen Wan	E-assessments & E-learning	✓
Ms. Winnie Chan	HKSMSA Choral Speaking (Oxford) E-assessments & E-learning	✓
Ms. Kathy Lo	Teaching Grammar through Games	✓
Mr. Vikram Gurung	Scouts	✓
Mrs. Simone Lam	Teaching Grammar through Games	✓
Mrs. Sonia McCarthy	HKSMSA Choral Speaking (Oxford) Inquiry in Classrooms & Building Agency Workshop	✓
Ms. Katie Chan	Cross-Curricular Learning	✓
Ms. Maggie Wu	SEN	✓

Name	Date	School Visits	Professional Dialogue
Dr. Nadia Chan Ms. Monique Lok	Nov 2017	Saint Hilda's Primary School (Singapore)	✓
Dr. Nadia Chan	2017-2018	Professional Sharing with Baptist Rainbow Primary School	✓
Ms. Monique Lok Ms. Carine Chau	Feb 2018	Professional Sharing with Po Leung Kuk Choi Kai Yau School	✓
Dr. Nadia Chan Ms. Monique Lok	May 2018	Professional Sharing with Tao Nan School (Singapore)	✓

Department of Chinese

本年度，100%中文科老師能於同儕協作教學中運用創新的教學策略。

級別	協作教學中所運用的教學策略	課堂運用
一年級	運用圖畫，讓學生從合作遊戲中學習配詞，增加他們的識字量。	✓
二年級	運用多感官教學，讓學生從活動及遊戲中掌握賀卡的格式。	✓
三年級	運用合作學習，鞏固賀卡格式及審題技巧。	✓
四年級	利用異質分組進行合作學習，並運用平板電腦的應用程式學習人物描寫。	✓
五年級	學生觀看遊覽片段，留意路線的觀察點，再合作寫遊記段落。	✓
六年級	同儕互評、預習及分組討論(按能力分組以照顧差異)	✓

94%中文科老師曾參加關於教學法的講座/工作坊/研討會，並於協作會議中與同儕分享。

老師曾參加關於教學法的講座/工作坊/研討會	與同儕分享
1. 豐子愷兒童圖畫書獎作品研習暨語文教育研討會	✓
2. 兒童文學與讀寫能力發展	✓
3. 讀寫結合——「無字書」	✓
4. 支援有特殊教育需要學生認知及學習需要專題課程	✓
5. 「內地與香港教師交流及協作計劃」—整本書閱讀教學	✓
6. 分享實習教學:手部識字及擴充詞庫	✓
7. 「為有讀寫困難的小學生提供加強支援」分享會	✓
8. 教師專業交流活動: 德信學校(課堂觀摩及專題分享)	
9. 兒童文學教學分享會	

Department of Mathematics

This academic year, 100% of teachers have implemented collaborative or other innovative teaching strategies in CLP.

Innovative Teaching Strategies	G1	G2	G3	G4	G5	G6
- Plickers		✓	✓		✓	✓
- Nearpod				✓	✓	✓
- Geogebra		✓		✓	✓	✓
- Seesaw						✓
- Math App	✓	✓		✓	✓	
- High Order Think Questions	✓	✓	✓	✓	✓	✓
- Visible Thinking Skills	✓				✓	
- STEM Learning						✓
- Math Orienteering						✓

100% of teachers have attended talks / workshops / seminars on developing teaching pedagogies.

Name	Date	Time	Programme	Organization	Sharing
Grace Ko Karina Luk	27-9-2017	14:00-17:00	Primary Mathematics Curriculum Learning and Teaching Series: (2) The Curriculum Planning and Implementation of STEM Education (Re-run)	EDB	✓
Grace Ko	16-10-2017 to 20-10-2017	9:15-16:30	Basic Course on Catering for Diverse Learning Needs	EDB	✓
Teresa Fok	18-12-2017 to 22-12-2017	9:15-16:30	Basic Course on Catering for Diverse Learning Needs	EDB	✓
Jessica Chan	23-4-2018 to 27-4-2018	9:15-16:30	Basic Course on Catering for Diverse Learning Needs	EDB	✓
Karina Luk	30-10-2017 to 21-11-2017	9:15-16:30	Advanced Course on Catering for Diverse Learning Needs	EDB	✓
Ada Chu	8-1-2018 to 9-2-2018	9:30-16:30	Certificate in Professional Development Programme on e-Learning in Primary Mathematics	Ed U	✓
Grace Ko, Susanna Chung	23-1-2018	14:00-17:00	Differentiation Series (for Gifted / More Able Students): Using Questioning and Tiered Assignment to Support Learners in the Mathematics Domain (Primary) (Refreshed)	EDB	✓
Pency Wong, Teresa Chan	30-1-2018	14:00-15:30	2017 年基本能力評估研究計劃(小三)科目焦點小組會議	HK Examinations and Assessment Authority	✓
Kevin Kam	7-2-2018	14:00-17:00	Primary Mathematics Curriculum Learning and Teaching Series: (6) Solving Word Problems (Re-run)	EDB	✓
Jack Lo, Lawrence Ng	8-2-2018	2:00-5:00	內地與香港教師交流協作計劃(2017/18)(九龍)地區支援網絡計劃(數學)	EDB	✓

			科) 地區網絡分享會		
Grace Ko, Karina Luk, Brian Cheung, Pauline Ip, Jack Lo, Anthony Lau, Lawrence Ng, Pency Wong, Jessica Chan, Teresa Chan, Teresa Fok, Ada Chu, Louis Hau, Ronnie Liang	12-2-2018	9:00-11:00	數學推理與證明教學指引 by Mr. Tang Kwok Chun	MERS	✓
Grace Ko, Karina Luk, Brian Cheung	2-5-2018 to 5-5-2018	9:00-4:00	Teaching and Learning Mathematics Through an Inquiry Approach	Knowledge Source Institute	✓
Anthony Lau	14-6-2018	9:00-12:00	International Conference on Computational Thinking Education 2018 cum Coding Fair	Education University	✓

School Visits

Name	Date	Time	School Visit	Sharing
G6 Math Teachers: Brian Cheung, Susanna Chung, Teresa Fok, Grace Ko, Anthony Lau	3 Nov 2017	11:00-12:00	Saint Hilda's Primary School (Singapore)	✓
Karina Luk	10 Nov 2017	Whole Day	Teaching Collaboration with teachers of CCC Heep Who Primary School	✓
Karina Luk	17 Nov 2017	Whole Day	Teaching Collaboration with teachers of Ping Shek Estate Catholic Primary School	✓
Grace Ko, Brian Cheung, Pauline Ip	25 Jan 2018	9:00-12:00	Professional Sharing with Baptist Rainbow Primary School	✓
Grace Ko	1 Feb 2018	8:50-12:00	Professional Sharing with Po Leung Kuk Choi Kai Yau School	✓
Pauline Ip, Jessica Chan, Lawrence Ng, Sally Yuen, Michelle Ng, Jack Lo, Susanna Chung, Grace Ko	24 May 2018	10:15-10:45	Tao Nan School (Singapore)	

Department of General Students

A survey was conducted in March. 100% of GS teachers implemented collaborative or other innovative teaching strategies, for example, think-pair-share, group discussion & presentation, jigsaw, mindmap and other higher order thinking skills in CLP and their daily teaching. GS teachers have applied innovative teaching strategies in their GS lessons, including iPad applications such as Plickers, Nearpod, Padlet, Aurasma, Quizizz, Skitch, Inspiration, Explain Everything, Popplet, EagleEye, Longman AR App, HKT App, QR Code labels and other online platforms such as Google Classroom, Class Dojo, Kahoot, Apple Classroom and BrainPOP, etc.

50% of teachers attended talks / workshops / seminars on developing teaching pedagogies. Details are as follows:

	Workshop	Date of sharing
Ms. Susanna Chung (Deputy Headteacher)	Seminar Sharing: Self-directed Learning	31/10
	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
Ms. Jackie Lau (Department Head)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
	Sharing: THEi visit	14/11
	4567 Higher Order Thinking Strategy Sharing	28/11
	Hangzhou STEM Tour	19/12
	Sharing: School Visit to MSCPS (25/1)	30/1
Ms. Michelle Ng (Panel Chairperson of GS I)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
	Sharing: School Visit to MSCPS (25/1)	30/1
	Workshop on Global Citizenship facilitated by Harvard Professor Fernando Reimers	16/1
Ms. Sally Yuen (Panel Chairperson of GS II)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
Ms. Alice Lau (GS II)	IT in Education	15/5
Mr. Louis Hau (GS I)	Sharing: THEi visit	14/11
	STEM Workshop - Gifted Education (Advanced Curriculum Differentiation) Workshop: Nurturing Students' Creativity in the STEM-related Classrooms (Primary)	16/1
	Sharing: School Visit to MSCPS (25/1)	30/1
	Use of HKT App	5/6
Mr. Philip Wong (GS II)	Education Apps Introduction	3/10
	常識新課程系列：創意及編程學習研討會	12/6
Ms. Karen Li (GS I)	2019 年最新常識課程系列之 STEM 與理財教育(第二講)	24/4

Ms. Agnes Lee (GS I)	IT in Education	15/5
Mr. Alan Ng (GS I)	STEM Workshop - Gifted Education (Advanced Curriculum Differentiation) Workshop: Nurturing Students' Creativity in the STEM-related Classrooms (Primary)	16/1
	Sharing: School Visit to MSCPS (25/1)	30/1
	Use of HKT App	5/6
Ms. Anna Cheung (GSTA)	常識新課程系列：創意及編程學習研討會	12/6

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

2 Student Learning and Teaching

2.1 To further develop students' self-learning skills

2.1.1 Strategies/Tasks: To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves

Success Criteria:

- 100% of teachers will adopt flipped classroom mode of teaching at least once per term.
- 80% of teachers will incorporate challenging questions or higher-order thinking for CLP.
- 100% teachers will incorporate students' collaborative learning activities in CLP.

Report & Evaluation:

Department of English

100% of teachers who teach Grades 4-6 adopted flipped classroom at least once per term. Examples are as follows:

	General English	Literature Studies
G.1	Pre-lesson on Reading Comprehension Big Question preparation	Research on Frogs & Toads i.e. habitat, size, appearance, life-cycle
G.2	Pre-reading Task on Reading Comprehension Big Question preparation	Youtube video on sound words (<i>onomatopoeia</i>)
G.3	Brainpop: teach grammar items to 3A class	Teacher-made video on the reading of <i>Fantastic Mr. Fox</i> at home via EdPuzzle
G.4	Oxford Discover Project: research on Biomes	Pre-reading & Comprehension of the novel <i>Danny, the Champion of the World</i>
G.5	Oxford Discover Big Questions: Pre-reading research/ Vocabulary/ Discussion	Pre-reading & Comprehension of the novel <i>Al Capone Does My Shirts</i> / Online Worksheets

G.6	Edpuzzle & Brainpop: Reported Speech	Pre-reading & Comprehension of the novel <i>Only You Can Save Mankind</i> /Online Worksheets
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100% of teachers incorporated students' collaborative learning activities, challenging questions or higher-order thinking for CLP. Examples are as follows:

	General English
G.1	<p>Topic: "All About Me" – Summative Composition 1</p> <p>Objectives: Using adjectives to describe people</p> <p>Challenge: Students write sentences to describe people</p>
G.2	<p>Topic: Countable & Uncountable Nouns</p> <p>Objectives: To differentiate Countable & Uncountable Nouns, Learn basic quantifiers, revise extra vocabulary</p> <p>Challenge: Create their own recipe using the new vocabulary introduced in the lesson</p>
G.3	<p>Topic: Quantifiers to describe the amount of countable or non-countable nouns</p> <p>Objectives: Students are able to use quantifiers <i>a little, a few, a lot of</i> and <i>lots of</i> correctly in describing the amount of countable or non-countable nouns</p> <p>Challenge: Students discover the grammar rules from given examples. Students make their own judgment based on observations</p>
G.4	<p>Topic: Introduce the use of 'used to' to talk about past habits</p> <p>Objectives: Students identify the form of the grammar item, differentiate the difference between 'used to' and simple past</p> <p>Challenge: Work in groups to reconstruct sentences & input them into Socrative to share with the class</p>
G.5	<p>Topic: Money & Currency</p> <p>Objectives: Raise students' understanding of currencies and how they work</p> <p>Challenge: Collaboratively discuss the pros and cons of one Global Currency</p>
G.6	<p>Topic: Direct & Indirect Speech</p> <p>Objectives: Define direct speech and indirect speech, distinguish between direct and indirect speech, understand the rules for converting direct speech to indirect speech</p> <p>Challenge: Students create a conversation using direct speech and then convert it into reported speech</p>

Department of Chinese

100%老師於每一學期最少運用一次「翻轉課室」的教學活動，列舉如下：

級別	「翻轉課室」教學活動
二年級	第一學期：登入網址，閱讀「十二生肖起源」的故事，並完成相關的專題研習。
	第二學期：課前預習，理解課文內容。
	第三學期：寫作前訪問同學，記下資料，為課堂上的寫作做準備。
三年級	第一學期：課前預習，學習查字典。
	第二學期：課前預習，查字典及運用課文詞語填充。
	第三學期：課前收看教育電視(概括段落大意)，翌日於課堂上討論及完成相關的工作紙。
四年級	第一學期：進行書法教學前，學生先看相關的教育電視節目。
	第二學期：課前查字典預習詞語，再於課堂上透過平板電腦的應用程式，認識人物外貌描寫。
	第三學期：寫作前先上網收集及整理寫作材料，翌日在課堂上以先說後寫的策略，深化學生對步移法及寫景型遊記的掌握。
五年級	第一學期：課前預習《說茶》一文，着學生介紹自己最常喝的一種茶，再於課堂上與同學分享。
	第二學期：學生於內聯網收看有關遊記的教育電視，翌日於課上討論及作分組活動。
	第三學期：寫作前，學生搜集有關人物的背景及其推行政策或活動的資料，再於課堂上整理資料，然後進行寫作。
六年級	第一學期：課前觀看網上相關的短片，為《垃圾山上的小女孩》作預習。
	第二學期：寫作前觀看網上相關的短片《遊九龍寨城公園》，為課堂上的寫作做準備。
	第三學期：古詩文教學前，學生先看相關的教育電視節目《粵語通古今》。

100%老師均於同儕協作教學中設計具挑戰性或高階思維的問題及學習活動。

級別	具挑戰性或高階思維的問題或活動
一年級	學生運用提手旁字詞口頭造句，再請其他同學評鑑句子。
二年級	學生先分析賀卡內容，選出正確的答案，再按賀卡格式排列先後次序。
三年級	從找錯處中，鞏固賀卡格式及審題技巧，掌握寫作重點。
四年級	引導學生歸納描述人物外貌特徵的方法和順序。
五年級	觀看步移法短片，運用步移法寫作段落。
六年級	你認為同學的文章是否切題？試根據審題三原則評價內容。

Department of Mathematics

100% of teachers have participated in flipped classroom at least once per term

Grade	1 st Term	2 nd Term	3 rd Term
G.1		Measure	Multiplication
			Time
G.2		mm / km	Long division Parallel lines & perpendicular lines

		Seconds	
G.3	Types of triangles	Quadrilaterals	Perimeters
	Angles and degrees		
	Angles and drawing angles		
G.4	Adding and subtracting fractions	Area of polygons	Multiplication of fractions
G.5	Fractions	Edges, vertices and faces	Percentage
	Decimals	Recurring decimals	Capacity & volume
G.6	Ratio	Number patterns	Problem-solving
	Percentage		
	Part of circle		

100% of teachers have incorporated challenging questions or higher-order thinking and learning activities for CLP.

Grade	Examples
1	Students get into groups to solve some higher order problems by using counting in groups of 2/5/10. Teacher tells students that originally there were more candies, when counting in groups of 2/5/10, there was nothing left. But now there are some candies left, therefore some candies must have been eaten. Teacher asks students to find out the number of the missing candies.
2	Students learn how to draw diagrams to solve problems involving the 4 basic directions and left/right step-by-step.
3	Students are required to observe the angles they find in their daily life and explain why acute / and obtuse angles are used in the design of tools and facilities.
4	Students learn how to dissect a 2-D shape into identical shapes. Students are required to dissect a square into 4 identical parts. Think-Pair-Share strategies are adopted.
5	Students learn how to draw all possible nets to form a cube. Besides, students are required to tell why some nets with 6 faces cannot form a cube. Students also use the app called 摺紙圖樣 to learn how to make different 3D shapes. <div data-bbox="284 1659 399 1830" data-label="Image"> </div>
6	Students do the same project with different pedagogies. Based on the scenario given, high order thinking questions are provided to guide students to analyse the data systematically before making the judgement.

Department of General Studies

100% of teachers adopted flipped classroom mode of teaching at least once per term. Examples are as follows:

	GSI	GSII
G.1	<u>Module 7 Unit 2: Plants and Animals</u> Students were asked to choose one bird for a 1-minute presentation from the website provided in Pre-lesson worksheet (4).	<u>單元版 4 第五課《良好的習慣》</u> 學生需完成課前預習(二)並分辨良好的生活習慣。 (French Class) <u>Module 4 Unit 4: Personal Hygiene</u> Student was asked to do a self-evaluation about his personal hygiene on Pre-lesson worksheet (2).
G.2	<u>Module 9 Unit 3: Safety First</u> Students were asked to complete a mindmap in Pre-lesson worksheet (3) about what they need to do when there is a dangerous situation.	<u>單元版 11 第一課《左鄰右里》</u> 學生需完成課前預習(一)有關與鄰居的互動。 (French Class) <u>Module Version 11 Unit 1: My Neighbours</u> Students were asked to complete Pre-lesson worksheet (1) about ways to know their neighbours better.
G.3	<u>Module 17 Unit 3: Get Well Soon</u> Students were asked to interview their friends or family about their ways to prevent illness by using Pre-lesson worksheet (3).	<u>單元版 18 第四課《精明消費》</u> 學生需完成課前預習(一)有關日常的消費情況。
G.4	<u>Module 25 Unit 4: Nutrients</u> Students were asked to review their daily diet by completing Pre-lesson worksheet (4).	<u>單元版 27 第一課《香港走一走》</u> 學生需完成課前預習(一)，並於天文台的網頁找出有關香港的天氣的資料。
G.5	<u>Module 35 Unit 2: Reflection and Refraction of Light</u> Students were asked to finish an online assignment about light and rainbow after watching two related videos in BrainPop.com.	<u>單元版 33 第一課《踏入青春期》</u> 學生需前往提供的網頁，閱讀及觀看相關資料或片段並完成課前預習(一)。
G.6	<u>Module 47 Unit 1: Forms of Energy</u> Students were asked to finish Pre-lesson worksheet (4) after	<u>單元版 41 第一課《金錢何價》</u> 學生需完成課前預習(一) 上有關零用錢的問卷。

watching two videos about kinetic and potential energy in BrainPop.com	(French) <u>Module Version 41 Unit 2: Making Smart Choices</u> Students were asked to complete Pre-lesson worksheet (2) in advance about planning their weekly expenditure.
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100% of teachers incorporated challenging or higher-order thinking questions for CLP. Examples are as follows:

	GSI/ GS II
G.1	<u>Module 1 Unit 2: One Big Family</u> Students learnt the concept of classification and they were asked to classify the jobs of school staff under different categories.
G.2	<u>Module 9 Unit 3: In Case of Fire</u> Students were asked to write their opinion about what to do in different situations when there is in a fire on the worksheets provided.
G.3	<u>Module 22 Unit 4: See the World</u> Students were asked to categorize different tourist attractions in the class activity.
G.4	<u>單元 28 第三課《走進時光隧道》</u> 同學利用 Padlet，分組分析早期先民的生活特色，將答案展示於電子白板上。
G.5	<u>單元 33 第二課《青春事件簿》</u> 學生分組，各組需從不同個案中綜合分析青青期心理特徵的由來。
G.6	<u>單元 43) 第一課《香港特別行政區》</u> 學生分組，利用「兩面思考」的方法，討論特首選委會產生的優點和缺點。

A survey was conducted in March. 100% of teachers incorporated students' collaborative learning activities for CLP and their daily teaching. Details are as follows:

Ms. Jackie Lau	Flipped classroom/ Think-pair-share-write/ Jigsaw
Ms. Susanna Chung	Discussion (with assigned roles)/ Sharing & presentation (with assigned materials)
Ms. Michelle Ng	Think-pair-share/ Group discussion
Ms. Sally Yuen	Think-pair-share
Mr. Sammy Ho	Think-pair-share/ Group discussion
Mr. Edward Wong	Thinking charts/ Flipped classroom
Ms. Agnes Lee	Group discussion with a goal
Ms. Anna Cheung	Group discussion & presentation
Ms. Karen Li	Discussion/ Pairwork

Mr. Calvin Chan	Mindmap/Class Dojo
Ms. Ronnie Liang	Think-pair-share/ Mind map drawing
Ms. Shirleen Liu	Group discussion
Ms. Isabella Kwan	Jigsaw/Group discussion & presentation
Ms. Katie Chan	Group discussion/ Group experiment/ Think-pair-share
Mr. Philip Wong	Group discussion/ Group research before lessons
Mr. Kevin Kam	Group discussion/ Group research before lessons
Mr. Louis Hau	Jigsaw/Think-pair-share
Mr. Alan Ng	Think-pair-share/ Group project planning
Ms. Alice Lau	Group discussion and presentation

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

3. Student Support

3.1 Intended Outcomes/Targets:

To design a new framework of personal growth programme for implementation in all grade levels

3.1.1 Strategies/ Tasks:

To set up a framework of leadership training programme and service programme for all students

Success Criteria:

- To launch leadership training programmes for lower grade and upper grade students.
- Over 80% students participated in school service programme.

Report & Evaluation:

The School aims to nurture students to be leaders. To be a leader, students have to first learn how to serve others. Taking this as the direction, different Departments and Working Committees launch diverse training programmes for G1-G6 students throughout the school year, provide students with various serving opportunities both inside and outside of school. The following table shows the summary of all the leadership training programmes and service programmes that were launched in 2017-2018. For detailed evaluation of each programme, please refer to the report of respective departments and working committees.

	In-charge	G1	G2	G3	G4	G5	G6
Internal Leadership / Service Training:							
1. "One Duty Per Student" Scheme	D&G	✓	✓	✓	✓	✓	✓
2. Class Captains Training	D&G	✓	✓	✓	✓	✓	✓
3. Environmental Ambassadors	Environmental Protection	✓	✓	✓	✓	✓	✓
4. VA Helpers/ Table Captains	VA Dept	✓	✓	✓	✓	✓	✓
5. Uniform Group	Scout Leaders		✓	✓	✓	✓	✓
6. Librarian Training	Library			✓	✓	✓	✓
7. IT Captains/Directors	CS Dept				✓	✓	

8. Prefect Training	Prefect Board				✓	✓	✓
9. PTH Ambassadors	PTH Dept					✓	✓
10. Flag Raising Squad	GS Dept						✓
11. Music Captains	Music Dept						✓
12. Big Brother Scheme	Pastoral Care						✓
13. Altar Servers Training	RE Dept						✓
14. Prayer Leaders Training	RE Dept						✓
External Service Training:							
15. Collect Toiletries for the Woman Refuge in September	Eng Dept	✓	✓	✓	✓	✓	✓
16. Service Learning Day: Collect “Little Box of Hope” in November	Eng Dept	✓	✓	✓	✓	✓	✓
17. Community Service: - Visit to Elderly Home on 16 December 2017 - Visit to Elderly Day Care Centre on 20 January 2018	PTA	✓	✓	✓	✓	✓	✓
18. Flag Selling Activity	Jackie Lau	✓	✓	✓	✓	✓	✓

Major Concern: Second Priority – Management & Organization; Partnership

1. School Management

1.1 To have closer communication and a better alignment of work between the Secondary and Primary Divisions for the ongoing development of the School

1.1.1 Strategies/ Tasks: To work more closely between the Secondary and Primary Divisions and have more collaboration

Success Criteria:

School administrators of the Primary and Secondary Divisions will meet to share good practices for enabling better understanding, communication and planning of school management priorities at least twice a year.

Report & Evaluation:

The 2nd Joint-Division Administrators Meeting was held on 31 January 2018. In addition to the Headteacher, three Deputy Headteachers and Head of Admission & Culture, all Senior Teachers were also invited to attend the meeting. The objective is to strengthen the understanding, communication and planning of school management priorities between the Primary and Secondary Divisions.

All administrators had a fruitful sharing and discussion about the following issues:

- (1) DBS 150th Anniversary Programme Schedule;
- (2) EDB Survey on “HKDSE Proposed Abolition of Category C June Series Examination” for Non-Chinese Speaking Students (NCS);
- (3) New Format of G5 & G6 Report Cards of the PD;
- (4) Findings & Statistics from DSE & IB;
- (5) Measures to Ensure a Set Standard of Academic Achievements;
- (6) Student Support;
- (7) Introduction of the Centre for Further Studies;
- (8) Chinese Enhancement Exercise;
- (9) STEM Education;
- (10) Harvard School of Education Project Zero.

The Joint-Division Administrators Meeting is a very effective platform for the administrators of both divisions to get a better understanding of our priorities and concerns. It enables the administrators to collaborate more closely, especially at times when we have to organize joint-division events and review of the through-train curriculum development.

Major Concern: Second Priority – Management & Organization; Partnership

2. Professional Leadership

2.1 To continue to develop the leadership role of the middle management team so that teaching and learning will be more effective

2.1.1 To require all administrators to engage in professional training provided by the EDB or through organizing school exchange

Success Criteria:

- All administrators will engage in professional training provided by the EDB (or other educational institutes) or participate in professional sharing in school exchange at least twice a year.
- Each administrator will give a professional sharing within the department after attending a workshop, seminar or school visit this school year.

Report and Evaluation:

Sept 2017 – July 2018

- ◆ There are 29 administrators in DBSPD.
- ◆ There are 14 subjects on offer, and 25 subject administrators altogether.
- ◆ Our administrators have attended 70 workshops and 46 school visits. Details are as follows:

Department	No. of Administrators	Workshops/Seminars	School Visits
English	2	7	5
Chinese	3	7	5
French	1	1	1
Math	3	7	8
GS	3	3	10
Electives	2	6	6
Music	1	1	3
PE	1	1	1
Moral Ed	1	2	0
PTH	1	3	2
VA	2	7	2
RE	2	3	2
CS	1	1	1
LibraryStudies	1	1	1
Others	4	9	2

- ◆ 28 administrators (96.6%) gave a professional sharing within the department.

Major Concern: Second Priority – Management & Organization; Partnership

3. Partnership

3.1 Intended Outcomes/Targets:

To further enhance the communication between teachers and parents

3.1.1 Strategies/ Tasks:

To set up a platform to create trusting relationships among teachers and parents where appreciation and gratitude are emphasized

Success Criteria:

- School Social Worker to conduct at least two parents' workshops this school year.
- An online platform will be used to enhance the communication between teachers and parents.

Report & Evaluation:

In the First Term, a three-session parents' workshop (G1-3) on Play Therapy was conducted by Ms. Ivy Wong, the School Social Worker and Ms. Esther Poon on 24, 31 January and 7 February 2018 respectively. Another three-session parents' workshop (G4-6) on Mindfulness and Sensation Awareness to Stress Reduction was organized by the School Social Workers on 6, 13 & 20 December 2017 respectively.

Due to the overwhelming response in application in the First Term, the three-session parents' workshop on Play Therapy for G.1-3 parents was re-run. The workshop was conducted by Ms. Ivy Wong on 17, 25 and 31, May 2018. In the Second Term, another three-session parents' workshop (G4-6) on Parenting Skills and Magic Therapy was organized by the School Social Workers on 25 April, 2 & 9 May 2018 respectively.

The Parent-Teacher Association created a Facebook group under the name "DBSPTA-PD" in 2011. The purpose of creating this group is to share information and facilitate communication among parents. In order to ensure the privacy of all members can be protected, this group has become a "private" Facebook group since 2017. All teachers and parents of our School are welcome to join this private Facebook group. Besides, the Level Representatives of PTA have created different "WhatsApp Groups" of their respective level for circulating the most recent messages. The School also makes use of eClass for uploading the "e-notices" so that parents can get the latest news online. Other online platforms are being used by individual teachers, e.g. Class Dojo. The School will keep exploring new means and platforms to further enhance the communication between teachers and parents in future.

Major Concern: Third Priority – Student Performance

1. Attitude & Behaviour

1.1 Intended Outcomes/Targets:

To enhance students' learning motivation and help them take more initiatives in their learning

1.1.1 Strategies/ Tasks: To help students understand their potential and foster the sense of achievement of students in making improvement

Success Criteria:

- One class meeting will be held in each term, in which teachers will discuss and list out students who require support in unleashing their potential. Teachers will also work out a guidance plan to offer support to each of these students.
- In the class meetings in Term 2 and Term 3, teachers will nominate students who have shown obvious improvement in: (1) behaviour and (2) academic result. These students will be presented the “Improvement Award” during the morning assembly.
- Those classes that have made the best improvement in each of the two categories will be presented the “Most Improved Class Award” in the “Be a Better Me” Programme in Term 2 and Term 3.

Report & Evaluation:

Class meetings were held in each term, they were scheduled for October 2017, March 2018 and June 2018 respectively. Teachers discussed and listed out students who required support in unleashing their potential in the first two meetings, guidance plans were being worked out with the support of the D&G Team when necessary. Evaluations were done in the third meeting.

In the second and third class meetings, class teachers were required to discuss with the core subject teachers to nominate students who have shown obvious improvements in behavior and academic result. The “Improvement Award” recipients of the Second and Third Term were presented a certificate and a souvenir in the prize presentations during the morning assembly in April and after the End of Year Service respectively.

In order to motivate classes which did not manage to enter the “Top Three” in the 1st round of the “Be a Better Me” Programme to try hard, a new calculating system was implemented in the 2nd and 3rd rounds. Classes were given bonus scores if they could achieve their own target scores. It could successfully enhance students' motivation in participating in the Whole School Programme.

Report on Use of Capacity Enhancement Grant 2017-2018

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 72 courses were offered in 2017-2018. 50 courses were delivered by out-sourced organizations.

Task Area	Elective Courses
Major Area(s) of Concern	To employ out-sourced organizations and part-time tutors to develop and conduct electives for our students.
Implementation Plan	<ul style="list-style-type: none"> ● To provide various choices of electives for students to broaden their knowledge and horizon. ● There were 22 sessions of around 1 hour each from Term 1 to Term 3 in 2017-2018.
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 2017-2018 was **\$1,426,615 (material cost \$128,720)**. The total expenditure for Term 1 to Term 2 was **\$972,700**.
- 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	\$549,760	\$422,940	\$453,915
Courses delivered by out-sourced organizations	42	43	42
No. of students enrolled in those electives (out-sourced)	648	613	632

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

Area	No. of out-sourced courses	No. of students Term 1 - Term 3
Art & Sports	8	247
Language & Culture	6	222
Personal Development	21	778
Science	15	646
Total	50	1893

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

Evaluation	Term 1	Term 2	Term 3	Average
Students	45.2/ 50	45.3/ 50	44.8/ 50	45.0/ 50
Teachers	43.7/ 50	44.7/ 50	44.4/ 50	44.2/ 50
Parents	--	--	4.3/5	4.3/5

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 more elective courses will continue to be developed for our students in the future.

Achievement & Reflection of English Department

Development Plan 2017-2018

1. Curriculum and Assessment & Learning and Teaching

1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students

1.1.1 Strategies/Tasks: To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies

Report & Evaluation

100% of English teachers have implemented collaborative or other innovative teaching strategies, for instance Visible Thinking Routines, group discussion & presentation, mindmapping, venn diagrams, and other higher order thinking skills in CLP and their daily teaching.

All teachers have used different IT applications in their teaching. Please refer to the list below:

Innovative teaching strategies	G1	G2	G3	G4	G5	G6
- Kahoot	✓	✓	✓	✓	✓	✓
- EdPuzzle					✓	✓
- Padlet				✓		
- Quia				✓	✓	✓
- Socrative				✓		
- Nearpod						✓
- Storyboard					✓	
- Google Classroom					✓	
- Book Creator				✓	✓	✓
- Class Dojo	✓	✓	✓	✓	✓	✓
- Brain Pop			✓	✓		✓
- Quizlet			✓	✓		
- Inspiration				✓		
- Clicker				✓		

100% of all teachers have attended talks / workshops / seminars on developing teaching pedagogies.

Name	Workshops	Sharing in Collaboration
Dr. Nadia Chan	The Future of English	✓
Ms. Monique Lok	School Visit	✓
Ms. Carine Chau	School Visit	✓
Ms. Karen Leung	HKSMSA Choral Speaking (Oxford)	✓
Ms. Tracy Riccio	Class Dojo	✓
Mr. Peter Moran	SEN Workshop	✓
Ms. Karen Li	HKSMSA Choral Speaking (Oxford)	✓
Ms. Jen Wan	E-assessments & E-learning	✓
Ms. Winnie Chan	HKSMSA Choral Speaking (Oxford) E-assessments & E-learning	✓
Ms. Kathy Lo	Teaching Grammar through Games	✓
Mr. Vikram Gurung	Scouts	✓
Mrs. Simone Lam	Teaching Grammar through Games	✓
Mrs. Sonia McCarthy	HKSMSA Choral Speaking (Oxford) Inquiry in Classrooms & Building Agency Workshop	✓
Ms. Katie Chan	Teaching English through Games	✓
Ms. Maggie Wu	SEN	✓

Name	Date	School Visits	Professional Dialogue
Dr. Nadia Chan Ms. Monique Lok	Nov 2017	Saint Hilda's Primary School (Singapore)	✓
Dr. Nadia Chan	2017-2018	Professional Sharing with Baptist Rainbow Primary School	✓
Ms. Monique Lok Ms. Carine Chau	Feb 2018	Professional Sharing with Po Leung Kuk Choi Kai Yau School	✓
Dr. Nadia Chan Ms. Monique Lok	May 2018	Professional Sharing with Tao Nan School (Singapore)	✓

2. Student Learning and Teaching

2.1 To further develop students' self-learning skills

2.1.1 Strategies/Tasks: To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves

Report & Evaluation

100% of teachers who teach Grades 4-6 adopted flipped classroom at least once per term.

Examples are as follows:

	General English	Literature Studies
G.1	Pre-lesson on Reading Comprehension Big Question preparation	Research on Frogs & Toads i.e. habitat, size, appearance, life-cycle
G.2	Pre-reading Task on Reading Comprehension Big Question preparation	Youtube video on sound words (<i>onomatopoeia</i>)
G.3	Brainpop: teach grammar items to 3A class	Teacher-made video on the reading of <i>Fantastic Mr. Fox</i> at home via EdPuzzle
G.4	Oxford Discover Project: research on Biomes	Pre-reading & Comprehension of the novel <i>Danny, the Champion of the World</i>
G.5	Oxford Discover Big Questions: Pre-reading research/ Vocabulary/ Discussion	Pre-reading & Comprehension of the novel <i>Al Capone Does My Shirts</i> / Online Worksheets
G.6	Edpuzzle & Brainpop: Reported Speech	Pre-reading & Comprehension of the novel <i>Only You Can Save Mankind</i> /Online Worksheets

100% of teachers incorporated students' collaborative learning activities, challenging questions or higher-order thinking for CLP. Examples are as follows:

	General English
G.1	Topic: "All About Me" – Summative Composition 1 Objectives: Using adjectives to describe people Challenge: Students write sentences to describe people

G.2	<p>Topic: Countable & Uncountable Nouns</p> <p>Objectives: To differentiate Countable & Uncountable Nouns, Learn basic quantifiers, revise extra vocabulary</p> <p>Challenge: Create their own recipe using the new vocabulary introduced in the lesson</p>
G.3	<p>Topic: Quantifiers to describe the amount of countable or non-countable nouns</p> <p>Objectives: Students are able to use quantifiers <i>a little, a few, a lot of</i> and <i>lots of</i> correctly in describing the amount of countable or non-countable nouns</p> <p>Challenge: Students discover the grammar rules from given examples. Students make their own judgment based on observations</p>
G.4	<p>Topic: Introduce the use of 'used to' to talk about past habits</p> <p>Objectives: Students identify the form of the grammar item, differentiate the difference between 'used to' and simple past</p> <p>Challenge: Work in groups to reconstruct sentences & input them into Socrative to share with the class</p>
G.5	<p>Topic: Money & Currency</p> <p>Objectives: Raise students' understanding of currencies and how they work</p> <p>Challenge: Collaboratively discuss the pros and cons of one Global Currency</p>
G.6	<p>Topic: Direct & Indirect Speech</p> <p>Objectives: Define direct speech and indirect speech, distinguish between direct and indirect speech, understand the rules for converting direct speech to indirect speech</p> <p>Challenge: Students create a conversation using direct speech and then convert it into reported speech</p>

Evaluation of English Programme Plan 2017-2018

1. External Competitions

- 1.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 1.2 Targets: All students
- 1.3 Period: The whole school year
- 1.4 Content: Students were given the opportunities to take part in various external events.
- 1.5 Evaluation: Many students were encouraged to join various competitions outside of school and a number of students won awards. Participation in external competitions was based on their appropriateness. Apart from entering the solo-verse speaking competitions, this year we were awarded First-runner up in Choral speaking. The English Performing Arts group competed in the HK Schools Drama Festival and 5 students were awarded Outstanding Performers as well as an award for Best Stage Effect. Our English Debating Team was the Champion in the Talent Cup 2018, English Debating Competition (Primary Section) and the Hong Kong Secondary Schools Debating Competition (Primary Section). Other competitions we participated in were the Budding Poets competition and in the Open Section, we received an award for Poet of the School and an Honorable Mention. Please see attachment for other achievements.

2. Internal Competitions

- 2.1 Objective: To broaden students' experience through language learning activities that are related to one or more of the other learning areas and to build up their confidence in using English
- 2.2 Targets: All students
- 2.3 Period: The whole school year
- 2.4 Content: Inter-class Penmanship (All Grades),

Grade 1	Writing Competition
Grade 2	Spelling Bee
Grade 3	Advertisement on Saving Energy
Grade 4	Spelling Bee
Grade 5	Public Speaking
Grade 6	Drama Competition

- 2.5 Evaluation: Most students participated. Different activities were introduced or re-introduced this academic year in order to broaden the scope of students' participation.

3. Reading Programme

- 3.1 Objective: To foster a good reading habit and cultivate an interest in reading amongst struggling readers
- 3.2 Targets: Struggling readers
- 3.3 Period: The whole school year
- 3.4 Content: Reading lesson is held in Class Period on Thursdays. Students keep a record of book titles they read in their Reading Log which is submitted after Christmas and Easter.
- 3.5 Evaluation: It is a dilemma. Our low ability boys need easy access to high interest, easy-to-read books. However, when they are easily available on the shelf, they are being borrowed and not returned.

4. Overseas Trip

- 4.1 Objective: To learn about British culture, lifestyle and attend lessons to improve language proficiency
- 4.2 Targets: Grades 5 & 6 students
- 4.3 Period: 10 days in mid-late July 2018
- 4.4 Content: Lessons & Workshops, Social Activities, Excursions
- 4.5 Evaluation: Students enjoyed the trip and learnt about British culture, and lifestyle. Various workshops were conducted to improve students' language proficiency, knowledge and skills. These workshops include etiquette, drama, film, video, music and songs. A farewell performance was held where students performed scenes from The Lion, the Witch and the Wardrobe as well as Romeo & Juliet. Students found the course work a bit too demanding and they didn't have much free time in the evenings because they had to continue to work on their project and/or have drama rehearsals. More time to do sports would be advisable. We were disappointed as we did not go to Windsor and were late for our tour at Chelsea Football Club because of heavy traffic. In future, all outings should be arranged earlier on instead of going on the last day of the trip. The school logbook is redundant as students have already been required to complete all assignments throughout the day.

5. Open House Decoration

- 5.1 Objective: To promote the English curriculum and display students' work to parents, students and the general public
- 5.2 Targets: Grades 1-6 students
- 5.3 Period: Jan – Feb 2018
- 5.4 Content: Teachers are responsible for decorating the English room for Open House, designing and preparing souvenirs for visitors, and preparing activities for visitors and students.
- 5.5 Evaluation: The Open house was a success. Many parents and children participated in the activities.

6. Open House Story-telling

- 6.1 Objective: To promote and cultivate a good reading habit for kindergarten students
- 6.2 Targets: Kindergarten children and their parents.
- 6.3 Period: Feb 2018
- 6.4 Content: Teachers read the story 'A Frog's Song' which was written and illustrated by our Grade 3 students. The song included repetition and rhyme.
- 6.5 Evaluation: It was a productive afternoon that required speaking, listening and following instructions. The little ones and their parents enjoyed the programme.

7. Social Events and Gathering

- 7.1 Objective: To develop a closer bonding amongst the teachers in the English Department
- 7.2 Targets: English teachers
- 7.3 Period: Sept 2017 – July 2018
- 7.4 Content: Purchase gifts, vouchers, cards for staff celebrations and organise social gatherings as appropriate.
- 7.5 Evaluation: Celebrations took place throughout the academic year. The department held a reunion dinner for Chinese New Year and an afternoon tea gathering at the end of the year to celebrate Mr. Vikram Gurung's retirement.

8. Extended Learning Weeks

- 8.1 Objective: Grade 6 students are required to prepare for their Final-Year Project with the help of their English-teacher mentors. During the ELW, they have to conduct a Final-Year Project on the theme: "Everyone can change the world for the better, take action!"

- 8.2 Targets: Grade 6 students
- 8.3 Period: Dec 2017 – July 2018
- 8.4 Content: The Grade 6 Final-Year Project involves learners to:
- tackle real-world questions, problems and issues by solving problems and creating solutions
 - develop questioning, research and communication skills by collaborating within and beyond the classroom
 - develop deep understanding of content knowledge by participating in the social creation and improvement of ideas and knowledge
- 8.5 Evaluation: Students were able to complete their projects but too much time was spent on doing rehearsals for their graduation performance. They were distracted by these graduation rehearsals and some students missed the Exhibition because they had to rehearse for the Homecoming Concert. Teacher mentors also found it difficult to meet with students as most of them were not subject teachers of their mentee groups.

9. Workshops, Talks and Field Trips for Students

- 9.1 Objective: To learning outside the classroom and extend learning into the community
- 9.2 Targets: All students (Grades 1-6)
- 9.3 Period: Throughout the year
- 9.4 Content: Parent scholars conducted several workshops during the Extended Learning Weeks. Topics covered were about Environmental Protection & Plastic Reduction, Animal Welfare, Racism and Bullying.
- 9.5 Evaluation: Parallel outcomes were achieved through the School Lecture Series. For next academic year, field trips and workshops/talks will be organised for project work.

10. Service Learning Day

- 10.1 Objective: To raise students' awareness on different social issues and raise funds to be donated to the needy
- 10.2 Targets: All students (Grades 1-6)
- 10.3 Period: First Term
- 10.4 Content: Students took part in the 'Box of Hope' charity event and 350 boxes were collected. Grade 5 students helped to promote the event in a morning assembly and PTA parents came in to sort the boxes before they were sent to the organization.
- 10.5 Evaluation: The event was a success and it will be continued next year.

Achievement & Reflection of Chinese Department Development Plan 2017-2018

2017-2018 年度中文科重點發展項目檢討

關注事項(一): 課程與評估; 學生支援及教與

1. Curriculum & Assessment

課程與評估

1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students

發展更具挑戰性及全面的課程，以發掘學生的潛能。

1.1.1 To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies

通過同儕協作或分享創新的教學策略，提升老師的專業水平和教學效能。

Report & Evaluation:

報告及檢討:

100%老師能於同儕協作教學中運用創新的教學策略

級別	協作教學中所運用的教學策略	課堂運用
一年級	運用圖畫，讓學生從合作遊戲中學習配詞，增加他們的識字量。	✓
二年級	運用多感官教學，讓學生從活動及遊戲中掌握賀卡的格式。	✓
三年級	運用合作學習，鞏固賀卡格式及審題技巧。	✓
四年級	利用異質分組進行合作學習，並運用平板電腦的應用程式學習人物描寫。	✓
五年級	學生觀看遊覽片段，留意路線的觀察點，再合作寫遊記段落。	✓
六年級	同儕互評、預習及分組討論(按能力分組以照顧差異)	✓

94%老師曾參加關於教學法的講座/工作坊/研討會，並於協作會議中與同儕分享

老師曾參加關於教學法的講座/工作坊/研討會	與同儕分享
1. 豐子愷兒童圖畫書獎作品研習暨語文教育研討會	✓
2. 兒童文學與讀寫能力發展	✓
3. 讀寫結合——「無字書」	✓
4. 支援有特殊教育需要學生認知及學習需要專題課程	✓
5. 「內地與香港教師交流及協作計劃」—整本書閱讀教學	✓
6. 分享實習教學:手部識字及擴充詞庫	✓
7. 「為有讀寫困難的小學生提供加強支援」分享會	✓
8. 教師專業交流活動: 德信學校(課堂觀摩及專題分享)	
9. 兒童文學教學分享會	

2. Student Learning and Teaching

教與學

2.1 To further develop students' self-learning skills

發展學生的自學能力

2.1.1 To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves

設計具挑戰性的課堂及提供多元化的學習機會，提升學生協作及建構知識的能力。

Report & Evaluation:

報告及檢討：

100%老師於每一學期最少運用一次「翻轉課室」的教學活動，列舉如下：

級別	「翻轉課室」教學活動
二年級	第一學期：登入網址，閱讀「十二生肖起源」的故事，並完成相關的專題研習。
	第二學期：課前預習，理解課文內容。
	第三學期：寫作前訪問同學，記下資料，為課堂上的寫作做準備。
三年級	第一學期：課前預習，學習查字典。
	第二學期：課前預習，查字典及運用課文詞語填充。
	第三學期：課前收看教育電視(概括段落大意)，翌日於課堂上討論及完成相關的工作紙。
四年級	第一學期：進行書法教學前，學生先看相關的教育電視節目。
	第二學期：課前查字典預習詞語，再於課堂上透過平板電腦的應用程式，認識人物外貌描寫。
	第三學期：寫作前先上網收集及整理寫作材料，翌日在課堂上以先說後寫的策略，深化學生對步移法及寫景型遊記的掌握。
五年級	第一學期：課前預習《說茶》一文，着學生介紹自己最常喝的一種茶，再於課堂上與同學分享。
	第二學期：學生於內聯網收看有關遊記的教育電視，翌日於課上討論及作分組活動。
	第三學期：寫作前，學生搜集有關人物的背景及其推行政策或活動的資料，再於課堂上整理資料，然後進行寫作。
六年級	第一學期：課前觀看網上相關的短片，為《垃圾山上的小女孩》作預習。
	第二學期：寫作前觀看網上相關的短片《遊九龍寨城公園》，為課堂上的寫作做準備。
	第三學期：古詩文教學前，學生先看相關的教育電視節目《粵語通古今》。

100%老師均於同儕協作教學中設計具挑戰性或高階思維的問題及學習活動。

級別	具挑戰性或高階思維的問題或活動
一年級	學生運用提手旁字詞口頭造句，再請其他同學評鑑句子。
二年級	學生先分析賀卡內容，選出正確的答案，再按賀卡格式排列先後次序。
三年級	從找錯處中，鞏固賀卡格式及審題技巧，掌握寫作重點。
四年級	引導學生歸納描述人物外貌特徵的方法和順序。
五年級	觀看步移法短片，運用步移法寫作段落。
六年級	你認為同學的文章是否切題？試根據審題三原則評價內容。

Evaluation of the Chinese Programme Plan 2017-2018

2017-2018 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。 -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> <p>(五) 活動檢討： -本校共有 113 人次參加本屆的校際朗誦節，共有 14 位獲冠軍，12 位同學獲亞軍，13 位同學獲得季軍，而集誦隊則獲亞軍，成績理想。</p> <p>-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>19</td><td>蕭爾康</td><td>冠軍</td></tr><tr><td>1M</td><td>20</td><td>梁逸琛</td><td>冠軍</td></tr><tr><td>1P</td><td>7</td><td>許家錫</td><td>冠軍</td></tr><tr><td>1S</td><td>4</td><td>徐逸希</td><td>冠軍</td></tr><tr><td>1S</td><td>3</td><td>張穎霖</td><td>冠軍</td></tr><tr><td>2D</td><td>21</td><td>凌天祈</td><td>冠軍</td></tr><tr><td>2S</td><td>19</td><td>岑卓橋</td><td>冠軍</td></tr></table>	班別	學號	姓名	成績	1D	19	蕭爾康	冠軍	1M	20	梁逸琛	冠軍	1P	7	許家錫	冠軍	1S	4	徐逸希	冠軍	1S	3	張穎霖	冠軍	2D	21	凌天祈	冠軍	2S	19	岑卓橋	冠軍
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					4P	20	麥柏翹	冠軍	
					6D	32	符從賢	冠軍	
					6D	30	溫紀賢	冠軍	
					6J	32	楊喜喆	冠軍	
					6M	3	陳耀生	冠軍	
					6M	3	陳耀生	冠軍	
					集誦隊代表		梁逸晞(4M)、王鉦皓(3D)		亞軍
					1J	13	郭家熙	亞軍	
					1J	28	王德仁	亞軍	
					2J	29	黃浚堯	亞軍	
					2J	31	楊子樑	亞軍	
					2P	2	陳政霖	亞軍	
					3D	24	黃鉦皓	亞軍	
					4D	22	鄧宇希	亞軍	
					4J	22	杜家信	亞軍	
					5P	30	楊鎬朗	亞軍	
					5P	16	李政澤	亞軍	
					5S	30	王政淳	亞軍	
					6D	32	符從賢	亞軍	
					1J	23	宋熙倫	季軍	
					1P	24	黃逸政	季軍	
					1S	17	莫澔羲	季軍	
					2D	12	韓正	季軍	
					3D	25	黃舜諾	季軍	
					3D	26	黃逸軒	季軍	

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2. 硬筆書法比賽	十月	曾欣兒 林彥余	讓學生體認中華文化，並培養 審美情趣。	<ul style="list-style-type: none">➤ 全校學生被邀請參加由教協舉辦的「第二十二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。➤ 優勝者會獲得證書，其作品亦會寄往教協參加全港公開賽。➤ 此活動能提高學生對硬筆書法的興趣，低年級學生的參與更顯積極。➤ 本屆學生 4S 劉禹之更榮獲「小學中級中文硬筆書法」優異獎。➤ 校內賽成績如下： 初級組 冠：1S 徐逸希 亞：2J 孔舜 季：1M 劉進 中級組 冠：4S 劉禹之 亞：4D 伍俊明 季：4M 徐梓晉 高級組 冠：6J 王綽鋒 亞：6M 陳柏熹																												

				季：5D 姚澤軒 校外決賽 4S 劉禹之 榮獲「小學中級中文硬筆書法」優異獎
3. 實地考察寫作計劃	一月	吳鳳婷 曾佩儀	五年級： 活動日期：二月五日(星期一) 各班老師及家長義工帶領學生重點遊覽香港公園的霍士傑溫室、茶具文物館及人工湖。學生回校後需完成一篇遊記。	五年級： <u>1. 時間方面：</u> -時間充裕，學生能仔細遊覽三個主要景點，回校後亦能按時午膳。 <u>2. 遊覽過程：</u> -全級分為六班(包括 X 班)，分別按不同次序跟隨科任老師遊覽各景點。由於茶具文物館的開館時間為早上 10:00，被編排參觀的第一班大約於 9:50 分到達，老師需於館前稍作指導，學生才能進館。但綜觀整個遊覽過程，時間亦算充裕，學生反應良好，亦能認真地觀察和抄寫筆記。 <u>3. 課程配合：</u> -是次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。 <u>4. 人手方面：</u> -共有 6 位老師同行；各班均邀請一名家長義工隨隊協助照顧學生。
			六年級： 活動日期： 原定於一月三日(星期三)由教師帶領全體六年級學生遊覽九龍寨城公園，並於活動後以寫作一篇遊記作為活動紀錄及評估。	<u>事前準備：</u> 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，老師們已曾遊覽考察地點，並記下了須向學生重點講解的地方。同時，按著是次寫作重點，教師重新編寫相關工作紙。 <u>考察當天：</u> 活動當天遇上天文台發出寒冷天氣警告，根據教育局的戶外學習指引的建議，加上考慮九龍寨城公園的實際情況，校方決定取消當天的戶外考察。 六年級的科任曾討論再次安排到九龍寨城公園進行考察的可能性，

				可惜因六年級的呈分試及外展訓練營逼近，故已無法再另定日期。最後，科任老師同意讓學生在指定日期前由父母帶領前往九龍寨城公園參觀及完成工作紙。 <u>跟進工作：</u> 學生在各自參觀九龍寨城公園後，在第三學期完成一篇遊記。按老師的回饋，學生是次的寫作表現不俗。																																																	
4. 寫作比賽	四月	陳美穎 林彥余	-活動目標：鼓勵學生發揮創意，推廣寫作風氣。 -活動對象：一至六年級 -推動時間：二至五月份 -比賽內容：一年級進行看圖寫作比賽；二至六年級舉行命題寫作比賽。 -獎項：每級設優勝者一名，可獲\$100 書券及獎狀；優異獎四至五名，各獲得\$50 書券及獎狀，以作鼓勵。	<ul style="list-style-type: none">● 頒獎禮已於 6 月 22 日早會完成。● 優勝作品已張貼在有蓋操場，讓全校同學觀摩。● 比賽題目及成績如下： <table><tr><td></td><td>冠軍</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</td><td>1J 鄭峻林</td><td>1D 鍾致睿</td><td>1M 陳俊霖</td><td>1P 武言哲</td><td>1S 莫濤義</td><td>/</td></tr><tr><td>二年級</td><td>2D 凌天祈</td><td>2J 吳昊璋</td><td>2M 黃俊殷</td><td>2P 唐子焯</td><td>2S 岑卓橋</td><td>/</td></tr><tr><td>三年級</td><td>3S 馮友謙</td><td>3D 黃舜諾</td><td>3J 嚴善橋</td><td>3M 陳晉韜</td><td>3P 陳卓謙</td><td>/</td></tr><tr><td>四年級</td><td>4D 黃天朗</td><td>4J 黃景謙</td><td>4M 洪仲熹</td><td>4P 周沛</td><td>4S 石柏川</td><td>/</td></tr><tr><td>五年級</td><td>5S 區啟進</td><td>5D 姚澤軒</td><td>5J 李卓言</td><td>5M 陳卓謙</td><td>5P 李泓熹</td><td>5X 黃嘉揚</td></tr><tr><td>六年級</td><td>6X 楊喜喆</td><td>6D 溫紀賢</td><td>6J 張堯</td><td>6M 盧灝然</td><td>6P 杜卓叡</td><td>6S 陳智樂</td></tr></table>		冠軍	優異	優異	優異	優異	優異	一年級	1J 鄭峻林	1D 鍾致睿	1M 陳俊霖	1P 武言哲	1S 莫濤義	/	二年級	2D 凌天祈	2J 吳昊璋	2M 黃俊殷	2P 唐子焯	2S 岑卓橋	/	三年級	3S 馮友謙	3D 黃舜諾	3J 嚴善橋	3M 陳晉韜	3P 陳卓謙	/	四年級	4D 黃天朗	4J 黃景謙	4M 洪仲熹	4P 周沛	4S 石柏川	/	五年級	5S 區啟進	5D 姚澤軒	5J 李卓言	5M 陳卓謙	5P 李泓熹	5X 黃嘉揚	六年級	6X 楊喜喆	6D 溫紀賢	6J 張堯	6M 盧灝然	6P 杜卓叡	6S 陳智樂
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5. 故事演講比賽 (一至二年級)	七月	鄭頌慧 龔啟宜	-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	-通過是次活動，提高了學生的說話技巧，並增加自信心。同學亦可藉此機會欣賞優秀的故事演繹。 -老師挑選了二年級同學擔任司儀，為他們帶來面對群眾演說的機會，他們的表演十分出色。 活動已於 7 月 4 日舉行。本年的比賽於學習活動週進行。今年的活																																																	

			<p>一位同學代表該班別參賽。</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>動把播放打氣片段環節改為五年級大哥哥的遊戲環節，台下同學氣氛雖熱烈，但在控制秩序上也有一定難度，故明年可考慮是否再作更改。</p> <p>-今年的比賽一切順利，時間控制得宜，大致需時一小時二十分鐘。</p> <p>-得獎名單：</p> <table><tr><td colspan="2">一年級</td></tr><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>徐逸希</td></tr><tr><td>亞軍</td><td>梁逸琛</td></tr><tr><td>季軍</td><td>鄭峻林</td></tr><tr><td>優異</td><td>葉子賢</td></tr><tr><td>優異</td><td>梁諾軒</td></tr></table> <table><tr><td colspan="2">二年級</td></tr><tr><td></td><td>學生姓名</td></tr><tr><td>冠軍</td><td>凌天祈</td></tr><tr><td>亞軍</td><td>岑柏橋</td></tr><tr><td>季軍</td><td>劉子正</td></tr><tr><td>優異</td><td>陳政霖</td></tr><tr><td>優異</td><td>鄭正朗</td></tr></table>	一年級			學生姓名	冠軍	徐逸希	亞軍	梁逸琛	季軍	鄭峻林	優異	葉子賢	優異	梁諾軒	二年級			學生姓名	冠軍	凌天祈	亞軍	岑柏橋	季軍	劉子正	優異	陳政霖	優異	鄭正朗
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6. 演講比賽 (四至五年級)	試後活動	郭嘉恩 羅懿文	<p>-四、五年級演講比賽分級進行。各級冠、亞、季軍各一名及優異獎;優勝者會獲得書券及證書，以作鼓勵。</p> <p>-比賽日期及時間：</p>	<p><u>四年級題目及得獎名單：</u></p> <p>1. 假如明天便是世界末日，在餘下的 24 小時，你打算做甚麼事情？ 你會有那些話想說？</p> <p>2. 你同意「一分耕耘，一分收穫」這句諺語嗎？請你寫一次有關的</p>																												

			<p>四年級： 6月29日 10:50-11:35</p> <p>五年級： 7月3日 9:00-9:45</p>	<p>經歷，並闡述原因。</p> <table><tr><td></td><td>冠軍</td><td>亞軍</td><td>季軍</td><td>優異</td><td>優異</td></tr><tr><td>四年級</td><td>4S 王子介</td><td>4P 周沛</td><td>4J 杜家信</td><td>4D 黃天朗</td><td>4M 徐梓晉</td></tr></table> <p><u>五年級題目及得獎名單：</u></p> <p>1. 知識改變命運</p> <p>2. 網絡使人更疏離</p> <p>3. 勤有功，戲無益</p> <p>4. 逆境更有利人成長</p> <table><tr><td></td><td>冠軍</td><td>亞軍</td><td>季軍</td><td>優異</td><td>優異</td><td>優異</td></tr><tr><td>五年級</td><td>5X 梁傲熙</td><td>5S 劉允中</td><td>5P 葉駿</td><td>5D 古學政</td><td>5J 陳劉哲</td><td>5M 鍾健一</td></tr></table> <p>➤ 建議明年可將兩級比賽合併為一，讓不同級別的同学互相觀摩學習。</p> <p>➤ 建議頒獎時邀請所有參賽者一同合照，方便刊登於學校年刊內。</p>		冠軍	亞軍	季軍	優異	優異	四年級	4S 王子介	4P 周沛	4J 杜家信	4D 黃天朗	4M 徐梓晉		冠軍	亞軍	季軍	優異	優異	優異	五年級	5X 梁傲熙	5S 劉允中	5P 葉駿	5D 古學政	5J 陳劉哲	5M 鍾健一
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7. 看漢中文網	全學年	甄靄雯	<p>全校學生均登記為會員，參與「看漢中文網」閱讀計劃。老師鼓勵他們每天上網閱讀短文，並完成有關題目。老師可以定期查看各班成績，於課堂上讚揚成績優秀的學生，並鼓勵參與率較低的同学。</p>	<p>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。</p> <p>2. 高年級學生的參與率較低，有以下原因： * 高年級的學生課外活動較多，功課亦較繁忙。</p> <p>3. 建議明年可善用「看漢中文網」對學生的回饋，張貼成績，希望鼓勵同學於網上主動學習語文。</p> <table><tr><td colspan="2">【閱讀寶庫】獎勵計劃獲獎學生名單：(初小)</td></tr><tr><td>班別</td><td>學生姓名</td></tr><tr><td>2D(19)</td><td>李敬謙(亞軍)</td></tr><tr><td>2S(15)</td><td>李以謙(優異獎)</td></tr></table>	【閱讀寶庫】獎勵計劃獲獎學生名單：(初小)		班別	學生姓名	2D(19)	李敬謙(亞軍)	2S(15)	李以謙(優異獎)																		
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5M(12)	鍾健一(優異獎)																	
8. 工作坊及講座	全學年	羅家華	<p>1. 「五年級精英班寫作工作坊」</p> <p>-2018年3月5日及12日邀請兒童文學作家潘明珠女士為五年級精英班學生(5X及5S)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評語作回饋。</p> <p>2. 「六年級精英班童詩創作坊」</p> <p>-2018年5月2, 7, 8及9日邀請導師關夢南先生為六年級精英班學生(6X及6S)主持童詩創作坊。導師先朗讀作品作為範例，然後出題讓學生創作。導師會朗讀同學的佳作，進行即席評講，讓全班欣賞及參考，而課後亦會給予等級與評語，讓同學獲得充足的回饋。當中有幾位同學的作品更獲刊登於《小學生文藝月刊》內。</p>	<p>1. 「五年級精英班寫作工作坊」</p> <p>- 工作坊能啟發學生的創意思維。</p> <p>- 學生表現雀躍和投入，課後能用心創作故事。</p> <p>2. 「六年級精英班童詩創作坊」</p> <p>-學生雖然認為寫詩有點困難，但仍樂於嘗試，而且聽到自己的作品被朗讀出來，感到分外興奮。倘若老師多講解寫作技巧或方法，對於從未寫詩的同學會較大幫助。</p> <p>-由於本校的課程緊迫，活動宜安排在第三學期課程完結後進行，或每班只上一節課。</p>														

9. 必讀書及親子伴讀計劃	全學年	何潔生	<ul style="list-style-type: none"> - 各班訂購三款圖書，每款十多本，共三十多本，給學生約一個月時間閱讀，並完成有關的工作紙、閱讀報告或跟進活動(如:小組討論、角式扮演等)。 - 親子伴讀計劃由一年級中文科老師負責。老師定期向學生派發一本指定圖書，並於一星期後交還圖書。學生每天向家長朗讀圖書內容一遍，家長須在記錄冊上簽署。 	<ul style="list-style-type: none"> - 這活動有助推動閱讀風氣。 - 各班科任分別於 12、2 及 4 月借出三套必讀書供學生輪流閱讀，並完成相關跟進活動。 - 學期初購入《讀故事學語法》共 5 套，供一年級各班學生輪流借閱。 - 三年級亦添置了 75 本《中國傳統節日故事》，加深學生對中國文化的認識。 - 親子伴讀計劃能讓小一學生通過多認讀中文字詞，提高識字量，並有助提升他們的閱讀能力。不少學生及家長亦很歡迎這個計劃，來年會繼續推行。
10. 古文/詩歌欣賞	全學年	全體老師	<ul style="list-style-type: none"> - 由中文科老師自編教材。 - 低年級由老師在課堂上略作講解及帶讀，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。 	<ul style="list-style-type: none"> - 同學於課堂內學習古文或詩歌，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。 - 高年級生提前接觸古文，能讓它們認識古文的特點，減輕升中後學習古文的困難，有助高小與初中之課程銜接。
11. 圖書教學	全學年	一年級及二年級老師	<ul style="list-style-type: none"> - 老師根據圖畫書的內容，設計課堂活動及工作紙，引領學生 	<ul style="list-style-type: none"> - 由於故事內容有趣，具吸引力，因此學生的反應熱烈，積極投入課堂的活動。

			<p>進行討論及活動。</p> <p>-引導學生閱讀圖畫書，能提升學生閱讀的興趣，並發展他們的思維、閱讀及說話能力。</p> <p>-一年級選用《這是誰的》、《超神奇糖果舖》及《小豬別哭啦》。</p> <p>-二年級本年亦推行圖書教學，選用《搬過來，搬過去》及《不要隨便跟陌生人走》。</p>	<p>-通過圖畫書跟學生分享故事，有助提高他們閱讀中文課外書的興趣，發展思維、閱讀及說話能力，並同時進行德育訓練。</p>					
12. 辯論隊	全學年	何潔瑩 曾欣兒	<p>-活動目標：訓練學生的思辯能力、提升讀寫聽說能力</p> <p>-活動對象：小四至小六學生</p> <p>-推動時間：全年</p> <p>-活動內容：參與兩個公開賽（第五屆基本法多面體全港小學辯論賽及保良局第八屆全港小學校際辯論賽）、一個友誼賽（黃埔宣道小學）</p>	<p>-比賽成績如下：</p> <table><tr><td>保良局第八屆全港小學校際辯論賽</td><td>最佳辯論員(6S 王天朗、李爾澤)</td></tr><tr><td>友誼賽</td><td>最佳辯論員(5M 梁傲熙)</td></tr></table> <p>-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、反駁及演辯技巧有待改進。</p> <p>3. 要加強四年級的同學的思維訓練。</p>		保良局第八屆全港小學校際辯論賽	最佳辯論員(6S 王天朗、李爾澤)	友誼賽	最佳辯論員(5M 梁傲熙)
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友誼賽	最佳辯論員(5M 梁傲熙)								
13. 教師發展活動	全學年	洪卓筠 何穎賢	<p>主題：「融辯入教」</p> <p>日期：二零一八年二月十二日</p> <p>時間：9:00a. m. -1:00p. m.</p> <p>地點：中國文化室</p>	<p>是次活動的講員為資深傳媒工作者黃潔慧小姐，她為我們分享辯論的基礎知識，並討論如何教導學生組織議論文，本科老師獲益良多。</p>					
14. 戲劇組	全學年	羅家華 朱譚月清 何穎賢	<p>-從四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</p>	<p>-本年的劇目為《烏卒卒插班生》。</p> <p>-是次參加的比賽為「賽馬會平等共融戲劇計劃一校際戲劇比賽17/18」。</p>					

			<p>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>-是次劇目以「平等共融」為主題，帶出我們要互相包容，不可歧視的訊息。學生透過經驗分享、討論、反思、演出等活動，更了解主題。</p>	<p>-本校話劇組順利進入總決賽，更榮獲「最佳整體演出-冠軍」及「團體合作獎」；而 5P 馬田同學獲得「優異演員獎」。</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>
15. 學校網頁	全學年	林彥余	<p>學期開始，更新成員和來年活動的資料，並把照片上載於學校網頁。</p>	<p>學校網頁定期更新本科的活動資料及照片，以展示本校學生的優秀學習成果。</p>

Achievement & Reflection of Mathematics Department Development Plan 2017-2018

1. Curriculum and Assessment & Learning and Teaching
 - 1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students
 - 1.1.1 Strategies/Tasks: To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies

Report & Evaluation:

100% of teachers have implemented collaborative or other innovative teaching strategies in CLP.

Innovative teaching strategies	G1	G2	G3	G4	G5	G6
- Plickers		✓	✓		✓	✓
- Nearpod				✓	✓	✓
- Geogebra		✓		✓	✓	✓
- Seesaw						✓
- Math App	✓	✓		✓	✓	
- High Order Think Questions	✓	✓	✓	✓	✓	✓
- Visible Thinking Skills	✓				✓	
- STEM Learning						✓
- Math Orienteering						✓

100% of teachers have attended talks / workshops / seminars on developing teaching pedagogies.

Name	Date	Time	Programme	Organization	Sharing
Grace Ko Karina Luk	27-9-2017	14:00-17:00	Primary Mathematics Curriculum Learning and Teaching Series: (2) The Curriculum Planning and Implementation of STEM Education (Re-run)	EDB	✓
Grace Ko	16-10-2017 to 20-10-2017	9:15-16:30	Basic Course on Catering for Diverse Learning Needs	EDB	✓
Teresa Fok	18-12-2017 to 22-12-2017	9:15-16:30	Basic Course on Catering for Diverse Learning Needs	EDB	✓
Jessica Chan	23-4-2018 to	9:15-16:30	Basic Course on Catering for Diverse	EDB	✓

	27-4-2018		Learning Needs		
Karina Luk	30-10-2017 to 21-11-2017	9:15-16:30	Advanced Course on Catering for Diverse Learning Needs	EDB	✓
Ada Chu	8-1-2018 to 9-2-2018	9:30-16:30	Certificate in Professional Development Programme on e-Learning in Primary Mathematics	Ed U	✓
Grace Ko, Susanna Chung	23-1-2018	14:00-17:00	Differentiation Series (for Gifted / More Able Students): Using Questioning and Tiered Assignment to Support Learners in the Mathematics Domain (Primary) (Refreshed)	EDB	✓
Pency Wong, Teresa Chan	30-1-2018	14:00-15:30	2017 年基本能力評估研究計劃(小三)科目焦點小組會議	HK Examinations and Assessment Authority	✓
Kevin Kam	7-2-2018	14:00-17:00	Primary Mathematics Curriculum Learning and Teaching Series: (6) Solving Word Problems (Re-run)	EDB	✓
Jack Lo, Lawrence Ng	8-2-2018	2:00-5:00	內地與香港教師交流協作計劃(2017/18)(九龍)地區支援網絡計劃(數學科) 地區網絡分享會	EDB	✓
Grace Ko, Karina Luk, Brian Cheung, Pauline Ip, Jack Lo, Anthony Lau, Lawrence Ng, Pency Wong, Jessica Chan, Teresa Chan, Teresa Fok, Ada Chu, Louis Hau, Ronnie Liang	12-2-2018	9:00-11:00	數學推理與證明教學指引 by Mr. Tang Kwok Chun	MERS	✓
Grace Ko, Karina Luk, Brian Cheung	2-5-2018 to 5-5-2018	9:00-4:00	Teaching and Learning Mathematics Through an Inquiry Approach	Knowledge Source Institute	✓
Anthony Lau	14-6-2018	9:00-12:00	International Conference on	Education University	✓

			Computational Thinking Education 2018 cum Coding Fair		
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School Visits

Name	Date	Time	School Visit	Sharing
G6 Math Teachers: Brian Cheung, Susanna Chung, Teresa Fok, Grace Ko, Anthony Lau	3 Nov 2017	11:00-12:00	Saint Hilda's Primary School (Singapore)	✓
Karina Luk	10 Nov 2017	Whole Day	Teaching Collaboration with teachers of CCC Heep Who Primary School	✓
Karina Luk	17 Nov 2017	Whole Day	Teaching Collaboration with teachers of Ping Shek Estate Catholic Primary School	✓
Grace Ko, Brian Cheung, Pauline Ip	25 Jan 2018	9:00-12:00	Professional Sharing with Baptist Rainbow Primary School	✓
Grace Ko	1 Feb 2018	8:50-12:00	Professional Sharing with Po Leung Kuk Choi Kai Yau School	✓
Pauline Ip, Jessica Chan, Lawrence Ng, Sally Yuen, Michelle Ng, Jack Lo, Susanna Chung, Grace Ko	24 May 2018	10:15-10:45	Tao Nan School (Singapore)	

2. Student Learning and Teaching

2.1 To further develop students' self-learning skills

2.1.1 Strategies/Tasks: To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves


Report & Evaluation:

100% of teachers have participated in flipped classroom at least once per term.

Grade	1 st Term	2 nd Term	3 rd Term
G.1		Measure	Multiplication
			Time
G.2		mm / km	Long division Parallel lines & perpendicular lines
		Seconds	
G.3	Types of triangles	Quadrilaterals	Perimeters
	Angles and degrees		
	Angles and drawing angles		
G.4	Adding and subtracting fractions	Area of polygons	Multiplication of fractions
G.5	Fractions	Edges, vertices and faces	Percentage
	Decimals	Recurring decimals	Capacity & volume
G.6	Ratio	Number patterns	Problem-solving
	Percentage		
	Part of circle		

100% of teachers have incorporated challenging questions or higher-order thinking and learning activities for CLP.

Grade	Examples
1	Students get into groups to solve some higher order problems by using counting in groups of 2/5/10. Teacher tells students that originally there were more candies, when counting in groups of 2/5/10, there was nothing left. But now there are some candies left, therefore some candies must have been eaten. Teacher asks students to find out the number of the missing candies.
2	Students learn how to draw diagrams to solve problems involving the 4 basic

	directions and left/right step-by-step.
3	Students are required to observe the angles they find in their daily life and explain why acute / and obtuse angles are used in the design of tools and facilities.
4	Students learn how to dissect a 2-D shape into identical shapes. Students are required to dissect a square into 4 identical parts. Think-Pair-Share strategies are adopted.
5	<p>Students learn how to draw all possible nets to form a cube. Besides, students are required to tell why some nets with 6 faces cannot form a cube. Students also use the app called 摺紙圖樣 to learn how to make different 3D shapes.</p> <p> <small>PE-摺紙圖樣</small> <small>開發者：POPULAR E-L</small> <small>此 App 只在 iOS 裝置的 App</small> </p> 
6	<p>Students do the same project with different pedagogies.</p> <p>Based on the scenario given, high order thinking questions are provided to guide students to analyse the data systematically before making the judgement.</p>

Evaluation of the Mathematics Programme Plan 2017-2018

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, January, March, May and June	
Description:	3 Mathematics Challenging Questions were displayed monthly. Students who correctly answered two or more questions were awarded a bookmark.	
Evaluation:	G1	Participation : 77% Winners: 51%
	G2	Participation : 78% Winners: 62%
	G3	Participation : 82% Winners: 56%
	G4	Participation : 73% Winners: 44%
	G5	Participation : 88% Winners: 63%
	G6	Participation : 70% Winners: 48%
Remark(s):	<ul style="list-style-type: none"> - Students showed motivation to participate in the programme. They were eager to share their different ways of thinking and learning with one another. They enjoyed the problem solving process. - New bookmarks had been designed this year and students loved them. - Some of the questions could have been more well-defined. Most of the questions were well-designed and thought-provoking in general. - Participation rate dropped slightly when compared to last year. It was agreed that this programme should not be organized in June to avoid a clash with the assessments. - There was also a slight drop in the number of winners throughout the year. - Teachers asked if the most difficult questions could be selected and discussed with students during the problem solving week. It was concluded that this might not be necessary. Both the problem solving week and monthly challenging questions are invaluable platforms and means to provide students with more exposure to different math problems. - Concerns were raised on whether the questions were too challenging for the lower achievers and therefore discouraged their learning. A teacher suggested designing questions of 3 levels of difficulty: Bronze being the 	

	<p>easiest; Silver being the average; and Gold being the hardest. Students who are able to answer the questions would be awarded the respective bookmarks, and they can answer as many questions as they wish in order to get more bookmarks. Yet, constrained by the limited manpower to prepare the challenging questions, it was agreed that no drastic change should be made at the moment. It was also agreed to that 1 easy and 2 difficult questions should be designed each time to ensure even the lower-ability students would have the chance to engage in the activity.</p> <ul style="list-style-type: none"> - To relieve the workload of teachers, monthly challenging questions of the previous years could be revised and reused. Teachers of the same level will review and rearrange the questions before passing them to Ronnie for consolidation for future use. - The activity should be continued as it keeps stimulating student's learning interest. It also provides a chance for students to think and learn in a collaborative way.
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Activity 2 Problem-Solving Strategies Training

Teacher-in-charge: *Ms. Karina Luk, Mr. Brian Cheung

Programme Evaluation:

Objective(s):	To enhance students' problem-solving ability through different approaches	
Target:	G.1 – G.6	
Period:	At least one problem solving week was held in an academic year.	
Description:	G.1 - 4	Two enriching tasks were introduced during the problem solving week. Peter Sullivan's 3 phrase model (Launch, Explore and Summarize) was adopted this year. Teachers launched the problem for students to solve individually. Enabling prompts were given to students with difficulties in solving the problem. Students with higher abilities could extend their learning through engaging in the extension tasks. Students shared their solutions with other classmates in order to enrich each other's learning and to learn from one another.
	G.5	Students applied Polya's problem solving principles to find the dimension of the open top box with a maximum capacity that could be made from a piece of 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	<ul style="list-style-type: none"> - Students enjoyed solving the problems but those with lower abilities required help in addition to the enabling prompts given to them. More enabling prompts can be given next year so as to facilitate the learning of problem solving strategies. - It would be better if sufficient time (1 full week) will be reserved for teaching problem solving in future.
	G.2	<ul style="list-style-type: none"> - Problem solving tasks can train students to think in different ways and develop their higher order thinking abilities. - The design of the tasks can cater for learner diversity. - Teachers suggested allocating 3 lessons for solving each problem and 1 lesson for debriefing. - Task 1 is good for G2; Task 2 is more suitable for G3.
	G.3	<ul style="list-style-type: none"> - Students enjoyed the discussion process with classmates in general. - Many students found the problems challenging.
	G.4	<ul style="list-style-type: none"> - Some students stuck at the entry point, and could not go further even enabling prompts were provided. - Think-pair-share was used. - iPad App did not seem to be not very helpful in this case.
	G.5	<ul style="list-style-type: none"> - The project boosted the problem solving skills of students. - Good problem solving statement was set. - Students of a big diversity were well catered. - All students participated actively while some completed the tasks using high-order thinking skills. They could understand what it meant by problem solving. - It was recommended this activity will continue next year.
	G.6	<ul style="list-style-type: none"> - The number of questions should be cut down to allow more time for in-depth discussions and sharing in class. - The sections “Do you understand the problem?”; “Did you check your answer?”, “Are you confident in answering this question correctly?” need not to be placed in every worksheet as students would have been familiar with the problem solving process after reading the first few examples. - Peter Sullivan’s approach should be used next year to allow students to have more exposure to problems that they have never encountered before. Some students need to be pushed to think more proactively in the learning process. - It was suggested a bigger variety of questions should be explored next year.
Remark (s):		

Teacher-in-charge: *Ms. Pency Wong, Ms. Ada Chu

Programme Evaluation:

Objective(s):	To facilitate students' problem-solving skills and creativity To stimulate students' interest in learning mathematics	
Target:	G.1 – G.6	
Period:	Students had to do 2 projects per academic year. It could be group projects or individual projects.	
Description:		
	G.1	Students had to make a multiplication maze. Different multiplication expressions were used in the maze. The route was found by moving along the blocks with the same value.
	G.2	Students had to design a math game that was related to math topics. The objectives of this project were to help students better understand certain Math concepts and to enhance their interest in Math.
	G.3	Students designed a poster to introduce different types of quadrilaterals and to compare their properties.
	G.4	Students were required to design a logo made of polygons and to find out its area.
	G.5	Students were required to find the dimension of the open top box with a maximum capacity that could be made from a piece of A4 paper
	G.6	<u>Orienteering</u> Students worked in groups of 4 and designed Math problems specific to the school's checkpoints assigned to them. The questions they set should be specific to the checkpoints given and should not take students more than 3 minutes to answer. Students were then required to go to different check-points to solve math problems within a given time limit using iPads and Planetii. <u>STEM Project</u> Students worked in groups of 3. Each group was given 4 sets of car models to build according to instructions and had to design a new model based on their own objective. Students were required to post their self-reflections / photos / videos from time to time on the application "Seesaw" to keep track of their learning progress.
Evaluation:	G.1	Students could practice writing different expressions of multiplication in this project. They also gained new insight in constructing expressions with the same value. Most students managed to design the

		maze with a proper route from the entrance to the exit.
	G.2	Students enjoyed designing and playing the board game. Students were enabled to have more in-depth learning while designing their own questions or answering their classmates' questions.
	G.3	Students were able to introduce different kinds of quadrilaterals and their properties. Some students were weak in organizing ideas. Future projects may focus on the organization of data and ideas.
	G.4	Students enjoyed doing this project a lot. They designed a lot of very creative logos using different shapes. The only problem was that some students calculated the area wrongly. A few students challenged themselves by not using whole number as the measurements of the length or width of the shapes.
	G.5	Our students found it beneficial to do this problem-solving project. Students learned and applied Polya's problem solving principles in their problem solving process and learnt various skills which cannot be acquired from their usual daily work.
	G.6	<p><u>Orienteering</u></p> <p>In the first task, students had the opportunity to set questions. Some of their questions should have been made more reasonable, realistic and interesting. It was a good learning process.</p> <p>Students were engaged in the second task in general. The following feedback should be taken note of when preparing for the orienteering activities in the coming years:</p> <ul style="list-style-type: none"> - Wifi in Checkpoint D (2/F lift lobby) was weak. This checkpoint should be cancelled and replaced by another one located at the "corridor outside the staff room" next year. Thus, 3 new questions specific to the staff room should be set. - Questions F1 in the Computer Room should be checked again a few days before the orienteering activity to ensure the answer is accurate. - Due to a change in timetable, less time was available for the activity this year. It was suggested to shorten the orienteering task from 6 to 4 questions next year. <p><u>STEM Project</u></p> <ul style="list-style-type: none"> - All students were engaged in the project, even the weaker students. - Marks for this project should be counted next year, replacing the Orienteering Project. It would be good for students to produce a video to capture their learning process and present it to the whole class at the end of the project.

		<ul style="list-style-type: none"> - More detailed guidelines should be provided to facilitate students' more meaningful learning and reflections. - The app "See-saw" was good as a platform for students to share and track their learning progress. - The screwdrivers should be collected after completing the project for future use. - Students should only work on the project during Math lessons.
Remarks (s):		

Activity 4a

e-Learning

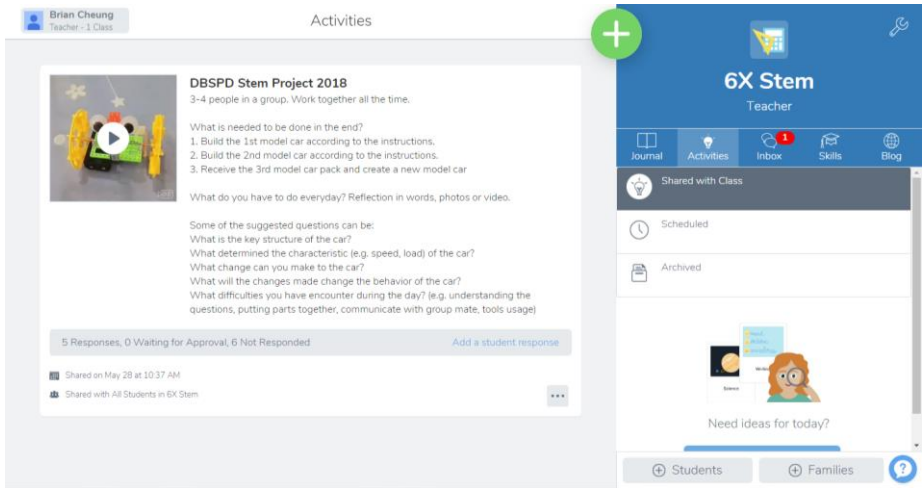
Teacher-in-charge: Ms. Pauline Ip

Programme Evaluation:

Objective(s):	To promote students' independent learning skills To enhance students' IT skills	
Target:	G.1 – G.6	
Period:	Whole school year	
Description:	G.1	Teacher demonstrating IT components in lessons
	G.2	- Use of IT in teaching
	G.3	- Use of Planetii in quiz at least twice per year
	G.4	- Flipped classroom /independent learning & IT in education
	G.5	indicated in the scheme of work
	G.6	- Use of IT skills in projects, such as including Excel in making Charts, incorporating Geometer Sketchpad in curve stitching - Use of online resources/homework in intranet - Use of iPads for online quiz & teaching/learning during lessons - Use of subscribed services to do flipped/online learning, Planetii & Brainpop - Use of Plickers to review students' progress - Use of Nearpod to gather students' sharing during lessons (CLP)
Evaluation:	G.1	Successful as students' interests were enhanced.
	G.2	Successful as students' IT skills were enhanced progressively. Students had good interest and confidence in using IT for self-learning and research.
	G.3	
	G.4	
	G.5	Students were able to apply Math knowledge & IT skills in STEM activities.
	G.6	
Remarks (s):		

Teacher-in-charge: Mr. Brian Cheung

Programme Evaluation:

Objective(s):	To assist students in developing the skills and positive attitudes required to acclimate to school life and succeed academically
Target:	G6
Period:	28/5/2018 - 8/6/2018 (10 days)
Description:	<p>Students worked in groups of 3 or 4. Each group was given 3 model cars. They were required to build the 1st model car & 2nd model car according to the instructions given in the worksheet. After receiving the 3rd model car pack, they had to create a new model vehicle of their own with features of their choice. Students had to do reflection in writing, with photos or video with iPads capturing the daily learning progress of their group using SEESAW.</p> 
Evaluation:	<p>Students' participation was exceptionally good. Even the students who usually did not participate too much in lesson were always on task. Most of their final models were based on their 1st and 2nd cars, but some of the boys demonstrated exceptional creativity which teachers found it surprising.</p> <p>Our students were not used to this open-ended daily reflection, so they only made a qualitative analysis instead of a quantitative one. They may need more guided questions and measurement requirements offered by teachers next year. They should also be given a tutorial on iMovie before starting to do their projects next year.</p>

Activity 5**Math Team Training**

Teacher-in-charge: *Mr. Lawrence Ng, Mr. Brian Cheung

Programme Evaluation:

Objective(s):	To arouse and sustain students' interest in Mathematics computation and problem solving To prepare students for external Mathematics competitions
Target:	G.1 to G.6 Math Team members
Period:	Throughout the whole school year
Description:	<ul style="list-style-type: none">- This school year after the selection test in September, a total of 105 boys from G.1 to G.6 were selected to be the School Mathematics Team members.- Regular trainings were provided to the team members as in the previous years. Thanks must be given to teachers who helped train our boys on a voluntary basis. They are: G.1 Ms. Ronnie Liang, G. 2 Ms. Karina Luk and Ms. Susanna Chung, G.3 Ms. Jessica Chan and Ms. Ada Chu, G.4 Ms. Teresa Chan and Ms. Teresa Fok, G.5 Mr. Anthony Lau and Mr. Brian Cheung, G.6 Mr. Jack Lo and Mr. Lawrence Ng.- Special training sessions were held on 27, 28 April 2018 (Known as Easter School). The programme offered by Hong Kong Olympiad School was selected after completing the tendering process. They provided 4 tutors to coach our G.1 to G.4 team members. The G.5 and G.6 boys were coached by Mr. Lo and Mr. Cheung. Mr. Lau and Mr. Ng were on stand-by in the staff room.
Evaluation:	Students are eager to join the School Math Team. The team members enjoyed the curriculum provided by the team. Some junior boys expressed that the regular training occupied too much of their recess time.
Remarks (s):	

Activity 6**External Assessment**

Teacher-in-charge: *Mr. Brian Cheung

Programme Evaluation:

Objective(s):	To establish a standard of reference for the students in the long-run
Target:	G.3 – G.6
Period:	15 March 2018

Description:	The International Competitions and Assessments for Schools (ICAS) for Math were held on 15 March 2018. It was made compulsory to all G.3 to G.6 students. A total of 637 students enrolled in the Math ICAS this year.																																									
Evaluation:	Our school received 33 High Distinction, 105 Distinction, 223 Credit, 74 Merit and 20 Participation certificates. The result details are as follows:																																									
	G3			G4			G5			G6																																
	HK	DBS	Max	HK	DBS	Max	HK	DBS	Max	HK	DBS	Max																														
	Num. & Arithmetic	6.6	7.6	11	6.1	6.7	10	7.4	8.7	12	5.7	6.7	10																													
	Algebra & Patterns	2.1	2.4	4	3.3	3.5	5	2.5	3.1	4	2.8	3.3	5																													
	Measures & Units	6.7	7.4	11	6	6.9	10	4.3	5.4	9	4.5	5.6	11																													
	Space & Geometry	5.5	6.2	9	6.6	7.1	10	6.2	7.1	10	4.8	5.4	9																													
Chance & Data	2.5	2.8	5	2.8	3.2	5	2.6	3	5	3.3	3.6	5																														
The following result analysis was done based on five dimensions:																																										
<div><h3>Percentage of DBSPD avg. more than HK avg.</h3><table border="1"><caption>Data for Percentage of DBSPD avg. more than HK avg.</caption><thead><tr><th>Dimension</th><th>G3</th><th>G4</th><th>G5</th><th>G6</th></tr></thead><tbody><tr><td>Number & Arithmetic</td><td>15.0%</td><td>10.0%</td><td>17.5%</td><td>17.5%</td></tr><tr><td>Algebra & Patterns</td><td>14.5%</td><td>6.0%</td><td>24.0%</td><td>18.0%</td></tr><tr><td>Measures & Units</td><td>10.5%</td><td>15.0%</td><td>25.5%</td><td>24.5%</td></tr><tr><td>Space & Geometry</td><td>13.0%</td><td>7.5%</td><td>14.5%</td><td>12.5%</td></tr><tr><td>Chance & Data</td><td>12.0%</td><td>14.5%</td><td>15.5%</td><td>9.0%</td></tr></tbody></table></div>													Dimension	G3	G4	G5	G6	Number & Arithmetic	15.0%	10.0%	17.5%	17.5%	Algebra & Patterns	14.5%	6.0%	24.0%	18.0%	Measures & Units	10.5%	15.0%	25.5%	24.5%	Space & Geometry	13.0%	7.5%	14.5%	12.5%	Chance & Data	12.0%	14.5%	15.5%	9.0%
Dimension	G3	G4	G5	G6																																						
Number & Arithmetic	15.0%	10.0%	17.5%	17.5%																																						
Algebra & Patterns	14.5%	6.0%	24.0%	18.0%																																						
Measures & Units	10.5%	15.0%	25.5%	24.5%																																						
Space & Geometry	13.0%	7.5%	14.5%	12.5%																																						
Chance & Data	12.0%	14.5%	15.5%	9.0%																																						
In almost all of the 5 dimensions, results of our students were better than the HK average by over 10%. G5 results were quite impressive as they were better than the rest of HK by 15% to 25%. For G4, results of our boys were not better than the HK average in “Algebra & Patterns” and “Space & Geometry”. It might be due to the fact that the HK average in these 2 dimensions were quite high compared to the other grades.																																										

Activity 7

Extended Learning Weeks (Math) for G.1-2 only

Teacher-in-charge: *Ms. Ada Chu, Mr. Lawrence Ngo

Programme Evaluation:

Objective(s):	To arouse G.1 – 2 students’ interests in learning Mathematics through playing games
Target:	G.1 – G.2
Period:	Extended Learning Weeks

Description:	<p><u>G.1: Tangram and Problem Solving Activity</u> Students played tangram to make different shapes and figures. Students also solved a problem by cutting a piece of paper.</p> <p><u>G.2: Logix & Mini-Sudoku</u> A 45-min session was first introduced for students to learn and play LOGIX Level 1 and Level 2. Another 45-min session was conducted for learning and playing Mini Sudoku (4x4).</p>
Evaluation:	/
Remarks (s):	As some programmes were delivered by parent-scholars and no time slot was assigned for arranging Math activities, the programme could not be organized this year.

Activity 8

Open House

Teacher-in-charge: *Ms. Teresa Chan, Mrs. Grace Ko,

Programme Evaluation:

Objective(s):	To showcase our strengths in learning and teaching as well as their achievements in external competitions and challenging activities
Target:	G.1 – G.6
Period:	8 February 2018 (Preparation) 11 February 2018 (Open House Day)
Description:	<ul style="list-style-type: none"> - In 3J classroom, photos of prize winners and trophies of external competitions were showcased. Guests were also welcome to join our Math games, such as Facto Mahjong, Logix, Rummikub and Treasure of Solomon. They battled with our Math helpers and had a lot of fun. - In 2P classroom, 5 mini math-game stalls were set up by our students. The games were Salamander, Candies Day, Joining Numbers in Order and Colouring Patterns Formed, Binary Number, Number String and Tangrams. - In both rooms, banners about the G1 to G6 projects were hung up with over 100 outstanding projects from each grade being displayed.
Evaluation:	Guests were excited when they participated in our games. They were overwhelmed by our students' brilliant works. The rooms were packed with visitors throughout the afternoon.
Remarks (s):	

Activity 9 Mathematics Talk / Seminar**Teacher-in-charge:** Mr. Anthony Lau , Mr. Jack Lo**Programme Evaluation:**

Objective(s):	/
Target:	/
Period:	/
Description:	/
Evaluation:	/
Remarks (s):	As the time slot for arranging a Math talk for students could not be compromised, the event could not be organized this year.

Activity 10 Extended Learning Weeks (Math) for all students**Teacher-in-charge:** *Ms. Jessica Chan, Ms. Pency Wong**Programme Evaluation:**

Objective(s):	To arouse G.1 – G.4 students' interests in learning Mathematics through playing games; To train G.5 and G.6 students in preparing for the Pre-S1 Examination
Target:	G.1 – G.6
Period:	Extended Learning Weeks
Description:	<u>G.1 – 4: Logix</u> A 45-min session was provided for students 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 enough time. <u>G.5 – 6: Pre-S1 Training</u> G.5 students were required to do one set of Pre-S1 practice. G.6 students had to do the Comprehensive Review paper.
Evaluation:	/
Remarks (s):	As some programmes were delivered by parent-scholars and no time slot was assigned for arranging Math activities, the programme could not be organized this year.

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

Programme Evaluation:

Objective(s):	To provide opportunities for students to challenge themselves and receive recognition To enhance students' psychological development through training them to strive for success and accept failure To promote trust and team spirit among team members	
Target:	Math Team members	
Period:	Throughout the whole school year	
Description:	Math team members were invited to participate in the competitions selected by the School. The competitions include: Hua Xia Cup, AIMO, SKH Math Competition, HKMOS Math Competition, EDB Creative Problem Solving Competition, PLK Math Competition, PTU Math Competition and Multiple Intelligence Cup. The competitions were held from January to May 2018. For most of the competitions, around 4 students from each grade were chosen to be the school representatives, and their marks were calculated for the group prizes. Other members or non-team members could also take part in the competitions as individual participants.	
Evaluation:	The results of the competitions are as follows:	
	1.	Competition: Hua Xia Cup 2018 Organizer: HKMOA Date: 6, 7 Jan 2018 Result: 64 1 st Class Awards 10 2 nd Class Awards 1 3 rd Class Award 1 st Position in G.1, 2, 4 2 nd Position Overall
	2.	Competition: 25th Hong Kong Primary Mathematics Olympiad Organizer: HKMOS Date: 27 Jan 2018 Result: 24 Gold Awards; 29 Silver Awards; 13 Bronze Awards 2 nd Position in G.1, 2 category, 3 rd Position in G.3, 4 category, 9 th Position in G.5, 6 category

3.	<p>Competition: 13th HK Mathematics Creative Problem Solving Competition for Primary Schools</p> <p>Organizer: EDB</p> <p>Date: 27 Jan 2018</p> <p>Result: Gold Sward, Final: 4th position</p>
4.	<p>Competition: Sheng Kung Hui Primary School 21st Primary Mathematics Olympiad</p> <p>Organizer: Sheng Kung Hui Primary School Principal Council</p> <p>Date: 20 Jan 2018</p> <p>Result: Individual: 2nd Position, 2 Outstanding Awards Overall: 1st Position</p>
5.	<p>Competition: AIMO Hong Kong Open</p> <p>Organizer: HKMOA</p> <p>Date: 17, 18 March 2018</p> <p>Result: 1st Position in G. 2 Overall: 2nd Position</p>
6.	<p>Competition: Multiple Intelligence Cup 2018</p> <p>Organizer: Hong Kong Multiple Intelligences Education & Research Association</p> <p>Date: 1 May 2018</p> <p>Result: Overall: 1st Position</p>
7.	<p>Competition: 13th HK Mathematics Creative Problem Solving Competition for Primary Schools Final</p> <p>Organizer: EDB</p> <p>Date: 7 April 2018</p> <p>Result: 4th Position</p>
8.	<p>Competition: PLK Mathematics Elites Contest 2018</p> <p>Organizer: Po Leung Kuk</p> <p>Date: 3 March 2018</p> <p>Result: Overall: 2nd Position</p>
9.	<p>Competition: PTU 29th Primary Mathematics Competition 2018</p> <p>Organizer: Professional Teacher Union</p> <p>Date: 28 April 2018</p> <p>Result: Overall: 3rd Position</p>
10.	<p>Competition: Bulgaria International Mathematics Competition 2018</p> <p>Organizer: IMC Executive Board</p> <p>Date: 3 July 2018</p> <p>Result: 3 Gold Medals; 2 Merits; Group Contest: 1st Runner-up</p>

Remark (s):	
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Activity 12

Overseas Trip

Teacher-in-charge: *Ms. Teresa Fok

Programme Evaluation:

Objective(s):	<p><u>Knowledge:</u> To broaden students' learning exposure in Mathematics and Science in a country with a different learning culture through taking part in school visits and workshops</p> <p><u>Cultural Exchange:</u> To explore and appreciate the history, geography and culture of Australia</p> <p><u>Personal Development:</u> To enhance self-independence and self-learning skills</p>
Target:	G.5 – G.6
Period:	17 – 28 July 2018
Description:	32 G.5 & 6 students joined a tour to Melbourne for 10 days and 9 nights. There were 2 days of school visits at Hillsmeade Primary School, and other learning exposure such as visits to the Scienceworks Museum, Sovereign Hill Gold Mine, Melbourne Museum, etc.
Evaluation:	<p>Students showed keen interest in most programmes included in the itinerary, in particular Sovereign Hill, Otway Treetop walk, Great Ocean Road, Queen Victoria Market, AFL footy and Philip Island, etc. They showed great motivation to learn not only about knowledge in Math and Science, but also in Australia history and culture. The local tour guide Matt, Hong Kong tour escort Joann, and coach driver Tomo were all very experienced and we were so lucky to have them who made all arrangements smooth and safe. Matt explained a lot to students the very local Melbourne culture, and he is very humorous. Joann is very detail-minded and she was super helpful to teachers. Tomo did an excellent job in driving and ensuring we had a safe journey. Students love them and we wrote a Thank You card to each of them.</p> <p>Students also have built up strong bonding within the group when we had origami training session in the hotel at night. Teachers played a significant role in team building, ensuring all students fit in well and behaved. Some students in the group need to be more mature and independent. All in all, this was a good chance for them to learn to be a more responsible and independent</p>

	<p>individual who can work well in teams and love one another.</p> <p>For future reference it would be ideal to rearrange the supermarket visit to a later date in the itinerary of the tour. A Chinese meal may also be organised towards the end of the tour as students started to get bored of pizza and pasta.</p>
Remarks (s):	

Activity 13 Staff Development

Teacher-in-charge: *Mrs. Grace Ko, Mr. Jack Lo

Programme Evaluation:

Objective(s):	To attend talks / courses / sharing sessions to enable teachers to keep abreast of the trend of education development and the latest teaching pedagogies
Target:	Math teachers
Period:	September 2017 – June 2018
Description:	<ul style="list-style-type: none"> - Guest speakers from the tertiary institutes were invited to conduct Mathematics seminars for our teachers. - Teachers conducted professional sharing sessions about the subject to other Math teachers.
Evaluation:	<p>The Math Department organised 2 professional sharing sessions for all Math teachers this academic year to enable teachers to keep abreast of the trend of education development and the latest teaching pedagogies on teaching Math.</p> <p>One of the talks was conducted by Dr. Tang Kwok Chun, the programme coordinator of Education Department of the Hong Kong Baptist University, on 12 February 2018. The topic was 數學推理與證明教學指引. The talk was interesting and inspiring.</p> <p>Besides, we conducted 8 professional sharings and school-based staff development sessions for our Math teachers during the Math collaborations. Teachers found that the sharings sessions and workshops very useful. They could adopt some of the latest teaching pedagogy in their lessons.</p>
Remarks (s):	

Achievement & Reflection of General Studies Department Development Plan 2017-2018

1. Curriculum and Assessment & Learning and Teaching
 - 1.1 To further develop a more challenging and comprehensive curriculum to unleash the full potential of students
 - 1.1.1 Strategies/Tasks: To enhance teachers' professionalism and effectiveness in teaching through implementing collaborative or other innovative teaching strategies

Report & Evaluation:

A survey was conducted in March. 100% of GS teachers implemented collaborative or other innovative teaching strategies, for example, think-pair-share, group discussion & presentation, jigsaw, mindmap and other higher order thinking skills in CLP and their daily teaching. GS teachers also applied innovative teaching strategies in their GS lessons, including iPad applications such as Plickers, Nearpod, Padlet, Aurasma, Quizizz, Skitch, Inspiration, Explain Everything, Popplet, EagleEye, Longman AR App, HKT App, QR Code labels and other online platforms such as Google Classroom, Class Dojo, Kahoot, Apple Classroom and BrainPOP, etc.

50% of teachers attended talks / workshops / seminars on developing teaching pedagogies. Details are as follows:

	Workshop	Date of sharing
Ms. Susanna Chung (Deputy Headteacher)	Seminar Sharing: Self-directed Learning	31/10
	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
Ms. Jackie Lau (Department Head)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
	Sharing: THEi Visit	14/11
	4567 Higher Order Thinking Strategy Sharing	28/11
	Hangzhou STEM Tour	19/12
	Sharing: School Visit to MSCPS (25/1)	30/1
Ms. Michelle Ng (Panel Chairperson of GS I)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
	Sharing: School Visit to MSCPS (25/1)	30/1
	Workshop on global citizenship facilitated by Harvard Professor Fernando Reimers	16/1

Ms. Sally Yuen (Panel Chairperson of GS II)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
Ms. Alice Lau (GS II)	IT in Education	15/5
Mr. Louis Hau (GS I)	Sharing: THEi Visit	14/11
	STEM Workshop - Gifted Education (Advanced Curriculum Differentiation) Workshop: Nurturing Students' Creativity in the STEM-related Classrooms (Primary)	16/1
	Sharing: School Visit to MSCPS (25/1)	30/1
	Use of HKT App	5/6
Mr. Philip Wong (GS II)	Education Apps Introduction	3/10
	常識新課程系列：創客及編程學習研討會	12/6
Ms. Karen Li (GS I)	2019 年最新常識課程系列之 STEM 與理財教育(第二講)	24/4
Ms. Agnes Lee (GS I)	IT in Education	15/5
Mr. Alan Ng (GS I)	STEM Workshop - Gifted Education (Advanced Curriculum Differentiation) Workshop: Nurturing Students' Creativity in the STEM-related Classrooms (Primary)	16/1
	Sharing: School Visit to MSCPS (25/1)	30/1
	Use of HKT App	5/6
Ms. Anna Cheung (GSTA)	常識新課程系列：創客及編程學習研討會	12/6

2. Student Learning and Teaching

2.1 To further develop students' self-learning skills

2.1.1 Strategies/Tasks: To design challenging lessons and incorporate different types of learning opportunities so that students can collaborate and co-construct knowledge by themselves

Report & Evaluation:

100% of teachers adopted flipped classroom mode of teaching at least once per term. Examples are as follows:

	GSI	GSII
G.1	<u>Module 7 Unit 2: Plants and Animals</u> Students were asked to choose one bird for a 1-minute presentation from the website provided in Pre-lesson worksheet (4).	<u>單元版 4 第五課《良好的習慣》</u> 學生需完成課前預習(二)並分辨良好的生活習慣。 (French Class) <u>Module 4 Unit 4: Personal Hygiene</u> Student was asked to do a self-evaluation about his personal hygiene on Pre-lesson worksheet (2).
G.2	<u>Module 9 Unit 3: Safety First</u> Students were asked to complete a mindmap in Pre-lesson worksheet (3) about what they need to do when there is a dangerous situation.	<u>單元版 11 第一課《左鄰右里》</u> 學生需完成課前預習(一)有關與鄰居的互動。 (French Class) <u>Module Version 11 Unit 1: My Neighbours</u> Students were asked to complete Pre-lesson worksheet (1) about ways to know their neighbours better.
G.3	<u>Module 17 Unit 3: Get Well Soon</u> Students were asked to interview their friends or family about their ways to prevent illness by using Pre-lesson worksheet (3).	<u>單元版 18 第四課《精明消費》</u> 學生需完成課前預習(一)有關日常的消費情況。
G.4	<u>Module 25 Unit 4: Nutrients</u> Students were asked to review their daily diet by completing Pre-lesson worksheet (4).	<u>單元版 27 第一課《香港走一走》</u> 學生需完成課前預習(一)，並於天文台的網頁找出有關香港的天氣的資料。

G.5	<u>Module 35 Unit 2: Reflection and Refraction of Light</u> Students were asked to finish an online assignment about light and rainbow after watching two related videos in BrainPop.com.	<u>單元版 33 第一課《踏入青春期》</u> 學生需前往提供的網頁，閱讀及觀看相關資料或片段並完成課前預習(一)。
G.6	<u>Module 47 Unit 1: Forms of Energy</u> Students were asked to finish Pre-lesson worksheet (4) after watching two videos about kinetic and potential energy in BrainPop.com	<u>單元版 41 第一課《金錢何價》</u> 學生需完成課前預習(一) 上有關零用錢的問卷。 (French) <u>Module Version 41 Unit 2: Making Smart Choices</u> Students were asked to complete Pre-lesson worksheet (2) in advance about planning their weekly expenditure.

100% of teachers incorporated challenging or higher-order thinking questions for CLP. Examples are as follows:

	GSI/ GS II
G.1	<u>Module 1 Unit 2: One Big Family</u> Students learnt the concept of classification and they were asked to classify the jobs of school staff under different categories.
G.2	<u>Module 9 Unit 3: In Case of Fire</u> Students were asked to write their opinion about what to do in different situations when there is in a fire on the worksheets provided.
G.3	<u>Module 22 Unit 4: See the World</u> Students were asked to categorize different tourist attractions in the class activity.
G.4	<u>單元 28 第三課《走進時光隧道》</u> 同學利用 Padlet，分組分析早期先民的生活特色，將答案展示於電子白板上。
G.5	<u>單元 33 第二課《青春事件簿》</u> 學生分組，各組需從不同個案中綜合分析青春期心理特徵的由來。
G.6	<u>單元 43) 第一課《香港特別行政區》</u> 學生分組，利用「兩面思考」的方法，討論特首選委會產生的優點和缺點。

A survey was conducted in March. 100% of teachers incorporated students' collaborative learning activities for CLP and their daily teaching. Details are as follows:

Ms. Jackie Lau	Flipped classroom/ Think-pair-share-write/ Jigsaw
Ms. Susanna Chung	Discussion (with assigned roles)/ Sharing & presentation (with assigned materials)
Ms. Michelle Ng	Think-pair-share/ Group discussion
Ms. Sally Yuen	Think-pair-share
Mr. Sammy Ho	Think-pair-share/ Group discussion
Mr. Edward Wong	Thinking charts/ Flipped classroom
Ms. Agnes Lee	Group discussion with a goal
Ms. Anna Cheung	Group discussion & presentation
Ms. Karen Li	Discussion/ Pairwork
Mr. Calvin Chan	Mindmap/Class Dojo
Ms. Ronnie Liang	Think-pair-share/ Mind map drawing
Ms. Shirleen Liu	Group discussion
Ms. Isabella Kwan	Jigsaw/Group discussion & presentation
Ms. Katie Chan	Group discussion/ Group experiment/ Think-pair-share
Mr. Philip Wong	Group discussion/ Group research before lessons
Mr. Kevin Kam	Group discussion/ Group research before lessons
Mr. Louis Hau	Jigsaw/Think-pair-share
Mr. Alan Ng	Think-pair-share/ Group project planning
Ms. Alice Lau	Group discussion and presentation

Evaluation of General Studies Programme Plan 2017-2018

Programme Summation:

In the 2017-2018 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(s)	<ol style="list-style-type: none"> To help students develop a sense of pride and identification with our home country through participating in a series of activities To ensure students to have a better understanding about the National Day
Target	G.1 – 6
Period	29/9/2017, 29/6/2018
Description	<ol style="list-style-type: none"> In order to arouse students' interest in learning Chinese history, three booth games were set up in the Covered Playground for G1-2, G3 and G4-6 students respectively during the 2nd recess on 29 Sept 2017. Two Flag Raising Ceremonies were held on 29 Sept 2017 and 29 June 2018 to promote national identity.
Evaluation	<ol style="list-style-type: none"> Students enjoyed the activities a lot. More counters will be set up for Grade 1 next year so that more students can participate. The booths will be set up at the same location next year. In general the two ceremonies were carried out smoothly. The national flag could not be raised at first during the first ceremony because the student did not loosen the rope completely and the rope had been used for too long. The rope will have to be replaced.

Activity 2	Extended Learning Weeks
Objective	<ol style="list-style-type: none"> To enable students to learn about various topics to supplement the regular curriculum To conduct STEM activities to supplement the GSI curriculum
Target	G.4 – 5
Period	4/7/2018 – 11/7/2018
Description	<ul style="list-style-type: none"> G.4 students were asked to design and construct mini-vibrating robots that could perform various tasks. G.5 students were asked to design and construct different figures and mechanical robots or vehicles using U-STEM cards.
Evaluation	<ul style="list-style-type: none"> The G.S. Department worked with the Hong Kong New Generation Cultural Association to design teaching materials for students. Students actively participated and enjoyed the STEM activities

	<p>very much. They could apply different science concepts by designing, constructing and conducting interesting experiments.</p> <ul style="list-style-type: none"> ● An inter-class competition was organized for G.4 students in the school hall. Parents were invited to watch the competition. Apple TV live broadcasted the whole competition. ● Open programmes were held for parents of both G.4 and G.5. Parents' comments were very positive and encouraging.
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Activity 3	Environmental Education Programme - Hydroponic Workshop
Objective	To heighten students' awareness of the importance of environmental protection and the adverse effects of environmental pollution, such as global warming and depletion of energy
Target	G.1 – 6
Period	Whole school year
Description	<ul style="list-style-type: none"> ● From 16 October to 1 November 2017, two GS lessons were taken from each class for the workshop. The tutors introduced to the students some basic knowledge about hydroponics. ● Students worked in pairs to pot their seeds and placed them on the rack at the Roofed Garden. The rack contained nutrient fluid. Students checked their plants occasionally.
Evaluation	<ul style="list-style-type: none"> ● Some seedlings did not grow as expected so the company sent new replacements to the school on 7 December 2017. ● One GS lesson was spent on harvesting for each class. ● It was a great lesson for students who learned the factors they have to be aware of when planting, such as the quality of seeds, weather conditions and conditions of the adjacent plants.

Activity 4a	Other Learning Experiences – GS 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	Nov 2017 – April 2018
Description	<ul style="list-style-type: none"> ● G.1 students went to Hong Kong Zoological and Botanical Gardens to learn about different types of plants and animals. ● G.2 students visited the Mong Kok Fire Station to learn about the work of firemen and equipment on different fire engines. ● G.3 students visited Kadoorie Farm and Botanic Garden to learn various species of plants and animals. ● G.4 students visited the Volcano Discovery Centre to learn about the geological knowledge related to Hong Kong. ● G.5 students went to the Electrical and Mechanical Services Department to learn about different alternative sources of energy. ● G.6 students visited the Hong Kong Jockey Club Drug InfoCentre to

	learn about the prevention and treatment of drug abuse.
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 venue. Students enjoyed the trips very much as they could acquire more knowledge related to the GS curriculum as well as their daily life. ● The exact dates for GS field trips were not marked on the school calendar as the dates are dispersed. However, all teachers were informed about the schedule of all trips during the staff briefing once all bookings could be confirmed. The schedule was also posted on the staff notice board. Teachers were reminded to pay attention to the dates of field trips. ● Teachers were reminded to have better time control during the visit. They were also reminded to check the number of students frequently and pay more attention to students' behaviour as some students got hurt during the visit as they ran around.

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	18 – 20/12/2017, 10 – 24/4/2018
Description	<ol style="list-style-type: none"> 1. An outsourced organization "LEAP" was invited to deliver life education. Various teaching materials were used and the lessons were conducted in a mobile classroom. 2. Students attended workshops and the themes were as follows: <ul style="list-style-type: none"> ➢ G.1 - Air to Live ➢ G.2 - Food for Life ➢ G.3 – Healthy Team ➢ G.4 – Body Network ➢ G.5 – Clear the Smoke ➢ G.6 – My Choice <ul style="list-style-type: none"> ● GS II teachers were required to conduct follow-up activities with students during lessons. Students had to complete relevant worksheets in order to consolidate their learning.
Evaluation	<ul style="list-style-type: none"> ● In general, teachers commented that the instructors have good classroom and time management skills. ● The programme has newly revamped and different topics are correlated. ● Some role play and VR activities were carried out. Students enjoyed the activities.

Activity 5	G.S. Room Improvement and Resource Building
Objective(s)	<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 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	It is ideal to provide more teaching aids for teachers to conduct experiments and activities.

Activity 6a	Staff Development		
Objective(s)	1. To further develop teaching strategies to cater to students’ learning diversity 2. To sharpen teachers’ professional knowledge and attitude and to further improve the quality of teaching		
Target	All GS teachers		
Period	Whole school year		
Description		Workshop	Date of sharing
	Ms. Susanna Chung (Deputy Headteacher)	Seminar Sharing: Self-directed Learning	31/10
		Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
	Ms. Jackie Lau (Department Head)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
		Sharing: THEi Visit	14/11
		4567 Higher Order Thinking Strategy Sharing	28/11
		Hangzhou STEM Tour	19/12
		Sharing: School Visit to MSCPS (25/1)	30/1
	Ms. Michelle Ng (Panel Chairperson of GS I)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
		Sharing: School Visit to MSCPS (25/1)	30/1
		Workshop on Global Citizenship facilitated by Harvard Professor Fernando Reimers	16/1

	Ms. Sally Yuen (Panel Chairperson of GS II)	Sharing: Professional Exchange between Munsang College Primary School & DBSPD G.S. Subject Administrators (7/11)	14/11
	Ms. Alice Lau (GS II)	IT in Education	15/5
	Mr. Louis Hau (GS I)	Sharing: THEi Visit	14/11
		STEM Workshop - Gifted Education (Advanced Curriculum Differentiation) Workshop: Nurturing Students' Creativity in the STEM-related Classrooms (Primary)	16/1
		Sharing: School Visit to MSCPS (25/1)	30/1
		Use of HKT App	5/6
	Mr. Philip Wong (GS II)	Education Apps Introduction	3/10
		常識新課程系列：創客及編程學習研討會	12/6
	Ms. Karen Li (GS I)	2019 年最新常識課程系列之 STEM 與理財教育(第二講)	24/4
	Ms. Agnes Lee (GS I)	IT in education	15/5
	Mr. Alan Ng (GS I)	STEM Workshop - Gifted Education (Advanced Curriculum Differentiation) Workshop: Nurturing Students' Creativity in the STEM-related Classrooms (Primary)	16/1
		Sharing: School Visit to MSCPS (25/1)	30/1
		Use of HKT App	5/6
	Ms. Anna Cheung (GSTA)	常識新課程系列：創客及編程學習研討會	12/6
Evaluation	1. School Visits <ul style="list-style-type: none"> All visits were smoothly run and successfully held. Different laboratories were visited at THEi. It was proposed as the site for our Staff Development Day in February 2018. The key tasks of GS in MSCPS are "Reading to Learn", "Collaborative Learning" and "Project-based Learning". In MSCPS, a project was carried out throughout the whole academic year from November to June. Students mainly used their lunch recess time to do the project. The project was completed at school. The theme of project was chosen by the teacher while the topic was defined by the students. 2. Seminars <ul style="list-style-type: none"> A number of seminars related to the GS subject or APP usage were shared. Colleagues found the sharings useful and certain APPs were used to facilitate teaching and learning. 		

Activity 6b	STEM & IT Exploration
Objective	To equip students with IT skills and innovative technological mindset
Target	G.1 – 6
Period	Whole school year
Description	<ul style="list-style-type: none"> ● A single GS I lesson and a single CS lesson in the G.4 timetable have been bundled so that students can have 1-hour long lessons on STEAM education programme for G.4 students. ● The GS I project was also combined in the programme to better utilize curriculum time. ● STEAM elements with specific skills being assessed have been incorporated into the rubrics.
Evaluation	<ul style="list-style-type: none"> ● Two Robot Kits named “Coconut” and “HUNA” were built. Students worked in groups and completed a project to make a ‘smart’ electric fan, which could be turned on/off, and the speed of the fan could also be changed depending on changes in the environment. This was achieved by attaching and programming various sensors to the fan. ● G.6 students were asked to make a catapult in groups of 2 – 3. STEAM skills including students’ ability to fulfill requirements under given conditions, overcome challenges in the design process, conduct fair tests, collect data accurately and make inferences were listed out clearly in the rubrics. These rubrics provided students with clearer instructions and more specific feedback so they could learn better.

Activity 7	GS School Team - External Competitions
Objective	<ol style="list-style-type: none"> 1. To enable students to strike a balance between academic studies and extra-curricular activities 2. To form G.S. School Teams to represent the school in different external academic-related competitions 3. To provide students with an experience to participate in competitions
Target	G. 1-6
Period	Whole year
Description	<p>Based on the nature of different external competitions, different G.S. School Teams were established:</p> <ol style="list-style-type: none"> 1. Supersize – Me Programme Young Scientists Students who joined this programme participated in different competitions: <ol style="list-style-type: none"> i. Micro Robot Relay Event 2017 Date: 27 October 2017 ii. 21st Primary School Science Project Exhibition Date: 18 May 2018 2. Twenty-one G.6 students participated in HK Science Olympiad for Primary Schools on 24 February 2018.

	3. All G4-6 students participated in the 12 th Diplomatic Knowledge Cup Contest. Students were required to complete an online MC quiz which was related to the diplomatic knowledge of China during the period from 26 February to 13 March 2018.
Evaluation	<p>Our school team got good results in these competitions. Their results were as follows:</p> <ul style="list-style-type: none"> ● The Hong Kong Science Olympiad for Primary Schools 2018 organized by the Hong Kong Association for Science and Mathematics Education <ul style="list-style-type: none"> - School: Outstanding Awards - 5 Gold Awards: Cheang Man Hin 6D (5), Hsia Yik To6D (11), Ng Tsz Yeung6D (22), Woo Anthony Chung Yin 6D (32) and Ho Chun Ngai Ryan 6J (11) - 2 Silver Awards: Wong Jayden Yu Ching 6J (28) and Leung Fung Long 6M (17) - 7 Bronze Awards: Lo Cheuk Yi Ryan 6D (18), Yeung Hei Chit Jaden 6J (32), Chan Pak Hei 6M (2), Chan Yiu Sang 6M (3), Lo Yan Lok 6M (24), Lee Enoch 6P (13) and Shiu Yu Hin Bernard 6P (22) ● Micro Robot Relay Event 2017 <ul style="list-style-type: none"> - Third class Award ● 21st Science Project Exhibition <ul style="list-style-type: none"> - Award of Outstanding : “Space Saving Bin” Team <ul style="list-style-type: none"> ✧ Kong Ethan 5D (9), Lo Yiu Ki Astin 5D (16), Chan Pak Ho 5M (5), Au Kai Chun 5S (1), Choy Linus 5S (5), Wong Ho Yiu 5S(28) - Award of Outstanding: “Rubbish Classifier” Team <ul style="list-style-type: none"> ✧ Chan Sheung Tak Brian 6D (4), Tam Alexander Mitchell 6D (25), Zee Tin Chung Isaac 6D (33), Chan Tin Yau 6P (3), Kwok Chun Hei 6S (15), Leung Chun Ho 6S (20) ● 12th Diplomatic Knowledge Cup Contest <ul style="list-style-type: none"> - 最佳表現學校獎及踴躍參與學校獎 - 優異獎: 戎孝康 5P(32), 黃雋喬 6M(27), 林柏灝 6P(11), 盧卓爾 6D (18) 及馮文樂 5D (6)

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 year	
Description	<p>1. Different grade levels conducted various teaching activities together with other departments.</p> <p>2. For each level, at least one cross-curricular activity that adopted a multi-disciplinary approach was organized by either GS I or GS II each year.</p>	
	G 1	Theme: My School
		When: September 2017
		Departments: Eng, Chi, GS I, Music, CS, VA & Library
		Goals: To learn about the school environment, roles and duties of different school members, rules and facilities in school
		Activities: Students had a tour around the campus; they became more familiar with the school environment.
	G 4	Theme: Body System
		When: September – November 2018
		Departments: Eng, GS I
		Goals: The end product was the students' summative writing which was based on the research they had done in their GS class. This mark would be counted towards their overall English score.
		Activities: During GS I lessons, students learnt about the functions of the kidneys and related vocabulary. They transferred this knowledge to the English class, wrote an interview with the kidneys detailing their functions and advice for maintaining healthy kidneys.
	G 5	Theme: GS I: Conserving Electricity
		When: January 2018
		Departments: Maths, GS I
		Goals: To evaluate the household usage of electricity
		Activities: Students collected the electricity consumption data in the past six months and completed a vertical bar chart. Then they read the bar chart and finished the GS I worksheet.
		Theme: GSII: Life Education – 青春心理轉變及積極人生
		When: November 2017

		Departments:	Chi, GS II, RE, PTH, ME & Music
		Goals:	認識青春心理的轉變及積極人生的態度
		Activities:	運用小班策略「思-寫-討-享」進行活動，分組討論怎樣以最佳做法處理生活壓力。
	G 6	Theme:	Famine Programme
		When:	November 2017
		Departments:	Chi, GS II, RE & PTH
		Goals:	To understand and experience the disparity between rich and poor in terms of food and to cherish what you have
		Activities:	The organization World Vision organized a rich and poor banquet; one group could eat 'rich' food - pizza; and the other could only eat 'poor' food - bread.
Evaluation	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 2017-2018

Programme Summation

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

This evaluation does not take into consideration the Elementary French Programme which is still under construction.

Programme Evaluation

Plan 1: How to Learn Better	
Objective	To develop students' independence and consistency in their learning attitude
Target	All French Stream students
Period	Whole school year
Description	<ul style="list-style-type: none"> • Homework consistency • Self-questioning about learning • Identifying better learning strategies • Focusing on targets that are to achieve • Using IT tools such as iPen, websites (Kahoot, Quizlet, Memrise)
Evaluation	<p>One of the challenging matters in terms of developing students' self-reflection skills is to disconnect the learner from the paper e.g. worksheet. Simple actions such as reading carefully the instructions should be done properly.</p> <p>There is a need for all subjects to discuss about the necessary actions to support students' understanding on how to acquire learning strategies that will make them more successful.</p> <p>The usage of websites for home-learning has created a high motivation for students. Each of the websites being used helps stimulate different learning aspects of students: memorization of the vocabulary, identifying sentence patterns, and development of the auditory discrimination, etc.</p>

Plan 2: Develop Reading Practice	
Objective	To develop students' independence and consistency in their learning attitude To provide an accommodating learning context for students
Target	All French Stream students
Period	Whole school year
Description	<ul style="list-style-type: none"> • Enlargement of language structure & vocabulary • Adaptation of readers with Audio Pen (iPen/Ting) • Optional completion of a reading booklet
Evaluation	Students were engaged in applying their knowledge of the language through reading.

	<p>The reading itself was made easier combining eye and ear.</p> <p>Love of reading was stimulated for some students, and the non-mandatory work has changed the perception of the reading e.g. reading for myself to gain vs reading for homework</p>
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Plan 3: Students' Performance during Open House and Speech Festival	
Objective	<p>To strengthen students' abilities through participating in competitions such as French Speech Competition and Dictation Competition</p> <p>To recognise their work by organizing prize presentation during school assembly</p> <p>To enhance students' respect for the French culture and their interest in learning French</p>
Target	All grades
Period	November 2017 / April 2018
Description	<ul style="list-style-type: none"> • Speech Festival • Dictation Competition • Open House
Evaluation	<p>Students took part in the Dictation Competition.</p> <p>There were no entries in the Speech Festival this year.</p> <p>No French Days were organized due to a fund raising activity had been held during the Open House.</p>

Plan 4: DELF Prim Exams	
Objective	To validate students' proficiency in French Language at the primary level
Target	Grade 2 & Grade 6 French Stream students
Period	June 2018
Description	<ul style="list-style-type: none"> • Grade 2 for DELF Prim A1.1 • Grade 6 for DELF Prim A2
Evaluation	<p>Students registered to take part in the DELF Prim A1.1 and A22 exam on a voluntary basis.</p> <p>Grade 2 students' results: Honours</p> <p>Grade 6 students' results: Merit & Appreciation</p>

Plan 5: Teachers Professional Development	
Objective	To develop teacher's skills in Teaching and Learning of the French language
Target	French Teachers
Period	November 2017 / April and June 2018
Description	<ul style="list-style-type: none"> • Singapore Seminar for French Teachers of the Region Asia/Pacific • Sharing with other schools • AFLE Training

Evaluation	<p>Benchmarking implementation of Elementary French was being worked on with colleagues from Po Leung Kuk Camoes Tan Siu Lin Primary School.</p> <p>Sharing sessions on implementation of IT tools such as Quizlet/Kahoot/Memrise were held with teacher from La Salle College.</p> <p>The French Teacher could not join the seminar BELC this year, but is looking to take part in the BELC France (Nantes, July 2019)</p>
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Evaluation of Putonghua Department Programme Plan 2017-2018

2017-2018 年度普通話科工作計劃檢討報告

活動項目	普通話專題展板
活動目標	提高學生對本科的學習興趣，培養學生的自學態度。
活動情況	選取不同主題的普通話資料，張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。
活動檢討	本年度已按時更換三次壁報，每次均有不同的主題，包括：「趣味普通話—日常用語」、「一、二年級集誦比賽照片」、「西安交流團」。學生可以透過佈告板所展示的內容，加深對普通話語音知識及科組活動的認識。

活動項目	校際朗誦節及其他校外比賽
活動目標	透過活動，訓練學生的說話能力及朗讀技巧，並培養審美情趣。
活動情況	由教師推選有潛質的學生加以訓練，學生亦可自行報名參加，好讓學生能汲取比賽的經驗，為學生提供一個與友校互相觀摩、切磋的機會。
活動檢討	第 69 屆校際朗誦節已圓滿結束。本校普通話集誦隊勇奪冠軍。獨誦方面，全校有 129 名學生參加朗誦，共獲得 44 個獎項（詳見下表）。 此外，本科派出 8 名學生參加「第二十屆全港中小學普通話演講比賽 2018」，當中分別獲得優異星獎及九龍區高小組金獎。（詳見下表）。

活動項目	延伸學習活動周
活動目標	透過各類型的活動，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	本年度邀請了「遊劇場」劇團到校為一、二年級學生上演一場話劇，劇目為《路在口邊》，故事講述只會說普通話的表姐來港旅遊，結果因為接待親友的普通話能力欠佳而鬧出不少笑話。
活動檢討	是次演出的劇團經驗豐富，劇目生活化。透過生動有趣的戲劇表演，讓學生在輕鬆的氣氛下學習普通話，提升他們的學習興趣，亦藉此反映出學好普通話的重要性。

活動項目	朗讀龍虎榜
活動目標	以朗讀計劃的形式進行，學生可透過朗讀已學及自學的文章來累積分數，提升學生朗讀能力及自主學習能力。
活動情況	本年度安排了 1-4 年級學生進行兩次龍虎榜朗讀活動，學生在課餘時間向十五位聆聽者朗讀並填寫朗讀記錄。每位學生於計劃結束前必須取得至少八個簽名，每收集滿十五個簽名的同學即可獲得一份小禮物。
活動檢討	本年度的普通話朗讀龍虎榜活動已圓滿結束。各班平均收回記錄冊逾八成，共派出近 500 份小禮物給表現優異者，予以嘉許。該活動能有效提升學生朗讀水平，營造良好的普通話朗讀氛圍，建議明年續辦。

活動項目	境外交流活動
活動目標	挑選合適的境外地點作交流，透過多樣化的學習經歷，讓學生沈浸在普通話的學習語境中，增加對本科及中華文化的知識，並提高其自學能力及應用能力。
活動情況	本科於 28/3 – 1/4/2018 舉辦「普通話西安交流團」，由 4 位老師帶領 28 位學生前往西安交流。此次行程安排學生參觀各類博物館、欣賞皮影戲、遊覽回民街、到當地小學交流及觀課等，行程充實豐富。
活動檢討	是次交流以「探索千年古都」為主題，讓學生從活動中加深對中國歷史、西安文化及藝術的認識，並藉着多樣化的活動，提升學生聽說普通話的能力。根據問卷分析，學生最喜歡的活動是參觀兵馬俑博物館。他們都認為此次交流能促進自己的溝通能力，也對學生運用普通話交流的信心及其聽說能力有所提高。

活動項目	普通話周及普通話大使
活動目標	普通話大使是一個師兄弟互動的活動。活動由所有六年級學生在普通話課堂上以小組形式設計攤位遊戲，並於普通話周內輪流負責當值，讓一至五年級學生在活動中學習普通話，亦能培養六年級學生的創意及責任心，並發揮兄友弟恭的精神。
活動情況	普通話周於第 40 周進行。今年由全部六年級同學擔任普通話大使，一連五天的第二個小息輪流當值兩次，為全校同學服務。六年級同學需在普通話周前利用四節的普通話課，分組設計攤位遊戲，內容涵蓋普通話的教學重點，例如：聲調、聲母、韻母、粵普對譯等，程度則需配合一至五年級學生，讓學兄充當小老師，給學弟在遊戲中學習的機會。
活動檢討	普通話周活動舉辦成功，各普通話老師及全校同學共同創造了一個普通話環境，活動不僅加深兄弟情，也讓六年級同學覺得自己有能力可以帶領低年級的同學進行活動，給他們帶來成就感、滿足感，同時也能訓練領袖才能。活動採取各年級分流的形式，各老師認為此分流讓活動更有效率，同意明年保留。活動遊戲建議盡量少用現成的道具，要多用自己創造設計的道具。

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—輕聲詞 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
活動檢討	各年級比賽圓滿結束，得獎班別獲頒禮物，以作嘉許。班際比賽安排在普通話周進行，學生表現踴躍，能提升氣氛。此外，高年級組透過小組進行合作學習，有助照顧個別差異，整體反應理想，建議明年繼續舉辦。

活動項目	故事演講比賽
活動目標	學生按照指定的課文，把故事或詩詞演繹出來，並拍成錄像。此活動能讓學生發揮創意及表演天份，並訓練其演說能力。
活動情況	本年度故事演講比賽由去年的一至四年級參加改為三至四年級參加，共有 12 名同學參賽。所有普通話任教老師分為兩組，為各級進行評分。每個年級評選出冠、亞、季軍各一名，其他參與者均獲頒優異獎，以作鼓勵。
活動檢討	是次活動反應不如去年般踴躍，但學生在讀音咬字和表現技巧上均見進步，實力旗鼓相當。本科建議明年改為一、二年級舉辦此活動，並加強宣傳及適當延長備賽的時間，吸引更多學生參加。

活動項目	參加友校交流活動及專題研討會
活動目標	鼓勵教師參加友校交流活動、教學講座、研討會作自我增值，以提高教學水平。
活動情況	科主任把相關的課程及講座通告給教師傳閱，教師可自由參加。 科主任亦推薦合適的教師參加不同的課程，以配合學校的發展。 教師在出席講座或課程後，亦於協作會議中與同事分享內容。
活動檢討	本科有 9 位老師參加「PROS—非華語學生中文學與教」課程，包括四個工作坊及一次友校交流活動，合共出席時數為 82 小時，而且上述全數老師都已在協作會議中與同儕分享所學。此外，本科有 5 位老師曾與香港大學支援小組專家進行會議或與本地、外地學校(包括:西安、新加坡)進行學術交流。老師能緊貼教育的新發展，並能從上述活動中擴闊教學知識面。

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 225 本書，當中主要是故事繪本，其他還有語法書和供教師參考的寫作教學書籍。這些書主要用來配合各年級基礎漢語的教學，藉此拓展閱讀及寫作結合的教程。

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。

2017-2018 第六十九屆香港學校朗誦節（普通話）朗誦
獲獎名單

班別	學生姓名	負責老師	項目編號	名次
1S	徐逸希	楊素敏	詩 337	冠軍
1S	梁子諺		詩 337	冠軍
2M	丁子桓	劉巧靈	詩 337	冠軍
2P	陳政霖	單夕雯	散 436	冠軍
5P	李政澤	徐鈺峰	詩 335	冠軍
6D	符從賢	顧慧儀	詩 335	冠軍
6M	陳耀生	顧慧儀	詩 335	冠軍
1M	梁逸琛		詩 337	亞軍
1S	莫浩羲	楊素敏	詩 337	亞軍
2D	王諾禧	劉巧靈	詩 337	亞軍
2D	凌天祈	劉巧靈	散 437	亞軍
2D	潘皓儒		詩 337	亞軍
2J	楊承曄	單夕雯	散 437	亞軍
	楊承曄	劉巧靈	詩 337	亞軍
2M	楊皓雲		詩 337	亞軍
2P	陳政霖	劉巧靈	詩 337	亞軍
2S	洪一極	劉巧靈	詩 337	亞軍
2S	岑卓橋		詩 337	亞軍
3J	胡俊霆	殷華峰	詩 336	亞軍
3S	黃康晉	殷華峰	詩 336	亞軍
4M	梁逸晞		詩 336	亞軍
5D	彭清楠	徐鈺峰	詩 335	亞軍
5P	楊鎬朗	徐鈺峰	散 435	亞軍
	楊鎬朗	徐鈺峰	詩 335	亞軍
6D	譚仁鈞		詩 335	亞軍
6M	陳耀生	顧慧儀	散 435	亞軍
6M	廖子謙	顧慧儀	詩 335	亞軍
6S	王天朗	顧慧儀	詩 335	亞軍
1D	王正培	楊素敏	詩 337	季軍
1S	徐逸希	單夕雯	散 437	季軍
2J	鄭正朗		詩 337	季軍
2S	吳家銳	劉巧靈	詩 337	季軍
3M	黃康進		詩 336	季軍
3P	莊溢風	殷華峰	詩 336	季軍
4J	杜家信	梁穎茵	散 436	季軍
4S	王子介	梁穎茵	散 436	季軍

班別	學生姓名	負責老師	項目編號	名次
5J	陳啟晉	徐鈺峰	詩 335	季軍
5J	馮君皓	徐鈺峰	詩 335	季軍
5M	黃禮彥	徐鈺峰	詩 335	季軍
5P	李政澤	徐鈺峰	散 435	季軍
6D	鄭琰騫	顧慧儀	詩 335	季軍
6D	符從賢	顧慧儀	散 435	季軍
6P	洪卓熙		詩 335	季軍
6S	陳沚瑜	顧慧儀	詩 335	季軍
K546	一、二年級 詩詞集誦	何潔生老師 劉巍老師 李哲老師	90	冠軍

獲獎總表：

集誦：	冠軍
獨誦：	冠軍：7
報名表格：129	亞軍：21
獲得獎項：44 項	季軍：16

第二十屆全港中小學普通話演講比賽 2018
獲獎名單

班別	姓名	獎項	負責老師
1S	徐逸希	九龍區（初小組） 優異星獎	楊素敏
1S	梁子諺	九龍區（初小組） 優異星獎	李哲
2D	王諾禧	九龍區（初小組） 優異星獎	單夕雯
2S	岑卓橋	九龍區（初小組） 優異獎	徐鈺峰
3J	胡俊霆	九龍區（中小組） 優異星獎	劉巍
3J	袁炅輝	九龍區（中小組） 優異獎	殷華峰
5P	李政澤	九龍區（中小組） 優異星獎	徐鈺峰
6D	符從賢	九龍區（高小組） 優異星獎 九龍區（高小組） 金獎	顧慧儀

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 2017-2017

Programme Evaluation:

Plan 1 : Dizi Music and Erhu Music - Intensive Training Classes	
Objective(s)	<ul style="list-style-type: none"> ● To encourage students to learn at least one kind of musical instrument ● To develop students' creativity, the ability to appreciate music and to effectively communicate through music ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To help students pursue a life-long interest and appreciation of music
Target	G.3 – G.4
Period	From October 2017 to June 2018
Description	Invite potential G.3 & G.4 students to attend Advance Intensive Training Classes to improve their technique and skills in playing the Dize and Erhu.
Evaluation	<ul style="list-style-type: none"> ● This training programme increased students' interest in learning Chinese instruments. ● 4 students were invited to join the Dizi Advanced Intensive Training Class and 2 students were invited to join the Chinese Orchestra ● 4 students were invited to join the Erhu Advanced Intensive Training Class and 6 students were invited to join the Chinese Orchestra. ● Some students engaged in private lessons after attending the special training programme. ● Feedback received from both parents and students was positive.

Plan 2 : Dizi Music and Erhu Music - Advanced Intensive Training Classes	
Objective(s)	<ul style="list-style-type: none"> ● To encourage students to learn at least one kind of musical instrument ● To develop students' creativity, the ability to appreciate music and to effectively communicate through music ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To help students pursue a life-long interest and appreciation of music
Target	G.3 – G.4
Period	From October 2017 to June 2018
Description	Invite potential G.3 & G.4 students to attend Advance Intensive Training Classes to further polish 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 instruments. ● 5 students who play Dizi and 6 students who play dizi were invited to join the Chinese Orchestra lessons. ● Feedback received from both parents and students was positive.

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

Plan 4: Take Part in HK Youth Music Interflows & 70th Hong Kong Schools Music Festival	
Objective(s)	<ul style="list-style-type: none"> ● To develop students' technical skills in playing music, constructing music knowledge, and cultivating positive values and attitude ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To help students pursue a life-long interest and appreciation of music
Target	G.1-G.6
Period	October 2017 to March 2018
Description	Teachers selected potential students (G2-G6) to participate in the Treble Choir, Junior Choir, Hymn Choir, Woodwind and Brass Ensemble and School Orchestras.
Evaluation	<ul style="list-style-type: none"> ● More than 400 students participated in the 70th Hong Kong Schools Music Festival and Hong Kong Youth Music Interflows. ● More than 80% of our students were awarded merits or above in the Music Festival. ● The School achieved very good results in the Hong Kong Youth Music Interflows. The Senior School Orchestra, String Orchestra and Chinese Orchestra got the Gold Award. ● In the 70th results. The Senior School Orchestra, Treble Choir and Hymn Choir (Singing in English) were awarded the Champion. The Chinese Orchestra and Hymn Choir (Singing in Chinese) were awarded Second Place. The String Orchestra and Junior Choir were awarded the Third Place. 4 Ensemble groups got the merit award.

Plan 5: Music Performance	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To nurture in students the aesthetic sensitivity and cultural understanding ● To help students pursue a life-long interest and appreciation of music
Target	G.1-G.6
Period	Whole school year
Description	Music performances were presented by professional organizations, senior boys from DBS and our students.
Evaluation	<ul style="list-style-type: none"> ● The Treble Choir was invited to perform in different events: DSOBA Music Extravaganza 2017 Concert, DSOBA Annual Dinner and New Sight 2018 Fundraising Dinner. Many guests who attended the events praised our students' performances which they found to be very impressive. ● The String Orchestra was invited to perform in the International IB Conference which was held in September 2017. ● The String Orchestra, Flute Ensemble, Clarinet Ensemble and Groups performed in the Joint Concert with Winchester College. Guests from overseas were very impressed by our students' talent. ● The Senior School Orchestra was invited to perform in HKAA 100 Years Carnival in January 2018. It was the first time for the orchestra to give an outdoor performance. The concert was very successful. The guests enjoyed the performances very much. ● The Homecoming Concert was held in July and it was very successful. The parents and students enjoyed the performances very much. ● The Saxophone Ensemble was invited to perform at the 聖三一座堂綜合音樂會. ● Feedback received from parents and audience was positive.

Plan 6 : Celebration Party after the 70th H.K. Schools Music Festival	
Objective(s)	<ul style="list-style-type: none"> ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To help students pursue a life-long interest and appreciation of music
Target	G.2-G.6
Period	May 2018
Description	All members of the Senior School Orchestra, String Orchestra, Chinese Orchestra, Treble Choir, Junior Choir, Hymn Choir and Ensembles 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"> ● 151 parents and 269 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

	<p>Music Department.</p> <ul style="list-style-type: none"> ● The party was very well organized.
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Plan 7 : Music Captains	
Objective(s)	<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	8 potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> ● 8 Music Captains were selected to assist the Music Department. They took up the role as MCs and offered assistance at Open House, Prize Winners' Concert and regular rehearsals, etc. ● All Music Captains were very helpful and responsible.

Plan 8 : Music Tour	
Objective(s)	<ul style="list-style-type: none"> ● To nurture in students the aesthetic sensitivity and cultural understanding ● To enable students to gain enjoyment and satisfaction through participating in music activities ● To help students pursue a life-long interest and appreciation of music
Target	G.3-G6
Period	July 2018
Description	Music Tour to Singapore
Evaluation	<ul style="list-style-type: none"> ● The music tour originally planned for the Treble Choir could not be organized this school year. It was because the competition in Singapore was held in late July, and around 50% of students had other commitments and their schedules could not match the dates set for the music tour.

Evaluation of Physical Education Department Programme Plan 2017-2018

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: 1 September 2017 (G.6) 4 September 2017 (G.2 & G.4) 5 September 2017 (G.3 & G.5) 6 September 2017 (G.1) Finals: 14 September 2017 (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 the Finals were jointly organized by the PD & SD in Kwun Tong Indoor Swimming Pool. Selection Trials were organized by the SD and only the finalists were present.
Evaluation	<ul style="list-style-type: none"> ● Heats was held on 1/9, 4/9, 5/9 and 6/9. ● The Inter-House Swimming Gala Finals programme rundown was prepared by the SD. The teacher duty roaster was prepared by the PD teachers. ● Medals for relay events, individual champions, and overall champions were presented on the day of the Finals. Medals for individual events were presented at the morning assembly at school. ● Teachers' comments were collected afterwards. ● Feedback from colleagues was mostly positive and there were suggestions on minor problems only.

Plans 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: 18 December 2017 Finals: 15 January 2018 (All G.2-G.6 students)
Description	The Inter-House Sports Day application was open to all PD students. Students could participate in different track or field competitions at the Finals competition which was organized at the Kowloon Bay Sports Ground.

Evaluation	<ul style="list-style-type: none"> • The Heats competition was held on 18/12/2017 successfully. • The Finals competition was held at 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. • The Sports Day was held as a whole day event for the first time. Heats were held in the morning session and finals were held in the afternoon session. • Semi-finals of 2 events (60m and 100m) were introduced this year in order to enable more students to participate in the Finals. • In order to let more students participate in the Finals this year, the Inter-House Relay competitions for non-finalists in the junior grade and senior grade were held at the end the Sports Day for the first time. The feedback about this event was very positive. • Teacher's comments were collected afterwards. Feedback from colleagues was mostly positive. One of the suggestions was about the dismissal arrangement for students of parents' pick-up which could be administered according to class order.
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Plan 3 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	10 March 2018
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"> • There were 450 parents and students who took part in the DBS Fund Run & Walk. • The event was run smoothly.

Plan 4 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: mid-December 2017 to late-January 2018
Description	G.1 & 3 – Rope Skipping G.2 & 4 – Wushu G.5 – Dragon and Lion Dance G.6 – Pop Dance
Evaluation	Rhythmic movement is an essential part of FM. Pop dance could help G.6

	students develop such ability. Since dancing is included in the G.1 & G.2 PE curriculum only, it is suggested that activities such as pop dance should be incorporated into the curriculum of other grades so that rhythmic movements of students can be further developed.
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Plan 5 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. USA Basketball Training Camp (Easter Holidays 2018) 2. Shanghai Rope Skipping Training Camp (Late July 2018) 3. Japan Handball Training Camp (mid-August 2018) 4. Japan Swimming Training Camp (mid-August 2018) 5. Taiwan Football Training Cam (Late August 2018)
Evaluation	<ul style="list-style-type: none"> • From the parents' evaluation, most parents considered their child had improved their self-management skills. • From the students' evaluation, most of them thought these training camps helped them improve their fitness and skills. Their team spirit has also been enhanced. • Students enjoyed the sports camps very much. Parents' comments were positive and they encouraged the school to organize more sports camps in future school years. • Different sports camps will be organized next year.

Evaluation of Visual Arts Department Programme Plan 2017-2018

Visual Arts Department (G1-3) Programme Plan

Programme Summation:

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

Plan 1: Cross Curricular Integrated Learning	
Objective	<ul style="list-style-type: none">- To strengthen the knowledge that our students learnt from different subjects- To broaden the perspective and linkage amongst different subjects
Target	G1 to G3
Period	Term 2 & Term 3
Description	Term 2: <ul style="list-style-type: none">- G1 "My Home" with English Department- G3 "Bible Verse Comic Drawing" with C.S. and R.E. Departments Term 3: <ul style="list-style-type: none">- G.1 Pops up card for "Two Sheep Across the Bridge" with PTH Department
Evaluation	100% of our students completed the cross-curricula projects and they enjoyed the projects and felt familiar when teachers mentioned the topics that they had learnt in other subjects before.

Plan 2: Artist in School Partnership	
Objective	<ul style="list-style-type: none">- To enrich the curriculum by introducing different topics taught by outsource artists, other institutions or organizations- To expand our students' perspective on different media of art
Target	G1 to 3
Period	Lessons & Extended Learning Weeks

Plan 2: Artist in School Partnership	
Description	<ul style="list-style-type: none"> – Video Production Workshop was arranged for Grades 1-2 during lessons: <ul style="list-style-type: none"> ✧ Week 1: Making characters and understand the shooting of still images ✧ Week 2: Shooting mode of zooming and moving images ✧ Week 3: Video editing by using software iMovie at iPad pro – Comic Workshop was arranged for Grade 3 during the Extended Learning Weeks.
Evaluation	During lessons our students learnt more concepts about making iMovie video and they were proud to be able to make their own animation. For the Extended Learning Weeks, the course for our students was about drawing comics to express themselves.

Plan 3: Project Learning/ Collaborative Learning	
Objective	<ul style="list-style-type: none"> – To nurture students' generic skills for different projects – To develop the skills of collaboration and team work – To create large group works and display them around the school
Target	G1-3
Period	Term 1-3
Description	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> ✧ G1: Self Portrait by Jean Dubuffet/ Homecoming Birds ✧ G2: Forrest in Abstraction/ Superhero ✧ G3: Chinese Painting Bamboo/ Chinese Painting Pine Trees <p><u>Term 2:</u></p> <ul style="list-style-type: none"> ✧ G1: DBS Portraits /Biodiversity of Butterfly and Caterpillar ✧ G2: Sea Waves/ Hong Kong Historical Buildings ✧ G3: DBSPD School Campus Painting <p><u>Term 3:</u></p> <ul style="list-style-type: none"> ✧ G1: Lotus Leaves and Lotus Flowers/ Video Projects ✧ G2: Chinese Landscape Painting / Video Project ✧ G3: Chinese Painting of Chrysanthemum
Evaluation	100% of students participated in their collaborative project and their artworks are being displayed at school.

Plan 4: Art Appreciation	
Objective	<ul style="list-style-type: none"> – To understand different styles and artists in both Western art and Eastern art worlds – To appreciate different concepts and visual arts language behind the art piece
Target	G1-G3
Period	Terms 1-3
Description	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> ✧ G1: Line/ 3D and 2D Concept/ Jean Dubuffet ✧ G2: Shape/ Katsushika Hokusai/ Roy Lichtenstein ✧ G3: Colour Wheel / Chinese Ink & Brush/ Chinese Calligraphy Seal Script <p><u>Term 2:</u></p> <ul style="list-style-type: none"> ✧ G1: Repetition Pattern/ Overlapping Pattern ✧ G2: Paul Klee/ Pop Art ✧ G3: Chinese Painting of Landscape <p><u>Term 3:</u></p> <ul style="list-style-type: none"> ✧ G1: Ceramic/ Comic Drawing/ Video Production ✧ G2: Chinese Ink Tone/ Comic Drawing/ Video Production ✧ G3: Chinese Ink and Brush: Bamboo/ Chrysanthemum
Evaluation	Students can learn different artists, concepts of making art and the processes from both Western and Chinese art worlds.

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

Plan 6: Students' Art Exhibition	
Objective	<ul style="list-style-type: none"> - To enable students to build confidence and a sense of belonging in artistic development - To maintain a balanced education and provide the opportunity for the students to demonstrate their creativity to the general public
Target	G1-G3
Period	Open House & External Art Exhibition
Description	<p><u>Open House:</u> Group works and individual works were displayed at Room 101:</p> <ul style="list-style-type: none"> ✧ G1: Self Portrait inspired by Jean Dubuffet/ Home Coming Birds/ Ceramic Butterfly and Caterpillars ✧ G2: Forrest in Abstraction/ Sea Waves inspired by Katsushika Hokusai ✧ G3: DBSPD Campus/ Seal Script Name Stamp/ Bible Verse Illustration <p><u>Community Art:</u> Students' group works and individual works were displayed outside of the school campus.</p> <ul style="list-style-type: none"> ✧ Hong Kong Breast Cancer Foundation ✧ Homantin MTR Station at June 2018
Evaluation	Through taking part in the art exhibition, our students introduced their artworks to the public. Their confidence in their artistic sense and sense of belonging to school has been enhanced. Our participating students, their parents and friends were all delighted and enjoyed visiting our school exhibitions.

Plan 7: Art Competition	
Objective	To encourage students to join suitable external competitions which are held all year round
Target	G1-G3
Period	Whole school year
Description	<p>Our students and their parents took part in two competitions together:</p> <ul style="list-style-type: none"> - Title: Hong Kong Flower Show 2018 <ul style="list-style-type: none"> ✧ Date: 16 March 2018 ✧ Time: 8:30 a.m. to 1:00 p.m ✧ Venue: Hong Kong Victoria Park - Title: Competition of Tea Ware by Hong Kong Potters 2018 <ul style="list-style-type: none"> ✧ Date: 7 June 2018 ✧ Venue: Hong Kong Visual Arts Centre

Plan 7: Art Competition	
Evaluation	Some students are talented in visual art. It is a new parent-child activity and good experience for the family to be able to join the competition together.

Plan 8: Cultural Adventure	
Objective	<ul style="list-style-type: none"> - To enable students to build confidence and a sense of belonging in artistic development - To maintain a balanced education and provide the opportunity for the students to demonstrate their creativity to the general public
Target	G1-G3
Period	Term 1 & Term 3
Description	<p><u>Term 1:</u> Visit to Asia Society Hong Kong Centre Chinese Painting Exhibition: The Ink Art of Fang Zhaoling ✧ Date: 12 December 2017 ✧ Time: 10:30a.m. - 12:30p.m. ✧ Participants: 28 (Students and parents/guardians)</p> <p><u>Term 3:</u> Visit to University Museum and Art Gallery (HKU) ✧ Title: Florentine Sculpture of the Italian Renaissance ✧ Date: 20 June 2018 ✧ Time: 10:30a.m. - 12:30p.m. ✧ Participants: 28 (Students and parents/guardians)</p>
Evaluation	<p><u>Term 1:</u> Chinese Painting Exhibition: The Ink Art of Fang Zhaoling ✧ Over 95% of participants agreed that the guided tours were well-planned. ✧ Over 93% of participants agreed that they learnt some new knowledge about modern Chinese Painting. ✧ Over 96% of participants agreed that they enjoyed the visit. ✧</p> <p><u>Term 3:</u> Florentine Sculpture of the Italian Renaissance ✧ Over 93% of participants agreed that the guided tours were well-planned. ✧ 95% of participants agreed that they learnt some new knowledge about Italian Sculpture. ✧ 96% of participants agreed that they enjoyed the visit.</p>


Plan 9: Extra-curricular Art Classes	
Objective	<ul style="list-style-type: none"> – To expand the spectrum of curriculum including the multimedia arts – To enable students to get familiar with using the technological devices in making art
Target	G3-G6
Period	Whole school year
Description	<ul style="list-style-type: none"> – Monday: Comic Drawing & 3D Printing – Tuesday: Flip Book Making – Thursday: Stop-motion Animation in Lego & Illustrative Book by iPad Pro – Friday: ACG (Animation Comic Game)
Evaluation	95% of the students agreed their tutors are kind and knowledgeable. The content of the lessons was interesting and appropriate to students' learning abilities.

Plan 10: Teaching & Learning Initiatives : IT in Education & Independent Learning	
Objective	<ul style="list-style-type: none"> – To further develop a more challenging and comprehensive curriculum to unleash the full potential of students – To further develop students' self-learning skills
Target	G1-G3
Period	Visual Art Lessons
Description	<p><u>Grades 1 to 2:</u> Using iPad Pro to take videos and using iMovie for editing animation projects.</p> <p><u>Grade 3:</u> Using iPad Pro to search reference about seal script names for completing a carving project.</p>
Evaluation	Most of our students enjoyed using iPad Pro to draw or find references. They have got familiar with the use of technology in making arts.



Visual Arts Department (G4-6) Programme Plan

Programme Summation:

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 subject departments during the Extended Learning Weeks: G.4 Mirror Reflections and Symmetry , with Math Department G.5 Cheering Flag , with P.E. Department G.6 How School Life Can Be Improved , with English & Moral Education Departments
Evaluation	This year, the G.5 & G.6 cross-curricular collaborations were delayed due to the artworks production required for the DBSPD VA Exhibition 2018.



Plan 2: Art In School Partnerships	
Objective	To develop students' artistic potential through taking part in various media explorations and presentation
Target	All students
Period	Whole school year
Description	 <p><u>P.E. Department</u></p> <ul style="list-style-type: none"> ✧ Sports Day Cheering Flags ✧ Monday, 15 Jan 2018 <p><u>School Magazine Commitee</u></p> <ul style="list-style-type: none"> ✧ Saturday, 1 April 17, 1:30-4:00 p.m. ✧ Talk (30 min) ; Drawing Session (2 hrs) <p><u>Art Exhibition Setup & Support</u></p> <ul style="list-style-type: none"> ✧ Pointsman Art Creations ✧ Late March to 1st of June
Evaluation	<p><u>P.E. Department</u></p> <p>The cheering flags were a great tool to support building of team spirit and adding extra colours to the event.</p>

	<p><u>School Magazine Committee</u></p> <p>Two students, 4D 29 Thomas Wong & 4P Carson Tong, had their drawings of school life featured in the advert design and they felt honoured.</p> <p>The VA department will continue to feature students' drawing of the school environment in advert design next year as a form of encouragement to students who are gifted in drawing.</p> <p><u>Art Exhibition Setup & Support</u></p> <p>The company had some creative ideas to support interactive presentation of students' artworks. However, it also caused a lot of delays and difficulties in many respects.</p>
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Plan 3: Collaborative Art Projects	
Objective	To develop students' project learning and collaborative learning skills
Target	All students
Period	Whole school year
Description	<p>Each grade was required to complete 3 collaborative art projects</p> <ul style="list-style-type: none"> ✧ G.6: Spaceships, Spacescapes & Chinese Terracotta Warriors ✧ G.5: Totems Chinese Window Frames & Mythical Creatures ✧ G.4: Noah's Ark Animals, Alien Plants & Sculptural Plants
	
Evaluation 	All collaborative art projects help build up students' creative thinking & problem solving skills.


Plan 4: Art Appreciation	
Objective	To build up students' knowledge and understanding of the visual world
Target	All students
Period	Whole school year
Description	<p><u>Topic in Focus</u></p> <p>Each grade had a focus artwork studies topic that lasted for 1 term:</p> <ul style="list-style-type: none"> ✧ G.4: Nature ✧ G.5: Architectures ✧ G.6: Figures & Portraits

	Visible Think Routines (Details and evaluation are given in Plan 10: Teaching & Learning Initiatives)
Evaluation	The focus topic for study has been the same for many years. It is found to be suited to students' age and level of ability, and it can also support the production of art projects.

Plan 5: Sketchbook (Visual Diary)	
Objective	To develop students' creativity, imagination, building skills and processes
Target	Students, teachers, parents and the general public
Period	Whole school year
Description	 <p>Students used sketchbooks as a means to/for:</p> <ul style="list-style-type: none"> ✧ Develop ideas for projects ✧ Outdoor drawing sessions ✧ Drawing for leisure during non-art lesson times <p>Students have a projects sketchbook & a leisure drawing art journal.</p>
Evaluation	 <p>A majority of students enjoyed having a sketchbook to support their learning and leisure sketching at school and at home. This year each student used his sketchbook to support 4-5 projects for art making.</p>

Plan 6: Students' Art Exhibitions	
Objective	To display students' artworks inside and outside of school premises to share their art with others and help promote self-reflection and critical thinking skills on artworks they have created
Target	All grade 4-6 students
Period	Throughout the year

<p>Description</p> 	<p><u>Displays Around the School</u></p> <ul style="list-style-type: none"> ✧ 1st , 2nd & 5th Floor - Terms 1-3 ✧ Open House, 2D Classroom 11 Feb 2018 <p><u>DBSPD 2018 VA Exhibition ‘Another World’</u></p> <ul style="list-style-type: none"> ✧ 24th May-1st June 2018 ✧ Verdant Art Gallery & Centre, Maxine Pao Auditorium, DBS
<p>Evaluation</p> 	<p>Students were proud to have their work displayed around the school and in a formal art exhibition.</p> <p>This year, it was the 1st time for us to organize school groups and external teacher group tours during the VA Exhibition at DBS. Fruitful exchanges were established between DBSPD and other schools.</p>

Plan 7: Art Competition	
Objective	To provide students the exposure in art competitions to gain experience
Target	All year groups
Period	Terms 1-3
<p>Description</p> 	<p><u>External Art Competition</u></p> <ul style="list-style-type: none"> - 7th World Children Art Awards 2018 <ul style="list-style-type: none"> ✧ Theme: My Dream Holiday ✧ Organizer: World Children Arts & Culture Association - Beauty of Thankfulness <ul style="list-style-type: none"> ✧ Theme: Positive thoughts about the world, society & people ✧ Organizer: i-Education - Chinese Painting ECA: 2017 徐悲鴻盃國際青少年兒童美術比賽 <p>Winners:</p> <ul style="list-style-type: none"> ✧ 3J 3 Chan Cyrus ✧ 4M 28 Tsang Chi Yau <p><u>Flag Design Competition Winners:</u></p> <ul style="list-style-type: none"> ✧ 5S 3 RJ Cheng (Arthur) ✧ 5M 17 Oscar Lee (Featherstone) ✧ 5S 1 Marcus Au (Goodban) ✧ 5D 28 Nathan Wong (Sargent) ✧ 5P 22 Jensen Poon (Lowcock) ✧ 5S 20 Moritz Leung (Piercy) ✧ 5P 25 Jack So (Skyes) ✧ 5P 10 (Sten Jacobsen Skyes) ✧ 5S 28 Hubert Wong (George She) ✧ 5P 23 Aaron Shum (George She)
Evaluation	All G.4-6 students were given the opportunity to participate in competitions mainly in Term 1 (In Terms 2-3, the focus was on organizing the DBSPD VA exhibition 2018).

Plan 8: Cultural Adventures	
Objective	To get students involved in life-wide learning activities in relation to art
Target	All G.4-G6 students
Period	Term 1-3
Description	<p>Term 1 Eternal Life –Exploring Ancient Egypt ✧ Monday, 16 October, Science Museum</p> <p>Term 3 ‘Truth of Life – Eddy Chan’s Retrospective Modern Painting’ Exhibition ✧ Friday, 13 April 2018, City Hall Gallery ✧ Modern Chinese Painting Workshop was included</p>
Evaluation	The academic year exhibition visits were aimed to support the art projects taught during lessons. We will continue organizing such visits to enhance the depth of students’ learning.

Plan 9: Extra-curricular Art Classes	
Objective	To develop student’s artistic potential through taking part in various media explorations
Target	All G.4-G6 students (also G.1-G.3)
Period	Terms 1-3
Description	<p>The following after school art classes were offered to students this year :</p> <p>Traditional Art Classes (G.1-6)</p> <ul style="list-style-type: none"> ✧ Western Painting ✧ Chinese Painting ✧ Ceramics ✧ Drawing ✧ Sculpture
Evaluation	<p>Traditional & Art Classes have been running for many years. The operation has been smooth.</p> <p>Positive feedback was collected in the survey of each term. All survey results have been uploaded onto the VA department subject drive.</p>

Plan 10:Teaching & Learning Initiatives	
Objective	To improve the quality of teaching and learning in VA lessons
Target	G.4-G6
Period	Second Term and Third Term
Description	<p>Students' independent learning skills and generic skills were developed through organizing the following programmes:</p> <p><u>1. Independent Learning Skills</u> To develop students thinking skills with the aid of 'Visible Thinking Routines':</p> <ul style="list-style-type: none"> ✧ See /Think/Wonder – to deepen observation skills ✧ Perceive / Know/ Care – to expand students' perception and perspective ✧ Connect/Extend/Challenge – to reflect & deepen understanding on information they have acquired ✧ Sentence/Phase/Word – as a tool for reflecting <p><u>2. IT in Education</u></p> <ul style="list-style-type: none"> ✧ G.6 students applied the skills that they had learnt in 3D printing class (elective) to create their work for a VA class project. ✧ G.5 & G.6 students used iPads for visual research. ✧ G.5 students used ActivPanels to learn perspective drawings (Term 3) ✧ AR was used in the Visual Art Exhibition to present students' 3D printing art.
Evaluation	<p><u>1. Independent Learning Skills – Visible Thinking Routines (VTR)</u></p> <ul style="list-style-type: none"> – Last year, visible thinking routines were on trial and teachers were seeking a better VTR to suit different learning contexts of students. – This year, teachers have learnt to tailor & combine routines for supporting students to acquire the following learning skills: self-evaluation, reflections, creative thinking and problem solving skills (generic skills). <p><u>2. IT in Education</u> This year, various computer apps were on trial for art lessons and art exhibition. We are still in the initial stages of developing IT in education and further development will continue in future years.</p>

Evaluation of Religious Education Department Programme Plan 2017-2018

2017-2018 年度宗教科工作計劃檢討報告

1. 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。

2. 歌唱比賽

(一)	活動目標:	透過詩歌的頌唱，提升學生對本科的興趣及藉此加強宗教氣氛。
(二)	活動對象:	一、二年級學生
(三)	推動時間:	二零一八年七月三日（一年級）及七月六日（二年級）
(四)	活動內容:	本科與音樂科合作，安排在試後活動時間進行班際詩歌分享。
(五)	活動檢討:	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。

3. 親子聖經班

(一)	活動目標:	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。
(二)	活動對象:	一至三年級學生及家長

(三)	推動時間:	全年
(四)	活動內容:	聚會由池嘉邦牧師夫婦到校協助主持，內容包括詩歌、遊戲及短講。一年級聚會於每月第二個星期二舉辦，二至三年級聚會則於每月第四個星期二進行，時間均為早上 8:00-8:30。
(五)	活動檢討:	➤ 一年級組別和二、三年級組別各有 25 個親子組合(50 人)參加。家長及學生的反應良好，建議來年繼續舉辦此活動及每次仍安排兩位老師當席。

4. 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，邀請聖公會牧師(The Revd. K. K Chan)到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜。本年度有九名六年級學生在接受培訓後，於崇拜時穿上禮袍，擔任輔祭(Altar Servers)，好讓崇拜的禮儀更為莊重、流暢，同時亦有助與會者投入禮儀當中。
(五)	活動檢討:	

5. 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:	二月
(四)	活動內容:	本年度開放日，除了攤位遊戲外，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:	開放日順利完成，展示校內宗教科活動的相片。透過手工製

		作活動「五色教室」，讓參觀人士都有機會明白福音內容。由於已累積了數年經驗亦已優化各細節，在控制人流方面亦有所改善，故建議繼續進行。
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6. 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：	2017 年 10 月至 12 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：	本年度只有一位同學報名參加聖經朗誦節比賽。2S 班岑卓橋同學在獨誦小二組獲得 85 分季軍。建議明年宗教科科任可在宗教課中多鼓勵同學參加該活動，讓他們牢記神的話語。

7. 班際金句背誦比賽

(一)	活動目標：	鼓勵學生透過背誦課本及詩歌集內的金句，把神的話栽種在心裏。
(二)	活動對象：	小三及小四
(三)	推動時間：	四月
	活動內容：	學生在課堂及校園生活中經常朗讀金句，希望藉此鼓勵同學背誦金句，讓神的話陪伴他們的成長，成為他們的明燈。老師隨堂抽出多位同學背誦，得分最高的班別將獲贈小禮物以茲鼓勵。
(五)	活動檢討：	由於活動時間安排欠佳，故今年停辦了活動。明年將轉換形式進行。

8. 專題展板

(一)	活動目標:	透過展板內容，宣揚基督教信仰，建立正面價值觀。
(二)	活動對象:	教師及學生
(三)	推動時間:	全年
(四)	活動內容:	擬訂不同主題，張貼相關的內容於展板上，以加強學校的宗教氣氛，增加學生對本科的興趣。 第一學期展板主題是「認識神」，第二學期以「五色福音」作主題，第三學期的主題則是「朋友」。
(五)	活動檢討:	所有教師分組輪流佈置展板，除了可減輕個別教師的工作壓力，亦可讓展板的內容更豐富多樣。

9. 福音營

(一)	活動目標:	透過舉辦福音日營，幫助學生肯定生命的價值與意義，並向慕道學生傳揚福音。
(二)	活動對象:	小六學生
(三)	推動時間:	三月二十七日
(四)	活動內容:	活動於復活節崇拜後在宣道園舉行。
(五)	活動檢討:	破冰遊戲及其他活動十分理想，唯場地未能應我們要求安排主任講員負責訊息部分。有建議來年考慮邀請池牧師合作。

10. 飢饉活動

(一)	活動目標:	透過飢饉活動，讓學生體驗貧富不均的社會現象，從而作出反思，學習關心貧窮人。
(二)	活動對象:	小六學生
(三)	推動時間:	十一月十四日
(四)	活動內容:	學生透過參與 <u>宣明會</u> 員工帶領的分組比賽，從而了解第三世

		界國家所面對的糧食問題；隨後學生亦按世界貧富比例進食午餐，當中有 20%學生能享用薄餅、汽水，其餘 80%學生只能以兩片白麪包充飢。同時，在學生進食時播放第三世界孩童的個案影片，好讓學生對世界貧富不均現象有多重的體會。
(五)	活動檢討：	在活動舉辦後，每位同學都需要撰寫一篇反思文章。從文章內容可見，學生對世界貧富不均的現象，除了在頭腦上多了認識外，他們還能道出個人的體驗，並能反思如何以行動作出回應。教師、家長及學生對是次活動都有非常正面的評價。是次活動收集捐款總共\$2943，總支出為\$3201.3。

11a. 節期活動

(一)	活動目標：	透過贈送節期物品或安排活動，讓學生具體地明白不同節期的意義，並藉以增加校內的宗教氣氛。
(二)	活動對象：	全校學生
(三)	推動時間：	全年(按節期)
(四)	活動內容：	<ul style="list-style-type: none"> ● 本科在聖誕節假期前夕，贈送小天使節日裝飾給全校學生。透過贈送節期物品，讓學生具體地明白不同節期的意義，並藉以增加校內的宗教氣氛。 ● 在升天節崇拜後，亦為全校學生安排話劇演出，讓學生透過劇目內容，反思主耶穌升天的意義。 ● 為鼓勵學生多閱讀神的說話，每名畢業生皆獲贈《我的天糧 4》兒童靈修書一本。
(五)	活動檢討：	<ul style="list-style-type: none"> ● 學生皆喜愛在聖誕節前夕所收到的小天使裝飾； ● 而在升天節崇拜後安排上演話劇，師生都十分投入，反應良好； ● 部份畢業生在收到靈修書籍後能每天靈修，雖然只屬少數，但願神的說話能成為學生的祝福。

11b. 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。

12. 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；逢星期三則由聖公會牧師、宗教科老師或基督徒老師配合校本活動及特訂主題輪流主領。今年更邀了宣教士 Dr. Joyce Samoutou-Wong 及她的丈夫到校分享訊息。
(五)	活動檢討:	今年在早會開始之前，先播放約四分鐘靈修音樂，讓學生學習享受寧靜，預備進入早會敬拜，而早會亦有助他們以平靜安穩的心態開展新一天。

13. 聆聽箱

(一)	活動目標:	透過設置聆聽箱，從而關心學生的信仰及成長需要。
(二)	活動對象:	全校學生
(三)	推動時間:	全年

	活動內容:	設置聆聽箱，以收集同學對課題、信仰及成長等的疑問。教師可安排在課上回答同學問題，個別面談或請學校的牧師以書面形式回應。教師會藉此輔導有需要的學生，關心他們的信仰狀況及成長需要。如有需要更會轉介學校社工作進一步輔導跟進。
(五)	活動檢討:	由於今年只在學期初早會時向學生宣傳聆聽箱，所以聆聽箱所收到的字條較少，而偶會收到學生的需要及投訴並繼而得以跟進。 建議來年除安排老師宣傳之外，更可在上課時鼓勵同學善用聆聽箱把相關的信仰問題及代禱事項投放在聆聽箱內。

14. 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6日香港聖公會教省教育日晚禱崇拜，由盧國詠老師及六年級風紀隊長李爾臻同學代表出席。 ● 5月23日聖公會教省20周年堂校社服發展日，所有教職員均有出席。
(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。

15. 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，內容集中在分享及祈禱，同事之間為着學校、社會及個人禱告；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。聚會歡迎所有願意禱告的教師參與。
(五)	活動檢討:	雖然教師的日常工作十分忙碌，但祈禱會的舉辦能有效地凝聚基督徒教師互相守望的力量，增進彼此的感情。來年希望能多為同事的福音工作禱告。

16. 教師退修營

(一)	活動目標:	按照聖經教導：「得力在乎平靜安穩」。透過舉辦退修會，讓老師能在神面前安靜、默想、禱告，以致重新得力。
(二)	活動對象:	宗教科及基督徒老師
(三)	推動時間:	12 月 21-22 日
(四)	活動內容:	教師退修營共 11 人參加，地點為道風山，邀請了屬靈導師柯秉蕙姑娘領會，主題為《休息、回顧、更新》。
(五)	活動檢討:	是次退修讓同事能於忙碌的工作中抽空親近主，藉著個人安靜禱告及彼此分享，在主裡彼此建立、互相鼓勵。 同事均表示這次退修對他們的屬靈生命有幫助、期待來年繼續安排退修。

17. 添置圖書及教具

(一)	活動目標:	加深老師對本科的認識。
(二)	活動對象:	全體教師
(三)	推動時間:	全年
(四)	活動內容:	購買有關的聖經書籍、教學軟件及光碟，讓老師借用。
(五)	活動檢討:	已點算所有教材，並在「學校資產」內作出修正。

Evaluation of Library Studies Department Programme Plan 2017-2018

Programme Summation & Evaluation:

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

Plan 1: Reading Environment and Resources	
Objective	<ol style="list-style-type: none"> 1. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. Management of School Library <ol style="list-style-type: none"> (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) Order library materials, check invoice, catalogue, import, print labels, wrap books, prepare library book order and stocktaking (f) Decorate the library (g) Update information in Library WebOPAC (h) Organize and manage the student librarians (i) Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> (a) English, Chinese and French books (b) Magazines (c) Online resources
Evaluation	<ol style="list-style-type: none"> 1. The size of the library collection continued to expand this year to over 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 electronic books, the way to use both printed and online encyclopaedia and the classification methods of library materials (Dewey Decimal Classification and Chinese Books Classification). 4. G.5 and G.6 students took turns to visit the Library during Reading Period.
Evaluation	The library curriculum was refined this school year to suit the needs and interests of our students. Teaching resources and worksheets were selected and designed to enhance learning effectiveness and motivation of the students. Independent reading time was inserted in the library lessons to provide an opportunity for students to read on their own.

Plan 3: Cross-Curricular Collaboration	
Objective	<ol style="list-style-type: none"> 1. To develop our school library to be an information and media centre which provides diversified reading materials and resources for teaching and learning 2. To provide a good learning and reading environment for students and staff
Target	All Students
Period	Whole School Year
Description	<ol style="list-style-type: none"> 1. Various cross-curriculum activities were held with other departments throughout the year. 2. The schemes of work of different departments were used as references to understand the unique needs of each subject in order to better support teaching and learning.
Evaluation	<p>1. Collaboration with English and Chinese Departments: Library Reading Programme</p> <ul style="list-style-type: none"> ➤ G.1 to G.2 English and Chinese departments designed oral reading record books while the Library provided written reading record books for students. ➤ G.3 to G.6 English and Chinese reading record books/sheets were designed and marked by the English and Chinese teachers. ➤ The Library counted the total marks obtained by students based on the reading record books and various reading activities and awarded prizes to students.

	2. Collaboration with Moral Education Department <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.
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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. Library Reading Programme 2. Book Fair 3. Books Borrowing Ranking Charts 4. My Favourite Book Sharing Sessions 5. 4.23 World Book Day Celebration 6. Storytelling Sessions 7. Newspaper Subscription 8. Library Cards for All Children Scheme 9. Heifer Read to Feed Programme 10. Library Outing
Evaluation	<ol style="list-style-type: none"> 1. DBSPD Reading Programme <ul style="list-style-type: none"> ➤ End-of-year Prizes: Top three students of each grade were awarded the First, Second and Third Prizes respectively. In addition, 123 big prizes, 112 medium prizes and 188 small prizes were given out. 2. Book Fair <ul style="list-style-type: none"> ➤ The Book Fair was held on the Parents’ Day, 13 January 2018. 7 companies were invited to set up sales stall. They provided English, Chinese, religious and science reading materials and educational computer software for students, parents and teachers to purchase. ➤ The Library and the Environmental Protection Committee co-organized the second hand books donation programme with Breakthrough. The event was very successful. 3. Books Borrowing Ranking Charts <p>These borrowing ranking charts gave students the incentives to borrow more books in order to get a higher ranking for themselves and their own classes.</p> 4. My Favourite Book Sharing Session <p>G.3 students took turns to present one of their favourite books during 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> 5. 4.23 World Book Day Celebration <ul style="list-style-type: none"> ➤ Augmented Reality (AR) counters were set up in the Library for students to obtain the hands-on experience on reading the AR books. Students from all grade levels were very interested in this newly introduced collection.

	<ul style="list-style-type: none"> ➤ A display board explaining the origin of World Book Day was shown to the students. Students received souvenirs if they borrowed books during the week of the World Book Day. <p>6. Storytelling Team There were about 190 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 <u>Normal school days:</u></p> <ul style="list-style-type: none"> ➤ 215 students subscribed to Goodies, 156 students subscribed to Junior Standard, 69 students subscribed to the South China Morning Post, 44 students subscribed to 明報 and 63 students subscribed to 星島日報 this school year. <p><u>Summer newspapers subscription:</u></p> <ul style="list-style-type: none"> ➤ There were 29 students who subscribed to the South China Morning Post, 13 students subscribed to 明報 and 25 students subscribed to 星島日報 this school year. <p>8. Library Cards for All Children Scheme 41 G.1 students applied for the HKPL Library Cards through the School.</p> <p>9. Heifer Read to Feed Programme</p> <ul style="list-style-type: none"> ➤ 227 students participated in this programme. ➤ Marks were added to the participants' total reading programme marks as an encouragement. ➤ Videos and books provided by Heifer were shown to the students. <p>10. Library Outing G.2 students participated in the library outings to Kowloon Public Library on 3 and 10 July 2018. Students learned about the public library's facilities and services provided which enhanced their self-learning skills and helped them to make full use of the public library resources.</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"> ➤ There were 66 student librarians in total this year. ➤ The student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training. The Library issued certificates to recognize their contribution to the School. ➤ Joint PD and SD Librarians Activities: PD student librarians visited the SD Library.
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Plan 6: Library Promotion	
Objective	To promote the reading materials of the School Library
Target	All Students
Period	Whole 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 2017-2018

Programme Summation:

In the school year 2017/18, students had a lot of opportunities to learn Computer Studies meaningfully and build up a positive learning attitude and habit towards the use of computers and Information Technology. Students were exposed to more STEM learning experiences and basic knowledge of computer programming. Students also participated in many external competitions and other activities.

Programme Evaluation:

1. IT Directors/ IT Captains

- Objective(s):
- To help students develop fine qualities and skills, such as leadership and cooperation
 - To help students develop a sense of responsibility and heighten their awareness about ethical issues when using computer or Information Technology
- Target: G4 to G5 students
- Period: Sept 2017 – July 2018
- 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 2nd recess on Monday, Tuesday, Wednesday, and Thursday. Students from G5 were selected as team leaders.
- Evaluation:
- A total of 29 IT Captains and 5 IT Directors were recruited in September 2017.
 - IT officers and teachers gave positive feedback on their performance.

2. External Competitions

- Objective(s):
- 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:	G3 to G6 students
Period:	November 2017 – June 2018
Description:	2017 HK STEM – Unleashing Potential Competition
Evaluation:	Results of the competition: <ul style="list-style-type: none"> ➤ Junior Grade – Champion ➤ Senior Grade – Outstanding Award 5 students from Grade 3 and 5 students from Grade 6 participated in the 2017 HK STEM – Unleashing Potential Competition. Students achieved excellent results in the competition.
Description:	Hong Kong Primary Schools Olympiad in Informatics 2017/18
Evaluation:	Result of the competition: <ul style="list-style-type: none"> ➤ Silver Award 5 students from Grade 4 participated in the Hong Kong Primary Schools Olympiad in Informatics 2017/18. 2 students entered the final round of competition. Leung Ching Nam Justin of class 4S achieved Silver Award.
Description:	RoboSTEAM Hong Kong Open 2018
Evaluation:	Result of the competition: <ul style="list-style-type: none"> ➤ Standard Platform (Junior Group) - First Runner-up 3 students from Grade 3 participated in the RoboSTEAM Hong Kong Open 2018. Students achieved excellent results in the competition.
Description:	World Robot Olympiad Competition
Evaluation:	Results of the competition: <ul style="list-style-type: none"> ➤ 1st Prize in the Hong Kong Regional Selection Our School Robotics Team participated in the World Robot Olympiad Competition. Students achieved excellent results in the competition.
Description:	STEM Learning Fair Magnetic Levitation Competition
Evaluation:	Result of the competition: <ul style="list-style-type: none"> ➤ 2nd Class Award Our School Robotics Team participated in the STEM Learning Fair Magnetic Levitation Competition. Students achieved excellent results in the competition.

3. STEM Learning Activities

- Objective(s):
- 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

Target: G1 to G6 students
 Period: October 2017 to January 2018
 Description: ➤ All students from G.1 to G.6 participated in the STEAM lessons with outsource lesson providers.
 ➤ G.1-2 learnt to program Dash to perform tasks by using the coding software Blockly on iPad. (Dash & Dot)
 ➤ G.3-4 learnt to assemble and program mBot during lessons.
 ➤ G.4 students assembled and programmed a smart fan using Coconut and Arduino.
 ➤ G.5-6 students learnt to program micro:bit.
 ➤ G.5 students learnt App Inventor and created their own app.
 ➤ G.6 students learnt TinkerCad and 3-D Printing.
 Evaluation: Students achieved meaningful learning and developed interests in robots, technology and coding. Students were able to present the knowledge and skills they acquired on the day of the School Open House.

4. Extended Learning Weeks - Fun Learning Days

Objective(s): • 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 G2 students
 Period: June 2018
 Description: It was replaced by STEM Weeks (Grades 4 & 5) in Extended Learning Weeks activities..

5. Seminar (Internet Safety)

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

Target: G1 to G2 students
 Period: June 2018

Description: A seminar was held in collaboration with the Moral Education Department regarding Internet Safety. Hong Kong Evangelical Church Social Service Limited was invited to deliver the seminar to G.1 – 2

students. Students learnt about the security concerns when using the Internet and the relevant security tips to protect themselves from potential cyber threats.

Evaluation: Students found the information up-to-date and useful in their daily life.

6. Collaboration with Physical Education Department

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

Target: G5-G6 students

Period: November 2017 to February 2018

Description: Grades 5 and 6 students have learnt to use Microsoft Excel to input the data they collected during the Fitness Test conducted in PE lessons. They also entered the formula for calculating the speed so as to evaluate their own Fitness Test performance. They have created a chart to represent the data.

Evaluation: Students achieved meaningful learning and used Excel for processing daily life information.

7. Collaboration with Mathematics Department

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

Target: G.6 students

Period: November 2017 to January 2018

Description: G.6 students learnt to use Geometer Sketchpad to draw curve stitching patterns.

G.4 students learnt to create bar charts using Excel.

Evaluation: For G.6, most students designed their own curve stitching patterns using Geometer Sketchpad.

For G.4, most students designed their own bar charts using Excel.

8. Collaboration with English and the Chinese Departments (on Typing Skills)

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

Target: G1, G2, G4 and G6 students

Period: September 2016 to June 2017

Description: G.1 and G.2 students practised keyboard skills of typing English letters. G.4 and G.6 learnt Chinese input methods (速成，倉頡).

Evaluation: Most students became more competent in their typing skills (English) and learnt various styles of Chinese input methods (速成，倉頡).

9. Overseas Trip

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

Target: G5 to G6 students

Period: July 2018
Description: 32 students participated in the Germany Technology Study Tour 2018.
Evaluation: The Germany Study Tour was well organized. Students have learnt a lot through taking part in the museum visits, especially about the technological aspects and religious architecture.

Evaluation of Moral Education Department Programme Plan 2016-2017

Programme Summation & Evaluation:

This year's programme aimed at promoting students' understanding of their potential, and encouraging them to make a breakthrough for improvement. Several talks and workshops were organised. To match the theme of the whole school programme, a user-defined survey, with the sub-scales "Care for Others", "Code of Conduct" and "Well-behaved" from the Assessment Program for Affective and Social Outcomes (APASO), was used to evaluate the effectiveness of the programme. The results were compared with that obtained last year. There was improvement in students' caring attitudes and conduct. The mean score for "Care for Others" increased from 3.42 in 2016-2017 to 3.43 in 2017-2018, whilst the mean score for "Code of Conduct" increased from 3.55 in 2016-2017 to 3.58 in 2017-2018. The improvement amongst G.5-6 students was most obvious. They had improvement in all three sub-scales. The increase in the mean scores ranged from 0.01 to 0.08.

Programme Evaluation:

1. G.1 Adaptation Workshop

Objective(s): To organize experiential activities and service programmes to promote pro-social behaviour amongst students

Target: G.1 Students

Period: 1 September 2017

Description: G.1 class teachers introduced the school facilities, school personnel and school rules to G.1 students in the workshop. Teachers also encouraged students to have good social manner which was important for them to develop friendships. School Social Worker (SSW) introduced herself and the Play Room so as to encourage students to seek help if they encountered any difficulties.

To further promote students' self-management ability and sense of responsibility, an additional workshop for G.1 students was held in mid-September.

Evaluation: The workshop hosted by class teachers was very useful. Through the introduction of school facilities, G.1 students knew more about the new school environment and that helped their adjustment to it. The introduction of school personnel helped G.1 students understand that they could get lots of support from many people in the school. The support provided a sense of security which helped G.1 student adapt to their new primary school life. On the other hand, SSW could make use of this opportunity to introduce our Students Guidance Service and the Play Room. Many G.1 students then approached SSW to visit the Play Room. The workshop provided a good opportunity for SSW to build up positive relationships with G.1 students.

The second workshop helped strengthen G.1 students' self-management skills and promote their sense of responsibility. These qualities are very important for G.1 students when they start their primary school life. It is worthwhile to organize this workshop for G.1 students next school year.

2. Developmental Talks and Workshops

Objective(s): To organize talks and workshops to develop students' understanding of their potential and to encourage students to make improvement

Target: All Students

Period: September 2017 – June 2018

Description: Four talks were organised to promote students' understanding of their potential, including

- a talk for G.2-6 students on "Integrity and Responsibility"
- two talks on "Understanding of Our Talent", one for G.1-2 students and the other one for G.3-6 students
- a talk for G.1-4 students on "The Purpose of Life"

Several other talks and workshops were also organised to promote healthy psycho-social development of students. They included:

- a talk for G.3-6 students on "Emotional Management"
- a talk for G.3-5 students on "Stress Management"
- a workshop for G.5 students about emotions
- a puppet show for G.1-2 students about disability and inclusion
- a sex education talk for G.3-6 students about sexual culture
- a talk for G. 3-6 students on anti-bullying

Evaluation: The talk on integrity and responsibility was held at the beginning of the school year. It helped promote students' sense of responsibility which in turn encouraged students to put in effort for making improvement. The subsequent talks helped students reflect on their own talents and how they could develop their potentials. Students became more aware of their ability to overcome challenges and make improvement.

The activities on psycho-social development of students helped students gain more understanding on the topics, especially the sex education talk. It was jointly organised with the GS Department. The guest speaker gave a precise explanation about the sexual culture nowadays. Students could easily understand the abstract concept and learnt how to avoid its possible adverse impacts on their development. The way of presentation was very crucial and largely determined the effectiveness of students' learning.

3. Parents' Workshops

Objective(s): To conduct workshops to promote effective parenting skills amongst parents

Target: All Parents of Our Students

Period: December 2017 – May 2018

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 were both about Play Therapy. The first workshop for parents of G.4-6 students was about Mindfulness and Sensation Awareness whilst the second workshop talked about how to enhance parent-child relationship through Magic Therapy.

Evaluation: Since last year, Play Therapy has been the core topic of the parents' workshops for parents of G.1-3 students. Modifications were made based on participants' comments. This year, most of the sessions were conducted by SSW. With thorough understanding of students'

characteristics, SSW could offer more concrete advice to parents in the workshop. Parents appreciated the arrangement very much. The feedback was very positive. Participants found the workshop very useful. The mean ratings given by the participants of first and second rounds were 3.94 out of 4 and 4.6 out of 5 respectively.

The two workshops for parents of G.4-6 students were of different topics. There were only 32 parents who would like to join the first workshop. Although the feedback of the workshop was fine, there were insufficient participants for the workshop to be re-run again. The topic of the second workshop for parents of G.4-6 students was therefore changed. Participants also found the second workshop useful. The mean rating given by the participants was 4.14 out of 5.

Although there were enough participants in each workshop, the enrollment rate kept reducing in recent years. The decline in the number of participants was more obvious amongst the G.4-6 parents. Therefore, it is decided that two parents' workshops will be organised for parents of G.1-3 students, and only one workshop will be held for parents of G.4-6 students in the coming school year unless the enrollment rate increases again.

4. Read to Feed Programme

Objective(s): To organize experiential activities and service programmes to promote pro-social behaviour amongst students

Target: All Students

Period: 22 January – 2 March 2018

Description: This is the 11th 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 for the Sustainable Livelihoods Development Project in Yi Ethnic Groups of Liangshan Prefecture in Sichuan.

Evaluation: A promotion video provided by the Heifer-HK was shown to G.1-4 students to encourage them to participate in the programme before launching the event. Every G.1 student also received a leaflet about animals. 344 students showed interest in the programme and 226 of them completed the scheme. The number was slightly lower than that of last year. A total of amount of \$154,373 was raised as donation to the organization.

The enrollment rates amongst junior and senior students were very different. 72% of students who completed the scheme were from junior grades. Senior grade students were less interested in the programme as they had participated in it for a few years. To enhance students' motivation and effectiveness of the programme, it was suggested that the programme should be promoted to students from certain target grade levels rather than the whole school.

5. Service Learning and Life Education Tour

Objective(s): To organize experiential activities and service programmes to promote pro-social behaviour amongst students

Target: G.5-6 Students

Period: 28 March – 1 April 2018

Description: The tour lasted for 5 days. Students visited an orphanage, an elderly home and a recycling organization in Taipei. Some life education activities were also included in the tour. Students attended activities in a ranch and a life education center. A few museum visits were also organised to help student understand more about Taiwan.

Evaluation: Twenty-two G.5-6 students participated in the tour. Students learned more about the welfare services in Taipei. The visits to the orphanage and the elderly home inspired students to think about putting themselves in the service recipients' shoes so as to understand their needs and offer suitable care for them. The visit to the recycling organization not only helped students understand more about recycling but also inspired them to think about how to mobilize the elderly people to be volunteers and to strengthen a sense of ability and belonging amongst the elderly people.

The life education activities were also meaningful. The ranch visit was a new experience to most of the students. It helped students appreciate the beauty of life whilst the activity in the life education center inspired students to reflect on the unique qualities they have and how they could make use of their unique qualities. Written feedback was collected from students and parents. The feedback was very positive. Both students and parents found that the tour helped students learn more about the welfare services and how they can serve people in the future. The mean ratings given by students and parents were 4.4 out of 5 and 4.2 out of 5 respectively. They also considered the tour helped students learn more about how to appreciate and treasure life. The mean ratings given by students and parents were 4.3 out of 5 and 4.4 out of 5 respectively.

Overall speaking, the location and duration of the tour were very suitable. It was suggested that similar tours should be held in the future.

6. Talk on Healthy Use of Computer

Objective(s): To organize experiential activities and service programmes to promote pro-social behaviour amongst students

Target: G.1-4 Students

Period: 8 June 2018 (G.1-2 Students)
3 July 2018 (G.3-4 Students)

Description: The talks were jointly organised with the C.S. Department. Social workers from Hong Kong Evangelical Church School Services Team were invited to conduct the talks. The guest speakers explained the problems of posting unlawful messages in the internet. In addition, students were reminded of the potential risks of online purchase, visiting unverified internet links and sharing internet connections with others.

Evaluation: The talk for G.1-2 was a bit advanced because most of them have no experience doing any online purchase. The guest speaker modified the content of the subsequent talk for G.3-4 students and did not mention

this topic anymore. Overall speaking, the talks enhanced students' awareness of good manners and how they can protect themselves when using the internet.

Evaluation of Electives Department Programme Plan 2017-2018

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 72 courses on offer in 2017-2018. 50 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	<p>To further develop a more challenging and comprehensive curriculum to unleash the full potential of students</p> <p>To maintain a balance of courses of different learning areas to be provided in the electives curriculum</p>	<p>There were 72 courses on offer in 2017-2018. They could be classified into four main areas: Art & Sport, Language & Culture, Science and Personal Development.</p> <ul style="list-style-type: none"> • New elements in elective curriculum: Chinese Food Culture, Basic Outdoor Survival Skills, Collage Art, Rubik's Cube Challenge, 棋樂無窮, Global Elementary Model United Nations, Room Escape Challenge, Fair Trade Club, VR & AR, Creative Computing with Scratch Programming, Maths Problem Solving Strategies, Textile Craft, Taekwondo and Hockey • 6 Art courses provided basic art and design knowledge, such as Drawing, 3D Sculpture, 中國畫 and Collage Art Craft. • 8 Sports courses provided different learning areas, such as Rock Climbing, Handball, Rope Skipping, Taekwondo, Rugby and Hockey. • 11 Language courses provided basic language and cultural knowledge, such as Japanese, French, African Culture, German and Chinese Food Culture. • 15 courses adopting the scientific approach were specially designed. VR & AR, Creative Computing with Scratch Programming, Maths Problem Solving Strategies, World Class Arena, Little Electronic Engineer, Paper Circuit, Science Workshops, Toy Science, 天文實驗班, Science Adventure Builder, Advanced Astronomy Exploration and 3D Printing, etc. provided students with a rare and precious chance to get to know more about astronomy and science. • 32 courses such as Outdoor Survival Skills, Collage Art, Rubik's Cube Challenge, 棋樂無窮, Global Elementary Model United Nations, Room Escape Challenge, Fair Trade Club, Team Building Workshop, Stormy Chefs, Money Management, Memory Booster Program and Etiquette could enhance students' personal development.
2	To emphasize life-wide learning (students learn in real context and	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <ul style="list-style-type: none"> • Students of the Money Management Elective practised their

	authentic setting). The experiential learning experiences enable students to acquire knowledge that is not covered in regular classroom learning	<p>skills in the tuck shop.</p> <ul style="list-style-type: none"> ● Students who participated in the Etiquette Elective practised table manners in Outback Steakhouse. ● 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 giant bubbles in the field. ● Students of Advanced Astronomy Exploration enjoyed star-gazing in the Planetarium. ● 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"> ● 50 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 first three choices according to his preference for one main area 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. ● 8 electives (board games) focus on developing students' communication skills, collaboration skills and problem solving skills: Go Culture Courses: Beginners, Intermediate and Advanced, Board Games, The Chess Academy, MONOPOLY (strategy & fun), Dominoes and 棋樂無窮. ● 6 electives focusing on developing students' fine motor skills (Art of Paper, FUN with LEGO, Juggling Matrix, Be a Magician, Stories & Craft and Leather DIY) were introduced.

6	To further develop students' self-learning skills (A Major Concern of 2017-2018)	<p>We support students to become effective independent learners. Electives such as Brain Teaser, Be a SMART Learner, Basic Outdoor Survival Skills, Rubik's Cube Challenge, Room Escape Challenge and Maths Problem Solving Strategies, etc. were offered to develop their skills which are categorized as follows:</p> <ol style="list-style-type: none">1. Social Skills: To work, learn and recreate collaboratively with others.2. Thinking Skills: To create meaning, gain understanding, make judgments, make good decisions, self-analyse and reflect.3. Information Skills: To be empowered and to recognize, reflect and apply information where necessary.4. Self-management Skills: To manage themselves as an individual or in group situations, and focus on the task in hand and work through distractions.5. Self-learning Skills: To initiate, plan, carry out, evaluate and adjust learning activities autonomously.																																																																																										
7	To promote STEAM education	<p>Students' STEAM learning experiences were broadened through the provision of various electives to cater for their interests and abilities, and to unleash their potential in STEAM-related areas.</p> <table><tr><th>Electives</th><th>Science</th><th>Technology</th><th>Engineering</th><th>Maths</th></tr><tr><td>Mathematical Games</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Science Adventures</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>天文實驗班</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Toy Science</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>初級紙製電路 (Paper Circuit)</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Science Adventure Builder</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Advanced Astronomy Exploration</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Maths Problem Solving Strategies</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Science Workshop I</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Science Workshop II</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>World Class Arena</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Let's Code</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>3D Printing</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>VR & AR</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Creative Computing with Scratch Programming</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Rubik's Cube Challenge</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>Learn from Games</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>	Electives	Science	Technology	Engineering	Maths	Mathematical Games				✓	Science Adventures	✓				天文實驗班	✓				Toy Science	✓				初級紙製電路 (Paper Circuit)		✓	✓		Science Adventure Builder		✓	✓		Advanced Astronomy Exploration	✓				Maths Problem Solving Strategies				✓	Science Workshop I	✓				Science Workshop II	✓	✓	✓	✓	World Class Arena				✓	Let's Code		✓			3D Printing	✓	✓	✓	✓	VR & AR	✓	✓			Creative Computing with Scratch Programming	✓	✓			Rubik's Cube Challenge				✓	Learn from Games	✓	✓	✓	✓
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Mathematical Games				✓																																																																																								
Science Adventures	✓																																																																																											
天文實驗班	✓																																																																																											
Toy Science	✓																																																																																											
初級紙製電路 (Paper Circuit)		✓	✓																																																																																									
Science Adventure Builder		✓	✓																																																																																									
Advanced Astronomy Exploration	✓																																																																																											
Maths Problem Solving Strategies				✓																																																																																								
Science Workshop I	✓																																																																																											
Science Workshop II	✓	✓	✓	✓																																																																																								
World Class Arena				✓																																																																																								
Let's Code		✓																																																																																										
3D Printing	✓	✓	✓	✓																																																																																								
VR & AR	✓	✓																																																																																										
Creative Computing with Scratch Programming	✓	✓																																																																																										
Rubik's Cube Challenge				✓																																																																																								
Learn from Games	✓	✓	✓	✓																																																																																								

Financial Position of Diocesan Boys' School 2016/17 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	8%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.61 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7.15 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).

Diocesan Boys' School Primary Division

Students' Achievements (From September 2017 to June 2018)

A. Sports

- 1. All HK Inter-Area Primary Schools Swimming Competition**
 - Boys' A Grade 100m Freestyle – Champion
 - Boys' A Grade 50m Backstroke – 1st Runner-up
 - Boys' A Grade 4x50m Medley Relay – 1st Runner-up
 - Boys' B Grade 50m Butterfly – 2nd Runner-up
- 2. Inter-Primary Schools Swimming Competition (Kowloon East Area)**
 - Boys' A Grade – 1st Runner-up
 - Boys' B Grade – Merit Prize
 - Boys' C Grade – 3rd Runner-up
- 3. Inter-Primary Schools Athletics Competition (Kowloon East Area)**
 - Boys' A Grade – 2nd Runner-up
 - Boys' B Grade – Champion
 - Boys' C Grade – 2nd Runner-up
- 4. Inter-Primary Schools Games Competition (Kowloon East Area)**
 - Boys' Junior Grade – Overall Champion
 - Boys' Senior Grade – Overall Champion
- 5. All Hong Kong Inter-Primary Schools Fencing Competition**
 - Boys' A Grade (Foil Team) – Champion
- 6. All Hong Kong Schools Jing Ying Table-Tennis Competition**
 - Boys' Doubles – Champion
- 7. Inter-Primary Schools Table-Tennis Competition (Kowloon East Area)**
 - Boys' A Grade – 1st Runner-up
 - Boys' B Grade – 1st Runner-up
- 8. Bank of China All HK Inter-Schools (Primary) Badminton Championships 2018**
 - 1st Runner-up
- 9. Inter-Primary Schools Badminton Competition (Kowloon East Area)**
 - Merit Prize
- 10. Inter-Primary Schools Football Competition (Kowloon East Area)**
 - 1st Runner-up
- 11. All Hong Kong Inter-Primary Schools 5-a-side Football Competition**
 - Merit Prize
- 12. Inter-Primary Schools Volleyball Competition (Kowloon East Area)**
 - 2nd Runner-up
- 13. All Hong Kong Inter-Primary Schools Rope Skipping Competition**
 - A Grade – 2nd Runner-up
- 14. All Hong Kong Inter-Primary Schools 5-a-side Handball Competition**
 - 3rd Runner-up
- 15. Inter-Primary Schools Basketball Competition (Kowloon East Area)**
 - Merit Prize
- 16. All Hong Kong Inter-Primary Schools Tennis Competition**
 - Boys' A Grade – Merit Prize
 - Boys' B Grade – Merit Prize
- 17. All Hong Kong Schools Jing Ying Badminton Competition**
 - Boys' Singles – Merit Prize
 - Boys' Doubles – Merit Prize

B. Music

1. Hong Kong Youth Music Interflows

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

2. 70th Hong Kong Schools Music Festival

- Treble Choir – Champion
- Senior School Orchestra – Champion
- Hymn Choir (Church Music - Foreign Language) – Champion
- Chinese Orchestra – 1st Runner-up
- Hymn Choir (Church Music – Chinese) – 1st Runner-up
- Junior Choir – 2nd Runner-up
- String Orchestra – 2nd Runner-up

C. Speech

69th Hong Kong Schools Speech Festival

- Primary 1-2 Putonghua Choral Speaking – Champion
- Primary 4-6 English Choral Speaking – 1st Runner-up
- Primary 3-4 Chinese Choral Speaking – 1st Runner-up

D. Chinese Department – Chinese Drama

Jockey Club Equal Opportunities Drama Project School Drama Competition 2017-2018

- Best Overall Performance – Champion
- Outstanding Actor Award

E. English Department

1. Oxford University Press Creative Writing Competition

- Upper Primary – 1st Runner-up
- Lower Primary – Merit
- Lower Primary – Merit

2. Hong Kong Young Writer of the Year

- Upper Primary – Highly Commended

3. English Master Junior Drama Competition

- Upper Primary – 1st Runner-up

4. Budding Poets Awards

- Open Section – Poet of the School
- Primary Section – Honorable Mention

5. Super Speller Spelling Bee Competition

- Grade One – Champion
- Grade Two – Merit Award
- Grade Three – Merit Award

6. TWGH Good People, Good Deeds Writing Competition

- Upper Primary – 1st Runner-up

7. **Spellbury Competition**
 - Junior Category – Merit Prize
– 3rd Place
 - Senior Category – Merit Prizes
– 5th Place
8. **Hong Kong Schools Drama Festival**
 - Outstanding Performers x 5
 - Best Stage Effect
9. **Talent Cup 2018, English Debating (Primary Section)**
 - Champion
10. **Hong Kong Secondary Schools Debating Competition (Primary Section)**
 - Champion

F. Mathematics

1. **India International Mathematics Competition**
 - Team Overall: 2nd Runner-up
2. **Hua Xia Cup 2018**
 - Team Overall: 1st Position
3. **Hong Kong Open 2018**
 - Team Overall: 2nd Position
4. **Multiple Intelligence Cup 2018**
 - Team Overall: 1st Position
5. **12th Mathematics Creative Problem Solving Competition**
 - 4 Gold Awards
6. **25th Primary Mathematics Olympiad**
 - G1-G2: 2nd Position
 - G3-G4: 3rd Position
7. **PLK Mathematics Elites Contest 2018**
 - Team Overall: 2nd Position
8. **29th Primary Mathematics Competition(Finals)**
 - Team Overall: 3rd Position
9. **21st Sheng Kung Hui Primary Mathematics Olympiad**
 - Team Overall: 1st Position
10. **13th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools**
 - Team Overall: 4th Position
11. **Bulgaria International Mathematics Competition 2018**
 - 3 Gold Medals
 - 2 Merits
 - Group Contest: 1st Runner-up

G. General Studies Department

1. **The Hong Kong Science Olympiad for Primary Schools 2018**
 - Outstanding Performance Award (5 Gold, 2 Silver and 7 Bronze Awards).
2. **The 12th Hong Kong Cup Diplomatic Knowledge Competition**
 - Best Performance Award
 - High Participation Award

3. 21st Primary Science Project Exhibition

- Award of Outstanding - “Space Saving Bin” Team (G.5)
- Award of Outstanding - “Rubbish Classifier” Team (G.6)

H. Computer Studies Department

- 1. 2017 HK STEM – Unleashing Potential Competition**
 - Junior Grade – Champion
 - Senior Grade – Outstanding Award
- 2. Hong Kong Primary Schools Olympiad in Informatics 2017/18**
 - Silver Award
- 3. RoboSTEAM Hong Kong Open 2018**
 - Standard Platform (Junior Group) – First Runner-up
- 4. World Robot Olympiad Competition**
 - 1st Prize in the Hong Kong Regional Selection
- 5. STEM Learning Fair Magnetic Levitation Competition**
 - 2nd Class Award

I. Electives Department

- 15th Hong Kong Schools GO Competition**
- Junior Grade – 1st Runner-up
 - Intermediate Grade – 2nd Runner-up