

Diocesan Boys' School Primary Division



Annual School Report 2018-2019



Table of Content

	Page
Achievement & Reflection of Annual School Plan	3
Report on the Use of Capacity Enhancement Grant	40
Achievement & Reflection of English Department Development Plan & Evaluation of English Programme Plan	42
Achievement & Reflection of Chinese Department Development Plan & Evaluation of Chinese Programme Plan	50
Achievement & Reflection of Mathematics Department Development Plan & Evaluation of Mathematics Programme Plan	62
Achievement & Reflection of General Studies Department Development Plan & Evaluation of General Studies Programme Plan	109
Evaluation of French Department Programme Plan	139
Evaluation of Putonghua Department Programme Plan	141
Evaluation of Music Department Programme Plan	146
Evaluation of Physical Education Department Programme Plan	150
Evaluation of Visual Arts Department Programme Plan	152
Evaluation of Religious Education Department Programme Plan	166
Evaluation of Library Studies Department Programme Plan	176
Evaluation of Computer Studies Department Programme Plan	181
Evaluation of Moral Education Department Programme Plan	185
Evaluation of Electives Department Programme Plan	189
Appendix 1 - Annual Financial Position: Financial Summary for the 2017/2018 School Year	192
Appendix 2 – Student Achievements for the 2018/2019 School Year	193

Achievement & Reflection of Annual School Plan 2018-2019

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

1. Curriculum and Assessment

1.1 Intended Learning Outcomes / Targets

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

1.1.1 Strategies / Tasks

To make better use of assessment data to inform curriculum planning and reflection on teaching strategies and effectiveness for lower ability students.

Success Criteria:

- 80% of teachers will implement different innovative teaching strategies to cater for lower ability students.
- 50% of teachers will attend talks / workshops / seminars on developing teaching pedagogies.

Report & Evaluation:

Department of English

100% of English teachers 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.

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				✓		

84% of the English Department attended talks/ workshops/ seminars, and fulfilled this requirement. 78% teachers of the English Department conducted a professional sharing in collaboration meeting.

Name	Workshops	Sharing in Collaboration
Dr. Nadia Chan	Unleash! Design & Thinking Forum Gifted Education School Visit – Yao Dao Primary School School Visit – Kings College Old Boys' Association Primary School School Visit – St. Edward's Catholic Primary	✓ ✓
Ms. Monique Lok	School Visit – Yao Dao Primary School School Visit – Kings College Old Boys' Association Primary School School Visit – St. Edward's Catholic Primary Open Lessons Observations Stretching the Potential of the more able Learners in the Primary Classroom	✓ ✓ ✓ ✓
Ms. Carine Chau	How to design an e-Learning English Language Lesson in Primary School	✓
Ms. Karen Leung	Basic SEN course	✓
Mr. Tracy Riccio	Trinity College London - Solo Verse & Choral Speaking Writing Workshop	✓ ✓
Mr. Peter Moran	Writing Workshop	✓
Ms. Karen Li	Teaching Grammar in Context	✓
Ms. Winnie Chan	Using e-Learning Resources to Strengthen Students' English Language Skills	
Ms. Kathy Lo	Basic SEN course Stretching the Potential of the more able Learners in the Primary Classroom	✓ ✓
Mrs. Simone Lam	Teaching Grammar in Context	✓
Mrs. Sonia McCarthy	Oxford Discover Usage	✓
Ms. Maggie Wu	Literacy Fire	✓
Ms. Angela Chan	Learning Circle with Tai Koo Primary School	✓
Mr. Joshua Winkie	Trinity College London - Solo Verse & Choral Speaking Unleash! Design & Thinking Forum	✓ ✓

Department of Chinese

100%老師能於同儕協作教學能運用創新的教學策略以照顧個別差異

級別	協作教學中運用創新的教學策略以照顧個別差異
一年級	利用異質分組學習活動，讓成績較好的同學帶動配詞、造句等討論，指導能力較差的同學，一起互助合作學習。
二年級	寫作教學設計不同程度的工作紙，讓學生因應能力完成，以照顧學習多樣性。
三年級	為成績較遜色的同學提供寫作框架。
四年級	為成績較遜色的同學提供寫作框架及相關詞彙，並提供範文作參考。教師摘錄佳句貼於課室，讓學生互相欣賞。
五年級	分組討論活動中設計不同程度的問題，照顧不同能力學生的需要。
六年級	精英班運用戲劇教學分析人物性格；普通班以電視劇集片段及聽故事策略，比較淺白易明，學生容易掌握。

100%老師曾參加關於教學法的講座/工作坊/研討會/學校交流活動，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. 創意與思考力繪本教學工作坊(教師發展活動)	
2. 參觀聖愛德華天主教小學(教師發展活動)	
3. 讀寫結合教學分享會	
4. 成長小說鑑賞與教學	✓
5. 從創意閱讀發展中國語文科資優/高能力學生創意思維	
6. 如何透過有效的預習策略提升學生自主學習能力	
7. 小學中國語文科照顧學生學習多樣性的解讀與實踐	
8. 群文閱讀	✓
9. 小學童書教學專題探討：閱讀與戲劇	✓
10. 繪本+童詩 細味文字真趣	✓
11. 支援有注意力不足/過度活躍症的小學生提升執行技巧	
12. 適異性課程的理念與策略	
13. 戲劇教學方程式	✓
14. 中文學與教幼小銜接研討會	
15. 照顧學習差異提升閱讀興趣	
16. 創意教學策略座談會	
17. 中華文化與品德情意研討會	
18. 設計具校本特色的全方位學習活動	
19. 資訊科技教育教學法系列：運用資訊科技工具促進學習的評估	
20. 促進學習的評估：回饋與跟進	
21. 認識資優學生的情緒和心理健康需要及在課堂內外運用有效的預防和介入策略	
22. 台北雙蓮國民小學(海外交流團)	✓

Department of Mathematics

This academic year, 100% of teachers implemented collaborative or other innovative teaching strategies in CLP. The table below shows the innovative teaching strategies teachers adopted in different grades.

Innovative Teaching Strategies	G1	G2	G3	G4	G5	G6
- ebook	✓	✓	✓	✓	✓	✓
- ebook (student version) <i>new</i>					✓	
- Google Classroom <i>new</i>					✓	✓
- Plickers				✓		✓
- Nearpod		✓	✓		✓	✓
- Geogebra		✓	✓	✓	✓	✓
- Seesaw						✓
- Math Apps		✓			✓	✓
- High Order Think Questions	✓	✓	✓	✓	✓	✓
- Visible thinking skills	✓	✓	✓	✓	✓	✓
- STEM Learning						✓
- Math Orienteering						✓

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

Name	Date	Time	Programme	Organization	Sharing
Susanna Chung Grace Ko	24-10-2018	14:00–17:00	Primary Mathematics Curriculum Learning and Teaching Series: (2) The Curriculum Planning and Implementation of STEM Education (Re-run)	Munsang College Primary School	✓
Susanna Grace Ko Brian Cheung Pauline Ip	1 March 2019	9:00–12:00	Kowloon City District Joint School Staff Development	葛亮洪校友會 黃埔學校	✓
Brian Cheung	13-11-2018	16:00–17:00	Towards Evidence Based Education through Learning Analytics and Educational Big Data	The Education University of Hong Kong	✓
Pency Wong	18-10-2018 ~ 9-11-2018	09:15–16:30	Advanced Course on Catering for Diverse Learning Needs	EDB	✓
Pauline Ip, Jackie Lau, Grace Ko	28-11-2018	11:30–12:30	Educationperfect	Educationperfect	✓
Kelvin Ho, Macy Lai	27-12-2018 ~ 29-12-2018	09:30–17:00	中國數學奧林匹克貳級教練員證書	香港多元智能教育與研究學會	
Jessica Chan	11-12-2018	14:30–17:30	STEM Education Series:	EDB	✓

Pauline Ip Louis Hau	& 30-1-2019	09:30–17:00	STEM Education Curriculum Planning Series for Primary School Leaders and Middle Managers – Workshops I, II and III		
Pauline Ip	19-2-2019	14:30–17:50	IT in Education Technological Series: Applying Cloud Technology for Administration of Learning Management Systems (Advanced Level)	EDB	✓
Pauline Ip Susanna Chung Grace Ko Brian Cheung Jackie Lau	1-3-2019	08:00–14:00	Kowloon City District Primary Schools Staff Development Day	Kowloon City District Primary School Heads Association	✓
Grace Ko Karina Luk	9-3-2019	09:00–12:00	Happy and Effective Learning in Finland Education cum Seminar on New Curriculum of Primary Mathematics	Marshall Cavendish Education	✓
Pauline Ip	22-3-2019	14:30–17:30	IT in Education e-Leadership Series: Planning of Using Artificial Intelligence in Schools to Enhance Learning and Teaching Effectiveness	EDB	✓
Pauline Ip	25-2-2019 ~ 26-5-2019	(Online Course)	Teaching for Understanding: Educating for the Unknown	Harvard Graduate School of Education	✓
Pauline Ip	1 – 4 April 2019	Overseas	J-WEL Week (STEAM Learning)	MIT	✓
Pauline Ip	10 May 2019	9:00-5:00	Apple Education Leadership Summit	Apple Headquarters	✓
Grace Ko Brian Cheung Karina Luk	29-3-2019	12:00–18:00	Seminar on New Curriculum of Primary Mathematics	MERS	✓
Teresa Chan	18-2-2019 ~ 22-3-2019	09:00-16:30	5-week e-Learning in Primary Mathematics	The Education University of Hong Kong	✓
Karina Luk	10-4-2019	14:00–17:00	小學數學的探索與研究		✓
Michelle Ng Sally Yuen	14-3-2019	14:00–17:00	Primary Mathematics Curriculum Learning and Teaching Series : (1) Nurturing Students' Number Sense	EDB	✓
Mr Lau & Teresa Fok	23-2-2019	14:00-16:00	Another way to find HCF and Eulerian graph	HKPTU	✓

Ada Chu	12-4-2019	14:00–17:00	Primary Mathematics Curriculum Learning and Teaching Series : (9) Understanding and Interpreting the Revised Primary Mathematics Curriculum	EDB	✓
Sally Yuen	8-5-2019	14:00–17:00	Primary Mathematics Curriculum Learning and Teaching Series : (6) Solving Word Problems	EDB	
Jackie Lau Pauline Ip Michelle Ng Sally Yuen	9-5-2019	09:00–15:00	BYOD Math Lesson Observation at St. Edward Catholic Primary School	St. Edward Catholic Primary School	✓
Macy Lai	21-5-2019 28-5-2019 4-6-2019	19:00–21:00	數學活動的意義、設計和實踐	Hong Kong Professional Teachers' Union	
Macy Lai	23-5-2019 30-5-2019 6-6-2019	19:00–21:00	小學數學課程進程掌握	Hong Kong Professional Teachers' Union	
Macy Lai	17-5-2019 24-5-2019 31-5-2019	19:00–21:30	Teaching Skills for Mathematics	HKUSPACE	

School Visits

Name	Date	Time	School Visit	Sharing
Pency Wong	29-10-2018	13:30-16:30	Visit to HK Juvenile Care Centre Chan Nam Cheong Memorial School	✓
Pency Wong	2-11-2018	09:15-16:30	Visit to C.C.C. Hoh Fuk Tong Primary School	✓
Pency Wong	7-11-2018	09:15-16:30	Visit to Po Leung Kuk Chong Kee Ting Primary School	✓
Teresa Chan	4-3-2019	14:00-17:00	Visit to St. Edward's Catholic Primary School	✓
Grace Ko, Karina Luk, Brian Cheung, Pauline Ip, Mr. Lau, Jack Lo, Pency Wong, Jessica Chan, Ronnie Liang, Ada Chu, Teresa Fok, Teresa Chan, Macy Lai	28-3-2019	12:00-17:00	Visit to Diocesan Girls' Junior School	✓
All Math Teachers	4-4-2019	13:30-17:00	Visited by DGJS teachers	✓
Brian Cheung,	21-5-2019	09:00 – 11:00	Visited by DGJS teachers	✓

Pauline Ip, Jessica Chan, Sally Yuen, Michelle Ng, Jack Lo, Grace Ko,			Participated in G6 Math Orienteering	
Susanna Chung, Pauline Ip, Michelle Ng, Jackie Lau, Grace Ko, Ada Chu , Jack Lo, Jessica Chan, Kelvin Ho, Louis Hau, Sally Yuen, Pency Wong	5-6-2019	14:00-16:30	Visit to Shun Tak Fraternal Association Yung Yau College	✓
All Math Teachers	3-7-2019	13:30-15:30	Workshops conducted by teachers from Yung Yau Secondary School	✓
Pauline Ip Brian Cheung Jessica Chan	5-6-2019	9:00 – 11:00	Independent Schools Foundation Academy	✓
Grace Ko, Karina Luk, Brian Cheung, Pauline Ip, Jessica Chan, Jackie Lau, Michelle Ng, Ada Chu , Jack Lo, Kelvin Ho, Louis Hau, Sally Yuen, Pency Wong, Anthony Lau, Teresa Fok, Teresa Chan, Macy Lai	3-7-2019	13:30-15:30	Visited by teachers from Shun Tak Fraternal Association Yung Yau College (Staff development)	✓

Department of General Studies

Report & Evaluation:

100% of GS teachers (i.e. all 20 teachers) implemented different innovative teaching strategies to cater for lower ability students. Examples are as follows:

	GS I	GS II
G.1	Module 1 Unit 2: One big family Students learnt the concept of classification by using a card game.	單元 4 第五課《良好的習慣》 利用網上遊戲及動畫分辨健康及不健康的食物 (French Stream): Module version 5 Unit 2: We are a family Students were asked to draw a family tree for their own family. Students with lower ability were invited to draw on the blackboard with the help of the teacher while students with higher ability were asked to include cousins, grandparents, aunts and uncles in their family tree.
G.2	Module 9 Unit 3: In case of fire Students learnt the things they should do in case of emergency with graded worksheets.	單元版 14 第三課《我們這一區》 學生透過需手作地圖遊戲學習有關方位的概念。 (French Class): Module 13 Unit 1: The Four Great Inventions Student learnt the concept of movable printing by making a stamp of clay. Student learnt to use a compass in an activity of campus tour
G.3	Module 17 Unit 3: Get well soon Students learnt different forms of medicines with a card game.	單元版 18 第四課《精明消費》 邀請學生板書答案，加深同學對重點字詞的印象，幫助中文能力較弱的同學。 (French Class): Module 17 Unit 1: Chinese People Students learnt to distinguish different ethnic group by searching the characteristics of their clothing and food.

G.4	Module 25 Unit 1: The respiratory and circulatory systems Students learnt the presence of carbon dioxide by doing an experiment with the use of lime water.	單元 28 第三課 走進時光隧道 各組員需在課堂上利用 Padlet 找出不同文物的用途以帶出古代香港的文化。
G.5	Module 35 Unit 2: Reflection and refraction of light Students learnt the images formed in different types of mirrors by doing experiments.	單元 37 第三課《影響深遠的近代事件》 學生需分組在課堂利用 iPad 對上四場近代的戰爭作資料習，並將同學分享學習成果。
G.6	Module 48 Unit 4: Movement of the Earth and the Moon Students learnt the direction of the Earth rotation with a simulation game. Students learnt the formation of eclipses by using an online simulation program from NASA website.	單元版 42 第三課《拒絕賭博》 學生利用時事新聞去討論賭博的負面影響。

100% of GS teachers attended talks, workshops or seminars on developing teaching pedagogies this academic year. Details are as follows:

Name of Teacher	Sharing / Workshop / Seminar / Educational Apps Introduction	Date of workshop / visit	Date of sharing
Ms. Jackie Lau (Department Head) (12 Events)	Google Classroom	6/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	Movie:我的破嗰 Miss / Hichki	3/11/2018	6/11/2018
	AiTLE Seminar	3/12/2018	
	Kowloon City District Primary Schools Staff Development Day	1/3/2019	
	If STEM, then 創意、協作、解難	1/3/2019	5/3/2019

Name of Teacher	Sharing / Workshop / Seminar / Educational Apps Introduction	Date of workshop / visit	Date of sharing
	Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	22/3/2019	19/3/2019
	Visit to Food Angel	23/3/2019	26/3/2019
	Coding Workshop	9/4/2019	
	BYOD GS Lesson Observation at St. Edward Catholic Primary School	9/5/2019	14/5/2019
	Inno Fair 2019	25/5/2019	
	VR Workshop	4/6/2019	
Ms. Michelle Ng (Panel Chairperson of GS I) (7 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	6/11/2018
	HKT iPad Workshop	7/11/2018	
	Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	20/3/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	VR experience	4/6/2019	
Ms. Sally Yuen (Panel Chairperson of GS II) (9 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	HKT iPad Workshop	7/11/2018	
	IT in Education Subject-related Series: Using Learning Management System to Enhance Learning and Teaching Effectiveness of General Studies in Primary Schools (Basic Level)	4/3/2019	
	Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	20/3/2019	
	Marshall Cavendish Education Talk	1/11/2018	

	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	VR experience	4/6/2019	
Mr. Sammy Ho (GS I & II) (4 Events)	MERS Talk	1/12/2018	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	11/6/2019
Ms. Ronnie Liang (GS I & II) (4 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	6/11/2018
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	28/5/2019
Dr. Nadia Chan (GS I) (7 Events)	Google Classroom	6/9/2018	
	AiTLE Seminar	3/12/2018	
	Photoshop Workshop	12/12/2018	
	The Social Nature of Children's Early Learning	15/12/2018	
	Creativity in Chinese Drama	16/2/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
Ms. Karen Li (GS I) (2 Events)	MERS Talk	1/12/2018	4/12/2018
	Coding workshop	9/4/2019	
Mr. Edward Wong (GS I) (7 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	The 1 st HKSTEM Education Forum	3/11/2018	
	HKT iPad Workshop	7/11/2018	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	VR experience	4/6/2019	
Ms. Isabella Kwan (GS I) (4 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	HKT iPad Workshop	7/11/2018	
	Coding workshop	9/4/2019	
Ms. Maggie Wu (GS I) (2 Events)	New General Studies Talk	3/11/2018	6/11/2018
	Coding workshop	9/4/2019	
Mr. Alan Ng (GS I) (6 Events)	New General Studies Talk	3/11/2018	6/11/2018
	STEM Education Series: STEM	11/12/2018	

	Education Curriculum Planning Series for Primary School leaders and Middle		
	Managers – Workshop I + II	30/1/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	
Mr. Louis Hau (GS I) (6 Events)	Marshall Cavendish Education Talk	1/11/2018	6/11/2018
	STEM Education Series: STEM Education Curriculum Planning Series for Primary School leaders and Middle	11/12/2018	
	Managers – Workshop I + II	30/1/2019	
	Coding Workshop	25/5/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	
Ms. Susanna Chung (GS II) (8 Events)	Marshall Cavendish Education Talk	1/11/2018	
	教職員表現管理專題講座	NOV 2018	
	Positive Schools (Mental & Wellbeing Conference)	24/11/2018	
	處理「非常辣手」人力資源問題	30/11/2018	
	Coding Workshop	9/4/2019	
	Visit to imse CAVE at the HKU	16/4/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	
Ms. Mandy Yan (GS II) (3 Events)	MERS Talk	1/12/2018	4/12/2018
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
Mr. Kelvin Ho (GS II) (7 Events)	Google Classroom	7/9/2018	
	HKT: Apple 電子教學入門課程	13/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	Design Thinking Forum	9/3/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
Ms. Shirleen Lau (GS II) (2 Events)	DJI drone workshop	31/5/2019	
	MERS Talk	1/12/2018	4/12/2018
	Coding workshop	25/5/2019	

Mr. Calvin Chan (GS II) (2 Events)	MERS Talk	1/12/2018	
	Coding workshop	9/4/2019	
Ms. Alice Lau (GS II) (5 Events)	Google Classroom	7/9/2018	
	HKT iPad Workshop	7/11/2018	
	MERS Talk	1/12/2018	4/12/2018
	IT in Education Pedagogical Series: Using Sensors to Develop Students' Problem Solving, Self-directed Learning and Computational Thinking Skills in the 21 st Century in Primary Schools	26/3/2019	
	Coding workshop	9/4/2019	
Mr. Philip Wong (GS II) (10 Events)	教育局資優教育網上基礎課程	1/7 – 21/9/2018	
	HKT: Apple 電子教學入門課程	13/9/2018	
	MERS Talk	1/12/2018	
	粵樂 – 香港人的集體聽覺記憶	7/12/2018	
	活化香港歷史建築專題講座	28/1/2019	
	How to promote Sex Education Effectively in Primary Schools	23/2/2019 9/3/2019	
	Coding Workshop	9/4/2019	
	資訊科技教育與學科有關係列：在 小學有效運用資訊科技工具提升常 識科的學與教效能	24/5/2019	
	DJI drone workshop	31/5/2019	
Ms. Anna Cheung (GSTA) (5 Events)	Inno Fair 2019	25/5/2019	
	Google Classroom	7/9/2018	
	HKT: Apple 電子教學入門課程	13/9/2018	
	MERS Talk	1/12/2018	
	Coding workshop	9/4/2019	
	DJI drone workshop	31/5/2019	11/6/2019

100% of GS teachers participated in different school visits to learn other teaching pedagogies this academic year. Details are as follows:

Name of Teacher	Name of school visited	Date of visit	Date of sharing
Ms. Jackie Lau (Department Head)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	National Institute for School Leadership	7/5/2019	
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Ms. Michelle Ng (Panel Chairperson of GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	St. Edward's Catholic Primary School (BYOD – G.S. & Math Lesson observation)	9/5/2019	
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
	Sing Yin Secondary School	13/6/2019	
Ms. Sally Yuen (Panel Chairperson of GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	St. Edward's Catholic Primary School (BYOD – G.S. & Math Lesson observation)	9/5/2019	
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Mr. Sammy Ho (GS I & II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Ronnie Liang (GS I & II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Dr. Nadia Chan (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	Yao Dao Primary School	11/12/2018	
	King's College Old Boys' Association Primary School	11/1/2019	
	Pau Kau College	15/2/2019	
Ms. Karen Li (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Edward Wong (GS I)	Hong Kong Taoist Association	10/12/2018	

	Wun Tsuen School		18/12/2018
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Ms. Isabella Kwan (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Ms. Maggie Wu (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Alan Ng (GS I)	AiTLE: STEM Room Visit (荃灣商會小學(青衣))	22/9/2018	09/10/2018
	福建中學附屬小學	9/12/2018	
	滬江小學	9/12/2018	
	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Louis Hau (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Susanna Chung (GS II)	Munsang College Primary School	24/10/2018	
	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	St. Edward Catholic Primary School	Dec	
	Yao Dao Primary School	Dec	
	Pak Kau College	15/2/2019	
Ms. Mandy Yan (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Kelvin Ho (GS II)	AiTLE: STEM Room Visit (荃灣商會小學(青衣))	22/9/2018	09/10/2018
	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Shirleen Lau (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Calvin Chan (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Alice Lau (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Philip Wong (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Anna Cheung (GSTA)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018

2. Student Learning and Teaching

2.1 Intended Learning Outcomes / Targets

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 1-6 adopted flipped classroom at least once per term.

Examples are as follows:

Grade 1	Students were asked to watch videos on 'animals habitat', 'different occupations' and 'percussion instruments' as the pre-tasks introducing the various topics.
Grade 2	Students were asked to make a mind map of natural resources they knew before teaching the related reading passage.
Grade 3	Students were asked to watch some video clips about 'How to write an imaginative piece of writing' on Edpuzzle at home before the writing class.
Grade 4	T1: Prepositions of Time T2: Future Actions T3: Simple Past and Present Perfect Tense Teachers uploaded a presentation of the topic in 'nearpod' and students read it on their own and did some questions of the topic.
Grade 5	Students were asked to watch videos and complete various tasks before we began a unit in the Oxford Discover textbook. They were asked to complete online exercises on Quia and Google forms on various grammar items.
Grade 6	Teachers uploaded PPTs and videos to teach various grammar items in each term. Students had to take notes while they were watching. All LS lessons were flipped with worksheets which students did at home before the lesson.

- 100% of teachers incorporated challenging questions or higher-order thinking for CLP.

Examples are as follows:

Grade 1	For CLP, we designed and ran a pre-writing lesson on a summative composition on occupations. After scaffolding the topic content and relevant vocabulary, students
---------	--

	were asked to conclude the writing tasks with a wider perspective on how their chosen occupation could benefit the society.
Grade 2	For CLP, we conducted a writing lesson in which students needed to choose one of the three recyclable or reusable items and write diary entries as the items. This task challenged them to create an imaginary first-person experience and brainstorm what kind of realistic final product they could become.
Grade 3	Students were asked to come up with elements that make a great invention, think of their own in pairs, and share with their classmates in pairs.
Grade 4	Writing a news story: Students did a pre-task in groups for the Grade 4 Readers' Theatre Competition. Before they started, teachers asked questions to remind students of this event and provoke critical thinking on what the classes could do better in the competition.
Grade 5	Students were introduced to sensational writing and were asked to write a piece of fake news about Robin Hood for one of their compositions.
Grade 6	Self-Discovery Task – Students had to: <ol style="list-style-type: none"> 1. Identify rules, characteristics and uses of: present perfect, active voice and passive voice 2. Used Venn Diagrams to sort information (cross-curricular)

➤ 100% teachers incorporated students' collaborative learning activities in CLP.

Grade 1	Students were first asked to work in pairs to write about a designated occupation as practice, so teachers were able to assist and further scaffold in area that students struggle with. Students were asked to share their work in groups of four to enhance their sense of ownership.
Grade 2	Students needed to work together to come up with different categories of words for the writing.
Grade 3	Students were paired up and they used 'Padlet' to write up description of a new invention and do sharing in class.
Grade 4	Writing a news story: Students wrote news story in groups for the Grade 4 Readers' Theatre Competition in Book Creator and presented it in front of the class in the next lesson.
Grade 5	Students collaborated to re-construct the story of Robin Hood after reading the original story of Robin Hood, and performed their stories in a drama.
Grade 6	In groups of 4, students had to: <ol style="list-style-type: none"> 1. Sort sentences into active and passive using a Venn diagram 2. Gallery walk. Correct. 3. Decide upon rules, uses, characteristics 4. Compare and contrast photos of a crime scene.

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：寫作前觀看影片《貪心的小狗》
	第二學期：寫作前觀看影片《獅子和老鼠》、《迎春接福》
	第三學期：寫作前訪問朋友，為《我的好朋友》一文作準備。
三年級	第一學期：在家中觀看中秋節的新聞影片，回校進行有關中秋節的命題寫作。
	第二學期：觀看有關查字典的教育電視節目。
	第三學期：觀看《三字經》影片，在課堂上討論。
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《點畫流出萬象美》。
	第二學期：閱讀「綠優校園」小冊子及上網找尋環保資料以預備寫作，回校先寫小練筆(一段)，再在課堂上寫作。
	第三學期：觀看有關步移法的教育電視節目《引人入勝》，並於課堂上提問與該節目相關的內容。
五年級	第一學期：教授說明文前，先觀看教育電視節目《回歸地球》(說明方法)。
	第二學期：觀看教育電視節目《晴天雨》(倒敘法)後完成自習篇章。
	第三學期：寫作前，觀看教育電視節目《引人入勝》(遊記)
六年級	第一學期：收看「山竹」相關新聞片段，為此題目的小練筆作資料搜集及為課外默寫作準備。
	第二學期：寫作前觀看網上相關的短片《遊九龍寨城公園》，為實地考察寫作作準備。
	第三學期：着學生搜集有關孝順的故事、諺語，為寫作此題目的說明文作準備。

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。


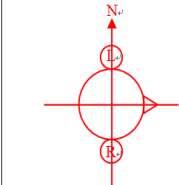
級別	具挑戰性或高階思維的問題或活動
一年級	運用提手旁字配詞，再分組合作口頭造句，最後請其他同學評鑑句子。
二年級	課堂活動中要求學生運用專名號和書名號造句。
三年級	圖書教學，與宗教科進行跨學科活動，引領學生思考與朋輩相處的方法。
四年級	引導學生歸納描述人物外貌特徵的方法和順序。
五年級	分析論證手法(分組討論)及分辨錯別字。
六年級	分析人物性格時加入戲劇元素，學生嘗試把文本轉化成劇本。

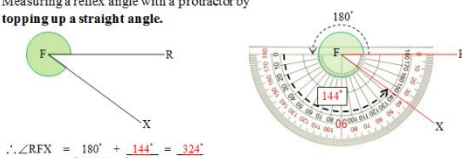


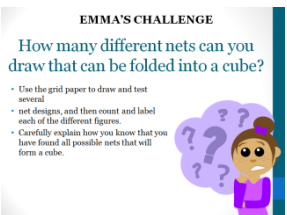
Department of Mathematics

100% of teachers adopted the flipped classroom mode of teaching at least once per term.

Grade	1st Term	2nd Term & 3rd Term
G.1		Measure
		Multiplication
G.2		Millimetre / Kilometre
		Long Division
		Parallel Lines & Perpendicular Lines
		Seconds
G.3	Types of Triangles	Quadrilaterals
	Angles and Degrees	
	Angles and Drawing Angles	
G.4	Adding and Subtracting Fractions	Area of Polygons
		Multiplication of Fractions
G.5	Division of Fractions	Edges, Vertices and Faces
	Decimals	Percentage
	Rotational Symmetry	Curve Stitching
G.6	Ratio	Number Patterns
	Percentage	Introduction to iMovie
	Part of Circle	

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






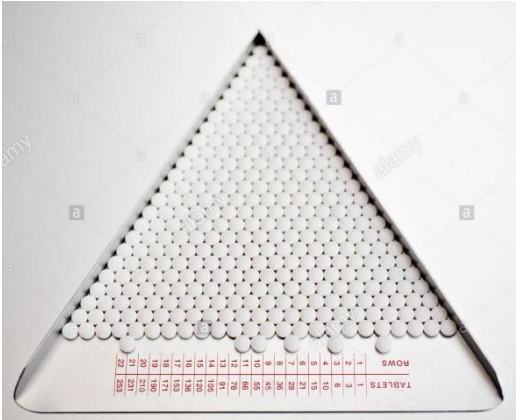
Grade	1 st CLP	2 nd CLP				
1	<p>Topic: Counting in groups</p> <p>Students worked in groups to solve some higher order problems by counting in groups of 2/5/10.</p> <p>Teacher told students that he / she took away some blocks from a bag and a number of blocks were left in a bag. E.g. 23</p> <p>Originally there were no blocks left when counting in groups of 2/5/10. Students were asked to find out the number of blocks the teacher had taken away and the original number of blocks in the bag.</p> <div>Round 1</div> <table><tr><td>Student</td><td>Mrs. Ko took away some blocks from my bag. I have _____ blocks now.</td></tr><tr><td>Teacher (Tips)</td><td>Before that, there was no blocks left when counting in groups of 5.</td></tr></table> <div>At least how many blocks did Mrs. Ko take away?</div>	Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.	Teacher (Tips)	Before that, there was no blocks left when counting in groups of 5.	<p>Topic: Prisms & Cylinders</p> <p>Students recognized the properties of different 3-D shapes and compared the similarities and differences between prisms and cylinders.</p> <p>Students were able to identify the bases of a prism or a cylinder and tell the total number of faces they have. Students were able to tell the specific names of different prisms with reference to the shapes of their bases.</p> <p>Students worked in pairs to solve some high order questions about 3-D shapes.</p> <div><div><p>Riddles</p><p>I am a prism. I have 6 faces. My 2 bases are rectangles. Who am I?</p></div><div><p>Riddles</p><p>Create your own riddle.</p><p></p><p>Who am I?</p></div></div>
Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.					
Teacher (Tips)	Before that, there was no blocks left when counting in groups of 5.					
2	<p>Topic: Directions</p> <p>Students were taught to use diagrams to show the locations of objects and to identify the directions of objects with respect to various items.</p> <p>Higher-order thinking questions were included by adding the element of turning the reference point clockwise / anti-clockwise by right angle(s).</p> <p>B. Draw Pictures to solve the problems.</p> <p>1. Amy faces the east and Bob is on the left of her. Bob is to the <u>north</u> of Amy.</p> <div><div><p>Work in pairs on a rough work paper:</p><p>Step 1: Draw the direction sign.</p><p>Step 2: Draw a circle at the centre of the direction sign to represent Amy.</p><p>Step 3: Mark a small triangle on the east side of the circle to show that Amy faces the east.</p><p>Step 4: Draw 2 small circles on the left and right of Amy and label them 'L' and 'R' respectively.</p></div><div><p>Final work after class discussion:</p></div></div>	<p>Topic: Multiplication</p> <p>Students were encouraged to think of using different methods to solve a multiplication question (e.g. 18 × 5). All methods were listed on the board for comparison purpose. Through comparison, students were able to analyze the pros and cons of different methods and pick out their “best” one(s).</p> <div>18 × 5 = ?</div> <p>Show all your methods below to calculate the above question.</p> <table><tr><td>Method 1</td><td>Method 2</td></tr><tr><td>Method 3</td><td>Method 4</td></tr></table>	Method 1	Method 2	Method 3	Method 4
Method 1	Method 2					
Method 3	Method 4					
3	<p>Topic: Interesting Angles</p> <p>Before lessons, students were required to watch a video on how to</p>	<p>No formal CLP arranged for G.3.</p>				

	<p>draw an angle with a protractor and to observe the angles they could find in their daily life at home. Then they tried out drawing tasks on class worksheets during lesson time. Teachers used 'Nearpod' to share students' answers and students had a great and productive discussion on the topic.</p> <p style="text-align: center;">Diocesan Boys' School Primary Division Mathematics Activity Worksheet (2)</p> <p>Name: _____ () Class: G.3 Date: _____</p> <p>Measuring a reflex angle with a protractor by topping up a straight angle.</p>  <p>$\therefore \angle RFX = 180^\circ + 144^\circ = 324^\circ$ (Straight angle) (Reflex angle)</p>	
4	<p>Topic: 2-D Shapes</p> <p>Students used tangrams to compose different shapes. More capable students made more creative shapes. Students were required to use 2 tangram pieces to form a specific shape. Then they were instructed to use 3 to 5 tangram pieces to form the same shape accordingly.</p> 	<p>Topic: Multiplication of fractions</p> <p>Students were able to do the multiplication of fractions by following the steps shown on a PowerPoint. They were encouraged to do more revision on finding out the product of two fractions by using a geogebra app.</p> 
5	<p>Topic: 3-D Shapes (2)</p> <p>Students learnt how to draw and make all possible nets to form a cube. Besides, students are required to tell why some nets with 6 faces cannot form a cube.</p> 	<p>Topic: Changing between percentages and fractions</p> <p>Students used Nearpod to learn how to convert a fraction into a percentage and vice versa. They were encouraged to do the conversion using a 10 × 10 grid table.</p> <p>Students were encouraged to do some challenging tasks. E.g. Shade 50% and 1/2% on 10 × 10 grid tables and shade 21% on a 5 × 5 grid table.</p>

What type of nets have six squares will not work? Why not?

- when four squares share a vertex
- when two squares lie on the same side of a center row of squares
- more than four squares occur in a row

21%	13%


6	<p>Topic: Applications of Percentages</p> <p>Students learnt the application of percentage (Discount) in real life situations. They were required to find out the best deal under different considerations such as the quantity, volume / capacity of the same product, the factors that affect the discount given and the real needs to select the best offer etc.</p> <p>Students did the project with different pedagogies. Based on the scenario given, high order thinking questions were provided to guide students to analyse the data systematically before making the judgement.</p> <p> One bright sunny morning, Mr. Stingy & Ms. Thrifty go shopping together. They come across 2 bakeries: Happy Bakery and Tasty Bakery.</p> <div>   </div> <p>Happy Bakery</p> <ul style="list-style-type: none"> • Crispy Cookies (8 pieces in a box) is selling at \$10 per box. • Half price on every second box. • Members purchasing \$50 or above (based on discounted price) are entitled to another 10% off after discount  <p>Tasty Bakery</p> <ul style="list-style-type: none"> • Crispy Cookies (8 pieces in a box) is selling at \$10 per box • 20% off on the second box • 40% off on the third box onwards 	<p>Topic: Number Patterns</p> <p>Students were asked to think of a way on how to count a specific large number of round pills. After discussing the possible shortcomings of different methods, a video clips on Counting pills using a Fretwell's Triangle was shown and students learnt how the pharmacists count the pills in a more efficient way by adopting the concept of triangular numbers.</p> 
---	--	---



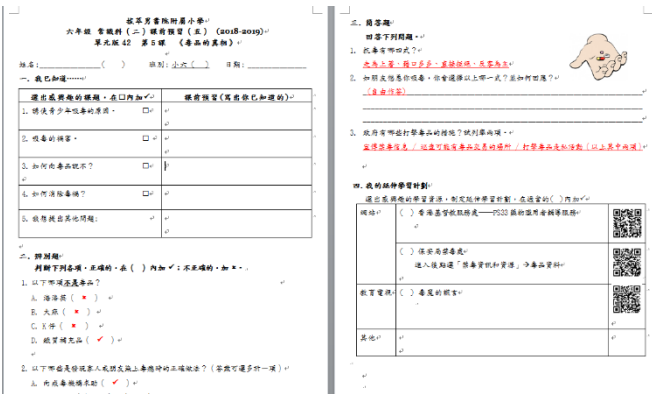
Department of General Studies




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

	GS I	
	1 st Term	2 nd – 3 rd Term
G.1	<p>Module 2 Unit 4: I am a good pupil</p> <p>Students were asked to watch an ETV under parent's supervision with the website provided and answer the Pre-lesson worksheet (3).</p>	<p>Module version 3 Unit 1 Boys and girls:</p> <p>Students were given QR code access to learn to identify their private parts and ways to protect themselves from inappropriate touching.</p> <div data-bbox="826 689 1268 779" data-label="Image"> </div> <p>Module version 3 Unit 3 Exploring our world:</p> <p>Students were given QR code access to watch a video to learn about the five senses and their functions.</p> <div data-bbox="826 1048 1268 1137" data-label="Image"> </div>
G.2	<p>Module 9 Unit 3: Safety first</p> <p>Students were asked to learn some safety tips about outing with the website provided in Pre-lesson worksheet (3).</p>	<p>Module Version 15 Unit 1 Here comes the sun, Module Version 15 Unit 2 The beautiful night sky, and Module Version 16 Unit 3 What's the weather like:</p> <p>As pre-lesson preparation, students watched videos about why shadows change positions through the day, phases of the moon, and water cycle to gain certain understanding about the topics before having lessons.</p>
G.3	<p>Module 17 Unit 2: Sport and Exercise</p> <p>Students were asked to watch an ETV about sport safety with the website provided in Pre-lesson worksheet (2).</p>	<p>Module Version 23 Unit 1 The countryside:</p> <p>Students were required to search online about a place in the countryside (e.g. Shing Mun Country Park, Hoi Ha Wan Marine Park or Hong Kong Wetland Park) in Hong Kong and draw a concept map about what can be found and done there.</p>

G.4	<p>Module 25 Unit 4: Nutrients</p> <p>Students were required to complete the Pre-lesson worksheet 3 after watching two related videos provided by BrainPop.com .</p>	<p>Module version 31 Unit 1 Structure of the earth</p> <p>Students were told to watch two videos on BrainPop.com about the natural disasters, then class discussion was held in class for the what they should do in case a disaster happens.</p>
G.5	<p>Module 35 Unit 3: Production and transmission of sound</p> <p>Students were asked to finish an online assignment about sound transmission after watching a video related in BrainPop.com.</p>	<p>Module Version 40 Unit 4: Energy sources</p> <p>Students were asked to watch a video about effects of Trawling on Marine Life. Afterwards, group discussions were done in class.</p>
G.6	<p>Module 48 Unit 6: Travelling into space</p> <p>Students were asked to finish a Pre-lesson worksheet (3) after watching a video about the development of China's space milestones in Hong Kong EdCity.</p>	<p>TB 6C Module Version 46 Unit 5: War and peace</p> <p>Students were asked to watch Brainpop videos about wars happened in the past century before coming to class for discussion on the cause and influence of wars.</p>

	GS II	
	1 st Term	2 nd – 3 rd Term
G.1	<p>單元版 4 第六課《自己的事自己做》</p> <p>學生需觀看教育電視節目，學習有規律生活的重要性，及完成課前預習(三)並分辨良好的生活習慣。</p>	<p>單元版 5 第三課《相親相愛一家人》</p> <p>學生預先在家觀看「和諧共處」的教育電視，然後在課堂上討論解決紛爭的方法。</p> <p>學習解決紛爭的簡單方法。◦◦</p> <div data-bbox="759 1541 1270 1688"> <p>教育電視節目：和諧共處◦</p> <p>https://www.hkedcity.net/etv/resource/912102449◦</p>  </div>
G.2	<p>單元版 11 第二課《社區裏的人》</p> <p>學生需觀看教育電視節目及完成課前預習(二)有關社區裏為我們服務的人的知識。</p>	<p>單元版 13 第二課《中國歷史名人》</p> <p>在課堂前預先提供有關中國歷史名人的教育電視予學生回家觀看。然後在課堂中表達他們對歷史人物的感覺。</p>

		<p>C. 延伸閱讀⁴¹</p> <p>請觀看以下教育電視節目，了解更多有關中國歷史名人的知識。⁴²</p> <div> <div>教育電視⁴³</div> <div> https://www.hkedcity.net/etv/resource/4584901444 </div> <div>  </div> </div>
G.3	<p>單元版 18 第四課《精明消費》</p> <p>學生需完成網上問卷及課前預習(一)有關日常的消費經驗。</p>	<p>單元版 21 第三課 《琴棋書畫》</p> <div>  </div> <p>利用網站動畫，同學可生動認識中國傳統書法藝術</p>
G.4	<p>單元版 26 第三課《傳染病》</p> <p>學生需觀看一段有關傳染病的影片並完成課前預習(三)。</p>	<p>利用 Google Classroom 上載有關香港歷史的片段予同學在家中作課外的學習，以鞏固課堂內容。</p>
G.5	<p>單元版 33 第一課《踏入青春期》</p> <p>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)。</p>	<p>單元版 37 第二課《細數古代風雲人物》</p> <p>利用反轉課室方法，引導學生認識中國歷史上的名醫事跡，以及他們對中國醫學所帶來的轉變。</p> <p>同學利用老師所提供的網絡片段，完成工作紙(四)，歸納中國其中兩位名醫一華佗與李時珍的生平事跡。</p>
G.6	<p>單元版 41 第一課《金錢何價》</p> <p>學生需觀看老師提供的教育電視並完成課前預習(三)。</p>	<p>單元版 42 第 5 課 《毒品的真相》</p> <p>老師利用反轉教室的教學方法，先著學生在家中瀏覽教育電視及禁毒處網頁，認識毒品帶來的禍害，然後上課再作深入討論。</p> <div>  </div>

GS II (French Stream)		
	1 st Term	2 nd – 3 rd Term
G.1	Module 4 Unit 5: Healthy habits Students were asked to complete the Pre-lesson Worksheet (2) after watching a video about good and bad habits.	Module version 4: Looking after myself Unit 6: I can do it! Students were required to watch a video on “Time Management” and complete the questions on the pre-lesson worksheet. C. Extended learning <div> <div>Watch the Video “A Powerful Lesson on Time Management” with your parents to learn more about time planning. https://www.youtube.com/watch?v=F5JI_6nsgaM </div>  </div>
G.2	Module 11 Unit 1: My Neighbors Students were asked to complete the Pre-lesson Worksheet (1) about ways to know their neighbors better.	Module 14: Unit 5: Hong Kong Culture Students read about the preserved local history and culture and completed their pre-lesson worksheet.
G.3	Module 18 Unit 5: The World of Information Students were asked to complete the Pre-lesson Worksheet (2) after searching a website about Safe Web Surfing Tips for Kids and Teens Online.	Module 21: Unit 3 Tradition Arts of China: Students were told to watch two videos on Chinese Calligraphy and Chinese Painting. Afterwards, group discussion was done. C. Extended learning <div> <div>Browse the following website “Chinese Calligraphy” with your parents. https://www.comame.com/calligraphy/ </div>  <div> <div>Browse the following website “Chinese Painting” with your parents. https://www.comame.com/painting/ </div>  </div> </div>

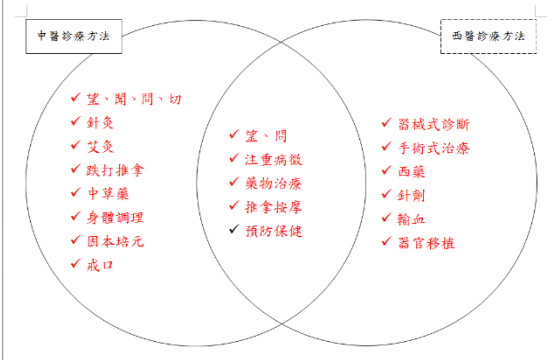
100% of GS teachers incorporated challenging questions or higher-order thinking for CLP. Details are as follows:

	GS I	GS II
G.1	Module 1 Unit 2: One big family Students learnt the concept of classification and they were asked to classify the jobs of school staff under different categories.	單元版 4 第五課《良好的習慣》 學生要利用溫氏圖列舉自己喜歡吃的食物和健康的食物，並分析自己喜歡吃的食物是否健康，學生需要為自己設計一餐健康的午餐。

G.2	Module 9 Unit 3: In case of fire Students were asked to write their opinion about what to do in different situations when there is in a fire on the worksheets provided.	單元版 41 第三課《我們這一區》 老師轉換指北符號的方向去提高問題的難度。								
G.3	Module version 24 Unit 5 Exploring Heat: Teacher led students to learn and clarify the misconceptions of temperature on different materials (metal and plastic) by doing scientific measurements.	單元版 19 第三課 《四通八達》同學以分組活動形式，學習香港的本地交通工具： 1. 按海、陸、空分類 2. 不同交通工具的特色，例如行駛範圍、推動能源等 與組員合作寫出香港五間專利巴士公司的名稱								
G.4	Module version 29 Unit 3 The air lab Students learnt the characteristics of air by conducting a series of science experiments. Challenging questions were asked to help students to develop their scientific skills on reasoning and logical thinking.	單元版 28 第 2 課《香港城市規畫》 學生需要利用所看的短片分析及歸納香港住屋及土地問題的關鍵因素是甚麼								
G.5	Module version 39 Unit 2 Amazing Plants Students were shown a video of Stone Wall Trees in Hong Kong and were given some articles on these trees. A discussion was held on this topic and students were presented with the following challenging question: ‘Should stone wall trees be removed in Hong Kong? Explain your answer.’	單元版 37 第二課《細數古代風雲人物》 同學利用工作紙分享自己或家人向中醫求診的經過。 ◆ 選擇中醫的原因 ◆ 主要的治療方法 ◆ 中醫可改善的地方 ➤ 你或者家人是否曾經向中醫求診？試根據那次求診的經歷，完成以下的表格。 <table><tr><td>病症 (選擇填寫)</td><td></td></tr><tr><td>選擇中醫的原因</td><td></td></tr><tr><td>主要的治療方法</td><td></td></tr><tr><td>中醫可改善的地方</td><td></td></tr></table>	病症 (選擇填寫)		選擇中醫的原因		主要的治療方法		中醫可改善的地方	
病症 (選擇填寫)										
選擇中醫的原因										
主要的治療方法										
中醫可改善的地方										
G.6	Module 48 Unit 4: Movement of the Earth and the Moon Students learnt the formation of eclipses by using Nearpod with graded questions.	單元版 43 第一課《香港特別行政區》 學生在課堂上觀看立法會簡介影片後，老師展示不同議員的政黨背景及個人履歷，讓學生思考不同政黨與議員在議會上的表現的關係，然後完成工作紙。								

100% of GS teachers incorporated students' collaborative learning activities for CLP. Details are as follows:

	GS I	GS II
G.1	<p>Module version 3 Unit 3 Exploring our world:</p> <p>Students discussed in groups to think of facilities or ways to help the blind overcome difficulties in daily life.</p>	<p>單元版 4 第五課《良好的習慣》</p> <p>讓學生分組討論，列舉一些良好的生活習慣，並運用腦圖組織和展示資料。</p> <p>各組輪流匯報結果，師生共評。</p>
G.2	<p>Module version 15 Unit The beautiful night sky:</p> <p>Students had group discussion to think about the negative impacts of light pollution</p>	<p>單元版 11 第三課：我們這一區</p> <p>老師分發一張手作地圖和九個簡單設施圖案的圖示給每一組同學，給予關於方位的提示，學生得到提示後需要和組員討論，將圖示放在正確的位置。</p>
G.3	<p>Module version 24 Unit 5 Exploring Heat:</p> <p>Through drawing diagrams of heat transfer using Nearpod in groups, students understand the relationship between the direction of heat transfer and the sense of coldness.</p>	<p>單元版 19 第三課《四通八達》</p> <p>同學以分組活動形式，學習香港的本地交通工具：</p> <ol style="list-style-type: none"> 1. 按海、陸、空分類 2. 不同交通工具的特色，例如行駛範圍、推動能源等 3. 與組員合作寫出香港五間專利巴士公司的名稱
G.4	<p>Module version 30 Unit 4 Animal Kingdom</p> <p>Students were asked to work in groups to find out the animal group of an unknown animal with the information provided.</p>	<p>單元版 28 第二課：香港城市規畫</p> <p>透過短片了解坊間及政府現時對香港住屋及土地的問題的看法及應對之方法。讓學生分組討論，分析及歸納香港住屋及土地問題的關鍵因素是甚麼。</p>
G.5	<p>Module version 39 Unit 2 Plant Adaptations</p> <p>Students were asked to analyse the leaves of different plants in the School's Roof Garden and share their findings with their groupmates.</p>	<p>單元版 37 第二課《細數古代風雲人物》</p> <p>分組活動</p> <p>將同學分成六至八組，請各組或依照組員在中、西醫的求診經驗，利用溫氏圖分析及歸納中、西醫在診症、治療和使用藥物方面的異同。</p>

		 <p>The diagram shows two overlapping circles. The left circle is labeled '中醫診療方法' (Traditional Chinese Medicine Treatment Methods) and lists: 望、聞、問、切 (Diagnosis by looking, listening, asking, and touching), 針灸 (Acupuncture), 艾灸 (Moxibustion), 跌打推拿 (Trauma massage), 中草藥 (Herbal medicine), 身體調理 (Body conditioning), 固本培元 (Strengthening the root and cultivating the essence), and 戒口 (Dietary restrictions). The right circle is labeled '西醫診療方法' (Western Medicine Treatment Methods) and lists: 器械式診斷 (Instrumental diagnosis), 手術式治療 (Surgical treatment), 西藥 (Western medicine), 針劑 (Injections), 輸血 (Blood transfusion), and 器官移植 (Organ transplantation). The intersection of the two circles lists: 望、問 (Diagnosis by looking and asking), 注重病徵 (Emphasis on symptoms), 藥物治療 (Drug treatment), 推拿按摩 (Massage), and 預防保健 (Prevention and health maintenance).</p>
G.6	<p>TB 6D Module Version 48 Unit 4: Movement of the Earth and the Moon.</p> <p>Students discussed the given questions with their neighbours and voted for their answers on the causes of solar and lunar eclipses.</p>	<p>單元版 43 第一課《香港特別行政區》</p> <p>學生在課堂上觀看立法會簡介影片後，老師展示不同議員的政黨背景及個人履歷，讓學生思考不同政黨與議員在議會上的表現的關係，分析指定報章，然後完成工作紙。</p> <p>二、試從網上找出報章中提及過的立法會議員的職業及所屬黨派。⁴¹</p> <p>職業：_____⁴¹</p> <p>所屬黨派：_____⁴¹</p> <p>41</p> <p>三、甚麼是「拉布」？⁴¹</p> <p>_____⁴¹</p> <p>_____⁴¹</p> <p>41</p> <p>四、你贊成議員以這種方式表達訴求嗎？為甚麼？（以市民權益為出發點）⁴¹</p> <p>_____⁴¹</p> <p>_____⁴¹</p> <p>_____⁴¹</p> <p>_____⁴¹</p> <p>41</p>

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:

- Leadership training programmers will be organized for all G5-6 students.
- Over 50% of G5-6 students will participate in leadership training 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. A new leadership and service learning programme called “Be a CARE Leader” was launched for all G5-6 students this year.

The programme was in alignment with the G5-6 sub-theme of the whole school programme, “Love our Society and Our World”. Students were encouraged to join the Programme by participating in “Internal Voluntary Service”, “External Voluntary Service” and “Personal Growth Activities”, and achieve Bronze, Silver, Gold or Diamond Awards with their exemplary performance.

Students were given a “*Be a CARE leader*” handbook at the beginning of the school year, they were required to fill in all the details of the services/activities that they had participated in the programme handbook, and inputted the data onto the online platform for teacher’s approval.

The prize presentation of the programme was held at the end of the school year.

Major Concern: Second Priority – Management & Organization; Partnership

1. School Management

1.1 Intended Outcomes / Targets:

To identify the latest trends in education and focus on the major aspects of development

1.1.1 Strategies / Tasks:

To unleash teachers' potential and strengths in focused areas

Success Criteria:

Teachers of the STEM Team will have professional sharing in STEM Education with other schools at least twice a year.

- Out of 85 workshops/seminars attended by administrators who teach English, Chinese, Math, GS & CS, 17 of them were STEM related (20%); and out of 30 school visits, 30 were STEM related (56.7%). Professional sharing took place during school visits that were held in the academic year 2019-2020.

Major Concern: Second Priority – Management & Organization; Partnership

1. School Management

1.2 Intended Outcomes / Targets:

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

1.2.1 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:

Administrators of both divisions met on 20 February 2019 and 4 April 2019. In the first meeting, Heads of the English, Chinese, Mathematics Departments and D&G Committee met to discuss how we could enable a better alignment of work between the Secondary and Primary Divisions for the ongoing development of the School. In the second meeting, the Headmaster, Headteacher, Deans, Deputy Headteachers and teachers from the Secondary Division met to discuss how we could strengthen the understanding, communication and planning of school management priorities between the Primary and Secondary Divisions.

The following issues were discussed at the Administrators' Meeting in April:

- (1) Expectations on G6 graduates' academic performance
- (2) Clarifications on transfer policy from Chinese to French Stream
- (3) Parents' heightened concerns on streaming tests

The Joint-Division Administrators Meetings was an effective platform to enable the administrators to collaborate more closely.

Major Concern: Second Priority – Management & Organization; Partnership

2. Professional Leadership

2.1 Intended Outcome/Target:

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

2.1.1 Strategies /Tasks:

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

Description and Evaluation:

Success Criteria	Sept 2018 – July 2019			
<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● There are 30 administrators who teach 14 subjects (24 subject administrators).● They attended 57 workshops and 40 school visits:			
	Department	No. of administrators	Workshops/ Seminars (Total No. of times)	School Visits (Total No. of times)
	English	3	17	8
	Chinese	3	27	4
	Math	3	13	4
	GS	3	22	10
	Electives	2	21	7
	Music	1	2	0
	PE	1	2	0
	Moral Ed	1	8	1
	French	1	2	1
	PTH	1	9	3
	VA	2	16	4
	RE	1	5	2
	CS	1	6	4
	Library	1	2	2
Others	6	58	22	
	<ul style="list-style-type: none">● 28 administrators (93.3%) gave a professional sharing within the department.			

Major Concern: Second Priority – Management & Organization; Partnership

2. Professional Leadership

2.2 Intended Outcome/Target:

To equip teachers with the latest pedagogies and encourage them to participate in more professional development activities both inside and outside of school

2.2.1 Strategies /Tasks:

To provide more platforms for teachers to get exposure to new ideas and technologies, especially in developing students' creativity and critical thinking

Description and Evaluation:

Success Criteria	Sept 2018 – July 2019																								
<ul style="list-style-type: none">At least 60% of core subject teachers will attend workshops which focus on creativity and critical thinking.	<ul style="list-style-type: none">There are 63 teachers who teach 5 core subjects.Total number of workshops (focus on creativity and critical thinking) attended:<table><tr><th>Department</th><th>Total No. of teachers</th><th>No. of teachers attended</th></tr><tr><td>English</td><td>19</td><td>17</td></tr><tr><td>Chinese</td><td>17</td><td>17</td></tr><tr><td>French</td><td>1</td><td>0</td></tr><tr><td>Math</td><td>19</td><td>19</td></tr><tr><td>GS</td><td>20</td><td>20</td></tr><tr><td>GS (as only core subject)</td><td>7</td><td>7</td></tr><tr><td>Total</td><td>63</td><td>60</td></tr></table>95.2% of core subject teachers attended workshops which focus on creativity and critical thinking.	Department	Total No. of teachers	No. of teachers attended	English	19	17	Chinese	17	17	French	1	0	Math	19	19	GS	20	20	GS (as only core subject)	7	7	Total	63	60
	Department	Total No. of teachers	No. of teachers attended																						
	English	19	17																						
	Chinese	17	17																						
	French	1	0																						
	Math	19	19																						
	GS	20	20																						
	GS (as only core subject)	7	7																						
	Total	63	60																						

Major Concern: Second Priority – Management & Organization; Partnership

3. Partnership

3.1 Intended Outcome/Target:

To further strengthen the connection with other schools

3.1.1 Strategies /Tasks:

To organize more joint-school events to strengthen the links with other schools for building long term partnerships

Description and Evaluation:

Success Criteria	Sept 2018 – July 2019																						
<ul style="list-style-type: none"> At least two joint-school events / visits will be held this year to strengthen the links with other schools. 	<ul style="list-style-type: none"> Professional sharing (joint-school events / visits) with 10 schools were held. <table border="1"> <thead> <tr> <th>Joint-school events / visits</th><th>No. of teachers</th></tr> </thead> <tbody> <tr> <td>Munsang College Primary School (Joint School Staff Development)</td><td>3</td></tr> <tr> <td>St. Edward Catholic Primary School 聖愛德華天主教小學</td><td>17</td></tr> <tr> <td>Hong Kong Taoist Association Wun Tsuen School 香港道教聯合會雲泉學校</td><td>21</td></tr> <tr> <td>Yao Dao Primary School 金巴崙長老會耀道小學</td><td>18</td></tr> <tr> <td>King's College Old Boys' Association Primary School 英皇書院同學會小學</td><td>5</td></tr> <tr> <td>Pak Kau College 伯裘書院</td><td>10</td></tr> <tr> <td>Kowloon City Joint School Staff Development</td><td>8</td></tr> <tr> <td>Diocesan Girls' Junior School (DGJS)</td><td>10</td></tr> <tr> <td>Shun Tak Fraternal Association Yung Yau College</td><td>17</td></tr> <tr> <td>Independent Schools Foundation Academy</td><td>6</td></tr> </tbody> </table>	Joint-school events / visits	No. of teachers	Munsang College Primary School (Joint School Staff Development)	3	St. Edward Catholic Primary School 聖愛德華天主教小學	17	Hong Kong Taoist Association Wun Tsuen School 香港道教聯合會雲泉學校	21	Yao Dao Primary School 金巴崙長老會耀道小學	18	King's College Old Boys' Association Primary School 英皇書院同學會小學	5	Pak Kau College 伯裘書院	10	Kowloon City Joint School Staff Development	8	Diocesan Girls' Junior School (DGJS)	10	Shun Tak Fraternal Association Yung Yau College	17	Independent Schools Foundation Academy	6
Joint-school events / visits	No. of teachers																						
Munsang College Primary School (Joint School Staff Development)	3																						
St. Edward Catholic Primary School 聖愛德華天主教小學	17																						
Hong Kong Taoist Association Wun Tsuen School 香港道教聯合會雲泉學校	21																						
Yao Dao Primary School 金巴崙長老會耀道小學	18																						
King's College Old Boys' Association Primary School 英皇書院同學會小學	5																						
Pak Kau College 伯裘書院	10																						
Kowloon City Joint School Staff Development	8																						
Diocesan Girls' Junior School (DGJS)	10																						
Shun Tak Fraternal Association Yung Yau College	17																						
Independent Schools Foundation Academy	6																						

Major Concern: Third Priority – Student Performance

1. Attitude & Behaviour

1.1 Intended Outcomes/Targets:

To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough

1.1.1 Strategies/ Tasks:

To encourage students to show appreciation to others and refrain from making criticism against others

Success Criteria:

- Messages on relevant topics will be delivered in morning assemblies once a month in the 1st Term.
- One activity will be held for G1-4 during respective “Level Assembly”.

Report & Evaluation:

The theme of the Whole School Programme of 2018-2019 was “Make a Better Place”. The target group of the activity was G1-4. As children of the age of G1-2 tend to be self-centered, but at the same time they are more aware of what others are doing and it leads to comparisons. By this time, we have to enhance students' acceptance of one's uniqueness, in order to reinforce their positive sense of selves, therefore, **“Cherish Yourself and Your Family”** was set as the sub-theme for G1-2. For G3-4 children, they have developed a clearer sense of self-worth and they may start to engage in leadership. The sub-theme of **“Love Your School and Your Schoolmates”** was identified for G3-4 students to encourage them to take up responsibilities in making the school a better place. Students have learned to show appreciation to others so as to build a positive environment.

One activity was held for G1-4 students on 20/11, 13/11, 6/11, 30/11 respectively during “Level Assembly” time. Students were told why God created human being with different talents and abilities and how God treats everyone of us the same. A simple game was played as motivation, and students were encouraged to show appreciation to others at the end. Besides, RE teachers and SKH reverends were invited to deliver messages on relevant topics during morning assembly time throughout the year.

Major Concern: Third Priority – Student Performance

2. Participation and Achievement

2.1 Intended Outcome / Target

To help students adopt a healthy lifestyle and strike a good balance between academic studies and ECAs.

2.1.1 Strategies / Tasks

To introduce to students and parents the correct attitudes towards taking part in ECAs.

Success Criteria:

- Relevant messages have been communicated to parents through PTA talk and Morning Tea.
- Sharing by Mrs. Yip will be given in at least one PTA Talk and two G4-6 Morning Tea sessions this school year.

Report & Evaluation:

1. Parents are encouraged to explore their sons' interest or talent when their sons are in junior grades but students should focus on no more than 3 ECAs when they are in senior grades. Balance between academic studies and ECAs is strongly emphasized in all morning tea sessions.
2. Students are not encouraged to have private tuition. Positive learning attitudes and habits such as self-learning, self-discipline, reading story books, etc should be cultivated starting in junior grades.
3. In the G6 morning tea sessions, teachers from SD were invited to talk about the transition and changes which the G6 students would experience. Parents could have more understanding and better preparation for their sons.

Report on Use of Capacity Enhancement Grant 2018-2019

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 74 courses were offered in 2018-2019. 53 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 2018-2019.
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 2018-2019 was **\$1,586,905 (material cost \$155,660)**. The total expenditure for Term 1 to Term 2 was **\$974,215**.
- b. Over 600 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	\$558,520.0	\$415,695.0	\$457,030.0
Courses delivered by out-sourced organizations	36	31	32
No. of students enrolled in those electives (out-sourced)	704	612	630

- 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	10	275
Language & Culture	7	232
Personal Development	16	634
Science	20	805
Total	53	1946

- 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	44.4/ 50	44.9 / 50	44.6/ 50	44.6 /50
Teachers	43.8/ 50	44.0/50	44.0/50	43.9 /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 Annual School Plan 2018-2019

Department of English

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

1. Curriculum and Assessment

1.1 Intended Outcomes/Targets

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

1.1.1 Strategies/Tasks

To make better use of assessment data to inform curriculum planning and reflection on teaching strategies and effectiveness for lower ability students.

Success Criteria:

- 80% of teachers will implement different innovative teaching strategies to cater for lower ability students.
- 50% of teachers will attend talks / workshops / seminars on developing teaching pedagogies

Report & Evaluation:

100% of English teachers 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.

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				✓		

Report & Evaluation

84% of the English Department attended talks/ workshops/ seminars, and fulfilled this requirement. 78% teachers of the English Department conducted a professional sharing in collaboration meeting.

Name	Workshops	Sharing in Collaboration
Dr. Nadia Chan	Unleash! Design & Thinking Forum Gifted Education School Visit – Yao Dao Primary School School Visit – Kings College Old Boys' Association Primary School School Visit – St. Edward's Catholic Primary	✓ ✓
Ms. Monique Lok	School Visit – Yao Dao Primary School School Visit – Kings College Old Boys' Association Primary School School Visit – St. Edward's Catholic Primary Open Lessons Observations Stretching the Potential of the more able Learners in the Primary Classroom	✓ ✓ ✓ ✓
Ms. Carine Chau	How to design an e-Learning English Language Lesson in Primary School	✓
Ms. Karen Leung	Basic SEN course	✓
Mr. Tracy Riccio	Trinity College London - Solo Verse & Choral Speaking Writing Workshop	✓ ✓
Mr. Peter Moran	Writing Workshop	✓
Ms. Karen Li	Teaching Grammar in Context	✓
Ms. Winnie Chan	Using e-Learning Resources to Strengthen Students' English Language Skills	
Ms. Kathy Lo	Basic SEN course Stretching the Potential of the more able Learners in the Primary Classroom	✓ ✓
Mrs. Simone Lam	Teaching Grammar in Context	✓
Mrs. Sonia McCarthy	Oxford Discover Usage	✓
Ms. Maggie Wu	Literacy Fire	✓
Ms. Angela Chan	Learning Circle with Tai Koo Primary School	✓
Mr. Joshua Winkie	Trinity College London - Solo Verse & Choral Speaking Unleash! Design & Thinking Forum	✓ ✓

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

2. Student Learning and Teaching

2.1 Intended Learning Outcomes/ Targets

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

- 100% of teachers who teach Grades 1-6 adopted flipped classroom at least once per term. Examples are as follows:

Grade 1	Students were asked to watch videos on 'animals habitat', 'different occupations' and 'percussion instruments' as the pre-tasks introducing the various topics.
Grade 2	Students were asked to make a mind map of natural resources they knew before teaching the related reading passage.
Grade 3	Students were asked to watch some video clips about 'How to write an imaginative piece of writing' on Edpuzzle at home before the writing class.
Grade 4	T1: Prepositions of Time T2: Future Actions T3: Simple Past and Present Perfect Tense Teachers uploaded a presentation of the topic in 'nearpod' and students read it on their own and did some questions of the topic.
Grade 5	Students were asked to watch videos and complete various tasks before we began a unit in the Oxford Discover textbook. They were asked to complete online exercises on Quia and Google forms on various grammar items.
Grade 6	Teachers uploaded PPTs and videos to teach various grammar items in each term. Students had to take notes while they were watching. All LS lessons were flipped with worksheets which students did at home before the lesson.

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

Grade 1	For CLP, we designed and ran a pre-writing lesson on a summative composition on
---------	---

	occupations. After scaffolding the topic content and relevant vocabulary, students were asked to conclude the writing tasks with a wider perspective on how their chosen occupation could benefit the society.
Grade 2	For CLP, we conducted a writing lesson in which students needed to choose one of the three recyclable or reusable items and write diary entries as the items. This task challenged them to create an imaginary first-person experience and brainstorm what kind of realistic final product they could become.
Grade 3	Students were asked to come up with elements that make a great invention, think of their own in pairs, and share with their classmates in pairs.
Grade 4	Writing a news story: Students did a pre-task in groups for the Grade 4 Readers' Theatre Competition. Before they started, teachers asked questions to remind students of this event and provoke critical thinking on what the classes could do better in the competition.
Grade 5	Students were introduced to sensational writing and were asked to write a piece of fake news about Robin Hood for one of their compositions.
Grade 6	Self-Discovery Task_– Students had to: <ol style="list-style-type: none"> 1. Identify rules, characteristics and uses of: present perfect, active voice and passive voice 2. Used Venn Diagrams to sort information (cross-curricular)

➤ 100% teachers incorporated students' collaborative learning activities in CLP.

Grade 1	Students were first asked to work in pairs to write about a designated occupation as practice, so teachers were able to assist and further scaffold in area that students struggle with. Students were asked to share their work in groups of four to enhance their sense of ownership.
Grade 2	Students needed to work together to come up with different categories of words for the writing.
Grade 3	Students were paired up and they used 'Padlet' to write up description of a new invention and do sharing in class.
Grade 4	Writing a news story: Students wrote news story in groups for the Grade 4 Readers' Theatre Competition in Book Creator and presented it in front of the class in the next lesson.
Grade 5	Students collaborated to re-construct the story of Robin Hood after reading the original story of Robin Hood, and performed their stories in a drama.
Grade 6	In groups of 4, students had to: <ol style="list-style-type: none"> 1. Sort sentences into active and passive using a Venn diagram 2. Gallery walk. Correct. 3. Decide upon rules, uses, characteristics 4. Compare and contrast photos of a crime scene.

Evaluation of English Programme Plan 2018-2019

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 the school and a number of students won awards. Participation in external competitions was based on their appropriateness. The awards we received are:

1.	70 th HK Schools Speech Festival ➤ English Choral Speaking Team – 1 st Runner-up
2.	70 th HK Schools Speech Festival Improvised Dramatic Scenes Competition ➤ English Performing Arts Team – Champion ➤ Improvised Drama Team - Merit
3.	5 th HK Inter-Primary School Spelling Bee Competition ➤ G2 Spelling Team - Champion
4.	Dramatic English Regional Final 2019 ➤ Supersize Me English Performing Arts Team – Gold Award
5.	2018-2019 International Drama Competition ➤ English Performing Arts Team – Gold Award
6.	2018-2019 HK Secondary Schools Debating Competition Primary Section Enhanced Format Grand Final ➤ Champion

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	Story-telling Competition
Grade 2	Spelling Bee

Grade 3	Story-telling Competition
Grade 4	Readers' Theatre
Grade 5	Drama Competition
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: Whole Year
- 3.4 Content: Reading lesson was held in CP lesson on Thursdays. Students were required to keep a record of book titles they read in their Reading Log which was submitted after Christmas and Easter.
- 3.5 Evaluation: Grade 1-2 Parents said they appreciate the Reading Programme and enjoy spending time reading with their child to cultivate good reading habits. Many students didn't complete their Reading Log seriously and some failed to submit them.

4. Open House Decoration

- 4.1 Objective: To promote the English curriculum and display students' work to parents, students and the general public
- 4.2 Targets: Grades 1-6 students
- 4.3 Period: Jan – Feb 2019
- 4.4 Content: Teachers were responsible for decorating the English room for Open House, designing and preparing souvenirs for visitors, and preparing activities for visitors and students.
- 4.5 Evaluation: The Open House was a success. Many parents and children participated in the activities.

5. Open House Story-telling

- 5.1 Objective: To promote and cultivate a good reading habit for kindergarten students.
- 5.2 Targets: Kindergarten children and their parents
- 5.3 Period: Feb 2019
- 5.4 Content: Worksheets for kindergarten students, i.e. animal maze and stickers, provided an opportunity for fine motor skills

development. On the back of each worksheet was some advice for parents i.e. tips on handwriting, reading and social skills development.

- 5.5 Evaluation: It was a productive afternoon that required speaking, listening and following instructions. The little children and their parents enjoyed the programme.

6. Social Events and Gathering

- 6.1 Objective: To develop a closer bonding amongst the teachers in the English Department
- 6.2 Targets: English teachers
- 6.3 Period: Sept 2018 – July 2019
- 6.4 Content: Purchased gifts, vouchers, cards for staff celebrations and organised social gatherings as appropriate.
- 6.5 Evaluation: Celebrations took place throughout the academic year. An afternoon tea gathering at the end of the year was held for teachers who were leaving DBSPD.

7. Workshops, Talks and Field Trips for Students

- 7.1 Objective: To enable learning outside the classroom and extend learning into the community
- 7.2 Targets: All students (Grades 1-6)
- 7.3 Period: Throughout the year
- 7.4 Content: Two field trips were organized this year. Grade 3 students visited the CLP Power Low Carbon Energy Centre and Grade 4 students went on a Big Bus Tour. Several speakers were invited to conduct workshops/talks for students. These events included Artist Recycled Materials Workshop, HK Elephant Foundation, Impact HK, The Girl Behind the Face and Playscript Writing Workshop conducted by Dove Tales.
- 7.5 Evaluation: Teachers and students enjoyed these field trips and talks as they learnt valuable lessons from visiting speakers and visits. We will continue to organize similar activities next year.

8. Service Learning Day

- 8.1 Objective: To raise students' awareness on different social issues and raise funds to be donated to the needy.
- 8.2 Targets: All students (Grades 1-6)
- 8.3 Period: First term
- 8.4 Content: Students took part in the 'Box of Hope' charity event and 394 boxes were collected, an increase in 44 boxes compared to last year. The event was a success and it will be continued next year in cooperation with the Secondary Division.

Achievement and reflection of Chinese Department Development Plan 2018-2019 2018-2019 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 Intended Outcomes/Targets

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

Strategies/Tasks

To make better use of assessment data to inform curriculum planning, and reflective teaching strategies and effectiveness for lower ability students

運用評估數據以改善課程規劃，並反思所運用的教學策略對程度稍遜學生的效能。

Success Criteria:

成功準則：

- 80%以上的老師能運用創新的教學策略以照顧個別差異。
- 50%以上的老師參加關於教學法的講座/工作坊/研討會。

Report & Evaluation:

報告及檢討：

100%老師能於同儕協作教學能運用創新的教學策略以照顧個別差異

級別	協作教學中運用創新的教學策略以照顧個別差異
一年級	利用異質分組學習活動，讓成績較好的同學帶動配詞、造句等討論，指導能力較差的同學，一起互助合作學習。
二年級	寫作教學設計不同程度的工作紙，讓學生因應能力完成，以照顧學習多樣性。
三年級	為成績較遜色的同學提供寫作框架。
四年級	為成績較遜色的同學提供寫作框架及相關詞彙，並提供範文作參考。教師摘錄佳句貼於課室，讓學生互相欣賞。
五年級	分組討論活動中設計不同程度的問題，照顧不同能力學生的需要。
六年級	精英班運用戲劇教學分析人物性格；普通班以電視劇集片段及聽故事策略，比較淺白易明，學生容易掌握。

100%老師曾參加關於教學法的講座/工作坊/研討會/學校交流活動，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. 創意與思考力繪本教學工作坊(教師發展活動)	
2. 參觀聖愛德華天主教小學(教師發展活動)	
3. 讀寫結合教學分享會	
4. 成長小說鑑賞與教學	✓
5. 從創意閱讀發展中國語文科資優/高能力學生創意思維	
6. 如何透過有效的預習策略提升學生自主學習能力	
7. 小學中國語文科照顧學生學習多樣性的解讀與實踐	
8. 群文閱讀	✓
9. 小學童書教學專題探討：閱讀與戲劇	✓
10. 繪本+童詩 細味文字真趣	✓
11. 支援有注意力不足/過度活躍症的小學生提升執行技巧	
12. 適異性課程的理念與策略	
13. 戲劇教學方程式	✓
14. 中文學與教幼小銜接研討會	
15. 照顧學習差異提升閱讀興趣	
16. 創意教學策略座談會	
17. 中華文化與品德情意研討會	
18. 設計具校本特色的全方位學習活動	
19. 資訊科技教育教學法系列：運用資訊科技工具促進學習的評估	
20. 促進學習的評估：回饋與跟進	
21. 認識資優學生的情緒和心理健康需要及在課堂內外運用有效的預防和介入策略	
22. 台北雙蓮國民小學(海外交流團)	✓

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。

Success Criteria:

成功準則：

- 100%老師於每一學期最少運用一次「翻轉課室」的教學活動。
- 80%以上的老師能於同儕協作教學中設計具挑戰性或高階思維的問題或活動。
- 100%老師於同儕協作教學中設計學習活動。

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：寫作前觀看影片《貪心的小狗》
	第二學期：寫作前觀看影片《獅子和老鼠》、《迎春接福》
	第三學期：寫作前訪問朋友，為《我的好朋友》一文作準備。
三年級	第一學期：在家中觀看中秋節的新聞影片，回校進行有關中秋節的命題寫作。
	第二學期：觀看有關查字典的教育電視節目。
	第三學期：觀看《三字經》影片，在課堂上討論。
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《點畫流出萬象美》。
	第二學期：閱讀「綠優校園」小冊子及上網找尋環保資料以預備寫作，回校先寫小練筆(一段)，再在課堂上寫作。
	第三學期：觀看有關步移法的教育電視節目《引人入勝》，並於課堂上提問與該節目相關的內容。
五年級	第一學期：教授說明文前，先觀看教育電視節目《回歸地球》(說明方法)。
	第二學期：觀看教育電視節目《晴天雨》(倒敘法)後完成自習篇章。
	第三學期：寫作前，觀看教育電視節目《引人入勝》(遊記)
六年級	第一學期：收看「山竹」相關新聞片段，為此題目的小練筆作資料搜集及為外默寫作準備。
	第二學期：寫作前觀看網上相關的短片《遊九龍寨城公園》，為實地考察寫作作準備。
	第三學期：着學生搜集有關孝順的故事、諺語，為寫作此題目的說明文作準備。

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	運用提手旁字配詞，再分組合作口頭造句，最後請其他同學評鑑句子。
二年級	課堂活動中要求學生運用專名號和書名號造句。
三年級	圖書教學，與宗教科進行跨學科活動，引領學生思考與朋輩相處的方法。
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	分析論證手法(分組討論)及分辨錯別字。
六年級	分析人物性格時加入戲劇元素，學生嘗試把文本轉化成劇本。

Evaluation of the Chinese Programme Plan 2018-2019

2018-2019 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 118 人次參加本屆的校際朗誦節，共有 19 位獲冠軍，9 位同學獲亞軍，11 位同學獲得季軍，而集誦隊則獲季軍，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>6S</td><td>30</td><td>王政淳</td><td>冠軍</td></tr><tr><td>6P</td><td>16</td><td>李政澤</td><td>冠軍</td></tr><tr><td>5D</td><td>11</td><td>洪仲熹</td><td>冠軍</td></tr><tr><td>5J</td><td>22</td><td>鄧宇希</td><td>冠軍</td></tr><tr><td>3S</td><td>31</td><td>楊子樑</td><td>冠軍</td></tr><tr><td>3S</td><td>3</td><td>陳政霖</td><td>冠軍</td></tr></table>	班別	學號	姓名	成績	6S	30	王政淳	冠軍	6P	16	李政澤	冠軍	5D	11	洪仲熹	冠軍	5J	22	鄧宇希	冠軍	3S	31	楊子樑	冠軍	3S	3	陳政霖	冠軍
班別	學號	姓名	成績																													
6S	30	王政淳	冠軍																													
6P	16	李政澤	冠軍																													
5D	11	洪仲熹	冠軍																													
5J	22	鄧宇希	冠軍																													
3S	31	楊子樑	冠軍																													
3S	3	陳政霖	冠軍																													

					2M	8	徐逸希	冠軍	
					1S	8	趙善明	冠軍	
					1P	20	駱昀謙	冠軍	
					1P	28	符從德	冠軍	
					1S	17	李浩宏	冠軍	
					1S	20	莫子穎	冠軍	
					1M	6	蔡睿珩	冠軍	
					5J	19	麥柏翹	冠軍	
					4M	4	陳晉韜	亞軍	
					3S	20	岑卓橋	亞軍	
					3P	6	鄭正朗	亞軍	
					2M	15	郭家熙	亞軍	
					1M	19	麥洛桁	亞軍	
					1P	10	鍾鎧謙	亞軍	
					1S	30	楊星宇	亞軍	
					4S	27	黃翊翹	亞軍	
					3J	28	黃卓溢	亞軍	
					4M	4	陳晉韜	亞軍	
					3S	20	岑卓橋	亞軍	
					3P	6	鄭正朗	亞軍	
					6P	2	陳浚希	季軍	
					6M	12	鍾健一	季軍	
					6D	15	羅文灋	季軍	
					1M	11	何子朗	季軍	
					1P	24	譚靖晞	季軍	
					1D	20	潘守智	季軍	

				<table><tr><td>1S</td><td>11</td><td>徐正一</td><td>季軍</td></tr><tr><td>3S</td><td>3</td><td>陳政霖</td><td>季軍</td></tr><tr><td>3M</td><td>33</td><td>楊禮豪</td><td>季軍</td></tr><tr><td>1S</td><td>10</td><td>趙恩浩</td><td>季軍</td></tr><tr><td>1S</td><td>5</td><td>張卓翹</td><td>季軍</td></tr><tr><td colspan="3">拔萃男書院附屬小學</td><td>季軍</td></tr></table>	1S	11	徐正一	季軍	3S	3	陳政霖	季軍	3M	33	楊禮豪	季軍	1S	10	趙恩浩	季軍	1S	5	張卓翹	季軍	拔萃男書院附屬小學			季軍
1S	11	徐正一	季軍																									
3S	3	陳政霖	季軍																									
3M	33	楊禮豪	季軍																									
1S	10	趙恩浩	季軍																									
1S	5	張卓翹	季軍																									
拔萃男書院附屬小學			季軍																									
2. 硬筆書法比賽	十月	何潔瑩 林彥余	讓學生體認中華文化，並培養審美情趣。	<p>➤ 全校學生被邀請參加由教協舉辦的「第二十三屆全港中小學中英文硬筆書法比賽」，老師選出初級、中級、高級三組的冠、亞、季軍。</p> <p>➤ 優勝者會獲得證書，其作品亦會寄往教協參加全港公開賽。</p> <p>➤ 此活動能提高學生對硬筆書法的興趣，低年級學生的參與更顯積極。</p> <p>➤ 校內賽成績如下：</p> <p>初級組</p> <p>冠：2M 徐逸希</p> <p>亞：2S 劉進</p> <p>季：2P 趙進禧</p> <p>中級組</p> <p>冠：3D 張冬彥</p> <p>亞：3P 孔堯</p> <p>季：3M 黃靖皓</p> <p>高級組</p> <p>冠：5M 劉禹之</p> <p>亞：5S 王子介</p> <p>季：5M 伍俊明</p>																								

3. 實地考察寫作計劃	一月	吳鳳婷 曾佩儀	<p>五年級:</p> <p>活動日期: 二月十三日(星期三)</p> <p>各班老師及家長義工帶領學生重點遊覽香港公園的霍士傑溫室、茶具文物館及人工湖。學生回校後需完成一篇遊記。</p>	<p>五年級:</p> <p><u>1. 時間方面:</u></p> <p>- 教師對時間的掌握恰當, 令學生能仔細遊覽三個主要景點, 回校後亦能按時午膳。</p> <p><u>2. 遊覽過程:</u></p> <p>- 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。綜觀整個遊覽過程, 時間充裕, 加上教師對此地點已相當熟悉, 講解詳盡, 學生反應良好, 亦能認真地觀察和抄寫筆記。</p> <p><u>3. 課程配合:</u></p> <p>- 是次考察為課堂的延伸活動, 學生已掌握遊記的寫作手法及技巧。教師先針對教學重點設計工作紙, 並引導學生一邊觀察一邊完成, 以助學生豐富寫作內容及加強對寫作重點的掌握。來年將更換教科書, 稍後教師可再商討是否需要更新實地考察的設計。</p> <p><u>4. 人手方面:</u></p> <p>- 共有 7 位老師同行; 各班均邀請兩至三名家長義工隨隊協助照顧學, 有助應對突發情況。</p>
			<p>六年級:</p> <p>活動日期: 三月一日(星期五)</p> <p>教師帶領全體六年級學生遊覽九龍寨城公園, 以寫作一篇遊記作為活動紀錄及評估。</p>	<p><u>事前準備:</u></p> <p>六年級考察地點為九龍寨城公園。是次考察由六年級老師擔任導賞員, 老師們事前已自行遊覽了考察地點, 記下了須向學生重點講解的地方。</p> <p><u>考察當天:</u></p> <p>活動當天天氣怡人, 交通安排亦十分妥善, 故戶外考察可順利進行。同時, 由老師擔任導賞員, 可以集中講解九龍寨城公園的景色, 並在遊覽過程中教授學生「五感」、「步移法」等寫遊記的手法, 避免過份集中於講述景點的歷史背景。</p> <p><u>跟進工作:</u></p>

				活動後，學生在學校完成了一篇遊記，按老師的檢討回饋，學生是次的寫作表現良好，內容較豐富。																																																	
4. 寫作比賽	四月	陳美穎 黃嘉欣	(一)活動目標：鼓勵學生發揮創意， 推廣寫作風氣。 (二)活動對象：一至六年級 (三)推動時間：二至五月份 (四)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。 (五)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 5 月 31 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>1M 陳傲舜</td><td>1D 邱一錫</td><td>1J 張晉森</td><td>1P 梁証恆</td><td>1S 楊星宇</td><td>/</td></tr><tr><td>二年級</td><td>2P 鍾致睿</td><td>2D 潘一鳴</td><td>2J 宋熙倫</td><td>2M 陳旻澤</td><td>2S 黃程晉</td><td>/</td></tr><tr><td>三年級</td><td>3S 黃俊殷</td><td>3D 凌天祈</td><td>3J 黃浚圖</td><td>3M 劉家源</td><td>3P 卜懿得</td><td>/</td></tr><tr><td>四年級</td><td>4D 余穰翹</td><td>4J 吳懋諄</td><td>4M 陳晉韜</td><td>4P 洪仲言</td><td>4S 鍾肇軒</td><td>/</td></tr><tr><td>五年級</td><td>5X 洪仲熹</td><td>5D 江峻翹</td><td>5J 周逸軒</td><td>5M 朱俊霖</td><td>5P 陸浚諾</td><td>5S 黃康詣</td></tr><tr><td>六年級</td><td>6X 黃嘉揚</td><td>6D 古學政</td><td>6J 譚頌楠</td><td>6M 鍾健一</td><td>6P 尹善謙</td><td>6S 黃啟彥</td></tr></table>		冠軍	優異	優異	優異	優異	優異	一年級	1M 陳傲舜	1D 邱一錫	1J 張晉森	1P 梁証恆	1S 楊星宇	/	二年級	2P 鍾致睿	2D 潘一鳴	2J 宋熙倫	2M 陳旻澤	2S 黃程晉	/	三年級	3S 黃俊殷	3D 凌天祈	3J 黃浚圖	3M 劉家源	3P 卜懿得	/	四年級	4D 余穰翹	4J 吳懋諄	4M 陳晉韜	4P 洪仲言	4S 鍾肇軒	/	五年級	5X 洪仲熹	5D 江峻翹	5J 周逸軒	5M 朱俊霖	5P 陸浚諾	5S 黃康詣	六年級	6X 黃嘉揚	6D 古學政	6J 譚頌楠	6M 鍾健一	6P 尹善謙	6S 黃啟彥
	冠軍	優異	優異	優異	優異	優異																																															
一年級	1M 陳傲舜	1D 邱一錫	1J 張晉森	1P 梁証恆	1S 楊星宇	/																																															
二年級	2P 鍾致睿	2D 潘一鳴	2J 宋熙倫	2M 陳旻澤	2S 黃程晉	/																																															
三年級	3S 黃俊殷	3D 凌天祈	3J 黃浚圖	3M 劉家源	3P 卜懿得	/																																															
四年級	4D 余穰翹	4J 吳懋諄	4M 陳晉韜	4P 洪仲言	4S 鍾肇軒	/																																															
五年級	5X 洪仲熹	5D 江峻翹	5J 周逸軒	5M 朱俊霖	5P 陸浚諾	5S 黃康詣																																															
六年級	6X 黃嘉揚	6D 古學政	6J 譚頌楠	6M 鍾健一	6P 尹善謙	6S 黃啟彥																																															
5. 故事演講比賽 (一至二年級)	六月	曾欣兒 黃樂桐	-一、二年級進行故事演講比賽。 老師着學生在復活節假期準備一個故事，一方面作為第三次說話評估，另一方面遴選一位同學代表該班別參賽。 -每級設冠、亞、季軍各一名及優異獎兩名;優勝者會獲得書券及證書，以作鼓勵。	-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。 -老師邀請了三位三年級的同學擔任司儀，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 6 月 26 日舉行。本年的比賽於學習活動週進行。今年加插了讓去年獲得冠軍的同學上台分享講故事的心得，台下同學表現投入。 -今年的比賽一切順利，時間較預計的提早結束，大致需時一小時十分鐘。																																																	

				<div>-得獎名單：</div> <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>符從德</td></tr><tr><td>亞軍</td><td>李創宙</td></tr><tr><td>季軍</td><td>鄭正翹</td></tr><tr><td>優異</td><td>蔡睿珩</td></tr><tr><td>優異</td><td>趙善明</td></tr></table> <div></div> <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>鄭峻林</td></tr><tr><td>亞軍</td><td>潘一鳴</td></tr><tr><td>季軍</td><td>徐煥傑</td></tr><tr><td>優異</td><td>梁逸琛</td></tr><tr><td>優異</td><td>盧佇宸</td></tr></table>	一年級			學生姓名	冠軍	符從德	亞軍	李創宙	季軍	鄭正翹	優異	蔡睿珩	優異	趙善明	二年級			學生姓名	冠軍	鄭峻林	亞軍	潘一鳴	季軍	徐煥傑	優異	梁逸琛	優異	盧佇宸
一年級																																
	學生姓名																															
冠軍	符從德																															
亞軍	李創宙																															
季軍	鄭正翹																															
優異	蔡睿珩																															
優異	趙善明																															
二年級																																
	學生姓名																															
冠軍	鄭峻林																															
亞軍	潘一鳴																															
季軍	徐煥傑																															
優異	梁逸琛																															
優異	盧佇宸																															
6. 演講比賽 (四至五年級)	試後活動	羅懿文 甄靄雯	<div>四、五年級演講比賽同時進行。 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。 比賽日期及時間： 6 月 19 日 9:00-9:45</div>	<div>四年級題目及得獎名單：</div> <div>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？</div> <div>2. 假如你有一部時光機，你想它帶你到哪一個時代？為甚麼？</div> <table><tr><td></td><td>冠軍</td><td>亞軍</td><td>季軍</td><td>優異</td></tr><tr><td>四年級</td><td>4P 岑柏熹</td><td>4J 袁炅輝</td><td>4M 梁家謙 4S 陳希朗</td><td>4D 張憲橋</td></tr></table> <div>五年級題目及得獎名單：</div>		冠軍	亞軍	季軍	優異	四年級	4P 岑柏熹	4J 袁炅輝	4M 梁家謙 4S 陳希朗	4D 張憲橋																		
	冠軍	亞軍	季軍	優異																												
四年級	4P 岑柏熹	4J 袁炅輝	4M 梁家謙 4S 陳希朗	4D 張憲橋																												

				<div>1. 知識改變命運</div> <div>2. 網絡使人更疏離</div> <div>3. 勤有功，戲無益</div> <div>4. 逆境更有利人成長</div> <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>缺席</td></tr><tr><td>五年級</td><td>5S 王子介</td><td>5P 陸浚諾</td><td>5X 洪仲熹</td><td>5J 莊睿仁</td><td>5M 朱俊霖</td><td>5D 黃啟杰</td></tr></table> <div>-今年比賽在試後活動週進行，兩級比賽合併為一，讓不同級別 的同學互相觀摩學習，過程順利，效果良好。</div>		冠軍	亞軍	季軍	優異	優異	缺席	五年級	5S 王子介	5P 陸浚諾	5X 洪仲熹	5J 莊睿仁	5M 朱俊霖	5D 黃啟杰				
	冠軍	亞軍	季軍	優異	優異	缺席																
五年級	5S 王子介	5P 陸浚諾	5X 洪仲熹	5J 莊睿仁	5M 朱俊霖	5D 黃啟杰																
7. 看漢中文網	全學年	郭嘉恩	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學。	<div>1. 根據「看漢中文網」的成績紀錄，低小同學的參與率較高小 同學高。</div> <div>2. 整體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。</div> <div>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。</div> <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>3M(16)</td><td>李以謙(優異獎)</td></tr><tr><td>3J(9)</td><td>周易哲(優異獎)</td></tr><tr><td>2J(14)</td><td>盧靖(優異獎)</td></tr><tr><td colspan="2">【閱讀寶庫】獎勵計劃獲獎學生名單：(高小)</td></tr><tr><td>4M(14)</td><td>何礎晟(優異獎)</td></tr><tr><td>4J(23)</td><td>黃舜諾(優異獎)</td></tr><tr><td>6M(20)</td><td>李以諾(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	3M(16)	李以謙(優異獎)	3J(9)	周易哲(優異獎)	2J(14)	盧靖(優異獎)	【閱讀寶庫】獎勵計劃獲獎學生名單：(高小)		4M(14)	何礎晟(優異獎)	4J(23)	黃舜諾(優異獎)	6M(20)	李以諾(優異獎)
【閱讀寶庫】獎勵計劃獲獎學生名單：(初小)																						
班別	學生姓名																					
3M(16)	李以謙(優異獎)																					
3J(9)	周易哲(優異獎)																					
2J(14)	盧靖(優異獎)																					
【閱讀寶庫】獎勵計劃獲獎學生名單：(高小)																						
4M(14)	何礎晟(優異獎)																					
4J(23)	黃舜諾(優異獎)																					
6M(20)	李以諾(優異獎)																					
8. 工作坊及講座	全學年	羅家華	a. 「五年級精英班寫作工作坊」 -2019 年 1 月 21 日及 30 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	a. 「五年級精英班寫作工作坊」 - 工作坊能啟發學生的創意思維。 - 學生表現雀躍和投入，課後能用心創作故事。																		

			<p>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>b.「六年級戲劇工作坊」</p> <p>-2019年5月20日及22日邀請導師彭玉文先生為六年級精英班學生(6X及6S)主持戲劇工作坊。導師用了引領思維方法，讓學生創推敲故事的發展及扮演劇中的人物。</p>	<p>b.「六年級戲劇工作坊」</p> <p>-學生表現既積極又投入，樂於嘗試推測故事的發展，對激發創作力有幫助。</p>
9. 必讀書及親子伴讀計劃	全學年	何潔生	<p>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)。</p> <p>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。</p>	<p>-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。觀察所得，這活動有助推動閱讀風氣。</p> <p>-當中的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。</p> <p>-六年級拔尖班添置了37本《戰火下的小花》，讓學生了解戰爭的禍害，同時藉此培養學生勇敢面對逆境及堅持夢想的態度。</p>
10. 古文/詩歌欣賞	全學年	全體老師	<p>-三年級學習《三字經》</p> <p>-四年級學習諺語</p> <p>-五、六年級以學習古詩文為主</p>	<p>-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；高年級也可以提早接觸古文，幫助他們適應初中課程。</p> <p>-一、二年級本年沒有印製《識字快樂誦》，建議明年加入唐詩誦讀，讓低年級同學也有機會接觸古詩文。</p>

Achievement & Reflection of Annual School Plan 2018-2019

Department of Mathematics

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

1. Curriculum and Assessment

1.1 Intended Learning Outcomes / Targets

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

1.1.1 Strategies / Tasks

To make better use of assessment data to inform curriculum planning and reflection on teaching strategies and effectiveness for lower ability students.

Success Criteria:

- 80% of teachers will implement different innovative teaching strategies to cater for lower ability students.
- 50% of teachers will attend talks / workshops / seminars on developing teaching pedagogies.

Report & Evaluation:

This academic year, 100% of teachers implemented collaborative or other innovative teaching strategies in CLP. The table below shows the innovative teaching strategies teachers adopted in different grades.

Innovative Teaching Strategies	G1	G2	G3	G4	G5	G6
- ebook	✓	✓	✓	✓	✓	✓
- ebook (student version) <i>new</i>					✓	
- Google Classroom <i>new</i>					✓	✓
- Plickers				✓		✓
- Nearpod		✓	✓		✓	✓
- Geogebra		✓	✓	✓	✓	✓
- Seesaw						✓
- Math Apps		✓			✓	✓
- High Order Think Questions	✓	✓	✓	✓	✓	✓
- Visible thinking skills	✓	✓	✓	✓	✓	✓
- STEM Learning						✓
- Math Orienteering						✓

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

Name	Date	Time	Programme	Organization	Sharing
Susanna Chung Grace Ko	24-10-2018	14:00–17:00	Primary Mathematics Curriculum Learning and Teaching Series: (2) The Curriculum Planning and Implementation of STEM Education (Re-run)	Munsang College Primary School	✓
Susanna Grace Ko	1 March 2019	9:00-12:00	Kowloon City District Joint School Staff Development	葛亮洪校友會 黃埔學校	✓

Brian Cheung Pauline Ip					
Brian Cheung	13-11-2018	16:00–17:00	Towards Evidence Based Education through Learning Analytics and Educational Big Data	The Education University of Hong Kong	✓
Pency Wong	18-10-2018 ~ 9-11-2018	09:15–16:30	Advanced Course on Catering for Diverse Learning Needs	EDB	✓
Pauline Ip, Jackie Lau, Grace Ko	28-11-2018	11:30–12:30	Educationperfect	Educationperfect	✓
Kelvin Ho, Macy Lai	27-12-2018 ~ 29-12-2018	09:30–17:00	中國數學奧林匹克貳級教練員證書	香港多元智能教育與研究學會	
Jessica Chan Pauline Ip Louis Hau	11-12-2018 & 30-1-2019	14:30–17:30 09:30–17:00	STEM Education Series: STEM Education Curriculum Planning Series for Primary School Leaders and Middle Managers – Workshops I, II and III	EDB	✓
Pauline Ip	19-2-2019	14:30–17:50	IT in Education Technological Series: Applying Cloud Technology for Administration of Learning Management Systems (Advanced Level)	EDB	✓
Pauline Ip Susanna Chung Grace Ko Brian Cheung Jackie Lau	1-3-2019	08:00–14:00	Kowloon City District Primary Schools Staff Development Day	Kowloon City District Primary School Heads Association	✓
Grace Ko Karina Luk	9-3-2019	09:00–12:00	Happy and Effective Learning in Finland Education cum Seminar on New Curriculum of Primary Mathematics	Marshall Cavendish Education	✓
Pauline Ip	22-3-2019	14:30–17:30	IT in Education e-Leadership Series: Planning of Using Artificial Intelligence in Schools to Enhance Learning and Teaching Effectiveness	EDB	✓
Pauline Ip	25 -2-2019 ~26-5-2019	(Online Course)	Teaching for Understanding: Educating for the	Harvard Graduate School of Education	✓

			Unknown		
Pauline Ip	1-4 April 2019	Overseas	J-WEL Week (STEAM Learning)	MIT	✓
Pauline Ip	10 May 2019	9:00-5:00	Apple Education Leadership Summit	Apple Headquarters	✓
Grace Ko Brian Cheung Karina Luk	29-3-2019	12:00-18:00	Seminar on New Curriculum of Primary Mathematics	MERS	✓
Teresa Chan	18-2-2019 ~ 22-3-2019	09:00-16:30	5-week e-Learning in Primary Mathematics	The Education University of Hong Kong	✓
Karina Luk	10-4-2019	14:00-17:00	小學數學的探索與研究		✓
Michelle Ng Sally Yuen	14-3-2019	14:00-17:00	Primary Mathematics Curriculum Learning and Teaching Series : (1) Nurturing Students' Number Sense	EDB	✓
Mr Lau & Teresa Fok	23-2-2019	14:00-16:00	Another way to find HCF and Eulerian graph	HKPTU	✓
Ada Chu	12-4-2019	14:00-17:00	Primary Mathematics Curriculum Learning and Teaching Series : (9) Understanding and Interpreting the Revised Primary Mathematics Curriculum	EDB	✓
Sally Yuen	8-5-2019	14:00-17:00	Primary Mathematics Curriculum Learning and Teaching Series : (6) Solving Word Problems	EDB	
Jackie Lau Pauline Ip Michelle Ng Sally Yuen	9-5-2019	09:00-15:00	BYOD MathLesson Observation at St. Edward Catholic Primary School	St. Edward Catholic Primary School	✓
Macy Lai	21-5-2019 28-5-2019 4-6-2019	19:00-21:00	數學活動的意義、設計和實踐	Hong Kong Professional Teachers' Union	
Macy Lai	23-5-2019 30-5-2019 6-6-2019	19:00-21:00	小學數學課程進程掌握	Hong Kong Professional Teachers' Union	
Macy Lai	17-5-2019 24-5-2019 31-5-2019	19:00-21:30	Teaching Skills for Mathematics	HKUSPACE	

School Visits

Name	Date	Time	School Visit	Sharing
Pency Wong	29-10-2018	13:30-16:30	Visit to HK Juvenile Care Centre Chan Nam Cheong Memorial School	✓
Pency Wong	2-11-2018	09:15-16:30	Visit to C.C.C. Hoh Fuk Tong Primary School	✓

Pency Wong	7-11-2018	09:15-16:30	Visit to Po Leung Kuk Chong Kee Ting Primary School	✓
Teresa Chan	4-3-2019	14:00-17:00	Visit to St. Edward's Catholic Primary School	✓
Grace Ko, Karina Luk, Brian Cheung, Pauline Ip, Mr. Lau, Jack Lo, Pency Wong, Jessica Chan, Ronnie Liang, Ada Chu, Teresa Fok, Teresa Chan, Macy Lai	28-3-2019	12:00-17:00	Visit to Diocesan Girls' Junior School	✓
All Math Teachers	4-4-2019	13:30-17:00	Visited by DGJS teachers	✓
Brian Cheung, Pauline Ip, Jessica Chan, Sally Yuen, Michelle Ng, Jack Lo, Grace Ko,	21-5-2019	09:00 – 11:00	Visited by DGJS teachers Participated in G6 Math Orienteering	✓
Susanna Chung, Pauline Ip, Michelle Ng, Jackie Lau, Grace Ko, Ada Chu , Jack Lo, Jessica Chan, Kelvin Ho, Louis Hau, Sally Yuen, Pency Wong	5-6-2019	14:00-16:30	Visit to Shun Tak Fraternal Association Yung Yau College	✓
All Math Teachers	3-7-2019	13:30-15:30	Workshops conducted by teachers from Yung Yau Secondary School	✓
Pauline Ip Brian Cheung Jessica Chan	5-6-2019	9:00 – 11:00	Independent Schools Foundation Academy	✓
Grace Ko, Karina Luk, Brian Cheung, Pauline Ip, Jessica Chan, Jackie Lau, Michelle Ng,	3-7-2019	13:30-15:30	Visited by teachers from Shun Tak Fraternal Association Yung Yau College (Staff development)	✓

Ada Chu , Jack Lo, Kelvin Ho, Louis Hau, Sally Yuen, Pency Wong, Anthony Lau, Teresa Fok, Teresa Chan, Macy Lai				
--	--	--	--	--

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

2. Student Learning and Teaching

2.1 Intended Learning Outcomes / Targets

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:




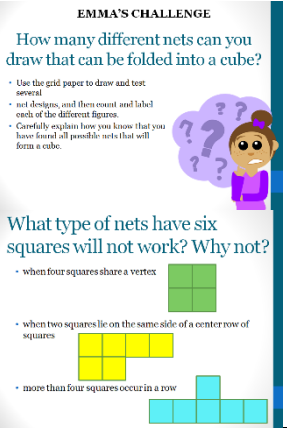
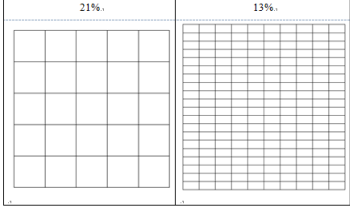
100% of teachers adopted the flipped classroom mode of teaching at least once per term.

Grade	1 st Term	2 nd Term & 3 rd Term
G.1		Measure
		Multiplication
G.2		Millimetre / Kilometre
		Long Division
		Parallel Lines & Perpendicular Lines
		Seconds
G.3	Types of Triangles	Quadrilaterals
	Angles and Degrees	
	Angles and Drawing Angles	
G.4	Adding and Subtracting Fractions	Area of Polygons
		Multiplication of Fractions
G.5	Division of Fractions	Edges, Vertices and Faces
	Decimals	Percentage
	Rotational Symmetry	Curve Stitching
G.6	Ratio	Number Patterns
	Percentage	Introduction to iMovie
	Part of Circle	

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

Grade	1 st CLP	2 nd CLP
1	Topic: Counting in groups Students worked in groups to solve some higher order problems by counting in groups of 2/5/10. Teacher told students that he / she took away some blocks from a bag and	Topic: Prisms & Cylinders Students recognized the properties of different 3-D shapes and compared the similarities and differences between prisms and cylinders. Students were able to identify the bases of a

	<p>a number of blocks were left in a bag. E.g. 23</p> <p>Originally there were no blocks left when counting in groups of 2/5/10. Students were asked to find out the number of blocks the teacher had taken away and the original number of blocks in the bag.</p> <div>Round 1</div> <table><tr><td>Student</td><td>Mrs. Ko took away some blocks from my bag. I have _____ blocks now.</td></tr><tr><td>Teacher (Tips)</td><td>Before that, there was no blocks left when counting in groups of 5.</td></tr></table> <div>At least how many blocks did Mrs. Ko take away?</div>	Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.	Teacher (Tips)	Before that, there was no blocks left when counting in groups of 5.	<p>prism or a cylinder and tell the total number of faces they have. Students were able to tell the specific names of different prisms with reference to the shapes of their bases.</p> <p>Students worked in pairs to solve some high order questions about 3-D shapes.</p> <div><div><div>Riddles</div><div>I am a prism. I have 6 faces. My 2 bases are rectangles. Who am I?</div></div><div><div>Riddles</div><div>Create your own riddle.</div><div><div><div>Riddles</div><div>Who am I?</div></div></div></div></div>
Student	Mrs. Ko took away some blocks from my bag. I have _____ blocks now.					
Teacher (Tips)	Before that, there was no blocks left when counting in groups of 5.					
2	<p>Topic: Directions</p> <p>Students were taught to use diagrams to show the locations of objects and to identify the directions of objects with respect to various items.</p> <p>Higher-order thinking questions were included by adding the element of turning the reference point clockwise / anti-clockwise by right angle(s).</p> <p>B. Draw Pictures to solve the problems.</p> <div><div><div>1. Amy faces the east and Bob is on the left of her. Bob is to the <u>north</u> of Amy.</div><div>Work in pairs on a rough work paper:</div><div>Step 1: Draw the direction sign.</div><div>Step 2: Draw a circle at the centre of the direction sign to represent Amy.</div><div>Step 3: Mark a small triangle on the east side of the circle to show that Amy faces the east.</div><div>Step 4: Draw 2 small circles on the left and right of Amy and label them 'L' and 'R' respectively.</div></div><div><div>Final work after class discussion:</div><div></div></div></div>	<p>Topic: Multiplication</p> <p>Students were encouraged to think of using different methods to solve a multiplication question (e.g. 18 × 5). All methods were listed on the board for comparison purpose. Through comparison, students were able to analyze the pros and cons of different methods and pick out their “best” one(s).</p> <div>18 × 5 = ?</div> <p>Show all your methods below to calculate the above question.</p> <table><tr><td>Method 1</td><td>Method 2</td></tr><tr><td>Method 3</td><td>Method 4</td></tr></table>	Method 1	Method 2	Method 3	Method 4
Method 1	Method 2					
Method 3	Method 4					
3	<p>Topic: Interesting Angles</p> <p>Before lessons, students were required to watch a video on how to draw an angle with a protractor and to observe the angles they could find in their daily life at home.</p> <p>Then they tried out drawing tasks on class worksheets during lesson time. Teachers used ‘Nearpod’ to share students’ answers and students had a great and productive discussion on the topic.</p>	<p>No formal CLP arranged for G.3.</p>				

	<p>Diocesan Boys' School Primary Division Mathematics Activity Worksheet (2)</p> <p>Name: _____ () Class: G.3 Date: _____</p> <p>Measuring a reflex angle with a protractor by topping up a straight angle.</p>  <p>$\therefore \angle \text{RFX} = 180^\circ + 144^\circ = 324^\circ$ (Straight angle) (Reflex angle)</p>	
4	<p>Topic: 2-D Shapes</p> <p>Students used tangrams to compose different shapes. More capable students made more creative shapes.</p> <p>Students were required to use 2 tangram pieces to form a specific shape. Then they were instructed to use 3 to 5 tangram pieces to form the same shape accordingly.</p> 	<p>Topic: Multiplication of fractions</p> <p>Students were able to do the multiplication of fractions by following the steps shown on a PowerPoint. They were encouraged to do more revision on finding out the product of two fractions by using a geogebra app.</p> <p>Lesson Objectives</p> <p>We have learnt... a whole number multiplied by a fraction.</p> <p>In this lesson, you will...</p> <ol style="list-style-type: none"> learn multiply fractions by fractions able to solve some problems involved multiplication of fractions <p>Revision</p> <p>Common error when multiplying a fraction by a whole number</p> <p>Doing this</p> <p>3 x 5 = 15</p> <p>Increased this</p> <p>3 x 5 = 15</p> <p>Decreased this</p> <p>3 x 5 = 15</p> <p>What the whole number is at a fraction</p> <p>Multiplying fractions</p> <p>Multiplying Fractions Visually</p> <p>The three examples below illustrate the multiplication of fractions:</p> <p>Example 1: Two thirds x three fourths</p> <p>$\frac{2}{3} \times \frac{3}{4} = \frac{6}{12}$</p> <p>Example 2: Three eighths x four fifths</p> <p>$\frac{3}{8} \times \frac{4}{5} = \frac{12}{40}$</p> <p>Example 3: Seven ninths x five sixths</p> <p>$\frac{7}{9} \times \frac{5}{6} = \frac{35}{54}$</p> <p>GeoGebra</p> 
5	<p>Topic: 3-D Shapes (2)</p> <p>Students learnt how to draw and make all possible nets to form a cube. Besides, students are required to tell why some nets with 6 faces cannot form a cube.</p> <p>EMMA'S CHALLENGE</p> <p>How many different nets can you draw that can be folded into a cube?</p> <ul style="list-style-type: none"> Use the grid paper to draw and test several net designs, and then count and label each of the different figures Carefully explain how you know that you have found all possible nets that will form a cube. <p>What type of nets have six squares will not work? Why not?</p> <ul style="list-style-type: none"> when four squares share a vertex when two squares lie on the same side of a center row of squares more than four squares occur in a row 	<p>Topic: Changing between percentages and fractions</p> <p>Students used Nearpod to learn how to convert a fraction into a percentage and vice versa. They were encouraged to do the conversion using a 10 x 10 grid table.</p> <p>Students were encouraged to do some challenging tasks. E.g. Shade 50% and 1/2% on 10 x 10 grid tables and shade 21% on a 5 x 5 grid table.</p> 
6	<p>Topic: Applications of Percentages</p> <p>Students learnt the application of percentage (Discount) in real life situations. They were required to find out the best deal under different considerations such as the quantity, volume / capacity of the same</p>	<p>Topic: Number Patterns</p> <p>Students were asked to think of a way on how to count a specific large number of round pills. After discussing the possible shortcomings of different methods, a video clips on Counting pills using a Fretwell's Triangle was shown and students learnt how</p>

product, the factors that affect the discount given and the real needs to select the best offer etc.

Students did the project with different pedagogies. Based on the scenario given, high order thinking questions were provided to guide students to analyse the data systematically before making the judgement.



One bright sunny morning,
Mr. Stingy & Ms. Thrifty
go shopping together.
They come across 2 bakeries:
Happy Bakery and Tasty Bakery.



Mr. Stingy



Ms. Thrifty

Happy Bakery

- Crispy Cookies (8 pieces in a box) is selling at \$10 per box.
- Half price on every second box.
- Members purchasing \$50 or above (based on discounted price) are entitled to another 10% off after discount

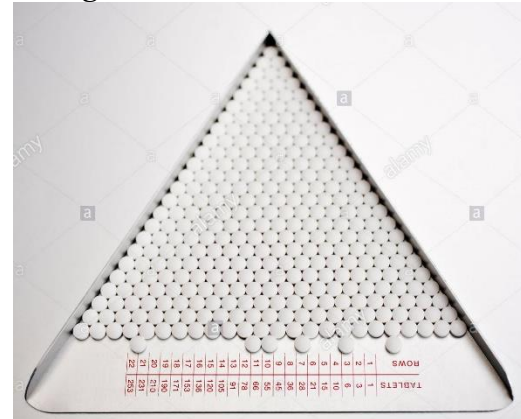


Tasty Bakery

- Crispy Cookies (8 pieces in a box) is selling at \$10 per box
- 20% off on the second box
- 40% off on the third box onwards



the pharmacists count the pills in a more efficient way by adopting the concept of triangular numbers.



Diocesan Boys' School Primary Division
Evaluation of the Mathematics Programme Plan 2018-2019

Activity Monthly Challenging Question

Teacher-in-charge: *Ms. Jessica Chan, Ms. Macy Lai

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			
Description:	3 Mathematics Challenging Questions were displayed monthly. Students who correctly answered two or more questions were awarded a bookmark.			
Evaluation:	Grade	1 st Term (October, November)	2 nd Term (Dec-Jan & Feb-Mar)	3 rd Term (May)
	G.1	Participation: 90% Winners: 45%	Participation: 95% Winners: 61%	Participation: 95% Winners: 78%
	G.2	Participation: 86% Winners: 70%	Participation: 76% Winners: 65%	Participation: 81% Winners: 75%
	G.3	Participation: 59% Winners: 52%	Participation: 45% Winners: 31%	Participation: 36% Winners: 34%
	G.4	Participation: 73% Winners: 41%	Participation: 67% Winners: 46%	Participation: 76% Winners: 71%
	G.5	Participation: 82% Winners: 61%	Participation: 77% Winners: 55%	Participation: 72% Winners: 57%
	G.6	Participation: 81% Winners: 49%	Participation: 71% Winners: 30%	Participation: 69% Winners: 49%

Remarks (s):	First Term:
	<ul style="list-style-type: none"> ● The questions had been revised in June last year. Thank all teachers for their hard work in selecting and modifying of the monthly challenging questions. ● Thought provoking questions aroused boys' interest. ● Students enjoyed the activity very much. This activity should continue next year. ● Good! Thank you! Students enjoyed MCQ very much. ● It is good.
	<p>Second & Third Terms:</p> <ul style="list-style-type: none"> ● Many thanks to Macy who has marked all answer sheets submitted by G1-6 students. The bookmarks designed by Macy were attractive and gave a lot encouragement to the students. ● (G.5)Boys like doing challenging questions which are thought-provoking. Teachers need to give some hints if questions are too difficult. ● (G.6) My class enjoyed doing those challenging Math questions, especially those questions involved logical thinking. More questions of this type can be assigned. ● (G.2) Great to have these challenging problems but sometimes found this a bit meaningless when students shared their answers with each other. Any measure that could control this? ● (G.4) Great! Students like it. ● (G.3&4) The bookmark design is attractive. Students like it so much. ● (G.6) It is a good exercise for students. ● (G.2&4) Good to keep it for next year! Thanks! ● (G.1&4) Students like to do the questions and love the bookmarks! ● (G.1&5) Students enjoyed doing the MCQs very much. They actively participated in solving the problems.

Activity

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 - 5	Students solved two rich tasks during the problem solving week by adopting Peter Sullivan's 3 phrase model (Launch, Explore and Summarize). 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 the extension tasks. Students shared their solutions with other classmates in order to enrich each other's learning and to learn from each other.
	G.5	Apply Polya's problem solving principles to find the dimension of the open top box with maximum capacity that can be made from a piece of A4 paper.
	G.6	Teach students 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	- Students enjoyed solving the problems. Sudoku is relatively easier as compared with the chicken- and-rabbit problem. Teachers suggested revising the questions and table format of the enabling prompts so as to provide clearer and easier guidance for students to follow and work individually to solve the problems.
	G.2	- It encourages pupils to solve problems by identifying what mathematics concept is needed and how it should be used. - It encourages pupils to reflect on what methods and strategies they have used, and whether they have found all possible answers within the range given.

		<ul style="list-style-type: none"> - Extended prompts 2 and 3 are quite challenging for the students. Teachers suggest adding some enabling prompts for the extended tasks.
	G.3	<ul style="list-style-type: none"> - Students learnt different approaches to solve problems and they enjoyed the process.
	G.4	<ul style="list-style-type: none"> - Students like to do the tasks. - It is suggested to remove task 1c and 1d and task 2c and 2d; and to reverse the order of problem 1 and 2 as problem 1 is easier and extension task can be added to this problem. - In general, students can manage to solve the problems, students with lower abilities can also find out the solutions. - Teachers suggested that students can solve the problem in groups instead of individual work so that they can learn from peers.
	G.5	<ul style="list-style-type: none"> - For the 2 rich tasks, most students were highly motivated in solving the problems and they could solve them successfully. - For the open topped box problem, students worked actively in groups to solve it.
	G.6	<ul style="list-style-type: none"> - The number of questions was cut down to allow more time for in-depth discussions and sharing in class. - Peter Sullivan's approach or other approaches can be used next year to allow students more exposure to problems they have never encountered before. Some students need to be pushed to think more proactively in the learning process. - It is suggested to explore richer questions next year.
Remarks (s):		

Photos

G.1

Task 1:

Diocesan Boys' School Primary Division
Problem Solving (1)

Name: Joao Que Class: G.1 Date: 11/6/2019

Solve the following problem.

Task 1
4 chickens and rabbits have 10 legs altogether.
How many chickens are there? How many rabbits are there?

$3 \times 2 = 6$ $4 \times 2 = 8$ 10 legs

3 chickens 1 rabbit

There are 3 chickens and 1 rabbits.

Extension Task 1c:
Is there any other answer? Yes / No
If yes, _____ chickens and _____ rabbits.

Diocesan Boys' School Primary Division
Problem Solving (Extension 1c)

Name: Joao Que Class: G.1 Date: 11/6/2019

A certain number of chickens and rabbits have 56 legs altogether.
How many chickens are there? How many rabbits are there?

$4 \times 10 = 40$ $2 \times 8 = 16$ 56

10 8

There are 9 chickens and 10 rabbits.

Can you find out all the combinations?

① 3 chickens and 10 rabbits
② 5 chickens and 8 rabbits
③ 7 chickens and 6 rabbits
④ 9 chickens and 4 rabbits
⑤ 11 chickens and 2 rabbits

Diocesan Boys' School Primary Division
Problem Solving (Extension 1b)

Name: Joao Que Class: G.1 Date: 12/6/2019

6 ants and spiders have 42 legs altogether. How many ants are there? How many spiders are there?

$6 \times 6 = 36$ $3 \times 8 = 24$ $3 \times 6 = 18$ 42

3 ants 3 spiders

There are 3 ants and 3 spiders.

Task 2:

Diocesan Boys' School Primary Division
Problem Solving (2)
Sudoku

Name: Kingsley Cheng Class: G.1 Date: 17/6/2019

Every Sudoku has a unique solution that can be reached logically.
Enter numbers into the blank spaces so that each row, column and 3x3 box contains the numbers 1 to 4 without repeats.

Fill in the boxes with 1, 2, 3 or 4 in the following 2x2 Sudokus.

1.

1	2	3	4
3	4	1	2
4	1	2	3
2	3	4	1

2.

2	1	2	4
3	4	1	2
4	3	2	1
1	4	3	2

Enter numbers into the blank spaces so that each row, column and 3x3 box contains the numbers 1 to 4 without repeats.

1	4	5	2	6	7	3	8	9
3	6	2	8	9	4	7	5	1
7	8	9	4	5	1	2	6	3
2	3	8	4	5	6	7	9	1
5	7	4	8	9	1	2	6	3
9	1	6	7	3	2	8	5	4
4	2	1	5	7	3	8	9	6
4	5	7	9	1	8	6	5	2
8	9	3	6	2	4	5	1	7

Diocesan Boys' School Primary Division
Problem Solving (2a)
Sudoku

Name: Kingsley Cheng Class: G.1 Date: 17/6/2019

Write numbers into the blank spaces so that each row, column and 3x3 box contains the numbers 1 to 9 without repeats.

1.

1	2	3	5	7	9	4	6	8
4	6	5	1	2	8	7	3	9
7	8	9	3	4	6	2	1	5
3	1	4	8	5	3	6	9	7
9	5	8	4	6	7	3	2	1
5	3	1	6	8	7	9	2	4
6	4	7	9	1	2	8	5	3
8	9	2	7	5	3	1	4	6
2	7	6	1	2	5	3	4	8

2.

1	3	6	2	4	9	5	7	8
4	5	9	1	7	8	2	3	6
8	2	7	3	5	6	9	1	4
2	4	3	6	1	7	8	5	9
6	9	1	8	5	4	2	7	3
7	8	5	4	9	2	1	6	3
3	1	2	7	8	4	6	5	9
5	6	4	9	3	7	8	1	2
9	7	8	5	6	1	3	4	2

3.

1	3	2	4	5	7	6	8	9
4	5	1	8	9	7	2	3	6
7	5	9	2	6	3	4	1	5
3	1	4	5	7	2	9	6	8
6	2	7	8	9	1	5	3	4
5	9	8	3	4	6	7	1	2
2	7	1	5	4	8	5	6	3
9	5	3	6	2	8	1	7	4
8	4	6	7	1	5	2	9	3

4.

1	3	4	5	6	7	8	9
6	5	8	7	1	9	2	3
7	8	9	2	4	5	1	3
5	1	2	5	6	7	9	4
9	8	4	5	9	1	3	6
9	2	8	2	4	5	1	7
3	4	7	1	8	2	6	9
8	6	1	9	7	5	4	2
2	9	5	6	4	2	8	7

Diocesan Boys' School Primary Division
Problem Solving (2b)
Sudoku

Name: Kingsley Cheng Class: G.1 Date: 17/6/2019

Write numbers into the blank spaces so that each row, column and 3x3 box contains the numbers 1 to 9 without repeats.

1.

1	9	9	5	5	6	7	2	8
2	5	7	1	4	8	3	6	9
6	3	8	2	7	9	1	5	4
5	1	2	4	6	5	3	9	7
7	2	5	9	1	3	2	4	6
4	6	7	8	2	3	5	1	9
8	2	1	5	9	4	6	7	3
9	7	5	6	2	1	4	8	5
5	4	6	8	3	7	9	1	2

2.

1	2	5	5	6	8	7	9	4
4	5	8	1	7	9	2	3	6
6	7	9	2	3	4	1	5	8
2	1	4	6	5	3	9	7	3
5	6	5	9	7	4	1	8	3
9	8	7	4	1	5	6	6	2
5	3	2	8	9	6	4	7	7
7	4	1	3	5	6	8	2	9
8	9	6	7	4	2	3	5	1

3.

1	3	2	4	5	7	6	8	9
4	5	1	8	9	7	2	3	6
7	5	9	2	6	3	4	1	5
3	1	4	5	7	2	9	6	8
6	2	7	8	9	1	5	3	4
5	9	8	3	4	6	7	1	2
2	7	1	5	4	8	5	6	3
9	5	3	6	2	8	1	7	4
8	4	6	7	1	5	2	9	3

4.

1	3	2	4	5	7	6	8	9
4	5	1	8	9	7	2	3	6
7	5	9	2	6	3	4	1	5
3	1	4	5	7	2	9	6	8
6	2	7	8	9	1	5	3	4
5	9	8	3	4	6	7	1	2
2	7	1	5	4	8	5	6	3
9	5	3	6	2	8	1	7	4
8	4	6	7	1	5	2	9	3

Diocesan Boys' School Primary Division
Problem Solving (Challenging)
Sudoku

Name: Kingsley Cheng Class: G.1 Date: 18/6/2019

Write numbers into the blank spaces so that each row, column and 3x3 box contains the numbers 1 to 9 without repeats.

1.

1	4	5	2	6	7	3	8	9
3	6	2	1	8	9	4	7	5
7	8	9	2	4	5	1	2	6
2	3	8	4	5	6	7	9	1
5	7	4	8	9	1	2	6	3
9	1	6	7	3	2	8	5	4
6	2	1	5	7	2	9	4	8
4	5	7	9	1	8	6	3	2
8	9	3	6	2	4	5	1	7

G.2

Task 1:

Diocesan Boys' School Primary Division
G2 Mathematics Problem Solving (1)
Extended Prompts 1

Name: Chen He Chit (2) Class: 2B Date: 10-4-2019

Some people join a discussion.
If the people are put into groups of 3, 1 person will not have a group.
If they stand in rows of 4, 2 people will be left behind.
How many people might have joined the discussion?

$3 \times 7 + 1 = 22$

22 people might have joined the discussion.

Diocesan Boys' School Primary Division
G2 Mathematics Problem Solving (1)
Extended Prompts 1

Name: Chen He Chit (2) Class: 2B Date: 10-4-2019

1. Do you know the meaning of "groups of 3"?
There are 4 people below, form groups of 3 by striking 3 people.

2. If the people are put into groups of 3, 1 person will not have a group.

a. If only 1 group of people can be formed, how many people are there in total?

There are 4 people in total.

b. If only 2 groups of people can be formed, how many people are there in total?

There are 7 people in total.

c. If the number of people who have joined the discussion is between 1 and 30, and if the people are put into groups of 3, 1 person will not have a group.
Circle all the possible numbers of people below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Diocesan Boys' School Primary Division
G2 Mathematics Problem Solving (1)
Extended Prompts 1

Name: Chen He Chit (2) Class: 2B Date: 10-4-2019

1. Do you know the meaning of "rows of 4"?
Draw a picture of 8 people with 4 people standing in a row.

2. If the people stand in rows of 4, 2 people will be left behind.

a. If only 1 row of people can be formed, how many people are there in total?

There are 6 people in total.

b. If only 2 rows of people can be formed, how many people are there in total?

There are 10 people in total.

c. If the number of people who have joined the discussion is between 1 and 30, and if the people stand in rows of 4, 2 people will be left behind.
Circle all the possible numbers of people below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Diocesan Boys' School Primary Division
G2 Mathematics Problem Solving (1)
Extended Prompts 2

Name: Chen He Chit (2) Class: 2B Date: 10-4-2019

1. Some people join a discussion.
If the people are put into groups of 3, 1 person will not have a group.
If they stand in rows of 4, 2 people will be left behind.
How many people might have joined the discussion?

Circle all the answers between 1 and 100 below and answer the questions.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. 10, 22, 34, 46, 58, 70, 82, 94, 106 people might have joined the discussion.

2. Describe the pattern in your answers.

Plus 12

Diocesan Boys' School Primary Division
G2 Mathematics Problem Solving (1)
Extended Prompts 2

Name: Chen He Chit (2) Class: 2B Date: 10-4-2019

2. Some people join a discussion.
If the people are put into groups of 3, 1 person will not have a group.
If they stand in rows of 4, 2 people will be left behind.
How many people might have joined the discussion?

a. Can you design some more challenging questions and find the answers?
E.g. - You may change the number of people who will be left behind.

Question 1 (Try to set the question more challenging!)

Some people join a discussion.
If the people are put into groups of 3, 1 person will not have a group.
If they stand in rows of 4, 2 people will be left behind.
How many people might have joined the discussion?

Row 1: 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 163, 167, 171, 175, 179, 183, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343, 347, 351, 355, 359, 363, 367, 371, 375, 379, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451, 455, 459, 463, 467, 471, 475, 479, 483, 487, 491, 495, 499, 503, 507, 511, 515, 519, 523, 527, 531, 535, 539, 543, 547, 551, 555, 559, 563, 567, 571, 575, 579, 583, 587, 591, 595, 599, 603, 607, 611, 615, 619, 623, 627, 631, 635, 639, 643, 647, 651, 655, 659, 663, 667, 671, 675, 679, 683, 687, 691, 695, 699, 703, 707, 711, 715, 719, 723, 727, 731, 735, 739, 743, 747, 751, 755, 759, 763, 767, 771, 775, 779, 783, 787, 791, 795, 799, 803, 807, 811, 815, 819, 823, 827, 831, 835, 839, 843, 847, 851, 855, 859, 863, 867, 871, 875, 879, 883, 887, 891, 895, 899, 903, 907, 911, 915, 919, 923, 927, 931, 935, 939, 943, 947, 951, 955, 959, 963, 967, 971, 975, 979, 983, 987, 991, 995, 999, 1003, 1007, 1011, 1015, 1019, 1023, 1027, 1031, 1035, 1039, 1043, 1047, 1051, 1055, 1059, 1063, 1067, 1071, 1075, 1079, 1083, 1087, 1091, 1095, 1099, 1103, 1107, 1111, 1115, 1119, 1123, 1127, 1131, 1135, 1139, 1143, 1147, 1151, 1155, 1159, 1163, 1167, 1171, 1175, 1179, 1183, 1187, 1191, 1195, 1199, 1203, 1207, 1211, 1215, 1219, 1223, 1227, 1231, 1235, 1239, 1243, 1247, 1251, 1255, 1259, 1263, 1267, 1271, 1275, 1279, 1283, 1287, 1291, 1295, 1299, 1303, 1307, 1311, 1315, 1319, 1323, 1327, 1331, 1335, 1339, 1343, 1347, 1351, 1355, 1359, 1363, 1367, 1371, 1375, 1379, 1383, 1387, 1391, 1395, 1399, 1403, 1407, 1411, 1415, 1419, 1423, 1427, 1431, 1435, 1439, 1443, 1447, 1451, 1455, 1459, 1463, 1467, 1471, 1475, 1479, 1483, 1487, 1491, 1495, 1499, 1503, 1507, 1511, 1515, 1519, 1523, 1527, 1531, 1535, 1539, 1543, 1547, 1551, 1555, 1559, 1563, 1567, 1571, 1575, 1579, 1583, 1587, 1591, 1595, 1599, 1603, 1607, 1611, 1615, 1619, 1623, 1627, 1631, 1635, 1639, 1643, 1647, 1651, 1655, 1659, 1663, 1667, 1671, 1675, 1679, 1683, 1687, 1691, 1695, 1699, 1703, 1707, 1711, 1715, 1719, 1723, 1727, 1731, 1735, 1739, 1743, 1747, 1751, 1755, 1759, 1763, 1767, 1771, 1775, 1779, 1783, 1787, 1791, 1795, 1799, 1803, 1807, 1811, 1815, 1819, 1823, 1827, 1831, 1835, 1839, 1843, 1847, 1851, 1855, 1859, 1863, 1867, 1871, 1875, 1879, 1883, 1887, 1891, 1895, 1899, 1903, 1907, 1911, 1915, 1919, 1923, 1927, 1931, 1935, 1939, 1943, 1947, 1951, 1955, 1959, 1963, 1967, 1971, 1975, 1979, 1983, 1987, 1991, 1995, 1999, 2003, 2007, 2011, 2015, 2019, 2023, 2027, 2031, 2035, 2039, 2043, 2047, 2051, 2055, 2059, 2063, 2067, 2071, 2075, 2079, 2083, 2087, 2091, 2095, 2099, 2103, 2107, 2111, 2115, 2119, 2123, 2127, 2131, 2135, 2139, 2143, 2147, 2151, 2155, 2159, 2163, 2167, 2171, 2175, 2179, 2183, 2187, 2191, 2195, 2199, 2203, 2207, 2211, 2215, 2219, 2223, 2227, 2231, 2235, 2239, 2243, 2247, 2251, 2255, 2259, 2263, 2267, 2271, 2275, 2279, 2283, 2287, 2291, 2295, 2299, 2303, 2307, 2311, 2315, 2319, 2323, 2327, 2331, 2335, 2339, 2343, 2347, 2351, 2355, 2359, 2363, 2367, 2371, 2375, 2379, 2383, 2387, 2391, 2395, 2399, 2403, 2407, 2411, 2415, 2419, 2423, 2427, 2431, 2435, 2439, 2443, 2447, 2451, 2455, 2459, 2463, 2467, 2471, 2475, 2479, 2483, 2487, 2491, 2495, 2499, 2503, 2507, 2511, 2515, 2519, 2523, 2527, 2531, 2535, 2539, 2543, 2547, 2551, 2555, 2559, 2563, 2567, 2571, 2575, 2579, 2583, 2587, 2591, 2595, 2599, 2603, 2607, 2611, 2615, 2619, 2623, 2627, 2631, 2635, 2639, 2643, 2647, 2651, 2655, 2659, 2663, 2667, 2671, 2675, 2679, 2683, 2687, 2691, 2695, 2699, 2703, 2707, 2711, 2715, 2719, 2723, 2727, 2731, 2735, 2739, 2743, 2747, 2751, 2755, 2759, 2763, 2767, 2771, 2775, 2779, 2783, 2787, 2791, 2795, 2799, 2803, 2807, 2811, 2815, 2819, 2823, 2827, 2831, 2835, 2839, 2843, 2847, 2851, 2855, 2859, 2863, 2867, 2871, 2875, 2879, 2883, 2887, 2891, 2895, 2899, 2903, 2907, 2911, 2915, 2919, 2923, 2927, 2931, 2935, 2939, 2943, 2947, 2951, 2955, 2959, 2963, 2967, 2971, 2975, 2979, 2983, 2987, 2991, 2995, 2999, 3003, 3007, 3011, 3015, 3019, 3023, 3027, 3031, 3035, 3039, 3043, 3047, 3051, 3055, 3059, 3063, 3067, 3071, 3075, 3079, 3083, 3087, 3091, 3095, 3099, 3103, 3107, 3111, 3115, 3119, 3123, 3127, 3131, 3135, 3139, 3143, 3147, 3151, 3155, 3159, 3163, 3167, 3171, 3175, 3179, 3183, 3187, 3191, 3195, 3199, 3203, 3207, 3211, 3215, 3219, 3223, 3227, 3231, 3235, 3239, 3243, 3247, 3251, 3255, 3259, 3263, 3267, 3271, 3275, 3279, 3283, 3287, 3291, 3295, 3299, 3303, 3307, 3311, 3315, 3319, 3323, 3327, 3331, 3335, 3339, 3343, 3347, 3351, 3355, 3359, 3363, 3367, 3371, 3375, 3379, 3383, 3387, 3391, 3395, 3399, 3403, 3407, 3411, 3415, 3419, 3423, 3427, 3431, 3435, 3439, 3443, 3447, 3451, 3455, 3459, 3463, 3467, 3471, 3475, 3479, 3483, 3487, 3491, 3495, 3499, 3503, 3507, 3511, 3515, 3519, 3523, 3527, 3531, 3535, 3539, 3543, 3547, 3551, 3555, 3559, 3563, 3567, 3571, 3575, 3579, 3583, 3587, 3591, 3595, 3599, 3603, 3607, 3611, 3615, 3619, 3623, 3627, 3631, 3635, 3639, 3643, 3647, 3651, 3655, 3659, 3663, 3667, 3671, 3675, 3679, 3683, 3687, 3691, 3695, 3699, 3703, 3707, 3711, 3715, 3719, 3723, 3727, 3731, 3735, 3739, 3743, 3747, 3751, 3755, 3759, 3763, 3767, 3771, 3775, 3779, 3783, 3787, 3791, 3795, 3799, 3803, 3807, 3811, 3815, 3819, 3823, 3827, 3831, 3835, 3839, 3843, 3847, 3851, 3855, 3859, 3863, 3867, 3871, 3875, 3879, 3883, 3887, 3891, 3895, 3899, 3903, 3907, 3911, 3915, 3919, 3923, 3927, 3931, 3935, 3939, 3943, 3947, 3951, 3955, 3959, 3963, 3967, 3971, 3975, 3979, 3983, 3987, 3991, 3995, 3999, 4003, 4007, 4011, 4015, 4019, 4023, 4027, 4031, 4035, 4039, 4043, 4047, 4051, 4055, 4059, 4063, 4067, 4071, 4075, 4079, 4083, 4087, 4091, 4095, 4099, 4103, 4107, 4111, 4115, 4119, 4123, 4127, 4131, 4135, 4139, 4143, 4147, 4151, 4155, 4159, 4163, 4167, 4171, 4175, 4179, 4183, 4187, 4191, 4195, 4199, 4203, 4207, 4211, 4215, 4219, 4223, 4227, 4231, 4235, 4239, 4243, 4247, 4251, 4255, 4259, 4263, 4267, 4271, 4275, 4279, 4283, 4287, 4291, 4295, 4299, 4303, 4307, 4311, 4315, 4319, 4323, 4327, 4331, 4335, 4339, 4343, 4347, 4351, 4355, 4359, 4363, 4367, 4371, 4375, 4379, 4383, 4387, 4391, 4395, 4399, 4403, 4407, 4411, 4415, 4419, 4423, 4427, 4431, 4435, 4439, 4443, 4447, 4451, 4455, 4459, 4463, 4467, 4471, 4475, 4479, 4483, 4487, 4491, 4495, 4499, 4503, 4507, 4511, 4515, 4519, 4523, 4527, 4531, 4535, 4539, 4543, 4547, 4551, 4555, 4559, 4563, 4567, 4571, 4575, 4579, 4583, 4587, 4591, 4595, 4599, 4603, 4607, 4611, 4615, 4619, 4623, 4627, 4631, 4635, 4639, 4643, 4647, 4651, 4655, 4659, 4663, 4667, 4671, 4675, 4679, 4683, 4687, 4691, 4695, 4699, 4703, 4707, 4711, 4715, 4719, 4723, 4727, 4731, 4735, 4739, 4743, 4747, 4751, 4755, 4759, 4763, 4767, 4771, 4775, 4779, 4783, 4787, 4791, 4795, 4799, 4803, 4807, 4811, 4815, 4819, 4823, 4827, 4831, 4835, 4839, 4843, 4847, 4851, 4855, 4859, 4863, 4867, 4871, 4875, 4879, 4883, 4887, 4891, 4895, 4899, 4903, 4907, 4911, 4915, 4919, 4923, 4927, 4931, 4935, 4939, 4943, 4947, 4951, 4955, 4959, 4963, 4967, 4971, 4975, 4979, 4983, 4987, 4991, 4995, 4999, 5003, 5007, 5011, 5015, 5019, 5023, 5027, 5031, 5035, 5039, 5043, 5047, 5051, 5055, 5059, 5063, 5067, 5071, 5075, 5079, 5083, 5087, 5091, 5095, 5099, 5103, 5107, 5111, 5115, 5119, 5123, 5127, 5131, 5135, 5139, 5143, 5147, 5151, 5155, 5159, 5163, 5167, 5171, 5175, 5179, 5183, 5187, 5191, 5195, 5199, 5203, 5207, 5211, 5215, 5219, 5223, 5227, 5231, 5235, 5239, 5243, 5247, 5251, 5255, 5259, 5263, 5267, 5271, 5275, 5279, 5283, 5287, 5291, 5295, 5299, 5303, 5307, 5311, 5315, 5319, 5323, 5327, 5331, 5335, 5339, 5343, 5347, 5351, 5355, 5359, 5363, 5367, 5371, 5375, 5379, 5383, 5387, 5391, 5395, 5399, 5403, 5407, 5411, 5415, 5419, 5423, 5427, 5431, 5435, 5439, 5443, 5447, 5451, 5455, 5459, 5463, 5467, 5471, 5475, 5479, 5483, 5487, 5491, 5495, 5499, 5503, 5507, 5511, 5515, 5519, 5523, 5527, 5531, 5535, 5539, 5543, 5547, 5551, 5555, 5559, 5563, 5567, 5571, 5575, 5579, 5583, 5587, 5591, 5595, 5599, 5603, 5607, 5611, 5615, 5619, 5623, 5627, 5631, 5635, 5639, 5643, 5647, 5651, 5655, 5659, 5663, 5667, 5671, 5675, 5679, 5683, 5687, 5691, 5695, 5699, 5703, 5707, 5711, 5715, 5719, 5723, 5727, 5731, 5735, 5739, 5743, 5747, 5751, 5755, 5759, 5763, 5767, 5771, 5775, 5779, 5783, 5787, 5791, 5795, 5799, 5803, 5807, 5811, 5815, 5819, 5823, 5827, 5831, 5835, 5839, 5843, 5847, 5851, 5855, 5859, 5863, 5867, 5871, 5875, 5879, 5883, 5887, 5891, 5895, 5899, 5903, 5907, 5911, 5915, 5919, 5923, 5927, 5931, 5935, 5939, 5943, 5947, 5951, 5955, 5959, 5963, 5967, 5971, 5975, 5979, 5983, 5987, 5991, 5995, 5999, 6003, 6007, 6011, 6015, 6019, 6023, 6027, 6031, 6035, 6039, 6043, 6047, 6051, 6055, 6059, 6063, 6067, 6071, 6075, 6079, 6083, 6087, 6091, 6095, 6099, 6103, 6107, 6111, 6115, 6119, 6123, 6127, 6131, 6135, 6139, 6143, 6147, 6151, 6155, 6159, 6163, 6167, 6171, 6175, 6179, 6183, 6187, 6191, 6195, 6199, 6203, 6207, 6211, 6215, 6219, 6223, 6227, 6231, 6235, 6239, 6243, 6247, 6251, 6255, 6259, 6263, 6267, 6271, 6275, 6279, 6283, 6287, 6291, 6295, 6299, 6303, 6307, 6311, 6315, 6319, 6323, 6327, 6331, 6335, 6339, 6343, 6347, 6351, 6355, 6359, 6363, 6367, 6371, 6375, 6379, 6383, 6387, 6391, 6395, 6399, 6403, 6407, 6411, 6415, 6419, 6423, 6427, 6431, 6435, 6439, 6443, 6447, 6451, 6455, 6459, 6463, 6467, 6471, 6475, 6479, 6483, 6487, 6491, 6495, 6499, 6503, 6507, 6511, 6515, 6519, 6523, 6527, 6531, 6535, 6539, 6543, 6547, 6551, 6555, 6559, 6563, 6567, 6571, 6575, 6579, 6583, 6587, 6591, 6595, 6599, 6

G.3 Task 1:

Diocesan Boys' School Primary Division
Problem Solving (1)
Name: David Ben (21) Class: O.3 M Date: 12-6-19

Question
In a basketball club, there are between 20 and 50 players. There are 3 times as many girls as boys. How many girls and boys can there be in the basketball club?

Working Area

$6 \times 3 = 18$
 $10 \times 3 = 30$

$6 \times 3 = 18$
 $10 \times 3 = 30$

∴ There can be 20 girls and 10 boys in the basketball club.

Extension Task 1a
Can you find out all the possible numbers of girls and boys in the basketball club?

$6 \times 3 = 18$
 $10 \times 3 = 30$
 $12 \times 3 = 36$
 $14 \times 3 = 42$
 $16 \times 3 = 48$
 $18 \times 3 = 54$
 $20 \times 3 = 60$
 $22 \times 3 = 66$
 $24 \times 3 = 72$
 $26 \times 3 = 78$
 $28 \times 3 = 84$
 $30 \times 3 = 90$
 $32 \times 3 = 96$
 $34 \times 3 = 102$
 $36 \times 3 = 108$
 $38 \times 3 = 114$
 $40 \times 3 = 120$
 $42 \times 3 = 126$
 $44 \times 3 = 132$
 $46 \times 3 = 138$
 $48 \times 3 = 144$
 $50 \times 3 = 150$

Diocesan Boys' School Primary Division
Problem Solving (Extension 1b)
Name: Adrian Wong (30) Class: O.3 M Date: 12-6-19

Original question
In a basketball club, there are between 20 and 50 players. There are 3 times as many girls as boys. How many girls and boys can there be in the basketball club?

Question 1
If the total number of players is changed to between 70 and 100, how many girls and boys might there be?

$20 \times 3 = 60$
 $22 \times 3 = 66$
 $24 \times 3 = 72$
 $26 \times 3 = 78$
 $28 \times 3 = 84$
 $30 \times 3 = 90$
 $32 \times 3 = 96$
 $34 \times 3 = 102$
 $36 \times 3 = 108$
 $38 \times 3 = 114$
 $40 \times 3 = 120$
 $42 \times 3 = 126$
 $44 \times 3 = 132$
 $46 \times 3 = 138$
 $48 \times 3 = 144$
 $50 \times 3 = 150$

∴ There can be 60 girls and 20 boys in the basketball club.

Question 2
If the total number of players is changed to between 50 and 100, how many girls and boys might there be?

$20 \times 3 = 60$
 $22 \times 3 = 66$
 $24 \times 3 = 72$
 $26 \times 3 = 78$
 $28 \times 3 = 84$
 $30 \times 3 = 90$
 $32 \times 3 = 96$
 $34 \times 3 = 102$
 $36 \times 3 = 108$
 $38 \times 3 = 114$
 $40 \times 3 = 120$
 $42 \times 3 = 126$
 $44 \times 3 = 132$
 $46 \times 3 = 138$
 $48 \times 3 = 144$
 $50 \times 3 = 150$

∴ There can be 60 girls and 20 boys in the basketball club.

Diocesan Boys' School Primary Division
Problem Solving (Extension 1c)
Name: Brandon Yeung (33) Class: O.3 M Date: 14-6-2019

Question 1
Instead of classifying the players into boys and girls, the players are now classified into Junior players, Intermediate players and Advanced players.

In a basketball club, there are between 50 and 100 players. There are 3 times as many Junior players as Intermediate players. There are 3 times as many Intermediate players as Advanced players. How many players can there be in each category?

$13 \times 3 = 39$
 $14 \times 3 = 42$
 $15 \times 3 = 45$
 $16 \times 3 = 48$
 $17 \times 3 = 51$
 $18 \times 3 = 54$
 $19 \times 3 = 57$
 $20 \times 3 = 60$
 $21 \times 3 = 63$
 $22 \times 3 = 66$
 $23 \times 3 = 69$
 $24 \times 3 = 72$
 $25 \times 3 = 75$
 $26 \times 3 = 78$
 $27 \times 3 = 81$
 $28 \times 3 = 84$
 $29 \times 3 = 87$
 $30 \times 3 = 90$
 $31 \times 3 = 93$
 $32 \times 3 = 96$
 $33 \times 3 = 99$

∴ There can be 39 Junior, 12 Intermediate and 4 Advanced.

Diocesan Boys' School Primary Division
Problem Solving (Extension 1d)
Name: Curry Chan (31) Class: O.3 M Date: 14-6-2019

Question 1
There are a certain number of 2-dollar coins and 5-dollar coins. There are twice as many 5-dollar coins as 2-dollar coins. The total amount of money is between \$20 and \$30. Find the number of 2-dollar coins and 5-dollar coins respectively.

$5 \times 2 = 10$
 $10 \times 2 = 20$
 $15 \times 2 = 30$
 $20 \times 2 = 40$
 $25 \times 2 = 50$
 $30 \times 2 = 60$
 $35 \times 2 = 70$
 $40 \times 2 = 80$
 $45 \times 2 = 90$
 $50 \times 2 = 100$
 $55 \times 2 = 110$
 $60 \times 2 = 120$
 $65 \times 2 = 130$
 $70 \times 2 = 140$
 $75 \times 2 = 150$
 $80 \times 2 = 160$
 $85 \times 2 = 170$
 $90 \times 2 = 180$
 $95 \times 2 = 190$
 $100 \times 2 = 200$

∴ There are 6 2-dollar coins and 3 5-dollar coins.

Task 2:

Diocesan Boys' School Primary Division
Problem Solving (2)
Name: Samuel Ben (21) Class: O.3 M Date: 14-6-19

2. On a pirate ship, there are 24 pirate swords. Each pirate has 2 swords.

a. If half the pirates lost a sword in a battle and a quarter of the pirates gained a new sword, how many swords would there be on the pirate ship now?

$24 \div 2 = 12$
 $12 \div 4 = 3$
 $12 - 3 = 9$
 $9 + 3 = 12$
 $12 + 12 = 24$

∴ There would be 24 swords on the pirate ship now.

b. If one third of the swords were then lost, how many swords would there be left?

$24 \div 3 = 8$
 $8 + 8 = 16$
 $16 + 8 = 24$

∴ There would be 16 swords left.

Diocesan Boys' School Primary Division
Problem Solving (2a)
Name: Jayden Pong (30) Class: O.3 M Date: 13-6-2019

2. On a pirate ship, there are 12 pirate swords. Each pirate has 2 swords.

a. If half the pirates lost a sword in a battle and a quarter of the pirates gained a new sword, how many swords would there be on the pirate ship now?

Work out the answer by using the pictures below:

Before the battle: $12 \div 2 = 6$ pirates

After the first battle, they lost 3 swords and gained 3 swords.

$12 - 3 + 3 = 12$

∴ There would be 12 swords on the pirate ship now.

Diocesan Boys' School Primary Division
Problem Solving (Extension 2a)
Name: John Ip (9) Class: O.3 M Date: 13-6-2019

Extended Questions

1. If the total number of swords is 36 and each pirate has 3 swords.

a. If half the pirates lost a sword in a battle and a quarter of the pirates gained a new sword, how many swords would there be on the pirate ship now?

$36 \div 3 = 12$
 $12 \div 2 = 6$
 $6 \div 4 = 1.5$
 $6 - 1.5 = 4.5$
 $4.5 + 1.5 = 6$
 $6 + 6 = 12$
 $12 + 12 = 24$

∴ There would be 24 swords left.

2. On the pirate ship, there are 24 pirate swords. Each pirate has 2 swords.

If a quarter of the pirates lost a sword in a battle and half of the pirates each gained a new sword, how many swords would there be on the pirate ship now?

$24 \div 2 = 12$
 $12 \div 4 = 3$
 $12 - 3 = 9$
 $9 + 3 = 12$
 $12 + 12 = 24$

∴ There would be 54 swords on the pirate ship now.

G.4

Task 1:

Diocesan Boys' School Primary Division
Problem Solving (1)

Name: Chen Yee Class: G.4 Date: 12-6-2019

Solve the following problem.

You have a water tap with unlimited water supply and 2 water buckets with capacity 5L and 4L only.

Is it possible for you to obtain 1L, 2L and 3L of water? How?

1L	2L	3L
① Fill 5L bucket	① Fill 4L bucket	
② Pour water from 5L bucket into 4L bucket	② Pour water from 4L bucket into 5L bucket	
③ Empty 4L bucket	③ Empty 5L bucket	
④ Pour water from 5L bucket into 4L bucket	④ Pour water from 4L bucket into 5L bucket	
⑤ Empty 4L bucket	⑤ Empty 5L bucket	
⑥ Pour water from 5L bucket into 4L bucket	⑥ Pour water from 4L bucket into 5L bucket	
⑦ Empty 4L bucket	⑦ Empty 5L bucket	
⑧ Pour water from 5L bucket into 4L bucket	⑧ Pour water from 4L bucket into 5L bucket	
⑨ Empty 4L bucket	⑨ Empty 5L bucket	
⑩ Pour water from 5L bucket into 4L bucket	⑩ Pour water from 4L bucket into 5L bucket	
⑪ Empty 4L bucket	⑪ Empty 5L bucket	
⑫ Pour water from 5L bucket into 4L bucket	⑫ Pour water from 4L bucket into 5L bucket	
⑬ Empty 4L bucket	⑬ Empty 5L bucket	
⑭ Pour water from 5L bucket into 4L bucket	⑭ Pour water from 4L bucket into 5L bucket	
⑮ Empty 4L bucket	⑮ Empty 5L bucket	
⑯ Pour water from 5L bucket into 4L bucket	⑯ Pour water from 4L bucket into 5L bucket	
⑰ Empty 4L bucket	⑰ Empty 5L bucket	
⑱ Pour water from 5L bucket into 4L bucket	⑱ Pour water from 4L bucket into 5L bucket	
⑲ Empty 4L bucket	⑲ Empty 5L bucket	
⑳ Pour water from 5L bucket into 4L bucket	㉑ Pour water from 4L bucket into 5L bucket	
㉒ Empty 4L bucket	㉒ Empty 5L bucket	
㉓ Pour water from 5L bucket into 4L bucket	㉓ Pour water from 4L bucket into 5L bucket	
㉔ Empty 4L bucket	㉔ Empty 5L bucket	
㉕ Pour water from 5L bucket into 4L bucket	㉕ Pour water from 4L bucket into 5L bucket	
㉖ Empty 4L bucket	㉖ Empty 5L bucket	
㉗ Pour water from 5L bucket into 4L bucket	㉗ Pour water from 4L bucket into 5L bucket	
㉘ Empty 4L bucket	㉘ Empty 5L bucket	
㉙ Pour water from 5L bucket into 4L bucket	㉙ Pour water from 4L bucket into 5L bucket	
㉚ Empty 4L bucket	㉚ Empty 5L bucket	
㉛ Pour water from 5L bucket into 4L bucket	㉛ Pour water from 4L bucket into 5L bucket	
㉜ Empty 4L bucket	㉜ Empty 5L bucket	
㉝ Pour water from 5L bucket into 4L bucket	㉝ Pour water from 4L bucket into 5L bucket	
㉞ Empty 4L bucket	㉞ Empty 5L bucket	
㉟ Pour water from 5L bucket into 4L bucket	㉟ Pour water from 4L bucket into 5L bucket	
㊱ Empty 4L bucket	㊱ Empty 5L bucket	
㊲ Pour water from 5L bucket into 4L bucket	㊲ Pour water from 4L bucket into 5L bucket	
㊳ Empty 4L bucket	㊳ Empty 5L bucket	
㊴ Pour water from 5L bucket into 4L bucket	㊴ Pour water from 4L bucket into 5L bucket	
㊵ Empty 4L bucket	㊵ Empty 5L bucket	
㊶ Pour water from 5L bucket into 4L bucket	㊶ Pour water from 4L bucket into 5L bucket	
㊷ Empty 4L bucket	㊷ Empty 5L bucket	
㊸ Pour water from 5L bucket into 4L bucket	㊸ Pour water from 4L bucket into 5L bucket	
㊹ Empty 4L bucket	㊹ Empty 5L bucket	
㊺ Pour water from 5L bucket into 4L bucket	㊺ Pour water from 4L bucket into 5L bucket	
㊻ Empty 4L bucket	㊻ Empty 5L bucket	
㊼ Pour water from 5L bucket into 4L bucket	㊼ Pour water from 4L bucket into 5L bucket	
㊽ Empty 4L bucket	㊽ Empty 5L bucket	
㊾ Pour water from 5L bucket into 4L bucket	㊾ Pour water from 4L bucket into 5L bucket	
㊿ Empty 4L bucket	㊿ Empty 5L bucket	

Extension task 1a

What measures can you obtain if the capacity of two buckets are 5L and 6L?

4L, 5L, 6L, 7L, 8L, 9L, 10L, 11L, 12L, 13L, 14L, 15L, 16L, 17L, 18L, 19L, 20L, 21L, 22L, 23L, 24L, 25L, 26L, 27L, 28L, 29L, 30L, 31L, 32L, 33L, 34L, 35L, 36L, 37L, 38L, 39L, 40L, 41L, 42L, 43L, 44L, 45L, 46L, 47L, 48L, 49L, 50L, 51L, 52L, 53L, 54L, 55L, 56L, 57L, 58L, 59L, 60L, 61L, 62L, 63L, 64L, 65L, 66L, 67L, 68L, 69L, 70L, 71L, 72L, 73L, 74L, 75L, 76L, 77L, 78L, 79L, 80L, 81L, 82L, 83L, 84L, 85L, 86L, 87L, 88L, 89L, 90L, 91L, 92L, 93L, 94L, 95L, 96L, 97L, 98L, 99L, 100L, 101L, 102L, 103L, 104L, 105L, 106L, 107L, 108L, 109L, 110L, 111L, 112L, 113L, 114L, 115L, 116L, 117L, 118L, 119L, 120L, 121L, 122L, 123L, 124L, 125L, 126L, 127L, 128L, 129L, 130L, 131L, 132L, 133L, 134L, 135L, 136L, 137L, 138L, 139L, 140L, 141L, 142L, 143L, 144L, 145L, 146L, 147L, 148L, 149L, 150L, 151L, 152L, 153L, 154L, 155L, 156L, 157L, 158L, 159L, 160L, 161L, 162L, 163L, 164L, 165L, 166L, 167L, 168L, 169L, 170L, 171L, 172L, 173L, 174L, 175L, 176L, 177L, 178L, 179L, 180L, 181L, 182L, 183L, 184L, 185L, 186L, 187L, 188L, 189L, 190L, 191L, 192L, 193L, 194L, 195L, 196L, 197L, 198L, 199L, 200L, 201L, 202L, 203L, 204L, 205L, 206L, 207L, 208L, 209L, 210L, 211L, 212L, 213L, 214L, 215L, 216L, 217L, 218L, 219L, 220L, 221L, 222L, 223L, 224L, 225L, 226L, 227L, 228L, 229L, 230L, 231L, 232L, 233L, 234L, 235L, 236L, 237L, 238L, 239L, 240L, 241L, 242L, 243L, 244L, 245L, 246L, 247L, 248L, 249L, 250L, 251L, 252L, 253L, 254L, 255L, 256L, 257L, 258L, 259L, 260L, 261L, 262L, 263L, 264L, 265L, 266L, 267L, 268L, 269L, 270L, 271L, 272L, 273L, 274L, 275L, 276L, 277L, 278L, 279L, 280L, 281L, 282L, 283L, 284L, 285L, 286L, 287L, 288L, 289L, 290L, 291L, 292L, 293L, 294L, 295L, 296L, 297L, 298L, 299L, 300L, 301L, 302L, 303L, 304L, 305L, 306L, 307L, 308L, 309L, 310L, 311L, 312L, 313L, 314L, 315L, 316L, 317L, 318L, 319L, 320L, 321L, 322L, 323L, 324L, 325L, 326L, 327L, 328L, 329L, 330L, 331L, 332L, 333L, 334L, 335L, 336L, 337L, 338L, 339L, 340L, 341L, 342L, 343L, 344L, 345L, 346L, 347L, 348L, 349L, 350L, 351L, 352L, 353L, 354L, 355L, 356L, 357L, 358L, 359L, 360L, 361L, 362L, 363L, 364L, 365L, 366L, 367L, 368L, 369L, 370L, 371L, 372L, 373L, 374L, 375L, 376L, 377L, 378L, 379L, 380L, 381L, 382L, 383L, 384L, 385L, 386L, 387L, 388L, 389L, 390L, 391L, 392L, 393L, 394L, 395L, 396L, 397L, 398L, 399L, 400L, 401L, 402L, 403L, 404L, 405L, 406L, 407L, 408L, 409L, 410L, 411L, 412L, 413L, 414L, 415L, 416L, 417L, 418L, 419L, 420L, 421L, 422L, 423L, 424L, 425L, 426L, 427L, 428L, 429L, 430L, 431L, 432L, 433L, 434L, 435L, 436L, 437L, 438L, 439L, 440L, 441L, 442L, 443L, 444L, 445L, 446L, 447L, 448L, 449L, 450L, 451L, 452L, 453L, 454L, 455L, 456L, 457L, 458L, 459L, 460L, 461L, 462L, 463L, 464L, 465L, 466L, 467L, 468L, 469L, 470L, 471L, 472L, 473L, 474L, 475L, 476L, 477L, 478L, 479L, 480L, 481L, 482L, 483L, 484L, 485L, 486L, 487L, 488L, 489L, 490L, 491L, 492L, 493L, 494L, 495L, 496L, 497L, 498L, 499L, 500L, 501L, 502L, 503L, 504L, 505L, 506L, 507L, 508L, 509L, 510L, 511L, 512L, 513L, 514L, 515L, 516L, 517L, 518L, 519L, 520L, 521L, 522L, 523L, 524L, 525L, 526L, 527L, 528L, 529L, 530L, 531L, 532L, 533L, 534L, 535L, 536L, 537L, 538L, 539L, 540L, 541L, 542L, 543L, 544L, 545L, 546L, 547L, 548L, 549L, 550L, 551L, 552L, 553L, 554L, 555L, 556L, 557L, 558L, 559L, 560L, 561L, 562L, 563L, 564L, 565L, 566L, 567L, 568L, 569L, 570L, 571L, 572L, 573L, 574L, 575L, 576L, 577L, 578L, 579L, 580L, 581L, 582L, 583L, 584L, 585L, 586L, 587L, 588L, 589L, 590L, 591L, 592L, 593L, 594L, 595L, 596L, 597L, 598L, 599L, 600L, 601L, 602L, 603L, 604L, 605L, 606L, 607L, 608L, 609L, 610L, 611L, 612L, 613L, 614L, 615L, 616L, 617L, 618L, 619L, 620L, 621L, 622L, 623L, 624L, 625L, 626L, 627L, 628L, 629L, 630L, 631L, 632L, 633L, 634L, 635L, 636L, 637L, 638L, 639L, 640L, 641L, 642L, 643L, 644L, 645L, 646L, 647L, 648L, 649L, 650L, 651L, 652L, 653L, 654L, 655L, 656L, 657L, 658L, 659L, 660L, 661L, 662L, 663L, 664L, 665L, 666L, 667L, 668L, 669L, 670L, 671L, 672L, 673L, 674L, 675L, 676L, 677L, 678L, 679L, 680L, 681L, 682L, 683L, 684L, 685L, 686L, 687L, 688L, 689L, 690L, 691L, 692L, 693L, 694L, 695L, 696L, 697L, 698L, 699L, 700L, 701L, 702L, 703L, 704L, 705L, 706L, 707L, 708L, 709L, 710L, 711L, 712L, 713L, 714L, 715L, 716L, 717L, 718L, 719L, 720L, 721L, 722L, 723L, 724L, 725L, 726L, 727L, 728L, 729L, 730L, 731L, 732L, 733L, 734L, 735L, 736L, 737L, 738L, 739L, 740L, 741L, 742L, 743L, 744L, 745L, 746L, 747L, 748L, 749L, 750L, 751L, 752L, 753L, 754L, 755L, 756L, 757L, 758L, 759L, 760L, 761L, 762L, 763L, 764L, 765L, 766L, 767L, 768L, 769L, 770L, 771L, 772L, 773L, 774L, 775L, 776L, 777L, 778L, 779L, 780L, 781L, 782L, 783L, 784L, 785L, 786L, 787L, 788L, 789L, 790L, 791L, 792L, 793L, 794L, 795L, 796L, 797L, 798L, 799L, 800L, 801L, 802L, 803L, 804L, 805L, 806L, 807L, 808L, 809L, 810L, 811L, 812L, 813L, 814L, 815L, 816L, 817L, 818L, 819L, 820L, 821L, 822L, 823L, 824L, 825L, 826L, 827L, 828L, 829L, 830L, 831L, 832L, 833L, 834L, 835L, 836L, 837L, 838L, 839L, 840L, 841L, 842L, 843L, 844L, 845L, 846L, 847L, 848L, 849L, 850L, 851L, 852L, 853L, 854L, 855L, 856L, 857L, 858L, 859L, 860L, 861L, 862L, 863L, 864L, 865L, 866L, 867L, 868L, 869L, 870L, 871L, 872L, 873L, 874L, 875L, 876L, 877L, 878L, 879L, 880L, 881L, 882L, 883L, 884L, 885L, 886L, 887L, 888L, 889L, 890L, 891L, 892L, 893L, 894L, 895L, 896L, 897L, 898L, 899L, 900L, 901L, 902L, 903L, 904L, 905L, 906L, 907L, 908L, 909L, 910L, 911L, 912L, 913L, 914L, 915L, 916L, 917L, 918L, 919L, 920L, 921L, 922L, 923L, 924L, 925L, 926L, 927L, 928L, 929L, 930L, 931L, 932L, 933L, 934L, 935L, 936L, 937L, 938L, 939L, 940L, 941L, 942L, 943L, 944L, 945L, 946L, 947L, 948L, 949L, 950L, 951L, 952L, 953L, 954L, 955L, 956L, 957L, 958L, 959L, 960L, 961L, 962L, 963L, 964L, 965L, 966L, 967L, 968L, 969L, 970L, 971L, 972L, 973L, 974L, 975L, 976L, 977L, 978L, 979L, 980L, 981L, 982L, 983L, 984L, 985L, 986L, 987L, 988L, 989L, 990L, 991L, 992L, 993L, 994L, 995L, 996L, 997L, 998L, 999L, 1000L, 1001L, 1002L, 1003L, 1004L, 1005L, 1006L, 1007L, 1008L, 1009L, 1010L, 1011L, 1012L, 1013L, 1014L, 1015L, 1016L, 1017L, 1018L, 1019L, 1020L, 1021L, 1022L, 1023L, 1024L, 1025L, 1026L, 1027L, 1028L, 1029L, 1030L, 1031L, 1032L, 1033L, 1034L, 1035L, 1036L, 1037L, 1038L, 1039L, 1040L, 1041L, 1042L, 1043L, 1044L, 1045L, 1046L, 1047L, 1048L, 1049L, 1050L, 1051L, 1052L, 1053L, 1054L, 1055L, 1056L, 1057L, 1058L, 1059L, 1060L, 1061L, 1062L, 1063L, 1064L, 1065L, 1066L, 1067L, 1068L, 1069L, 1070L, 1071L, 1072L, 1073L, 1074L, 1075L, 1076L, 1077L, 1078L, 1079L, 1080L, 1081L, 1082L, 1083L, 1084L, 1085L, 1086L, 1087L, 1088L, 1089L, 1090L, 1091L, 1092L, 1093L, 1094L, 1095L, 1096L, 1097L, 1098L, 1099L, 1100L, 1101L, 1102L, 1103L, 1104L, 1105L, 1106L, 1107L, 1108L, 1109L, 1110L, 1111L, 1112L, 1113L, 1114L, 1115L, 1116L, 1117L, 1118L, 1119L, 1120L, 1121L, 1122L, 1123L, 1124L, 1125L, 1126L, 1127L, 1128L, 1129L, 1130L, 1131L, 1132L, 1133L, 1134L, 1135L, 1136L, 1137L, 1138L, 1139L, 1140L, 1141L, 1142L, 1143L, 1144L, 1145L, 1146L, 1147L, 1148L, 1149L, 1150L, 1151L, 1152L, 1153L, 1154L, 1155L, 1156L, 1157L, 1158L, 1159L, 1160L, 1161L, 1162L, 1163L, 1164L, 1165L, 1166L, 1167L, 1168L, 1169L, 1170L, 1171L, 1172L, 1173L, 1174L, 1175L, 1176L, 1177L, 1178L, 1179L, 1180L, 1181L, 1182L, 1183L, 1184L, 1185L, 1186L, 1187L, 1188L, 1189L, 1190L, 1191L, 1192L, 1193L, 1194L, 1195L, 1196L, 1197L, 1198L, 1199L, 1200L, 1201L, 1202L, 1203L, 1204L, 1205L, 1206L, 1207L, 1208L, 1209L, 1210L, 1211L, 1212L, 1213L, 1214L, 1215L, 1216L, 1217L, 1218L, 1219L, 1220L, 1221L, 1222L, 1223L, 1224L, 1225L, 1226L, 1227L, 1228L, 1229L, 1230L, 1231L, 1232L, 1233L, 1234L, 1235L, 1236L, 1237L, 1238L, 1239L, 1240L, 1241L, 1242L, 1243L, 1244L, 1245L, 1246L, 1247L, 1248L, 1249L, 1250L, 1251L, 1252L, 1253L, 1254L, 1255L, 1256L, 1257L, 1258L, 1259L, 1260L, 1261L, 1262L, 1263L, 1264L, 1265L, 1266L, 1267L, 1268L, 1269L, 1270L, 1271L, 1272L, 1273L, 1274L, 1275L, 1276L, 1277L, 1278L, 1279L, 1280L, 1281L, 1282L, 1283L, 1284L, 1285L, 1286L, 1287L, 1288L, 1289L, 1290L, 1291L, 1292L, 1293L, 1294L, 1295L, 1296L, 1297L, 1298L, 1299L, 1300L, 1301L, 1302L, 1303L, 1304L, 1305L, 1306L, 1307L, 1308L, 1309L, 1310L, 1311L, 1312L, 1313L, 1314L, 1315L, 1316L, 1317L, 1318L, 1319L, 1320L, 1321L, 1322L, 1323L, 1324L, 1325L, 1326L, 1327L, 1328L, 1329L, 1330L, 1331L, 1332L, 1333L, 1334L, 1335L, 1336L, 1337L, 1338L, 1339L, 1340L, 1341L, 1342L, 1343L, 1344L, 1345L, 1346L, 1347L, 1348L, 1349L, 1350L, 1351L, 1352L, 1353L, 1354L, 1355L, 1356L, 1357L, 1358L, 1359L, 1360L, 1361L, 1362L, 1363L, 1364L, 1365L, 1366L, 1367L, 1368L, 1369L, 1370L, 1371L, 1372L, 1373L, 1374L, 1375L, 1376L, 1377L, 1378L, 1379L, 1380L, 1381L, 1382L, 1383L, 1384L, 1385L, 1386L, 1387L, 1388L, 1389L, 1390L, 1391L, 1392L, 1393L, 1394L, 1395L, 1396L, 1397L, 1398L, 1399L, 1400L, 1401L, 1402L, 1403L, 1404L, 1405L, 1406L, 1407L, 1408L, 1409L, 1410L, 1411L, 1412L, 1413L, 1414L, 1415L, 1416L, 1417L, 1418L, 1419L, 1420L, 1421L, 1422L, 1423L, 1424L, 1425L, 1426L, 1427L, 1428L, 1429L, 1430L, 1431L, 1432L, 1433L, 1434L, 1435L, 1436L, 1437L, 1438L, 1439L, 1440L, 1441L, 1442L, 1443L, 1444L, 1445L, 1446L, 1447L, 1448L, 1449L, 1450L, 1451L, 1452L, 1453L, 1454L, 1455L, 1456L, 1457L, 1458L, 1459L, 1460L, 1461L, 1462L, 1463L, 1464L, 1465L, 1466L, 1467L, 1468L, 1469L, 1470L, 1471L, 1472L, 1473L, 1474L, 1475L, 1476L, 1477L, 1478L, 1479L, 1480L, 1481L, 1482L, 1483L, 1484L, 1485L, 1486L, 1487L, 1488L, 1489L, 1490L, 1491L, 1492L, 1493L, 1494L, 1495L, 1496L, 1497L, 1498L, 1499L, 1500L, 1501L, 1502L, 1503L, 1504L, 1505L, 1506L, 1507L, 1508L, 1509L, 1510L, 1511L, 1512L, 1513L, 1514L, 1515L, 1516L, 1517L, 1518L, 1519L, 1520L, 1521L, 1522L, 1523L, 1524L, 1525L, 1526L, 1527L, 1528L, 1529L, 1530L, 1531L, 1532L, 1533L, 1534L, 1535L, 1536L, 1537L, 1538L, 1539L, 1540L, 1541L, 1542L, 1543L, 1544L, 1545L, 1546L, 1547L, 1548L, 1549L, 1550L, 1551L, 1552L, 1553L, 15

G.5

Task 1:

Diocesan Boys' School Primary Division
Problem Solving (1)

Name: Luk Chun Lok, Jayden Class: G.5 P. Date: 27-5-2019

A farmer can see nine sheep if he looks out of any of his four windows.
His wife gives him a new sheep.

How should the farmer arrange the sheep so that he can still see nine sheep from each of the four windows?

Working:

	△	

Diocesan Boys' School Primary Division
Problem Solving (Extension 1a)

Name: Luk Chun Lok, Jayden Class: G.5 P. Date: 27-5-2019

A farmer can see nine sheep if he looks out of any of his four windows.
His wife gives him a new sheep.

How should the farmer arrange the sheep so that he can still see nine sheep from each of the four windows?

Can you find another possible answer?

Working:

	△	

Diocesan Boys' School Primary Division
Problem Solving (Extension 1b)

Name: Luk Chun Lok, Jayden Class: G.5 P. Date: 28-5-2019

What is the largest number of sheep that his wife can give the farmer so that he can still see 9 sheep through each window?

Working:

0	9	0
9	△	9
0	9	0

The largest number of sheep that his wife can give the farmer is 12.

Diocesan Boys' School Primary Division
Problem Solving (Extension 1c)

Name: Luk Chun Lok, Jayden Class: G.5 P. Date: 28-5-2019

If there should have at least one sheep in each paddock, how many sheep can the farmer have so that he can still see 9 sheep through each window?

Working:

1	7	1
7	△	7
1	7	1

The farmer can have 32 sheep.

Diocesan Boys' School Primary Division
Problem Solving (Extension 1d)

Name: Luk Chun Lok, Jayden Class: G.5 P. Date: 28-5-2019

What is the largest number of sheep that one he put in the corner (the number of sheep in each corner must be the same) so that the farmer can see 9 sheep through each window?

Working:

Set the 4 corner to 4, so it will be bigger than 3. If the middle one is 1, so it is equal to 1.

4	1	4
1	△	1
4	1	4

The largest number of sheep in each corner is 4.

Task 2:

Problem solving Teddy Town (4x4)

WONG CHUN HEI SP26 Turned in

Problem solving Teddy Town (4x4) (12 Jun 2019 at 11:23 AM).JPG

Problem solving (5x5)

CHU CHING WAI GERALD SP07 Turned in

Problem solving (5x5) (12 Jun 2019 at 11:15 AM).JPG

Diocesan Boys' School Primary Division
Mathematics Activity Worksheet (10)
Problem Solving

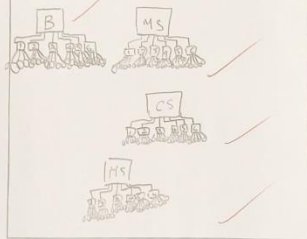
Name: William Che (4) Class: G.6 (J) Date: 12-11-2019

C2a. Here is the lunch menu of a restaurant. Customers can choose one option from each of the soups, main courses and drinks.
How many combinations are there?

Soups	Main courses	Drinks
Borsch	Spicy Tofu rice	Honey water
Mushroom soup	Wild Mushroom salad	Cappuccino
Chinese soup	Fried Sole fillet spaghetti	Hot Chocolate
Miso soup	Pork chop noodles	Iced Lemon tea
	Baked Tuna Penne	Summer Drink Special
	Daily Kid's meal	

a. Do you understand the problem? ☒ Yes ☒ Partially ☐ No

b. Working:



Scores
Presentation: 2/2
Answer: 2/2

Marking Scheme
Presentation:
0 No or wrong strategies used
1 partially correct
2 can apply at least one correct strategy
3 can apply extra correct strategies.
Attitude:
0 No or wrong answer
1 wrong calculation
2 correct answer

c. Did you check your answer?

- ☒ Yes, I've double checked my workings.
☐ Yes, I used another method to verify the answer.
☐ No, I'm sure my answer is correct.
☐ No, I have no idea on how to check the answer.

d. Are you confident in answering this question correctly?

- ☒ Yes ☐ Partially ☐ No

C2b. Here is the lunch menu of a restaurant. Customers can choose one option from each of the soups, main courses and drinks. However, there are some restrictions when choosing the following items:

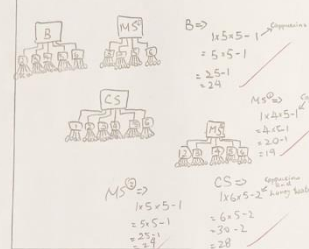
Soups	Main courses	Drinks
Borsch	Spicy Tofu rice	Honey water
Mushroom soup	Wild Mushroom salad	Cappuccino
Chinese soup	Fried Sole fillet spaghetti	Hot Chocolate
Miso soup	Pork chop noodles	Iced Lemon tea
	Baked Tuna Penne	Summer Drink Special
	Daily Kid's meal	

- "Spicy Tofu rice" is served with "Chinese soup" only.
- "Mushroom soup" will not be served with "Wild mushroom salad".
- "Daily Kid's meal" is not served with "cappuccino".
- "Honey water", will not be served with "Spicy Tofu rice".

How many possible combinations are there?

a. Do you understand the problem? ☒ Yes ☐ Partially ☐ No

b. Working:



Scores
Presentation: 2/2
Answer: 2/2

Marking Scheme
Presentation:
0 No or wrong strategies used
1 partially correct
2 can apply at least one correct strategy
3 can apply extra correct strategies.
Attitude:
0 No or wrong answer
1 wrong calculation
2 correct answer

c. Did you check your answer?

- ☒ Yes, I've double checked my workings.
☐ Yes, I used another method to verify the answer.
☐ No, I'm sure my answer is correct.
☐ No, I have no idea on how to check the answer.

d. Are you confident in answering this question correctly?

- ☒ Yes ☐ Partially ☐ No

Activity**Math Projects****Teacher-in-charge:** *Ms. Pency Wong, Mr. Jack Lo**Programme Evaluation:**

Objective(s):	It facilitates students' problem-solving skill and creativity. It also stimulates students' interest in learning mathematics.		
Target:	G.1 – G.6		
Period:	Students have to do 2 projects per academic year. It could be group projects or individual projects.		
Description:	Grade	1 st Term	2 nd & 3 rd Term
	G.1	Calendar Design: - Students designed a calendar with all the essential elements including the year, month, dates, days of the week, etc. - To indicate activities or events on the calendar by drawing small pictures on the corresponding boxes of certain dates. - To write five sentences to briefly describe the activities/events.	Students designed and made a maze by using different expressions of multiplication. The route was found by moving along the blocks with the same value.
	G.2	Students needed to design a treasure map on a piece of A3 paper. They had to draw a direction sign and some check points like houses, trees, mountains, rivers, etc. Then they located the treasures on two different landmarks and set 2 routes with clear instructions to tell how to look for the treasures.	Students designed a board game and mathematics related questions cards during lessons. They would play their boardgame during extended learning weeks (ELW).
	G.3	A Day Trip in Hong Kong Objectives:	Students designed a poster to introduce different types of quadrilaterals and compared their properties.

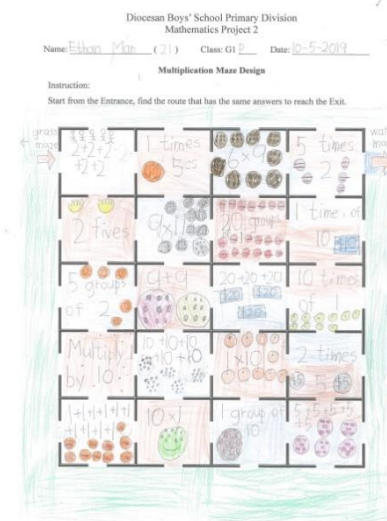
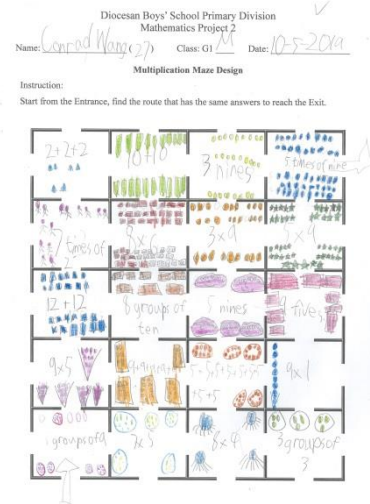
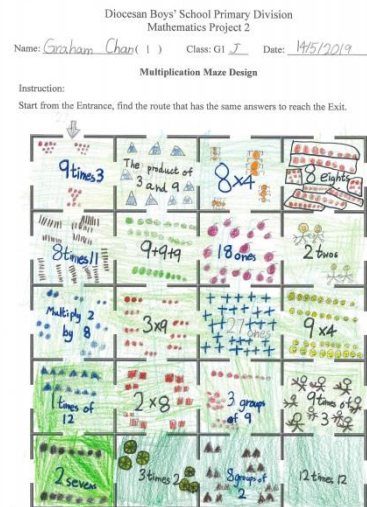
		To research and design a day trip for tourists. To write time in words and 24-hour format.	
	G.4	Making Shapes Students used right-angled isosceles triangles to form different kinds of shapes and then used these shapes to construct a picture	Students were required to design a logo made of polygons and to find out its area.
	G.5	Rotational Symmetrical Patterns Design Each student designed a rotationally symmetric pattern on a square grids or isometric grids provided. Through the process of drafting and finalizing their designs on grid paper, they realized the differences between symmetrical shapes and rotational symmetric shapes.	Students designed and made a Bible verse frame with curve stitching patterns.
	G.6	Discount – Cow Cow Fresh Milk Students were required to apply their knowledge on percentage and discount to compare prices in the Cow Cow Fresh Milk scenario. They were expected to consider prices at different quantities demanded, percentage discount and any other factors before making consumption decisions.	Orienteering – 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 unambiguous with adequate difficulty. Students were then required to go to different checkpoints to solve math problems within a given time limit using iPads and Planetii.
Evaluation:	Grade	1 st Term	2nd & 3rd Term
	G.1	Most students could finish the project without much assistance and high qualities of works were produced.	Students could practice writing different expressions of multiplication in this project. It helped them consolidate the concept of multiplication. Most students managed to design the maze with a proper route from the entrance to the exit. Students enjoyed

			doing this project and produced creative good work.
	G.2	Project design improved. Directions and checkpoints brackets were provided for students to know what to fill in the route design. More lines were added for students to fill in the story of the routes. Students found it interesting and they enjoyed designing the treasure map.	<ul style="list-style-type: none"> - Students enjoyed designing math questions and setting game rules. They would play the board game during the ELW. - Students had more in-depth learning while designing their own questions or answering classmates' questions.
	G.3	A Day Trip in Hong Kong All project work was completed in school. Most students were able to write the time in correct format accurately. Some students designed a rush schedule for the tourists. Many of the posters were drawn nicely and attractive. Good work was displayed during Open House.	Students were able to introduce different kinds of quadrilaterals and their properties. Some of their products are well organised and creative. Capable students were able to use different approaches to organise the characteristics of the quadrilaterals like mind map and set diagrams. Some of them posted challenging questions on their posters.
	G.4	Students finished their work in school. Students enjoy coloring and cutting shapes but their cutting skill has room for improvement. Many good and creative work were produced.	Students enjoyed doing this project a lot. They designed a lot of creative logos using different shapes. Teachers could see students find out the area of the logo step by step in the project.
	G.5	The products were spectacular. Students were actively engaged in the process. They demonstrated their understanding of rotational symmetry and presented it with creativity. Best products were displayed on the Open House Day.	Most students could produce good products with at least 4 curve stitching patterns.
	G.6	Most students were able to recognise some discount patterns offered at the two supermarkets. They were also able to predict the discount pattern at larger quantities demanded, and justify whether their	Students had the opportunity to set questions in the first task. They learned to set questions taking the perspective of the customers into consideration. It was a good learning process.

		<p>predictions were correct based on more detailed calculations. They also exhibited the ability to consider all other factors that would affect their consumption decisions, as well as to explore options to maximum the percentage discount enjoyed at given quantities. The project provided sufficient guidance for students to apply and further their analytical ability in the topic of percentage and discount. It should be continued next year.</p>	<p>Students were engaged in the second task in general. Wifi in Checkpoint D (2/F lift lobby) was weak. This checkpoint should be cancelled and replaced by another one located at the “Outside 2/F boys’ toilet” next year.</p>
Remarks (s):			

Photos

G.1



Diocesan Boys' School Primary Division
Mathematics Project 2

Name: Andrew Chan () Class: G1 8 Date: 11-5-2019

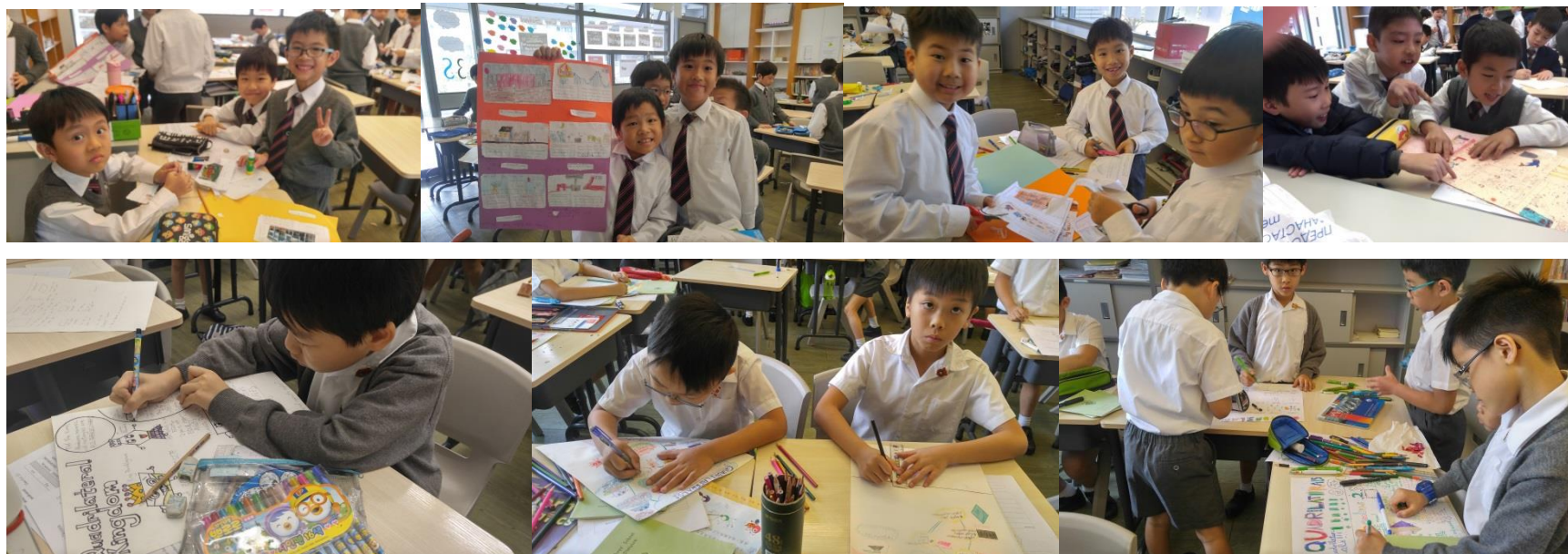
Multiplication Maze Design

Instruction: **10**
Start from the Entrance, find the route that has the same answers to reach the Exit.

G.2



G.3



G.4

Dicean Boy's School Primary Division
 Mathematics Project 2
 Logo Design

Name: James John Luv (17) Class: G4 D Date: 14-5-2019

A. Design a logo using the grid below.

B. Logo description.

The logo is a non-biting weightless one-line symmetrical.
 It's made of five rectangles, one square, four parallelograms,
two right-angled trapeziums, and two right-angled triangles.

C. Calculation of the area of the logs:

Area of one rectangular log: $240\text{ cm} \times 20\text{ cm} = 4800\text{ cm}^2$ Area of rectangular D: $10^2 = 800\text{ cm}^2$ Area of the square: 2×2 $= 4\text{ cm}^2$ Area of 4 quadrilaterals: 4×109 $= 436\text{ cm}^2$ Area of four right-angled triangles: $4 \times 12 = 48\text{ cm}^2$	Area of one right-angled isosceles triangle: $\frac{1}{2} \times 2 \times 2 = 2\text{ cm}^2$ $= 8 \times 2$ $= 16\text{ cm}^2$ Area of rectangular C: $14 \times 6 = 84\text{ cm}^2$ Area of rectangular D: $20 \times 6 = 120\text{ cm}^2$
Total area of the logs: $10^2 \times 14 + 17234 + 436$ $= 5600\text{ cm}^2$	

Deerborn Boys' School Primary Division
Mathematics Project 2
Logo Design

Name: Captain Sun Q's : _____ Class: G-4 Date: 16-5-2019

A. Design a logo using the grid below.

1 cm
10 cm

B. Logo description.

This logo is the front view of an angry duck. I used 4 triangles, 4 right-angle triangles, 1 smaller triangle, 4 right-angle triangles, 4 right-angle triangles, and 4 parallel-lograms to make this logo. After you look upwards a bit (that means the upper part of the logo), you can see a sad duck (this means a bit of imagination). This logo has 1 line of symmetry.

C. Calculation of the area of the logo:

Total area of parallelograms:

$$2 \times 2 \times 4$$
$$= 4 \times 4$$
$$= 16 \text{ cm}^2$$

∴ The total area of the parallelograms is 16 cm^2

The total area of rectangles:

$$A: 10 \times 5 = 50 \text{ m}^2$$
$$B: 10 \times 2 = 40 \text{ m}^2$$
$$C: 30 \times 2 = 60 \text{ m}^2$$
$$\text{Total area} = 3160 \text{ m}^2 + 80 \text{ m}^2$$

∴ The total area of rectangles is 3240 m^2

Total area of the logo:

$$16 + 3240 = 3256 \text{ cm}^2$$

∴ The area of the logo is 3256 cm^2

Total area of triangles:

$$D: (4 \times 20 \times 12) \div 2 = 48 \text{ m}^2$$
$$E: (7 \times 10 \times 12) \div 2 = 81 \text{ m}^2$$
$$F: (5 \times 10 \times 12) \div 2 = 80 \text{ m}^2$$
$$G: (8 \times 10) \div 2 = 40 \text{ m}^2$$
$$\text{Total area} = 124 \times 10 \div 4 + 23 \text{ m}^2$$

The total area of the triangles is 237 m^2

The total area of triangles:

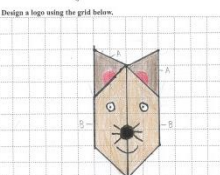
$$\Sigma: 10 \times 20 \div 2 = 100 \text{ m}^2$$
$$7 \times 10 \div 2 = 35 \text{ m}^2$$
$$5 \times 10 \div 2 = 25 \text{ m}^2$$
$$8 \times 10 \div 2 = 40 \text{ m}^2$$
$$\text{Total area} = 4 + 20 + 100 \text{ m}^2$$

∴ The total area of the triangles is 175 m^2

Deerston Boys' School Primary Division
Mathematics Project 2
Logo Design


Name: Audrey Tsang (25) Class: G4 D Date: 14-5-2009

A. Design a logo using the grid below.



B. Logo description.

The logo is the face of a cat with a bow tie. It is made out of two trapeziums, two parallelograms and two triangles, and have one line of symmetry.



C. Calculation of the area of the logo:

<u>Area of two trapeziums:</u>	<u>Area of two triangles:</u>
$(13 \times 2) \times 2 + 2 \times 2$	$3 \times 2 + 2 \times 2$
$= 10 \times 2 + 2 \times 2$	$= 6 + 2 \times 2$
$= 20 + 2 \times 2$	$= 3 \times 2$
$= 10 \times 2$	$= \underline{6 \text{ cm}^2}$
$= \underline{20 \text{ cm}^2}$	

Area of two parallelograms:

$13 \times 2 \times 2$	
$= 2 \times 2$	
$= \underline{4 \text{ cm}^2}$	

Total area of the logo:

$10 + 6 + 4$	
$= \underline{20 \text{ cm}^2}$	

G.5



G.6



Activity

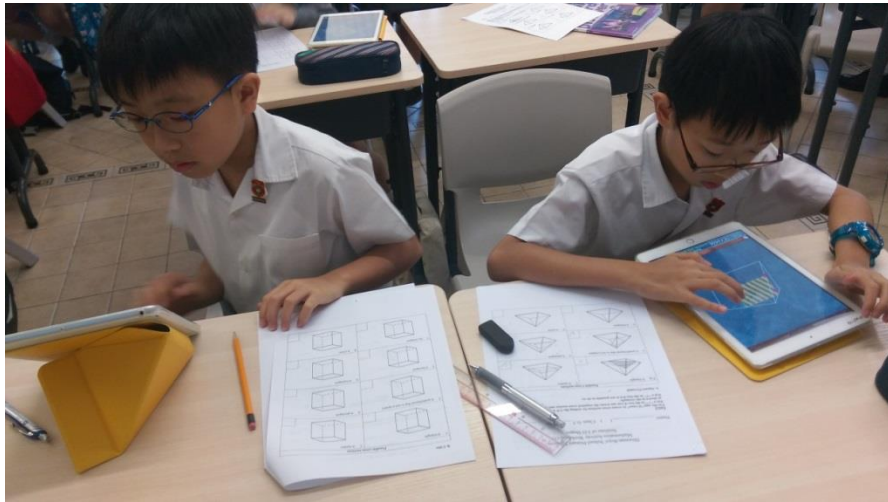
e-Learning

Teacher-in-charge:

Ms. Pauline Ip

Programme Evaluation:

Objective(s):	1. Promote students' independent learning skills 2. Enhance students' IT skills	
Target:	G.1 – G.6	
Period:	Whole year	
Description:	G1	Teacher demonstrating IT components in lessons.
	G2-6	<ul style="list-style-type: none"> • Use of IT in teaching • Use of Planetii in quiz at least twice per year • Flipped classroom /independent learning & IT in education indicated in the scheme of work • 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, Nearpod, Brainpop, Plickers
	*G5	<ul style="list-style-type: none"> • Use of eTextbook (by Modern Mathematics) on most topics • Use of Google Form to do most of the Revision Exercises
Evaluation:	G.1	Successful as students' interests are enhanced.
	G.2-6	Successful as students' IT skills are enhanced progressively. Students have good interest and confidence in using IT for self-learning and research. Students are able to apply Math knowledge & IT skills in STEM activities.
Remarks (s):		



Use of ipads to do cross-sections of solids



Use of Plickers



Use of Nearpod

Ratio

RaTioS

2:5

4/7

3/4

1:10

Definition: A RATIO is a comparison of TWO numbers using division. (express Ratios using the following formats.)


<u>A Colon</u>	<u>A Fraction</u>	<u>"to"</u>
9:7	$\frac{9}{7} = 1\frac{2}{7}$	9 to 7

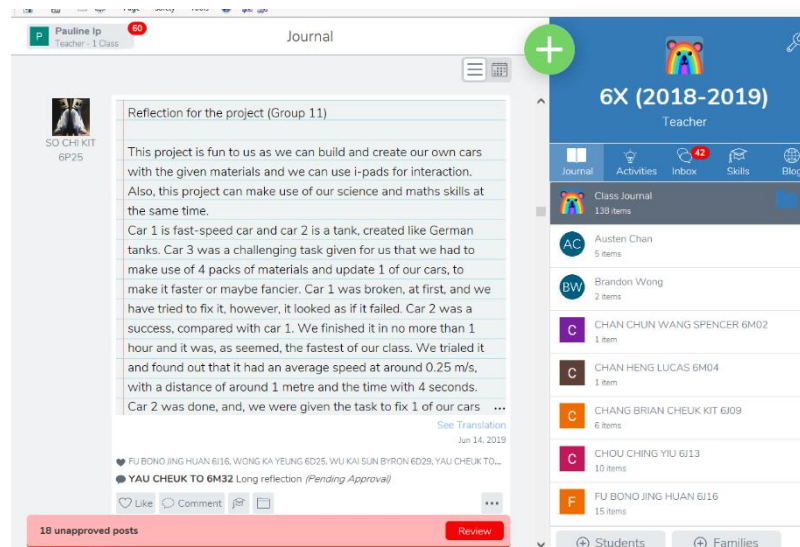
Flipped Classroom

Activity STEM Education

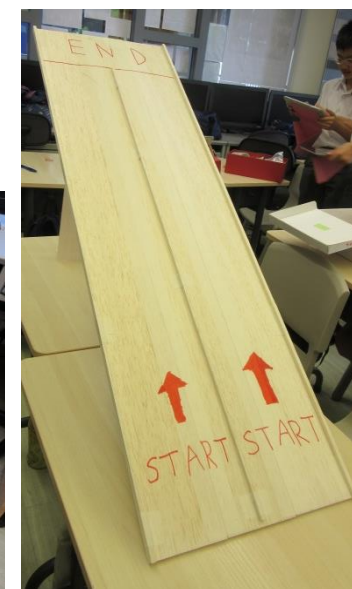
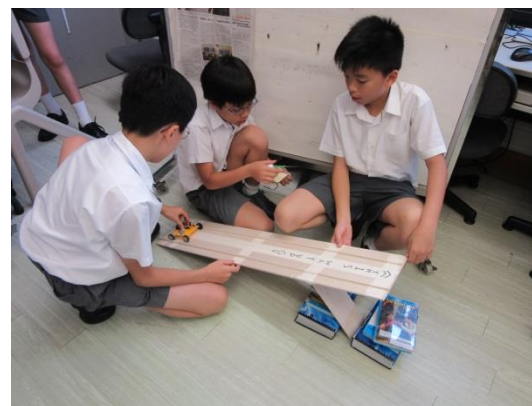
Teacher-in-charge: Ms. Pauline Ip

Programme Evaluation:

Objective(s):	Promote students' creativity and critical-thinking skills with hands-on applications of Math topics (Speed).
Target:	G6
Period:	7 school days (20 – 31 May 2019)
Description:	Students worked in groups of 3 or 4. Every group was given 3 model cars. They buildt the 1 st model car & 2 nd model car according to the instructions sheet. After they had received the 3rd model car pack, they had to create and modify a new model vehicles of their own with features of their choice. Students had to do reflection in words, photos or video on their group iPads every day using SEESAW. The objectives of the project was for students to find the speed of different cars going up a slope.
Evaluation:	Student participation was exceptionally good and they were highly on task. Some students showed great creativity and skills of innovation. The project allows students to demonstrate different levels of ability. One example was how students designed the slope, from 1 track to 2 tracks, so that 2 teams could compete with each other.
	Play Video
	<p>Different Car Models</p>  <p>Use of SeeSaw to record daily findings and reflections.</p>



Making and designing different types of slopes.



ActivityMath Team Training

Teacher-in-charge:*Mr. Anthony Lau, Ms. Teresa Fok

Programme Evaluation:

Objective(s):	To arouse and maintain 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 school year
Description:	<p>This year, after the selection test in September, a total of 107 boys from G.1 to 6 were selected to be the School Mathematics Team member.</p> <p>Regular trainings were provided to the team members as previous years. Thanks must be given to teachers who trained our boys on voluntary basis. They are:</p> <p>G.1 Mrs. Grace Ko & Ms. Macy Lai, G. 2 Ms. Karina Luk & Ms. Susanna Chung, G.3 Ms. Ada Chu & Ms. Ronnie Liang, G.4 Ms. Teresa Chan & Ms. Teresa Fok, G.5 Mr. Anthony Lau & Mr. Kelvin Ho, G.6 Mr. Brian Cheung & Mr. Jack Lo</p> <p>Special training sessions were held on 20th December 2018 (Christmas School) and 18th April 2019 (Easter School). Programmes offered by Hong Kong Mathematical Olympiad School were selected after the tendering process. They provided 6 tutors to coach G.1 to G.6 Math team members. Mrs. Grace Ko, Mr. Anthony Lau and Ms. Teresa Fok were on stand-by in the staff room during the Christmas School. Mrs. Grace Ko, Mr. Anthony Lau, Ms. Michelle Ng, Ms. Sally Yuen and Ms. Teresa Fok were on stand-by in the staff room during the Easter School.</p>
Evaluation:	Students were eager to join the School Math Team. The team members enjoyed the curriculum provided by the team.

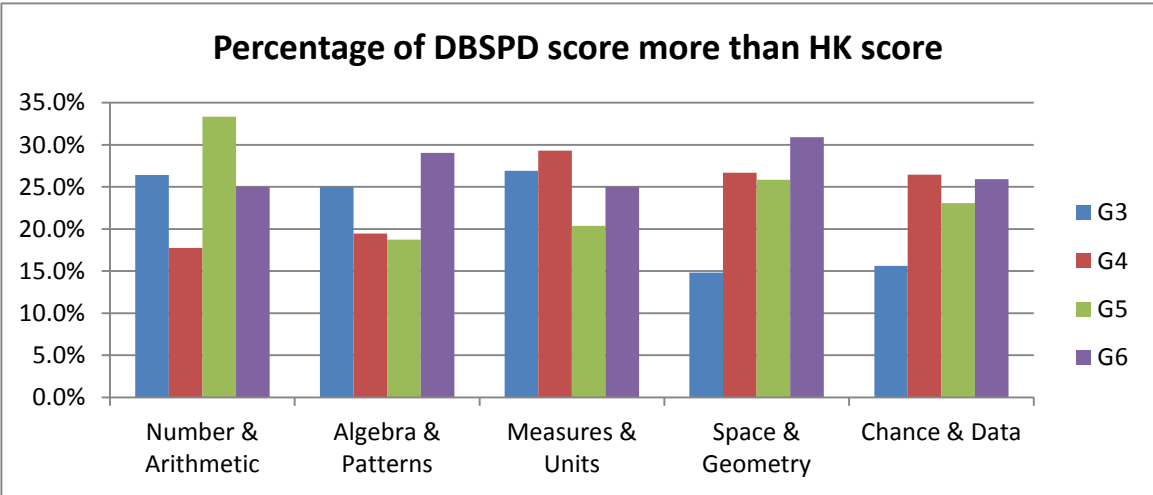
Activity

External Assessment

Teacher-in-charge:

*Mr. Brian Cheung

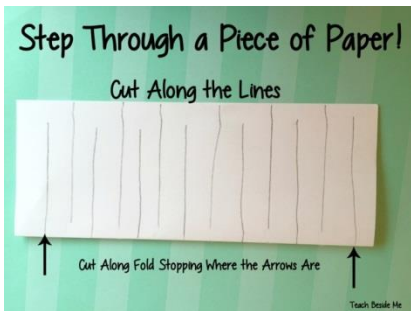
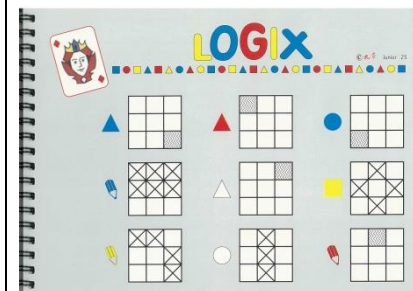
Programme Evaluation:


Objective(s):	To establish a standard of reference for the students in the long-run.																														
Target:	G.3 – G.6																														
Period:	15 March 2019																														
Description:	The International Competitions and Assessments for Schools (ICAS) for Math were held on 15 March 2019. It was made optional to all G.3 to G.6 students this year. A total of 384 students (60% of eligible students) enrolled in the Math ICAS this year.																														
Evaluation:	<p>Our school received 30 High Distinctions, 90 Distinctions, 164 Credits, 27 Merits and 73 Participation certificates. The result details are as follows:</p> <div><p>Percentage of DBSPD score more than HK score</p><table border="1"><thead><tr><th>Topic</th><th>G3</th><th>G4</th><th>G5</th><th>G6</th></tr></thead><tbody><tr><td>Number & Arithmetic</td><td>26.0%</td><td>18.0%</td><td>33.0%</td><td>25.0%</td></tr><tr><td>Algebra & Patterns</td><td>25.0%</td><td>19.0%</td><td>19.0%</td><td>29.0%</td></tr><tr><td>Measures & Units</td><td>27.0%</td><td>29.0%</td><td>20.0%</td><td>25.0%</td></tr><tr><td>Space & Geometry</td><td>15.0%</td><td>27.0%</td><td>26.0%</td><td>31.0%</td></tr><tr><td>Chance & Data</td><td>16.0%</td><td>27.0%</td><td>23.0%</td><td>26.0%</td></tr></tbody></table></div>	Topic	G3	G4	G5	G6	Number & Arithmetic	26.0%	18.0%	33.0%	25.0%	Algebra & Patterns	25.0%	19.0%	19.0%	29.0%	Measures & Units	27.0%	29.0%	20.0%	25.0%	Space & Geometry	15.0%	27.0%	26.0%	31.0%	Chance & Data	16.0%	27.0%	23.0%	26.0%
Topic	G3	G4	G5	G6																											
Number & Arithmetic	26.0%	18.0%	33.0%	25.0%																											
Algebra & Patterns	25.0%	19.0%	19.0%	29.0%																											
Measures & Units	27.0%	29.0%	20.0%	25.0%																											
Space & Geometry	15.0%	27.0%	26.0%	31.0%																											
Chance & Data	16.0%	27.0%	23.0%	26.0%																											

Activity Fun Learning Activities (Math)

Teacher-in-charge: *Mrs. Grace Ko

Programme Evaluation:

Objective(s):	To arouse G.1 – 3 students' interests in learning Mathematics through playing games		
Target:	G.1-3		
Period:	Extended Learning Weeks (19 June – 10 July 2019)		
Grade	G.1	G.2	G.3
Description:	<p>Paper Tricks</p> <p>Students started by folding a piece of paper in half lengthwise. Then they drew lines on the paper like the image below.</p>  <p>Once all of the lines were cut back and forth, a very large paper ring was made.</p>	<p>Board Games</p> <p>Students did a project on designing a board game in which the content of the game must be related to a Math topic.</p> <p>Students brought their self-made board game and played with their peers.</p>	<p>Logix</p> <p>A 45-min session was provided for learning and playing LOGIX. There were different levels of difficulties, students tried to solve the problems from easy level to hard level.</p> 

			
Evaluation:	Students felt amazing once a very large paper ring was made by simply cutting a piece of A4 paper.	Students enjoyed the games they had created. The 'Star' cards and 'Diamond' cards made the game more fun and challenging. They also enjoyed answering the challenging questions designed by their classmates.	Students had a lot of fun when playing Logix. They were eager to complete the tasks as fast as possible in order to win the game. It's fun and exciting and it provided a lot of opportunities for students to think.
Remarks (s):			

Activity Open House

Teacher-in-charge: *Ms. Teresa Chan, Ms. Ada Chu

Programme Evaluation:

Objective(s):	To showcase the strengths of our school in learning and teaching as well as external competitions and challenging activities.
Target:	G.1 – G.6
Period:	24, 25 January 2019 (Preparation) 27 January 2019 (Open House Day)
Description:	In 4J classroom, photos of prize winners and trophies of external competitions were showcased. Guests were also welcome to join our games like Facto Mahjong, Logix, Rummikub and Treasure of Solomon. They battled with our Math helpers and had a lot of fun. Banners about G1 to G6 projects were put up and over 100 outstanding projects from each grade were displayed.
Evaluation:	Guests were excited taking part in our games and were overwhelmed by our students' brilliant works. The room was packed with visitors throughout the afternoon.
Remarks (s):	

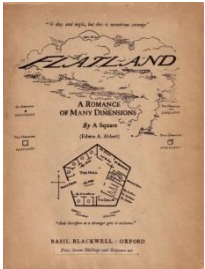






Activity Mathematics Talk / Seminar

Teacher-in-charge: *Mr. Anthony Lau

Programme Evaluation:

Objective(s):	To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit, as well as to foster students' sense of confidence in Mathematics.
Target:	G5-G6 students
Period:	Tuesday, 16 April 2019, 1:15 – 2:20 p.m.
Description:	The Math talk was conducted by Professor Siu Man Keung and the title was “Fantasy or Reality : From Flatland to a World of Higher Dimension”
Evaluation:	The talk started with a novella - <i>Flatland: A Romance of Many Dimensions</i> written by Edwin A. Abbott. Professor Siu mentioned about zero to higher dimensions with examples as well as the sociology implied in the story. Students appreciated the talk and were so keen to answer the questions. They had a very good introduction to the new arena of perceiving dimensions.
Remarks (s):	  

Activity	External Competitions
Teacher-in-charge:	*Ms. Ronnie Liang, Ms. Teresa Chan

Programme Evaluation:

Objective(s):	To provide opportunities for students to challenge themselves and receive recognition. To help students' psychological development through striving for successes and accepting failures. 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. They included Hong Kong Primary Mathematics Challenge 2018-19, Hua Xia Cup 2019, HK Math Creative Problem Solving, Sheng Kung Hui Primary School 22 nd Primary Mathematics Olympiad, 44 th PLK Mathematics Elites Contest 2019, HKMOA Hong Kong Open 2019, 26 th HK Primary Math, Hua Luo Geng Cup, HKIMO and PTU Hong Kong Primary School Mathematics Competition 2019. The competitions were held from January to May. For most of the competitions, around 4 students from each grade were chosen to be the school representatives, for which their marks would be calculated for the group prizes, other members or non-math team members could also take part in the competition as individual participants.	
Evaluation:	1.	Competition: Hua Xia Cup Organizer: HKMOA Date: 5-6/1/2019 Result: <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ 1st Class Award – 86 Students ✧ 2nd Class Award – 47 Students ✧ 3rd Class Award – 5 Students

		<ul style="list-style-type: none"> ● Team Awards <ul style="list-style-type: none"> ✧ Grade 3 – Champion ✧ Grade 4 – Champion ✧ Grade 5 – Champion ✧ 1st Position (P1, P2, P3, P5) ✧ Overall Champion
	2.	<p>Competition: Hua Xia Cup Semi-final Competition 2019</p> <p>Organizer: HKMOA</p> <p>Date: 24/2/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ Champion Award in G.5 - 1 Student ✧ Outstanding Award - 14 Students ✧ 1st Class Award - 29 Students ✧ 2nd Class Award - 30 Students ✧ 3rd Class Award - 9 Students
	3.	<p>Competition: Hua Xia Cup Competition (Final)</p> <p>Organizer: HKMOA</p> <p>Date: 14/4/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ Outstanding Award– 2 Students ✧ 1st Class Award – 11 Students ✧ 2nd Class Award – 6 Students ✧ 3rd Class Award – 3 Students

4.	<p>Competition: 22nd Sheng Kung Hui Primary Schools Mathematics Olympiad Competition</p> <p>Organizer: Sheng Kung Hui</p> <p>Date: 19/1/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ Champion – 1 Student ✧ 2nd runner-up - 1 Student ✧ 3rd runner- up - 1 Student ✧ Merit- 2 Students ✧ Gold Honor – 2 Students ✧ Bronze Honor – 1 Student ● Team Award <ul style="list-style-type: none"> ✧ Champion
5.	<p>Competition: Asia International Mathematics Olympiad (AIMO)</p> <p>Organizer: HKMOA</p> <p>Date: 23/3/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ Gold Award - 65 Students ✧ Silver Award - 25 Students ✧ Bronze Award - 10 Students ● Team Award <ul style="list-style-type: none"> ✧ 1st Runner-up

	6.	<p>Competition: Asia International Mathematics Olympiad (AIMO) Semi-final</p> <p>Organizer: HKMOA</p> <p>Date: 12/5/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ 3rd Runner-up - 1 Student ✧ Gold Award - 16 Students ✧ Silver Award - 7 Students ✧ Bronze Award - 2 Students
	7.	<p>Competition: 44th PLK Mathematics Elite Contest</p> <p>Organizer: Po Leung Kuk</p> <p>Date: 2/3/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ✧ Problem Solving and Computing Competition – 2nd Runner-up ✧ Overall 1st Runner up
	8.	<p>Competition: Hong Kong International Mathematical Olympiad Heat Round 2019 (Hong Kong Region)</p> <p>Organizer: HKIMO</p> <p>Date: 14/4/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards <ul style="list-style-type: none"> ✧ Gold Award - 52 Students ✧ Silver Award - 20 Students ● Team Award <ul style="list-style-type: none"> ✧ Overall Champion

9.	<p>Competition: 14th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools (Final Round)</p> <p>Organizer: EDB</p> <p>Date: 5/1/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Team Award <ul style="list-style-type: none"> ✧ Overall Champion
10	<p>Competition: Multiple Intelligences Cup 2019</p> <p>Organizer: Hong Kong Multiple Intelligences Education & Research Association</p> <p>Date: 13/5/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards: <ul style="list-style-type: none"> ✧ Overall Champion Awards - G.1, G.5, ✧ Overall 1st Runner up - G.3, G.4 ✧ Overall 2nd Runner up - G.1, G.2, G.3 ✧ 1st Class Award – 13 Students ✧ 2nd Class Award – 16 Students ✧ 3rd Class Award – 12 Students ● Team Award: <ul style="list-style-type: none"> ✧ Overall Champion

11.	<p>Competition: 30th Hong Kong Primary Mathematics Competition 2019</p> <p>Organizer: Professional Teacher Union</p> <p>Date: 25/5/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Team Awards: <ul style="list-style-type: none"> ✧ 1st Runner up in the Kowloon East Area ✧ Overall Merit
12.	<p>Competition: HKMGO 香港數學遊戲公開賽</p> <p>Organizer: HKMOA</p> <p>Date: 28/4/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards: <ul style="list-style-type: none"> ✧ Gold Award - 1 Student ✧ Silver Award - 1 Student ✧ Bronze Award -1 Student

	13.	<p>Competition: 26th Hong Kong Primary Math Olympiad Competition</p> <p>Organizer: HKMOS</p> <p>Date: 3/3/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards: <ul style="list-style-type: none"> ✧ 1st Position in G. 1, 3, 4, 6 ✧ Gold Award - 38 Students ✧ Silver Award - 28 Students ✧ Bronze Award - 19 Students ● Team Awards: <ul style="list-style-type: none"> ✧ Junior Group. (G.1-2) - 2nd Runner up ✧ Intermediate Group (G.3-4) - 2nd Runner up ✧ Senior Group (G.5-6) - 2nd Runner up
	14.	<p>Competition: Hua Luo Geng Cup (華羅庚金杯少年數學邀請賽)</p> <p>Organizer: 華杯賽香港組委會</p> <p>Date: 16/3/2019</p> <p>Result:</p> <ul style="list-style-type: none"> ● Individual Awards: <ul style="list-style-type: none"> ✧ 2nd Class Award – 2 Students ✧ 3rd Class Award – 3 Students
Remark (s):		

Activity Staff Development

Teacher-in-charge: *Mrs. Grace Ko

Programme Evaluation:

Objective(s):	To attend talks / courses / sharing sessions to keep abreast of the trend of education development and the latest teaching pedagogies.	
Target:	Math teachers	
Period:	4 June 2019	3 July 2019
Description:	VR games 18 Math teachers experienced some Virtual reality (VR) games at ViveLand located in D.Park Tsuen Wan to learn application on new technologies in teaching.	4 teachers from Yung Yau Collage came and taught our teachers how to write an AR application for Math teaching using Vuforia Engine and draw a 3-D dice using Tinkercad By putting the iPad on a 2D net of a dice, the 3D image of a dice can be seen.
Evaluation:	Teachers experienced how to complete different VR tasks by playing different VR games like walking on a high-rise bridge, shooting dinosaurs, cutting flying fruits etc. Some applications on these new technologies may be adopted in our teaching in future days.	It's the first time for our teachers to learn how to use the 'Vuforia Engine' and 'Tinkercad' apps. The teaching procedures were clear with sufficient support. User manuals were provided. Teachers could get help and followed the procedures easily. A nice sharing between teachers from Yung Yau and DBSPD was conducted during lunch time and we learnt more about how they provided support to other schools.
Remark (s):		

Achievement & Reflection of General Studies Department Development Plan 2018 – 2019

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

1. Curriculum and Assessment

1.1 Intended Learning Outcomes / Targets

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

1.1.1 Strategies / Tasks

To make better use of assessment data to inform curriculum planning and reflection on teaching strategies and effectiveness for lower ability students.

Success Criteria:

- 80% of teachers will implement different innovative teaching strategies to cater for lower ability students.
- 50% of teachers will attend talks / workshops / seminars on developing teaching pedagogies.

Report & Evaluation:

100% of GS teachers (i.e. all 20 teachers) implemented different innovative teaching strategies to cater for lower ability students. Examples are as follows:

	GS I	GS II
G.1	Module 1 Unit 2: One big family Students learnt the concept of classification by using a card game.	單元 4 第五課《良好的習慣》 利用網上遊戲及動畫分辨健康及不健康的食物 (French Stream): Module version 5 Unit 2: We are a family Students were asked to draw a family tree for their own family. Students with lower ability were invited to draw on the blackboard with the help of the teacher while students with higher ability were asked to include cousins, grandparents, aunts and uncles in their family tree.

G.2	<p>Module 9 Unit 3: In case of fire</p> <p>Students learnt the things they should do in case of emergency with graded worksheets.</p>	<p>單元版 14 第三課《我們這一區》</p> <p>學生透過需手作地圖遊戲學習有關方位的概念。</p> <p>(French Class):</p> <p>Module 13 Unit 1: The Four Great Inventions</p> <p>Student learnt the concept of movable printing by making a stamp of clay.</p> <p>Student learnt to use a compass in an activity of campus tour</p>
G.3	<p>Module 17 Unit 3: Get well soon</p> <p>Students learnt different forms of medicines with a card game.</p>	<p>單元版 18 第四課《精明消費》</p> <p>邀請學生板書答案，加深同學對重點字詞的印象，幫助中文能力較弱的同學。</p> <p>(French Class):</p> <p>Module 17 Unit 1: Chinese People</p> <p>Students learnt to distinguish different ethnic group by searching the characteristics of their clothing and food.</p>
G.4	<p>Module 25 Unit 1: The respiratory and circulatory systems</p> <p>Students learnt the presence of carbon dioxide by doing an experiment with the use of lime water.</p>	<p>單元 28 第三課 走進時光隧道</p> <p>各組員需在課堂上利用 Padlet 找出不同文物的用途以帶出古代香港的文化。</p>
G.5	<p>Module 35 Unit 2: Reflection and refraction of light</p> <p>Students learnt the images formed in different types of mirrors by doing experiments.</p>	<p>單元 37 第三課《影嚮深遠的近代事件》</p> <p>學生需分組在課堂利用 iPad 對上四場近代的戰爭作資料習，並將同學分享學習成果。</p>
G.6	<p>Module 48 Unit 4: Movement of the Earth and the Moon</p> <p>Students learnt the direction of the Earth rotation with a simulation game.</p> <p>Students learnt the formation of eclipses by using an online simulation program from NASA website.</p>	<p>單元版 42 第三課《拒絕賭博》</p> <p>學生利用時事新聞去討論賭博的負面影嚮。</p>

100% of GS teachers attended talks, workshops or seminars on developing teaching pedagogies this academic year. Details are as follows:

Name of Teacher	Sharing / Workshop / Seminar / Educational Apps Introduction	Date of workshop / visit	Date of sharing
Ms. Jackie Lau (Department Head) (12 Events)	Google Classroom	6/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	Movie:我的破嗰 Miss / Hichki	3/11/2018	6/11/2018
	AiTLE Seminar	3/12/2018	
	Kowloon City District Primary Schools Staff Development Day	1/3/2019	
	If STEM, then 創意、協作、解難	1/3/2019	5/3/2019
	Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	22/3/2019	19/3/2019
	Visit to Food Angel	23/3/2019	26/3/2019
	Coding Workshop	9/4/2019	
	BYOD GS Lesson Observation at St. Edward Catholic Primary School	9/5/2019	14/5/2019
	Inno Fair 2019	25/5/2019	
	VR Workshop	4/6/2019	
Ms. Michelle Ng (Panel Chairperson of GS I) (7 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	6/11/2018
	HKT iPad Workshop	7/11/2018	
	Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	20/3/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	VR experience	4/6/2019	
Ms. Sally Yuen (Panel Chairperson of GS II) (9 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	HKT iPad Workshop	7/11/2018	
	IT in Education Subject-related Series: Using Learning Management System to Enhance Learning and Teaching	4/3/2019	

	Effectiveness of General Studies in Primary Schools (Basic Level)		
	Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	20/3/2019	
	Marshall Cavendish Education Talk	1/11/2018	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	VR experience	4/6/2019	
Mr. Sammy Ho (GS I & II) (4 Events)	MERS Talk	1/12/2018	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	11/6/2019
Ms. Ronnie Liang (GS I & II) (4 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	6/11/2018
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	28/5/2019
Dr. Nadia Chan (GS I) (7 Events)	Google Classroom	6/9/2018	
	AiTLE Seminar	3/12/2018	
	Photoshop Workshop	12/12/2018	
	The Social Nature of Children's Early Learning	15/12/2018	
	Creativity in Chinese Drama	16/2/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
Ms. Karen Li (GS I) (2 Events)	MERS Talk	1/12/2018	4/12/2018
	Coding workshop	9/4/2019	
Mr. Edward Wong (GS I) (7 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	The 1 st HKSTEM Education Forum	3/11/2018	
	HKT iPad Workshop	7/11/2018	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	VR experience	4/6/2019	
Ms. Isabella Kwan (GS I) (4 Events)	Google Classroom	7/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	HKT iPad Workshop	7/11/2018	
	Coding workshop	9/4/2019	
Ms. Maggie Wu (GS I) (2 Events)	New General Studies Talk	3/11/2018	6/11/2018
	Coding workshop	9/4/2019	
Mr. Alan Ng (GS I) (6 Events)	New General Studies Talk	3/11/2018	6/11/2018
	STEM Education Series: STEM Education Curriculum Planning Series for Primary School leaders and Middle	11/12/2018	

	Managers – Workshop I + II	30/1/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	
Mr. Louis Hau (GS I) (6 Events)	Marshall Cavendish Education Talk	1/11/2018	6/11/2018
	STEM Education Series: STEM Education Curriculum Planning Series for Primary School leaders and Middle	11/12/2018	
	Managers – Workshop I + II	30/1/2019	
	Coding Workshop	25/5/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	
Ms. Susanna Chung (GS II) (8 Events)	Marshall Cavendish Education Talk	1/11/2018	
	教職員表現管理專題講座	NOV 2018	
	Positive Schools (Mental & Wellbeing Conference)	24/11/2018	
	處理「非常辣手」人力資源問題	30/11/2018	
	Coding Workshop	9/4/2019	
	Visit to imse CAVE at the HKU	16/4/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	
Ms. Mandy Yan (GS II) (3 Events)	MERS Talk	1/12/2018	4/12/2018
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
Mr. Kelvin Ho (GS II) (7 Events)	Google Classroom	7/9/2018	
	HKT: Apple 電子教學入門課程	13/9/2018	
	Marshall Cavendish Education Talk	1/11/2018	
	Design Thinking Forum	9/3/2019	
	Coding Workshop	9/4/2019	
	Inno Fair 2019	25/5/2019	
	DJI drone workshop	31/5/2019	
Ms. Shirleen Lau (GS II) (2 Events)	MERS Talk	1/12/2018	4/12/2018
	Coding workshop	25/5/2019	
Mr. Calvin Chan (GS II) (2 Events)	MERS Talk	1/12/2018	
	Coding workshop	9/4/2019	
Ms. Alice Lau (GS II) (5 Events)	Google Classroom	7/9/2018	
	HKT iPad Workshop	7/11/2018	
	MERS Talk	1/12/2018	4/12/2018
	IT in Education Pedagogical Series: Using Sensors to Develop Students' Problem Solving, Self-directed Learning and Computational Thinking Skills in the 21 st Century in Primary Schools	26/3/2019	
	Coding workshop	9/4/2019	

Mr. Philip Wong (GS II) (10 Events)	教育局資優教育網上基礎課程	1/7 – 21/9/2018	
	HKT: Apple 電子教學入門課程	13/9/2018	
	MERS Talk	1/12/2018	
	粵樂 – 香港人的集體聽覺記憶	7/12/2018	
	活化香港歷史建築專題講座	28/1/2019	
	How to promote Sex Education Effectively in Primary Schools	23/2/2019 9/3/2019	
	Coding Workshop	9/4/2019	
	資訊科技教育與學科有關係列：在小學有效運用資訊科技工具提升常識科的學與教效能	24/5/2019	
	DJI drone workshop	31/5/2019	
	Inno Fair 2019	25/5/2019	
Ms. Anna Cheung (GSTA) (5 Events)	Google Classroom	7/9/2018	
	HKT: Apple 電子教學入門課程	13/9/2018	
	MERS Talk	1/12/2018	
	Coding workshop	9/4/2019	
	DJI drone workshop	31/5/2019	11/6/2019

100% of GS teachers participated in different school visits to learn other teaching pedagogies this academic year. Details are as follows:

Name of Teacher	Name of school visited	Date of visit	Date of sharing
Ms. Jackie Lau (Department Head)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	National Institute for School Leadership	7/5/2019	
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Ms. Michelle Ng (Panel Chairperson of GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	St. Edward's Catholic Primary School (BYOD – G.S. & Math Lesson observation)	9/5/2019	
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
	Sing Yin Secondary School	13/6/2019	
Ms. Sally Yuen (Panel Chairperson of GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	St. Edward's Catholic Primary School (BYOD – G.S. & Math Lesson observation)	9/5/2019	
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Mr. Sammy Ho (GS I & II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Ronnie Liang (GS I & II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Dr. Nadia Chan (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	Yao Dao Primary School	11/12/2018	
	King's College Old Boys' Association Primary School	11/1/2019	
	Pau Kau College	15/2/2019	
Ms. Karen Li (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Edward Wong (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Ms. Isabella Kwan (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	Shun Tak Fraternal Association Yung Yau College	5/6/2019	
Ms. Maggie Wu (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Alan Ng (GS I)	AiTLE: STEM Room Visit (荃灣商	22/9/2018	09/10/2018

	會小學(青衣))		
	福建中學附屬小學	9/12/2018	
	滬江小學	9/12/2018	
	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Louis Hau (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Susanna Chung (GS II)	Munsang College Primary School	24/10/2018	
	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
	St. Edward Catholic Primary School	Dec	
	Yao Dao Primary School	Dec	
	Pak Kau College	15/2/2019	
Ms. Mandy Yan (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Kelvin Ho (GS II)	AiTLE: STEM Room Visit (荃灣商 會小學(青衣))	22/9/2018	09/10/2018
	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Shirleen Lau (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Calvin Chan (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Alice Lau (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Mr. Philip Wong (GS II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018
Ms. Anna Cheung (GSTA)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018	18/12/2018

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

2. Student Learning and Teaching

2.1 Intended Learning Outcomes / Targets

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.



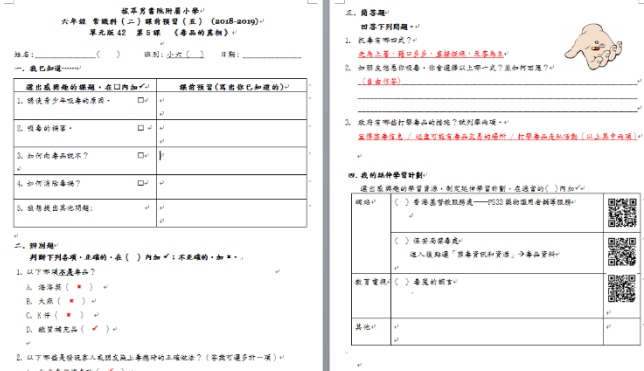
Report & Evaluation:




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

	GS I	
	1 st Term	2 nd – 3 rd Term
G.1	Module 2 Unit 4: I am a good pupil Students were asked to watch an ETV under parent's supervision with the website provided and answer the Pre-lesson worksheet (3).	Module version 3 Unit 1 Boys and girls: Students were given QR code access to learn to identify their private parts and ways to protect themselves from inappropriate touching. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">C. Extended learning - Scan the QR code on the right under your parent's supervision. Click on "primary division" to learn about how to identify our private parts and protect ourselves from inappropriate touching.</div> Module version 3 Unit 3 Exploring our world: Students were given QR code access to watch a video to learn about the five senses and their functions. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">C. Extended learning - Scan the QR code on the right or go to the link below under your parent's supervision. Learn about the five senses and their functions.</div>
G.2	Module 9 Unit 3: Safety first Students were asked to learn some safety tips about outing with the website provided in Pre-lesson worksheet (3).	Module Version 15 Unit 1 Here comes the sun, Module Version 15 Unit 2 The beautiful night sky, and Module Version 16 Unit 3 What's the weather like: As pre-lesson preparation, students watched videos about why shadows change positions through the day, phases of the moon, and water cycle to gain certain understanding about the topics before having lessons.
G.3	Module 17 Unit 2: Sport and Exercise	Module Version 23 Unit 1 The countryside: Students were required to search online

	Students were asked to watch an ETV about sport safety with the website provided in Pre-lesson worksheet (2).	about a place in the countryside (e.g. Shing Mun Country Park, Hoi Ha Wan Marine Park or Hong Kong Wetland Park) in Hong Kong and draw a concept map about what can be found and done there.
G.4	Module 25 Unit 4: Nutrients Students were required to complete the Pre-lesson worksheet 3 after watching two related videos provided by BrainPop.com .	Module version 31 Unit 1 Structure of the earth Students were told to watch two videos on BrainPop.com about the natural disasters, then class discussion was held in class for the what they should do in case a disaster happens.
G.5	Module 35 Unit 3: Production and transmission of sound Students were asked to finish an online assignment about sound transmission after watching a video related in BrainPop.com.	Module Version 40 Unit 4: Energy sources Students were asked to watch a video about effects of Trawling on Marine Life. Afterwards, group discussions were done in class.
G.6	Module 48 Unit 6: Travelling into space Students were asked to finish a Pre-lesson worksheet (3) after watching a video about the development of China's space milestones in Hong Kong EdCity.	TB 6C Module Version 46 Unit 5: War and peace Students were asked to watch Brainpop videos about wars happened in the past century before coming to class for discussion on the cause and influence of wars.

	GS II	
	1 st Term	2 nd – 3 rd Term
G.1	單元版 4 第六課《自己的事自己做》 學生需觀看教育電視節目，學習有規律生活的重要性，及完成課前預習(三)並分辨良好的生活習慣。	單元版 5 第三課《相親相愛一家人》 學生預先在家觀看「和諧共處」的教育電視，然後在課堂上討論解決紛爭的方法。 <small>學習解決紛爭的簡單方法。</small> 教育電視節目：和諧共處 https://www.hkedcity.net/etv/resource/912102449 
G.2	單元版 11 第二課《社區裏的人》 學生需觀看教育電視節目及完成課前預習(二)有關社區裏為我們服務的人的知識。	單元版 13 第二課《中國歷史名人》 在課堂前預先提供有關中國歷史名人的教育電視予學生回家觀看。然後在課堂中表達他們對歷史人物的感覺。

		<p>C. 延伸學習</p> <p>請觀看以下教育電視節目，了解更多有關中國歷史名人的知識。</p> <p>教育電視 https://www.hkedcity.net/etv/resource/4584901444</p> 
G.3	<p>單元版 18 第四課《精明消費》</p> <p>學生需完成網上問卷及課前預習(一)有關日常的消費經驗。</p>	<p>單元版 21 第三課《琴棋書畫》</p> <p>利用網站動畫，同學可生動認識中國傳統書法藝術</p> 
G.4	<p>單元版 26 第三課《傳染病》</p> <p>學生需觀看一段有關傳染病的影片並完成課前預習(三)。</p>	<p>利用 Google Classroom 上載有關香港歷史的片段予同學在家中作課外的學習，以鞏固課堂內容。</p>
G.5	<p>單元版 33 第一課《踏入青春期》</p> <p>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)。</p>	<p>單元版 37 第二課《細數古代風雲人物》</p> <p>利用反轉課室方法，引導學生認識中國歷史上的名醫事跡，以及他們對中國醫學所帶來的轉變。</p> <p>同學利用老師所提供的網絡片段，完成工作紙(四)，歸納中國其中兩位名醫—華佗與李時珍的生平事跡。</p>
G.6	<p>單元版 41 第一課《金錢何價》</p> <p>學生需觀看老師提供的教育電視並完成課前預習(三)。</p>	<p>單元版 42 第 5 課《毒品的真相》</p> <p>老師利用反轉教室的教學方法，先著學生在家中瀏覽教育電視及禁毒處網頁，認識毒品帶來的禍害，然後上課再作深入討論。</p> 

GS II (French Stream)		
	1 st Term	2 nd – 3 rd Term
G.1	<p>Module 4 Unit 5: Healthy habits Students were asked to complete the Pre-lesson Worksheet (2) after watching a video about good and bad habits.</p>	<p>Module version 4: Looking after myself Unit 6: I can do it! Students were required to watch a video on “Time Management” and complete the questions on the pre-lesson worksheet.</p> <p>C. Extended learning</p> <div> <p>Watch the Video “A Powerful Lesson on Time Management” with your parents to learn more about time planning.</p> <p>https://www.youtube.com/watch?v=F5JI_6nsgaM</p>  </div>
G.2	<p>Module 11 Unit 1: My Neighbors Students were asked to complete the Pre-lesson Worksheet (1) about ways to know their neighbors better.</p>	<p>Module 14: Unit 5: Hong Kong Culture Students read about the preserved local history and culture and completed their pre-lesson worksheet.</p>
G.3	<p>Module 18 Unit 5: The World of Information Students were asked to complete the Pre-lesson Worksheet (2) after searching a website about Safe Web Surfing Tips for Kids and Teens Online.</p>	<p>Module 21: Unit 3 Tradition Arts of China: Students were told to watch two videos on Chinese Calligraphy and Chinese Painting. Afterwards, group discussion was done.</p> <p>C. Extended learning</p> <div> <p>Browse the following website “Chinese Calligraphy” with your parents. https://www.commaam.com/calligraphy/</p>  <p>Browse the following website “Chinese Painting” with your parents. https://www.commaam.com/painting/</p>  </div>

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

	GS I	GS II
G.1	<p>Module 1 Unit 2: One big family Students learnt the concept of classification and they were asked to classify the jobs of school staff under different categories.</p>	<p>單元版 4 第五課《良好的習慣》 學生要利用溫氏圖列舉自己喜歡吃的食物和健康的食物，並分析自己喜歡吃的食物是否健康，學生需要為自己設計一餐健康的午餐。</p>
G.2	<p>Module 9 Unit 3: In case of fire Students were asked to write their opinion about what to do in different situations when there is in a fire on the worksheets provided.</p>	<p>單元版 41 第三課《我們這一區》 老師轉換指北符號的方向去提高問題的難度。</p>
G.3	<p>Module version 24 Unit 5 Exploring Heat: Teacher led students to learn and clarify the misconceptions of temperature on different materials (metal and plastic) by doing scientific measurements.</p>	<p>單元版 19 第三課《四通八達》同學以分組活動形式，學習香港的本地交通工具：</p> <p>4. 按海、陸、空分類</p>

		5. 不同交通工具的特色，例如行駛範圍、推動能源等 與組員合作寫出香港五間專利巴士公司的名稱								
G.4	Module version 29 Unit 3 The air lab Students learnt the characteristics of air by conducting a series of science experiments. Challenging questions were asked to help students to develop their scientific skills on reasoning and logical thinking.	單元版 28 第 2 課《香港城市規畫》 學生需要利用所看的短片分析及歸納香港住屋及土地問題的關鍵因素是甚麼								
G.5	Module version 39 Unit 2 Amazing Plants Students were shown a video of Stone Wall Trees in Hong Kong and were given some articles on these trees. A discussion was held on this topic and students were presented with the following challenging question: ‘Should stone wall trees be removed in Hong Kong? Explain your answer.’	單元版 37 第二課《細數古代風雲人物》 同學利用工作紙分享自己或家人向中醫求診的經過。 ◆ 選擇中醫的原因 ◆ 主要的治療方法 ◆ 中醫可改善的地方 ➤ 你或者家人是否曾經向中醫求診？試根據那次求診的經歷，完成以下的表格。 <table><tr><td>病症（選擇填寫）</td><td></td></tr><tr><td>選擇中醫的原因</td><td></td></tr><tr><td>主要的治療方法</td><td></td></tr><tr><td>中醫可改善的地方</td><td></td></tr></table>	病症（選擇填寫）		選擇中醫的原因		主要的治療方法		中醫可改善的地方	
病症（選擇填寫）										
選擇中醫的原因										
主要的治療方法										
中醫可改善的地方										
G.6	Module 48 Unit 4: Movement of the Earth and the Moon Students learnt the formation of eclipses by using Nearpod with graded questions.	單元版 43 第一課《香港特別行政區》 學生在課堂上觀看立法會簡介影片後，老師展示不同議員的政黨背景及個人履歷，讓學生思考不同政黨與議員在議會上的表現的關係，然後完成工作紙。								

100% of GS teachers incorporated students' collaborative learning activities for CLP. Details are as follows:

	GS I	GS II
G.1	<p>Module version 3 Unit 3 Exploring our world:</p> <p>Students discussed in groups to think of facilities or ways to help the blind overcome difficulties in daily life.</p>	<p>單元版 4 第五課《良好的習慣》</p> <p>讓學生分組討論，列舉一些良好的生活習慣，並運用腦圖組織和展示資料。各組輪流匯報結果，師生共評。</p>
G.2	<p>Module version 15 Unit The beautiful night sky:</p> <p>Students had group discussion to think about the negative impacts of light pollution</p>	<p>單元版 11 第三課：我們這一區</p> <p>老師分發一張手作地圖和九個簡單設施圖案的圖示給每一組同學，給予關於方位的提示，學生得到提示後需要和組員討論，將圖示放在正確的位置。</p>
G.3	<p>Module version 24 Unit 5 Exploring Heat:</p> <p>Through drawing diagrams of heat transfer using Nearpod in groups, students understand the relationship between the direction of heat transfer and the sense of coldness.</p>	<p>單元版 19 第三課 《四通八達》</p> <p>同學以分組活動形式，學習香港的本地交通工具：</p> <ol style="list-style-type: none"> 6. 按海、陸、空分類 7. 不同交通工具的特色，例如行駛範圍、推動能源等 8. 與組員合作寫出香港五間專利巴士公司的名稱
G.4	<p>Module version 30 Unit 4 Animal Kingdom</p> <p>Students were asked to work in groups to find out the animal group of an unknown animal with the information provided.</p>	<p>單元版 28 第二課：香港城市規畫</p> <p>透過短片了解坊間及政府現時對香港住屋及土地的問題的看法及應對之方法。讓學生分組討論，分析及歸納香港住屋及土地問題的關鍵因素是甚麼。</p>
G.5	<p>Module version 39 Unit 2 Plant Adaptations</p> <p>Students were asked to analyse the leaves of different plants in the School's Roof Garden and share their findings with their groupmates.</p>	<p>單元版 37 第二課 《細數古代風雲人物》</p> <p>分組活動</p> <p>將同學分成六至八組，請各組或依照組員在中、西醫的求診經驗，利用溫氏圖分析及歸納中、西醫在診症、治療和使用藥物方面的異同。</p>

		<p>中醫診療方法</p> <ul style="list-style-type: none"> ✓ 望、聞、問、切 ✓ 針灸 ✓ 艾灸 ✓ 跌打推拿 ✓ 中草藥 ✓ 身體調理 ✓ 固本培元 ✓ 戒口 <p>西醫診療方法</p> <ul style="list-style-type: none"> ✓ 器械式診斷 ✓ 手術式治療 ✓ 西藥 ✓ 針劑 ✓ 輸血 ✓ 器官移植 <p>共同方法</p> <ul style="list-style-type: none"> ✓ 望、問 ✓ 注重病徵 ✓ 藥物治療 ✓ 推拿按摩 ✓ 預防保健
G.6	<p>TB 6D Module Version 48 Unit 4: Movement of the Earth and the Moon.</p> <p>Students discussed the given questions with their neighbours and voted for their answers on the causes of solar and lunar eclipses.</p>	<p>單元版 43 第一課《香港特別行政區》</p> <p>學生在課堂上觀看立法會簡介影片後，老師展示不同議員的政黨背景及個人履歷，讓學生思考不同政黨與議員在議會上的表現的關係，分析指定報章，然後完成工作紙。</p>

Evaluation of General Studies Programme Plan 2018-2019

Programme Summation:

In the 2018-2019 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	27/9/2018, 28/6/2019
Description	<ol style="list-style-type: none"> In order to arouse students' interest in learning the development of China, the theme for this year is "Diplomacy". Three booth games were set up in the Covered Playground for G.1 - 2, G.3 - 4 and G.5 - 6 students respectively and a booth for redeeming the gifts during the 2nd recess on 27 Sept 2018. One Flag Raising Ceremony was held on 28 June 2019 to promote national identity. The one originally scheduled for 27/9/2018 was cancelled because the flag pole was damaged by typhoon "Mangkhut".
Evaluation	<ol style="list-style-type: none"> Students enjoyed the activities. More counters will be set up for Grade 1 next year so that more students can participate. Extra promotion to Grade 1 students will be done. The Department suggested setting booth games for G.1 – 3 students only while G.4 – 6 students will do online quizzes next year.

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.1 – 5								
Period	19/6/2019 – 11/7/2019								
Description	<ul style="list-style-type: none"> G.1 to 3 students took part in Science activities. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grades</th><th>Science Activities</th></tr> </thead> <tbody> <tr> <td>G.1</td><td>3-in-1 picture</td></tr> <tr> <td>G.2</td><td>Magical paper ring</td></tr> <tr> <td>G.3</td><td>Paper bridge</td></tr> </tbody> </table> 	Grades	Science Activities	G.1	3-in-1 picture	G.2	Magical paper ring	G.3	Paper bridge
Grades	Science Activities								
G.1	3-in-1 picture								
G.2	Magical paper ring								
G.3	Paper bridge								

	<ul style="list-style-type: none"> ● G.4 to 5 students completed the STEAM project: Around the world in 60 days.
Evaluation	<ul style="list-style-type: none"> ● G.1-3 students learnt new skills through taking part in the activities and they enjoyed the activities very much. ● The G.S. Department worked with Dalton Learning Lab to design teaching materials for G4-5 students. ● Students actively participated and enjoyed the STEAM activities very much. They could apply different science concepts by designing, constructing and conducting interesting experiments.

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.2 & 5
Period	March – April 2019
Description	<ul style="list-style-type: none"> ● All G.2 & 5 students attended a one-hour workshop during GSI lessons in early March to learn planting the seedlings into the hydroponic system ● G.2 students planted water spinach and G.5 students planted Chinese cabbage. ● 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"> ● Most of the seedlings grew lushly as expected. ● One GSI lesson in mid-April 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 2018 – April 2019
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 Central Mail Centre to learn about the work of postmen and the routines and procedures of a letter being delivered to the receiver. ● G.3 students visited Kadoorie Farm and Botanic Garden to learn about various species of plants and animals.

	<ul style="list-style-type: none"> ● G.4 students visited the Volcano Discovery Centre to learn about the geological knowledge related to Hong Kong. ● G.5 students went to the Education Path at 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 were dispersed. However, all teachers were informed about the schedule of all trips during the staff briefing once all bookings were 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.

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	7 – 9/1/2019, 18 – 29/3/2019
Description	<ol style="list-style-type: none"> 1. An outsourced organization "LEAP" was invited to deliver life education for our students. 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 ● 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 management and gave informative presentation. ● The programme has been newly revamped and different topics are correlated with the school curriculum.

	<ul style="list-style-type: none"> ● 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"> 1. To furnish the G.S. Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities 2. To purchase teaching materials of different media that can be used as tools to teach GS and supplement the textbooks and workbooks
Target	G.1-6 and all G.S. teachers
Period	Whole school year
Description	A number of battery cases, buzzers and wires equipment were purchased for G.5 teachers to conduct projects. Magnets were ordered for Grade 2 projects and boxes of marbles were ordered for Extended Learning Weeks.
Evaluation	It is ideal to provide more teaching aids for teachers to conduct projects. The Department did not purchase lots of resources this year as we had purchased resources last school year and they are adequate for teachers to use so far.

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	Name of Teacher	Sharing / Workshop / Seminar / Educational Apps Introduction / School Visits	Date of workshop / visit
	Ms. Jackie Lau (Department Head)	Google Classroom	6/9/2018
		Marshall Cavendish Education Talk	1/11/2018
		Movie:我的破嗰 Miss / Hichki	3/11/2018
		AiTLE Seminar	3/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
Kowloon City	1/3/2019		

		District Primary Schools Staff Development Day	
		If STEM, then 創意、協作、解難	1/3/2019
		Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	22/3/2019
		Visit to Food Angel	23/3/2019
		Coding Workshop	9/4/2019
		National Institute for School Leadership	7/5/2019
		BYOD GS Lesson Observation at St. Edward's Catholic Primary School	9/5/2019
		Inno Fair 2019	25/5/2019
		VR Workshop	4/6/2019
		Shun Tak Fraternal Association Yung Yau College	5/6/2019
	Ms. Michelle Ng (Panel Chairperson of GS I)	Google Classroom	7/9/2018
		Marshall Cavendish Education Talk	1/11/2018
		HKT iPad Workshop	7/11/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	20/3/2019
		Coding Workshop	9/4/2019
		BYOD GS Lesson Observation at St. Edward's Catholic Primary School	9/5/2019
		Inno Fair 2019	25/5/2019
		VR experience	4/6/2019
		Shun Tak Fraternal Association Yung Yau College	5/6/2019
		Sing Yin Secondary School	13/6/2019
	Ms. Sally Yuen (Panel Chairperson of GS II)	Google Classroom	7/9/2018
		Marshall Cavendish Education Talk	1/11/2018
		HKT iPad Workshop	7/11/2018

		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		IT in Education Subject-related Series: Using Learning Management System to Enhance Learning and Teaching Effectiveness of General Studies in Primary Schools (Basic Level)	4/3/2019
		Visit to Gold Coast Hotel for the Green Initiative of Renewable Energy	20/3/2019
		Marshall Cavendish Education Talk	1/11/2018
		Coding Workshop	9/4/2019
		BYOD GS Lesson Observation at St. Edward's Catholic Primary School	9/5/2019
		Inno Fair 2019	25/5/2019
		VR experience	4/6/2019
		Shun Tak Fraternal Association Yung Yau College	5/6/2019
	Mr. Sammy Ho (GS I & II)	MERS Talk	1/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Coding Workshop	9/4/2019
		Inno Fair 2019	25/5/2019
		DJI drone workshop	31/5/2019
	Ms. Ronnie Liang (GS I & II)	Google Classroom	7/9/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Marshall Cavendish Education Talk	1/11/2018
		Coding Workshop	9/4/2019
		Inno Fair 2019	25/5/2019
	Dr. Nadia Chan (GS I)	Google Classroom	6/9/2018
		AiTLE Seminar	3/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018

		Yao Dao Primary School	11/12/2018
		Photoshop Workshop	12/12/2018
		The Social Nature of Children's Early Learning	15/12/2018
		King's College Old Boys' Association Primary School	11/1/2019
		Pau Kau College	15/2/2019
		Creativity in Chinese Drama	16/2/2019
		Coding Workshop	9/4/2019
		Inno Fair 2019	25/5/2019
		Shun Tak Fraternal Association Yung Yau College	5/6/2019
	Ms. Karen Li (GS I)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		MERS Talk	1/12/2018
		Coding workshop	9/4/2019
	Mr. Edward Wong (GS I)	Google Classroom	7/9/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Marshall Cavendish Education Talk	1/11/2018
		The 1 st HKSTEM Education Forum	3/11/20118
		HKT iPad Workshop	7/11/2018
		Coding Workshop	9/4/2019
		Inno Fair 2019	25/5/2019
		VR experience	4/6/2019
		Shun Tak Fraternal Association Yung Yau College	5/6/2019
	Ms. Isabella Kwan (GS I)	Google Classroom	7/9/2018
		Marshall Cavendish Education Talk	1/11/2018
		HKT iPad Workshop	7/11/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Coding workshop	9/4/2019
		Shun Tak Fraternal Association Yung Yau College	5/6/2019
	Ms. Maggie Wu (GS)	New General	3/11/2018

	I)	Studies Talk	
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Coding workshop	9/4/2019
	Mr. Alan Ng (GS I)	AiTLE: STEM Room Visit (荃灣商會小學 (青衣))	22/9/2018
		New General Studies Talk	3/11/2018
		福建中學附屬小學	9/12/2018
		滬江小學	9/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		STEM Education Series: STEM Education Curriculum Planning Series for Primary School leaders and Middle	11/12/2018
		Managers – Workshop I + II	30/1/2019
		Coding Workshop	9/4/2019
		Inno Fair 2019	25/5/2019
		DJI drone workshop	31/5/2019
	Mr. Louis Hau (GS I)	Marshall Cavendish Education Talk	1/11/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		STEM Education Series: STEM Education Curriculum Planning Series for Primary School leaders and Middle	11/12/2018
		Managers – Workshop I + II	30/1/2019
		Coding Workshop	25/5/2019
		Inno Fair 2019	25/5/2019
		DJI drone workshop	31/5/2019
	Ms. Susanna Chung (GS II)	Munsang College Primary School	24/10/2018
		Marshall Cavendish Education Talk	1/11/2018

		教職員表現管理專題講座	NOV 2018
		Positive Schools (Mental & Wellbeing Conference)	24/11/2018
		處理「非常辣手」人力資源問題	30/11/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		St. Edward Catholic Primary School	Dec 2018
		Yao Dao Primary School	Dec 2018
		Pak Kau College	15/2/2019
		Coding Workshop	9/4/2019
		Visit to imse CAVE at the HKU	16/4/2019
		Inno Fair 2019	25/5/2019
		DJI drone workshop	31/5/2019
	Ms. Mandy Yan (GS II)	MERS Talk	1/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Coding Workshop	9/4/2019
		Inno Fair 2019	25/5/2019
	Mr. Kelvin Ho (GS II)	Google Classroom	7/9/2018
		AiTLE: STEM Room Visit (荃灣商會小學 (青衣))	22/9/2018
		HKT: Apple 電子教學入門課程	13/9/2018
		Marshall Cavendish Education Talk	1/11/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Design Thinking Forum	9/3/2019
		Coding Workshop	9/4/2019
		Inno Fair 2019	25/5/2019
		DJI drone workshop	31/5/2019
	Ms. Shirleen Lau (GS II)	MERS Talk	1/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Coding workshop	25/5/2019
	Mr. Calvin Chan (GS	MERS Talk	1/12/2018

	II)	Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Coding workshop	9/4/2019
	Ms. Alice Lau (GS II)	Google Classroom	7/9/2018
		HKT iPad Workshop	7/11/2018
		MERS Talk	1/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		IT in Education Pedagogical Series: Using Sensors to Develop Students' Problem Solving, Self-directed Learning and Computational Thinking Skills in the 21 st Century in Primary Schools	26/3/2019
		Coding workshop	9/4/2019
	Mr. Philip Wong (GS II)	教育局資優教育網上基礎課程	1/7 – 21/9/2018
		HKT: Apple 電子教學入門課程	13/9/2018
		MERS Talk	1/12/2018
		粵樂 – 香港人的集體聽覺記憶	7/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		活化香港歷史建築專題講座	28/1/2019
		How to promote Sex Education Effectively in Primary Schools	23/2/2019, 9/3/2019
		Coding Workshop	9/4/2019
		資訊科技教育與學科有關係列：在小學有效運用資訊科技工具提升常識科的學與教效能	24/05/2019
		DJI drone workshop	31/5/2019
		Inno Fair 2019	25/5/2019
	Ms. Anna Cheung (GS TA)	Google Classroom	7/9/2018
		HKT: Apple 電子教學入門課程	13/9/2018

		MERS Talk	1/12/2018
		Hong Kong Taoist Association Wun Tsuen School	10/12/2018
		Coding workshop	9/4/2019
		DJI drone workshop	31/5/2019
Evaluation	<p>1. School Visits</p> <ul style="list-style-type: none"> All visits were smoothly run and successfully held. All G.S. staff visited Hong Kong Taoist Association Wun Tsuen School. The STEM activities were a kind of student-centered, group-based and problem-solving learning. The topics integrated General Studies, Science, Arts and social issues. The design thinking strategies suggested by the professor was inspiring. BYOD G.S. Lesson Observation at St. Edward's Catholic Primary School was arranged. The classes use iPads as e-book and the discipline was excellent. The lesson was interesting and worth to be learnt. <p>2. Seminars</p> <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.4-6 timetable had been bundled so that students could have 1-hour long lessons on STEAM education programme for G.4-6 students. The GS I double lessons were also used for completing the project so that students could have two 1-hour long lessons each week to complete the projects. The projects were conducted for 3 weeks, altogether 6-hour long lessons. The GS I project was also combined in the programme to better utilize curriculum time. STEAM elements with specific skills being assessed were incorporated into the rubrics. Two Robot Kits named “Coconut” and “HUNA” were used. Students worked in groups to complete different projects in each grade: <table border="1"> <tr> <td>G.4</td><td>SMART Electric Fan</td></tr> <tr> <td>G.5</td><td>SMART Wire-loop Game</td></tr> <tr> <td>G.6</td><td>Robot-control Catapult</td></tr> </table> Understanding of electronic parts, hand skills in assembling parts and coding skills were required to complete the above projects. 	G.4	SMART Electric Fan	G.5	SMART Wire-loop Game	G.6	Robot-control Catapult
G.4	SMART Electric Fan						
G.5	SMART Wire-loop Game						
G.6	Robot-control Catapult						

Evaluation	<ul style="list-style-type: none"> ● Most of lessons required long preparation and tidy-up time. Equipment testing was also required before, during and after the activities. It is suggested extra manpower should be allocated to ensure smooth running of the activities, though preparation and tidy-up tasks could be partially done by students. ● Lessons venues were limited to computer rooms. Due to the outbreak of influenza, some lessons were conducted in classroom using outdated laptop computers. It is suggested to purchase new laptops to enable more flexibility in arranging lesson venues and better contingency planning.
------------	--

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. SMP Young Scientists participated in Micro-robot Relay Event 2018 on 9 November 2018. 2. Three G.6 students participated in Confucian Cup 2018 on 11 December 2018. 3. Seventeen G.6 students participated in HK Science Olympiad for Primary Schools on 2 February 2019. 4. SMP Creative Project participated in 2018-2019 年度 數碼達人創作大賽 5. All G.4-6 students participated in the 13th Diplomatic Knowledge Cup Contest. Students were required to complete an online MC quiz which required having diplomatic knowledge of China during the period from 28 February to 15 March 2019. 6. All G.1-6 students participated in 善德基金會全港中小學標語創作比賽 in May 2019.
Evaluation	<p>Our school teams got good results in these competitions. Their results were as follows:</p> <ul style="list-style-type: none"> ➤ Micro-robot Relay Event 2018 <ul style="list-style-type: none"> - G.5 team: First class Award - G.6 team: Third class Award ➤ Confucian Cup 2018 <ul style="list-style-type: none"> - 1st Runner-up: Wong Ka Yeung (6D 25), Yau Chak Hin (6D 30) and Ko Kin Fung Nicholas (6J 21)

	<ul style="list-style-type: none"> ➤ The 2nd Hong Kong Science Olympiad for Primary Schools 2019 organized by the Hong Kong Association for Science and Mathematics Education <ul style="list-style-type: none"> - Outstanding Performance Award - 7 Gold Awards: Ho Chun Nam (6D 8), Pang Ching Nam Bosco (6D 20), Wong Ka Yeung (6D 25), Pau Cheuk Fu Ian (6J 25), Shiu Cheuk Kiu Leonard (6J 27), Yau Cheuk To (6M 32) and Chu Hang Kin (6S 7) - 4 Silver Awards: Fu Bono Jing Huan (6J 16), Cheung Chun Ming (6M 9), Lai Xi Nai (6P 13) and Tseng Lap Yin Cedric (6S 27) - 4 Bronze Awards: Lo Alden Pak Hong (6D 13), Lo Yiu Ki Astin (6D 16), Wu Kai Sun Byron (6D 29) and Yeung Ling Yu (6D 31) ➤ 2018-2019 年度 數碼達人創作大賽 <ul style="list-style-type: none"> - Best in Editing ➤ 13th Diplomatic Knowledge Cup Contest <ul style="list-style-type: none"> - 踴躍參與學校獎 ➤ 善德基金會全港中小學標語創作比賽 <ul style="list-style-type: none"> - 初小組優異獎及網上點擊讚好大獎第 4 名: 邱一錫(1D28) - 中小組優異獎: 樊劭哲 (3J 10) - 中小組亞軍及網上點擊讚好大獎第 1 名: 馮雋朗 (4S 6) - 高小組季軍: 江峻翹 (5D 12) - 高小組優異獎: 李樂道 (5D 16)
--	--

Activity 8	Cross-curricular Activities										
Objective	<div><div>1.</div><div>To improve students' learning attitude</div></div> <div><div>2.</div><div>To adopt a multi-disciplinary approach to help students who may not enjoy learning</div></div> <div><div>3.</div><div>To provide students with an opportunity to do projects and work with other classmates.</div></div> <div><div>4.</div><div>To let students work on a certain theme in collaboration with different subjects</div></div> <div><div>5.</div><div>To avoid repetition in teaching content</div></div>										
Target	G.1-6										
Period	Whole year										
Description	<div><div>1.</div><div>Different grade levels conducted various teaching activities together with other departments.</div></div> <div><div>2.</div><div>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.</div></div> <table><tr><td rowspan="4">G.1</td><td>Theme:</td><td>My Family Tree</td></tr><tr><td>When:</td><td>December 2018</td></tr><tr><td>Departments:</td><td>English, Chinese, Moral Education, French and General Studies</td></tr><tr><td>Goals:</td><td>Students learnt about themselves and their families and how to love their families and friends</td></tr></table>		G.1	Theme:	My Family Tree	When:	December 2018	Departments:	English, Chinese, Moral Education, French and General Studies	Goals:	Students learnt about themselves and their families and how to love their families and friends
G.1	Theme:	My Family Tree									
	When:	December 2018									
	Departments:	English, Chinese, Moral Education, French and General Studies									
	Goals:	Students learnt about themselves and their families and how to love their families and friends									

	Activities:	Students drew a family tree poster and did a presentation to introduce their family members to their classmates.
G.1	Theme:	Healthy Lifestyle
	When:	September 2018
	Departments:	Chinese, Music, Religious Education, Computer Studies, Moral Education and General Studies
	Goals:	Students learnt about their body structure, how to have a healthy lifestyle and how to love themselves.
	Activities:	Students designed a healthy dish and had a project learning about personal growth. They also learnt a song about healthy lifestyle.
G.4	Theme:	Body System
	When:	September – October 2018
	Departments:	English, GS I
	Goals:	Students learnt about the function of different body systems and related vocabularies. They also wrote an interview about this topic.
	Activities:	In the GS I lesson, students made a poster to promote healthy lifestyles. In the English lesson, students made use of that poster and gave an individual presentation. Then, they also wrote an interview script about the topic.
G.5	Theme:	G.5 Global Warming
	When:	May 2019
	Departments:	English, Mathematics, Visual Arts, Music and General Studies
	Goals:	This theme was to raise students' awareness about global warming & environmental conservation and to let them learn how to love the world.
	Activities:	Students learnt about the topic through developing a play in the English lessons; collecting data & creating a bar chart of different CO ₂ levels in the GSI & Maths lessons. They also did some artworks and music appreciation about this topic.
G.6	Theme:	Famine Activity (Rich and Poor's Banquet)
	When:	November 2018
	Departments:	Chinese, Religious Education, Literature Studies, Putonghua and General Studies
	Goals:	Students experienced the inequalities among the society. They also learnt to cherish all they have and to care about needy people.
	Activities:	During the banquet, each participant received either a "rich" meal or a "poor" meal. Students had sharing and discussions after the activity and also wrote a reflection about their experience.

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 Programme Plan 2018-2019

Programme Summation

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

This evaluation does not take into consideration the Elementary French Programme which is still under construction nor the beginner's path of the French Stream.

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 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 iPen, websites (Kahoot, Quizlet, Memrise)
Evaluation	<p>One of the challenging matters in terms of students' self-reflection is to disconnect the learner from the paper e.g. worksheet. Simple actions such as reading carefully the instructions should be done properly as it leads most of the time to a misunderstanding of the expectation.</p> <p>Some of the students do understand that they have to read instructions, read/look at examples given and observe and relate the activity with what it is done in class.</p>

Plan 2: Develop Reading Practice	
Objective	To create an auditory environment at home and reinforce consistency in home learning with good practices.
Target	All junior grades of French Stream Students
Period	Whole 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	About 50 books were adapted with audio pen technology. More books will come to complete in the series already purchased.

Plan 3: French Stream Events (House Open and AFLE/ Activities	
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/ January/ April
Description	<ul style="list-style-type: none"> ● Speech Festival ● Open House ● Dictation Competition
Evaluation	Many entries in G3 & G4 students for the French Speech Competitions and Dictations Competitions with very good results.

Plan 4: DELF Prim Exams	
Objective	To validate students' proficiency in French Language at a primary level
Target	Grade 3 (P) French Stream Students
Period	June
Description	<ul style="list-style-type: none"> ● Grade 3 for DELF Prim A1.1
Evaluation	Results not yet to be known

Plan 5: Teachers Professional Development	
Objective	To develop teacher's skills in Teaching and Learning French language
Target	French teachers
Period	March / July
Description	<ul style="list-style-type: none"> ● Understanding IT in Education (merging to google classroom) to develop understanding of the latest practices in French Teaching for young learners. ● Sharing session with teacher from La Salle College, leader in establishing IT in Education ● Professional Development in Teaching practices to young learner ● The Professional Development was organized from the 1st to 12th of July 2019, in Nantes, France
Evaluation	Sharing session will lead to more discussion in August with the colleague from La Salle College Hong Kong.

Evaluation of Putonghua Department Programme Plan 2018-2019

2018-2019 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「普通話周和普通話大使」、「一、二年級集誦比賽照片」及「西安交流團」。學生可以透過壁報板所展示的內容，加深對普通話語音知識及科組活動的認識；同時，利用不同的主題優化學生學習普通話的技巧和改善學生學習普通話的態度。

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 70 屆校際朗誦節」已圓滿結束。本校普通話集誦隊獲得季軍。獨誦方面，全校有 111 名學生參加朗誦，共獲得 34 個獎項（詳見下表）。 此外，本科選出 8 名學生參加「第二十一屆全港中小學普通話演講比賽 2019」，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	學習活動周
活動目標	透過不同類型的活動，讓學生跳出課堂學習的框架，提高學生學習普通話的興趣。
活動情況	G1—製作兒歌表：學生在兒歌上標聲調，繪上相關圖畫； G2—製作韻母蛇棋盤：學生在棋盤上寫韻母，繪上相關圖畫，玩自己設計的棋盤； G3—題畫詩：學生在古詩工作紙上標拼音，在圖畫上塗顏色和加插其他圖畫。
活動檢討	學習活動周的活動寓教於樂。學生在學習普通話知識的同時發揮自己的創意，繪製相關圖畫和設計棋盤。學生在活潑有趣的活動中學習普通話，可提升他們學習普通話的興趣和享受當中的樂趣。

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，活動貫穿課堂與課後時間，並需要「過三關」，包括：1. 學生上課時用心朗讀，可獲得教師的嘉許印章，集滿三個印章可得到一份禮物以作獎勵；2. 課餘時間向教師、家長、親友或

	同學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七個簽名，作為平時表現分的考核項目之一；3. 完成基本要求後，再選讀五篇教師提供的古詩或段落，即可獲得獎勵。在完成上述三項等級的基礎上，學生可再挑戰卓越等級——自選篇章（五篇）朗讀並獲得簽名。所有等級都挑戰成功的學生可獲大獎勵，且獲獎名單會在有蓋操場的佈告板上公佈，以作鼓勵。
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 1300 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	普通話大使及普通話周
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、責任心及發揮兄友弟恭的精神。
活動情況	普通話周於第 39 周進行。今年由全部六年級同學擔任普通話大使，一星期中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，程度則配合一至五年級學生的能力，讓學兄充當小教師，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，各普通話教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。因天雨關係，活動臨時改在禮堂進行，並採取各年級分流的形式，各教師均認為此分流方式讓活動更有效率，同意明年保留。今年的活動遊戲提倡採用環保材料，但部分材料簡陋粗糙，使遊戲的觀感欠佳，明年可作更妥善安排。

活動項目	班際比賽
活動目標	由各級教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—輕聲及三聲連讀（電子互動形式） 四年級—繞口令 五年級—粵普對譯 六年級—粵普對譯（電子互動形式）
活動檢討	各年級比賽圓滿結束，獲獎班別及個人均獲頒禮物，以作嘉許。班際比賽安排在評估後進行，學生表現積極踴躍，活動時很投入。此外，高年級組透過小組進行合作學習，有助照顧個別差異。每個年級對此活動反應甚佳，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三至四年級參加改為一至二年級參加，共有 35 名

	同學參賽。由普通話任教教師為各級進行評分。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	是次活動反應較去年踴躍，讀音咬字和表現技巧方面仍有進步空間。本科建議明年繼續舉辦此活動，並加強宣傳及適當延長備賽的時間，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	為配合新課程及學校的發展，並讓教師緊貼教學新趨勢，本年度科組共推薦教師參加了三個工作坊，主題包括拼音教學難點、新課程之配音教學，以及「MENTIMETER」——電子軟件應用。而且，所有任教非華語或基礎漢語科的老師均參加過各大學及教育局舉辦有關非華語教學的專題研討會，包括工作坊、講座或五星期課程。此外，全數教師都已在協作會議中與同儕分享他們所學。此外，本科有三位教師曾與香港大學支援小組專家進行會議或與本地、外地(包括:台灣、杭州)學校進行學術交流，同時，科主任亦在香港大學舉辦的國際學術研討會中擔任客席嘉賓，分享本科在行動研究上的成果。

活動項目	製作教材、購買工具書及輔助教具教材
活動目標	增強學生學習的互動性和合作性，提高他們學習普通話的興趣。
活動情況	教師針對各級的語音重點，根據以往的教學經驗及專業培訓所學，並參考教育局提供的教材，設計了具挑戰性及趣味性的校本電子課件，並交香港盈科公司負責製作軟件。
活動檢討	本科利用教育局的撥款，邀請專業公司製作了一共六課的電子課件。電子課件已經在二月起開始使用。根據老師觀察，運用電子教學能增加互動性，提高學生的學習興趣，並有助學生理解字詞及運用。根據學生問卷分析，所有學生都對電子教學持正面評價，以5分為最高分數下，學生的平均評分為4.2-4.8分之間。當中，「喜歡用電子課本來學習中文」、「有助他們了解字詞的筆順」、「作答形式多樣化，有助我學習中文」這三項的評分最高(4.8分)。

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	今年主要是收集由各大學及教育局舉辦的非華語教學研討會資料，以及出版社舉辦的新教材及新課程的參考教材。

第七十屆香港學校朗誦節

報名表格：111 份(詩詞獨誦/散文獨誦)

總共獲獎：34 項

冠軍：4 名

亞軍：14 名

季軍：16 名

編號	班別	學號	學生姓名	培訓教師	項目編號	成績
冠軍						
1	2M	8	徐逸希	劉巧靈	詩 337	88
2	3S	20	岑卓橋	譚艾琳琦	詩 336	88
3	4S	25	黃鈺皓	毛良盈	詩 336	87
4	6P	30	楊鎬朗	徐鈺峰	詩 335	88
亞軍						
1	1P	28	符從德	楊素敏	散 437	85
2	2J	13	梁逸琛	劉巧靈	詩 337	85
3	2M	8	徐逸希	劉巧靈	散 437	87
4	2S	17	盧佇宸	自行報名	詩 337	87
5	3D	21	凌天祈	殷華峰	散 436	88
6	3D	30	楊承曄	自行報名	散 436	85
7	3S	20	岑卓橋	殷華峰	散 436	85
8	4M	26	黃康進	毛良盈	詩 336	87
9	5M	21	徐雋熙	顧慧儀	詩 335	85
10	5P	10	江向傑	顧慧儀	詩 335	87
11	5S	25	韋逸朗	顧慧儀	散 435	88
12	6D	20	彭清楠	徐鈺峰	詩 335	87
13	6J	3	陳啟晉	徐鈺峰	詩 335	89
14	6P	16	李政澤	徐鈺峰	詩 335	89
季軍						
1	1D	3	陳思行	自行報名	詩 337	87
2	1D	11	洪翊天	自行報名	詩 337	87
3	1J	6	張晉森	自行報名	散 437	84
4	1P	18	梁証恆	自行報名	散 437	
5	1S	14	叶傲迎	楊素敏	詩 337	86
6	1S	25	黃喆澤	自行報名	詩 337	86
7	2D	12	梁子諺	劉巧靈	詩 337	86
8	2D	25	黃軍豪	自行報名	詩 337	82
9	2J	28	王正培	劉巧靈	詩 337	87
10	2M	15	郭家熙	劉巧靈	詩 337	83
11	2M	25	吳翰林	自行報名	散 437	86
12	3D	25	丁子桓	譚艾琳琦	詩 336	

編號	班別	學號	學生姓名	培訓教師	項目編號	成績
季軍(續)						
13	3J	32	楊皓雲	譚艾琳琦	詩 336	85
14	3S	3	陳政霖	譚艾琳琦	詩 336	85
15	3S	3	陳政霖	殷華峰	詩 436	84
16	6J	17	馮君皓	徐鈺峰	散 435	87

隊伍	培訓教師	項目編號	成績
一、二年級集誦隊	何潔生 劉巍 毛良盈	K546 男子或女子或男女詩詞合誦	季軍

第二十一屆全港中小學普通話演講比賽

編號	班別	學號	學生姓名	培訓教師	成績
1	1J	6	張晉森	楊素敏	九龍區（初小組） 優異星獎
2	1P	28	符從德	顧慧儀	九龍區（初小組） 優異星獎
3	2D	12	梁子諺	劉巍	九龍區（初小組） 優異星獎
4	3S	20	岑卓橋	劉巧靈	九龍區（初小組） 優異星獎
5	4P	4	程日雋	殷華峰	九龍區（中小組） 優異獎
6	4S	25	黃鈺皓	何潔生	九龍區（中小組） 良好獎
7	5S	25	韋逸朗	徐鈺峰	九龍區（高小組） 優異星獎
8	5S	29	王子介	何潔生	九龍區（高小組） 優異星獎 九龍區（高小組） 金獎

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 2018-2019

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 2018 to June 2019
Description	Invite potential G.3 & G.4 students to attend Advanced Intensive Training classes to improve their technique and skills in playing the Dizi and Erhu.
Evaluation	<ul style="list-style-type: none"> ● This training programme increased students' interest in learning Chinese instruments. ● 4 students will be invited to join the Dizi Advanced Intensive Training Class and 3 students will be invited to join the Chinese Orchestra ● 5 students will be invited to join the Erhu Advanced Intensive Training Class and 6 students will be invited to join the Chinese Orchestra. ● Some students will take 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.4– G.5
Period	From October 2018 to June 2019
Description	Invite potential G.3 & G.4 students to attend Advanced 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. ● 3 students who play Dizi and 4 students who play Erhu will be 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

	<ul style="list-style-type: none"> ● 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 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.
Evaluation	<ul style="list-style-type: none"> ● Students showed very good response 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 & Hong Kong Schools Music Festival and Other Competitions

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 2018 to March 2019
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 71th 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 71st Hong Kong Schools Music Festival results, The Senior School Orchestra, String Orchestra, Chinese Orchestra and Hymn Choir (Singing in English and Chinese) were awarded the Champion. The Treble Choir, Saxophone Ensemble and Trombone Ensemble were awarded Second Place. The Junior Choir and Horn Ensemble were awarded the Third Place. The Clarinet Ensemble got a merit.

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 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 the different events: The Hong Kong Schools Music Festival and Speech Festival 70th Anniversary Gala and DSOBA Annual Dinner. Many guests found our students' performances very impressive. ● The Saxophone Ensemble was invited to perform in the Charity Event held by 善德會. ● The DBS 150 Anniversary Concert was held on 10th & 11th July 2019 and it was very successful. The parents and students enjoyed the performances very much. ● Feedback received from parents and audience was positive.
------------	---

Plan 6 : Celebration Party after the 71st 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 2019
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"> ● 175 parents and 274 students enjoyed participating in the function very much. ● Feedback received from both parents and students was positive. It was a great opportunity to organize a reunion for members of the Music Department. ● The party was very well organized.

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	9 potential G.6 students were selected as Music Captains to assist the Music Department.
Evaluation	<ul style="list-style-type: none"> ● 9 Music Captains were selected to assist the Music Department. They 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.4-G6
Period	Late July 2019
Description	Music Tour to Singapore
Evaluation	<ul style="list-style-type: none"> ● The Music Tour was organized for Treble Choir-----A Competition in Singapore in late July. ● 57 G4-G6 Treble Choir members were selected to participate in the Singapore Music Tour. ● Students learnt a lot through giving performances with other choirs and attending a workshop. ● Parents and students enjoyed taking part in the tour very much. ● Besides music, the students also gained a lot of cultural knowledge through visiting various heritage sites, going to a concert and watching a musical.

Evaluation of Physical Education Programme Plan 2018-2019

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: 3 September 2018 (G.6) 4 September 2018 (G.2 & G.4) 5 September 2018 (G.3 & G.5) 10 September 2018 (G.1) Finals: 2 October 2018 (G.2 Finalists & All G.3-G.6 students)
Description	The Inter-House Swimming Gala application was open to all PD students. Heat competitions were held in the DBS outdoor swimming pool whilst finals were jointly organized by the PD & SD in the 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 competitions were held on 3/9, 4/9, 5/9 and 10/9. ● 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. ● Teacher's comments were collected afterwards. ● Feedback from colleagues was mostly positive and suggestions on very minor problems were offered.

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: 17 December 2018 Finals: 31 January 2019 (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 Kowloon Bay Sports Ground.
Evaluation	<ul style="list-style-type: none"> ● The Heats competition was held on 17/12/2018 successfully. ● The PD Sports Day Finals were held in the Kowloon Bay Sports Ground.

	<ul style="list-style-type: none"> ● The Inter-House Sports Day Finals programme booklet was prepared by the PD. The teacher duty roaster was given to PD teachers. ● Semi-finals of 2 events (60m and 100m) were introduced this year in order to let more students participate in the Finals. ● In order to let more students participate in the Finals this year, Inter-House Relay competitions for non-finalists in junior grade and senior grade were held during the Sports Day Finals for the first time and the feedback about this event was very positive. ● Teacher's comments were collected afterwards. ● Feedback from colleagues was mostly positive and teachers suggested that the dismissal arrangement of students for parents' pick-up should follow the class order.
--	---

Plan 3 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 2018 to late-January 2019
Description	G.1 & 3 – Rope Skipping G.2 & 4 – Wushu G.5 – Dragon and Lion Dance G.6 – Pop Dance
Evaluation	Rhythmic movement is an essential part of FM. Pop dance could help G.6 students develop such ability. Since dancing is included in the G.1 & 2 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.

Plan 4 Local / Overseas Training Camps / Competitions	
Objective	To organize intensive local / overseas training camps for School Sports Team A or outstanding Team B member in order to prepare them for the Inter-School Competitions
Target	G.3 to G.6 School Team Members
Period	During major school holidays
Description	<ol style="list-style-type: none"> 1. Taiwan Basketball Training Camp (Christmas Holiday 2018) 2. Korea Fencing Training Camp (CNY 2019) 3. Japan Volleyball Training Camp (Early August 2019) 4. Taiwan Football Training Cam (Late August 2019)
Evaluation	<ul style="list-style-type: none"> ● Parents' feedback was mostly positive. Students enjoyed the training camp very much. They played friendly matches with local students and learned various sports skills from the local coaches. ● Different training camps will be organized next year.

Evaluation of Visual Arts Department Programme Plan 2018-2019

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 1: <ul style="list-style-type: none">- G2 "Family Love" with the School theme of cherish yourself and your family Term 2: <ul style="list-style-type: none">- 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 2
Period	Extended Learning Weeks –Fun Learning Weeks

Plan 2: Artist in School Partnership	
Description	Multimedia Art Workshops were arranged during Fun Learning Weeks: -Visiting Artist: Mr. Tony Chan (Professional multimedia artist) -Grade 1: imovie Workshop -Grade 2: 3D Printing - Airplane Design Workshop
Evaluation	During the workshops our students learnt more concepts about video editing and 3D printing design. They were proud to be able to make their own video and an airplane in 3D concept.

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	Terms 1-3
Description	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> ✧ G1: Panda and Bamboo Forest / Homecoming Birds ✧ G2: Family Love / Letter Design ✧ G3: Chinese Painting Bamboo/ Chinese Painting Pine Trees <p><u>Term 2:</u></p> <ul style="list-style-type: none"> ✧ G1: Dum Sum Culture /Greenery Building Design ✧ G2: Pop Art of Excessive and Disposable Items/ Preserve Our Harbor ✧ G3: DBSPD School Campus Painting/ Figure and Insects Drawing <p><u>Term 3:</u></p> <ul style="list-style-type: none"> ✧ G1: Abstract Painting inspired by Jackson Pollock/ Endangered Shark ✧ G2: Sustainable Fishing / Human Right Poster Design ✧ G3: Chinese Painting of Lotus/Art of Paper Cut
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/ Hundertwasser ✧ G2: Colour Wheel/ Shape/ Andy Warhol ✧ G3: Chinese Calligraphy/ Chinese Ink & Brush/ Seal Script <p><u>Term 2:</u></p> <ul style="list-style-type: none"> ✧ G1: Repetition Pattern/ Overlapping Pattern ✧ G2: Pop Art / Claude Monet ✧ G3: Chinese Painting of Landscape <p><u>Term 3:</u></p> <ul style="list-style-type: none"> ✧ G1: Ceramic/ Jackson Pollock ✧ G2: Ceramic/ Comic Drawing/Poster Design ✧ G3: Chinese Ink and Brush: Lotus/ Orchid
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-G5
Period	Open House, External Venue & 150 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: Greenery Building / Home Coming Birds ✧ G2: Family Love/ Preserve Our Harbor inspired by Monet ✧ G3: DBSPD Campus/ Seal Script Name Stamp ✧ Multimedia Art: 3D printing students' work <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 Sanatorium & Hospital
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	G3-G5
Period	Whole school year
Description	<p>Our students took part in the following competitions:</p> <ul style="list-style-type: none"> - Title: ifva (Independent Short Film and Video Awards) <ul style="list-style-type: none"> ✧ Organizer: Hong Kong Arts Centre - Title: Brickworld Film Festival <ul style="list-style-type: none"> ✧ Organizer: Brickworld Chicago
Evaluation	It was a new experience for the students to be able to join the multimedia arts competition.

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-G6
Period	Term 2 & Term 3
Description	<p><u>Term 2:</u> Visit to Hong Kong Heritage Museum Theme: Golden Splendors: 20th Century Painted Porcelains of Hong Kong</p> <ul style="list-style-type: none"> ✧ Date: 30 January 2019 ✧ Time: 3:30a.m. - 5:00p.m. ✧ Participants: 22 (Students and parents/guardians) <p><u>Term 3:</u> Animation Workshop Organizer: Film Programme Office by Leisure and Cultural Services Department</p> <ul style="list-style-type: none"> ✧ Date: 10 June 2019 ✧ Time: 10:30a.m. - 1:00p.m. ✧ Participants: 30 (Students and parents/guardians)
Evaluation	<p><u>Term 2:</u> Golden Splendors: 20th Century Painted Porcelains of Hong Kong</p> <ul style="list-style-type: none"> ✧ Over 93% of participants agreed that the guided tours were well-planned. ✧ Over 96% of participants agreed that they learnt some new knowledge about painted porcelains. ✧ Over 93% of participants agreed that they enjoyed the visit. <p><u>Term 3:</u> Animation Workshop</p> <ul style="list-style-type: none"> ✧ Over 96% of participants agreed that the tutor was well prepared. ✧ Over 97% of participants agreed that the tutor has a good knowledge of the subject. ✧ Over 97% of participants agreed that the content of the workshop was interesting and appropriate to students' learning abilities.

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 Friday: Movie Editing & Rendering and Illustrative Book by iPad Pro
Evaluation	93% of the students agreed their tutors have good knowledge of the subject and the content of the lessons was interesting and appropriate to students' learning abilities.



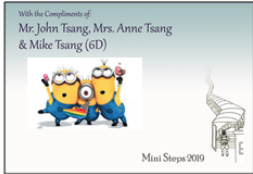
Plan 10: Teaching & Learning Initiatives	
Objective	<ul style="list-style-type: none"> To further develop a more challenging and comprehensive curriculum to unleash the full potential of students To further develop students' self-learning skills
Target	G1-G3
Period	Visual Arts Lessons, Recesses & Fun Learning Weeks
Description	<p>Visual Arts Lessons & Fun Learning Weeks</p> <p><u>Grade 1:</u> Use of iPad Pro to draw and iMovie to edit projects.</p> <p><u>Grade 2:</u> Use of 3D printing software Tinker CAD to design an airplane.</p> <p><u>Grade 3:</u> Use of iPad Pro to search reference about seal script names for completing a carving project.</p> <p>Recesses</p> <p>Art Helpers served on a voluntary basis during second recess:</p> <ul style="list-style-type: none"> -Develop a routine for students who are self-motivated to take up extra work during their recess and unleash the full potential of some students. -Learn to be responsible and committed to complete their role. -A certificate of appreciation and a badge were awarded to the art helpers. <p>101 Visual Arts Room was kept open during both recesses:</p> <ul style="list-style-type: none"> -Encourage the weakest students to work at their own pace during both recesses.
Evaluation	<p>Most of our students enjoyed using digital devices like iPad Pro and its applications to learn more challenging projects. They have got familiar with the use of technology in making arts.</p> <p>In addition, the Art Helpers served on a voluntary basis, and they were all self-motivated and extended more time to participate in more challenging art projects.</p>

Visual Arts Department (G4-6) Programme Plan

Programme Summation:

A. Plan 1: Cross-Curricular Integrated learning	
Objective	To help students make connections between art, nature, science, history and culture
Target	All students
Period	Throughout the year
Description	In collaboration with other subject departments and IBL: <u>G.4 Symmetrical Shapes</u> , with Math Department <u>G.4-5 Cheering Flag</u> , with P.E. Department <u>G.5 Environmental Art</u> , G.S. I, English, Math & Music Departments <u>G.6 The Rich & the Poor</u> , LS, Chi, G.S.II, PTH, VA & RE Departments
Evaluation	The topics were a challenge for students to handle. Flag Mascot Design by G.4 therefore required G.5 to join the design task. The Rich & the Poor - most students put themselves in the perspective of the rich rather than that of the poor.



Plan 2: Art In School Partnerships	
Objective	To develop students' artistic potential through taking part in various media explorations & presentation
Target	Whole school
Period	Throughout the year
Description	<u>P.E. Department</u> Sports Day Cheering Flags, Monday, 31 Jan 2019 <u>School Magazine Committee</u>

	<p>Section cover theme : the entrance of school with mini steps</p> <p><u>Chinese Calligraphy Workshop</u></p> <p>Ken Tsui, 30 Oct 2018</p> <p><u>Island Art</u></p> <p>Weaving Workshop for students and teachers, Ankie Au Yeung 一個旅人 A Traveler</p> <p>6 Jan 2019 and 10 April 2019</p> <p><u>Tree Management Office</u></p> <p>Clara Lau</p> <p>Supported the featuring of Typhoon damaged trees on display at the open house</p> <p>Plant labels for roof top garden</p>
<p>Evaluation</p>	<p><u>P.E. Department</u></p> <p>This year each house had one larger size flag to give more visual impact to each house's cheering activities.</p> <p><u>School Magazine Committee</u></p> <p>6D Jaden Chu & 6P Barnett Thomas Harvey had their drawings featured in the advert design. The VA department will continue to feature students' drawing of the school environment in advert design as a form of encouragement to students.</p> <p>Mini Steps (School Magazine Template Choices)</p> <p>Templates A : Donation \$2000, Half page 130 x 190 mm</p> <div data-bbox="475 1352 730 1547"> <p>Template A (Without a photo)</p>  </div> <div data-bbox="778 1352 1031 1547"> <p>Template A (With a photo)</p>  </div> <p><u>Chinese Calligraphy & Island Art</u></p> <p>Extra activities outside of art class time were organized to help broaden students' range of experiences in different forms of art.</p> <p><u>Tree Management Office</u></p> <p>Collaboration with Ms. Clara Lau allowed students to make the most of our grand school grounds.</p>

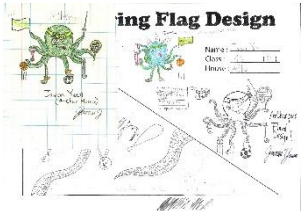
Plan 3: Project Learning/ Collaborative Learning	
Objective	To develop students' project learning and collaborative learning skills
Target	All students
Period	Throughout the year
Description	<u>Each grade had 3 collaborative art projects</u> <u>G.6:</u> Transhuman Figure & Twin Pots <u>G.5:</u> European Architecture & Letter Papercut <u>G.4:</u> Stain Glass Window & Op Art
Evaluation	The majority of students enjoyed collaborative projects as they help build their collaborative and problem solving skills.

Plan 4: Art Appreciation	
Objective	To build students' knowledge and understanding of the visual world
Target	All students
Period	Throughout the year
Description	<u>Topic in Focus</u> Each grade had a focus artwork studies topic that lasted for 1 term: G.4 Nature G.5 Architectures G.6 Figures & Portraits
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 art project production.

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

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	
Description	<u>Displays Around the School</u> 1 st , 2 nd & 5 th Floor - terms 1-3 	<u>Open House</u> Open House, 3J Classroom 27 Feb 2019 
Evaluation	<u>Displays Around School</u> Students had constructive dialogue with one another on projects especially G.6's self-portrait project which would support their development in art making. <u>Open House</u> Many parents & students enjoyed the displays which served as point of conversation about everyday art class and students' art progress.	

Plan 7: Art Competition	
Objective	To provide students with exposure in art competitions to gain experience
Target	All year groups
Period	Terms 1-3


<p>Description</p> 	<p><u>Internal</u> G.4-5 Sports Day Flag with Mascot Design</p> <p><u>External</u> G.5 & 6 Poster Design Competition, Agriculture Fisheries & Conservation Department G.4 Post Card Competition, Animals Asia. 4S Jonas Yeung, Merit Post Card Competition, Animals Asia</p> <p><u>Other competition presented at assembly 23 Nov 2018:</u> 10th awards Annual Nakamura Keith Haring Collection International, 5M Lau You Gi, won 3 awards: Art Critic Award, Keith Haring Award, Shikandai Shingetsu Award Division 2 GunPla Building 5J Bertie Chang, World Cup, Champion,</p>
<p>Evaluation</p>	<p>All G.4-6 students were given the opportunity to participate in competitions and they could be further encouraged.</p>

Plan 8: Cultural Adventures	
<p>Objective</p>	<p>To get students involved in life-wide learning activities in relation to art</p>
<p>Target</p>	<p>All G.4-6 students</p>
<p>Period</p>	<p>Terms 1-3</p>
<p>Description</p> 	<p><u>Term 1</u> Museum Visit Jao Tsung-I- Chinese Calligraphy and Painting Exhibition Monday, 11 October 2018, Verdant Art Gallery & Centre, Maxine Pao Auditorium_</p> <div data-bbox="480 1599 1469 1865">   </div> <p><u>Terms 2-3</u> Outdoor Sketching Roof Top Garden</p>

Evaluation	<p>Students attended a half hour calligraphy workshop prior attending the opening of the exhibition. Students' experience of the exhibition would be enhanced if there was a guided tour as part of the visit.</p> <p>Students' outdoor sketching session was enhanced by pair work on VTR & haiku writing. The inter-discipline activity catered for different learning styles.</p>
------------	--

Plan 9: Extra-curricular Art Classes	
Objective	To develop students' artistic potential through taking part in various media explorations
Target	All G.4-6 students (also G. 1-3)
Period	Terms 1-3
Description	<p>The following after school art classes were offered to students this year :</p> <p>ECA Art Classes (G.1-6)</p> <p>Western Painting, Chinese Painting, Ceramics, Drawing, New: Architecture, Mix Media Drawing, Watercolour Sketching</p>
Evaluation	<p>The Architecture class was a popular new addition to this year's ECA class while western painting was the least popular one. The projects that were of the highest quality were Chinese painting & Ceramic classes.</p> <p>Positive feedback was shown in each term's surveys. 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.4-6

Period	Second Term and Third Term
Description	<p><u>IT in Education</u></p> <p>G.4-6 were required to identify iPads programmes for thematic exploration, research & art making</p>
Evaluation 	<p><u>IT in Education</u></p> <p>This year we identified apps for students to try for projects but found it difficult to fit in all classes as some classes were quite behind with projects (especially Fri & Mon classes).</p> <p>Some ECA class also included IT projects that carried 20% of the course work.</p>

Evaluation of Religious Education Department Programme Plan 2018-2019

2018-2019 年度宗教科工作計劃檢討報告

1. 個人牧養工作

(一)	活動目標:	宗教科老師將向有需要學生提供個人情緒及心靈支援。
(二)	活動對象:	全體學生
(三)	推動時間:	全年
(四)	活動內容:	有需要的學生經由老師轉介或宗教科老師主動接觸，得到宗教科老師的關懷和鼓勵，以禱告將自己交托上帝。
(五)	活動檢討:	老師較以往更加主動接觸有需要學生，不少學生反應正面。唯轉介個案稀少，宗教科老師主要向自己擔任班主任班級的學生提供支援。低年班對個人牧養工作的需求偏低。也有老師反映找時間約見學生有困難。

2. 新生調適活動

(一)	活動目標:	讓小一新生認識學校是一所基督教學校，盡快投入校園生活。
(二)	活動對象:	小一
(三)	推動時間:	九月至十月
(四)	活動內容:	宗教德育科於開學期間為新生舉行調適活動，並於課堂中介紹班名的由來，讓新生認識學校，盡快投入校園生活。
(五)	活動檢討:	透過介紹班名(D, J, M, P, S)的由來，學生了解五位聖經人物的事跡，學生表現投入。學生亦從調適課程中學習如何祈禱，並學會主禱文。

3. 歌唱比賽

(一)	活動目標:	透過詩歌的頌唱，提升學生對本科的興趣及藉此加強宗教氣氛。
(二)	活動對象:	一、二年級學生
(三)	推動時間:	二零一九年六月二十一日
(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。

4. 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:	➤ 一年級組別有 22 個親子組合參加，二、三年級組別各有 26 個親子組合(52 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。

5. 崇拜

(一)	活動目標:	透過崇拜禮儀，讓學生參與及感受對上主的敬拜和感恩。
(二)	活動對象:	全校
(三)	推動時間:	九月、十二月、四月、五月及七月
(四)	活動內容:	崇拜
(五)	活動檢討:	聖公會牧師(Rev. Bill Robinson)到校主持開學禮。Rev. K.K. Chan 主持聖誕節、升天節及結業禮感恩崇拜。復活節崇拜今年由宗教科老師負責以晨禱會形式進行、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敬拜當中。

6. 開放日

(一)	活動目標:	讓到訪的嘉賓了解本校推行宗教教育的情況。
(二)	活動對象:	全校
(三)	推動時間:	一月
(四)	活動內容:	本年度開放日，本科續辦「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。另外有學生幫忙用 iPad 介紹聖經故事軟件。
(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，但在控制人流方面需要檢討，建議繼續優化。

7. 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:	2018 年上學期
(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:	本年度共有十位同學報名參加聖經朗誦節比賽。1J 班張晉森同學在獨誦小一組獲得季軍(85 分)。建議明年繼續鼓勵同學參加該活動，讓他們牢記神的話語。

8. 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:	由於課時緊張及考慮到學生對活動的反應，故今年停辦了活動。

9. 專題展板

(一)	活動目標:	透過展板內容，宣揚基督教信仰，建立正面價值觀。
(二)	活動對象:	教師及學生
(三)	推動時間:	全年

(四)	活動內容:	擬訂不同主題，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「這是天父世界」，第二及三學期以「祈禱」作主題。
(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。

10. 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:	四月十八日
(四)	活動內容:	活動於復活節當日在宣道園舉行。
(五)	活動檢討:	是次日營共有四十四位同學參與。今年除了精彩的破冰遊戲外，場地也新增了刺激的戶外活動。講員的訊息非常有力，無論是訊息分享或分組討論同學都表現投入。

11. 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:	十一月二十八日
(四)	活動內容:	本學年首次與 <u>基督教勵行會</u> 合作，聯同 14 位家長教師會的家長義工，一同舉辦是次飢饉活動。學生透過參與 <u>基督教勵行會</u> 同工帶領的互動討論，從而了解本地貧窮人口所面對的生活問題；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「富餐」，其餘 80% 學生只能以兩片白麪包

		充飢。而在活動前的兩小時，家長義工已於學校按實際比例搭建了一個「劏房」，讓學生可以現場感受劏房居民的艱辛，好讓他們有更深刻的體會。
(五)	活動檢討:	<ul style="list-style-type: none"> ● 由於是次分組討論是由家長義工負責帶領，所以家長的參與較以往投入，他們均表示活動非常有意義，給他們帶來不少反思，希望學校能多舉辦相關活動。 ● 互動討論環節能成功使學生投入設計活動，部份學生在得悉只得麪包充飢時，不禁哭了起來，有同學更互相指責，甚至發生「仇富」現象，「貧餐」和「富餐」的同學起了磨擦。 ● 在活動後，教師利用宗教課與學生作深入探討，並以聖經的真理去拆解現今世代的問題，又以神的眼光去看待貧窮人，從而引導學生作出個人反思。 ● 從學生的反思文章中可見他們對社會的貧窮現象多了一重理解，除了在頭腦上認識外，他們還能道出個人的體驗，並能反思如何以行動作出回應。 ● 是次活動收集捐款總共\$1,216.2。

12. 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。

13. 早會

(一)	活動目標:	讓師生透過早會的內容，以聖經的教導洗滌心靈，預備一天的教與學。
(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。
(五)	活動檢討:	在一天工作學習開始之前，同學有機會聆聽主道，安靜禱告，有助他們以平靜安穩的心開展新一天。

14. 聆聽箱

(一)	活動目標:	透過設置聆聽箱，從而關心學生的信仰及成長需要。
(二)	活動對象:	全校學生
(三)	推動時間:	全年
	活動內容:	設置聆聽箱，以收集同學對課題、信仰及成長等的疑問。教師可安排在課上回答同學問題，個別面談或請學校的牧師以書面形式回應。教師會藉此輔導有需要的學生，關心他們的信仰狀況及成長需要。如有需要更會轉介學校社工作進一步輔導跟進。
(五)	活動檢討:	<p>或許多年的宣傳已逐漸收到成效，今年聆聽箱所收到的字條已比去年在不同時段較多。除了收到學生的需要及投訴得以跟進；更收到同學對生活及天父的愛而感恩。</p> <p>建議老師繼續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。</p>

15. 聖公會活動

(一)	活動目標:	協助聖公會相關活動之事務傳達，讓老師及同學得悉教會活動的詳情，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"> ● 代售聖公會福利協會慈善獎券，今年共籌得港幣 115,400 元正，並獲頒發小學組「最具愛心獎」。 ● 1 月 19 日香港聖公會教省教育日晚禱崇拜，由校長及盧國詠老師及六年級風紀隊長黃嘉揚同學代表出席。 ● 3 月 8 日聖公宗教師進修會，由五位宗教老師代表出席。
(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。

16. 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 8:10-8:30 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。
(五)	活動檢討:	雖然教師的日常工作十分忙碌，但祈禱會的存在確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，並提早至 8:00 開始，以方便班主任同事。

17. 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20-21日
(四)	活動內容：	教師退修營共14人參加，地點為道風山，邀請了屬靈導師何林月滿博士領會，主題為《安靜主前》。
(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，既有個人安靜禱告，也有彼此相交的時間，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。

18. 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。

19. 家長團契

(一)	活動目標：	為學生家長信仰支援及分享分擔的平台，期望從家庭出發，以成熟的信仰生命陪伴孩子成長。
(二)	活動對象：	家長
(三)	推動時間：	全年
(四)	活動內容：	於每次親子聖經班之後，由聖公會池牧師及師母主領。通過考查聖經及遊戲活動，以引導並鼓勵家長學生認識追求信仰。
(五)	活動檢討：	根據家長回應及隱定出席均反映家長可以在團契中有所得

		<p>著。透過牧師訊息、家長和社工彼此分享在親職和信仰問題，藉此加強了家長與學校的溝通；家長靈性上也得到支持。</p> <p>由於今年度三年班的家長反應熱烈，希望明年繼續參加家長團契。經和牧師商議及人手安排，初步決定會分本年一，二年級；三，四年級兩個組別繼續在下學年牧養。</p> <p>另外，學校和家長互信關係因家長團契逐漸被而建立，社工可以把對信仰有興趣的學生及家長轉介至教會繼續接受牧養。</p>
--	--	---

20. 佈道話劇

(一)	活動目標：	以福音話劇形式與學生分享信仰，希望他們相信並接受耶穌基督為個人救主。
(二)	活動對象：	全校學生
(三)	推動時間：	五月
(四)	活動內容：	福音話劇-金鑽鏈
(五)	活動檢討：	今年所選的福音話劇劇目未能有效帶出相應主題，如再舉辦類似活動建議選擇適當的劇目以收更佳效果。

Evaluation of Library Studies Department Programme Plan 2018-2019

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 28,000 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 and learnt simple library skills. 3. G.3 and G.4 students learnt 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	<ol style="list-style-type: none"> 1. Collaboration with English and Chinese Departments: Library Reading Programme <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.
--	--

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. Author Visit 3. World Book Day Celebration Week 4. Book Fair 5. Heifer Read to Feed Programme 6. Storytelling Sessions 7. My Favourite Book Sharing Sessions 8. Library Cards for All Children Scheme 9. Books Borrowing Ranking Charts 10. Newspapers and Magazines Subscription
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, 107 big prizes, 123 medium prizes and 263 small prizes were given out. 2. Author Visit <ul style="list-style-type: none"> ➤ Famous children writer and illustrator, Liu Hsu Kung(劉旭恭) from Taiwan was invited to share his writing experience and his stories with our boys on 12 April 2019. Our boys enjoyed the talk very much. 3. World Book Day Celebration Week <ul style="list-style-type: none"> ➤ 2 STEM book experiments game stalls were set up in the Library during recess time. Students liked the hands-on experiments chosen from the books very much. ➤ Student librarians had a little talk about World Book Day during the Assembly and 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. 4. Book Fair <ul style="list-style-type: none"> ➤ The Book Fair was held on the Parents' Day, 19 January 2019. 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. 5. Heifer Read to Feed Programme <ul style="list-style-type: none"> ➤ The programme was organized for G.1 and G.2 students ➤ 138 students participated in this programme. ➤ Marks were added to the participants' total reading programme marks as an encouragement. ➤ Video provided by Heifer was shown to the students and books relating to the programme were displayed in the Library.

	<p>6. Storytelling Sessions There were about 196 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. My Favourite Book Sharing Session G.3 students took turns to present one of their favourite books during library lessons. The aim was to enhance the reading culture among our boys. Students were very interested in the books that their classmates presented.</p> <p>8. Library Cards for All Children Scheme 35 G.1 students applied for the HKPL Library Cards through the School.</p> <p>9. Books Borrowing Ranking Charts 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> <p>10. Newspapers and Magazines Subscription <u>Normal school days:</u> <ul style="list-style-type: none"> ➤ 200 students subscribed to Goodies, 152 students subscribed to Junior Standard, 39 students subscribed to the South China Morning Post, 46 students subscribed to 明報 and 53 students subscribed to 星島日報 this school year. <u>Summer newspapers subscription:</u> <ul style="list-style-type: none"> ➤ There were 22 students who subscribed to the South China Morning Post, 7 students subscribed to 明報 and 13 students subscribed to 星島日報 this school year. <u>Magazines Subscriptions:</u> <ul style="list-style-type: none"> ➤ 103 students subscribed to 小學生文藝月刊, 70 students subscribed to English Corner and 60 students subscribed to English Channel. </p>
--	---

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 59 student librarians in total this year.

	<ul style="list-style-type: none"> ➤ The student librarians were helpful in assisting the daily operation of the School Library. Most of them performed very well after receiving training. The Library issued certificates to recognize their contribution to the School. ➤ Joint PD and SD Librarians Activities: PD student librarians visited the SD Library.
--	---

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

Evaluation of Computer Studies Department Programme Plan 2018-2019

Programme Summation:

In the school year 2018/19, 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 2018 – July 2019
- 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 24 IT Captains and 5 IT Directors were recruited in September 2018.
 - 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:	G1 to G6 students
Period:	Sept 2018 – July 2019
Description:	Bebras Hong Kong 2018
Evaluation:	Results of the competition: <ul style="list-style-type: none"> ➤ 7 students got the gold award, ➤ 11 students got the silver award, and ➤ 12 students got the bronze award. Grade 6D, 6J, 6M and 6P participated in this activity during 12 - 16 November 2018. Students achieved excellent results.
Description:	MakeBlock - Sports and Fun
Evaluation:	Two teams of G.6 students joined this competition. One team entered the Finals. The evaluation was summarized as follows: <p>For planning,</p> <ul style="list-style-type: none"> ● Allow more time for students to develop ideas ● Students need more time to modify and enhance their invention <p>For presentation,</p> <ul style="list-style-type: none"> ● More training to reduce students' anxiety ● Add more humor and drama elements <p>For benefits,</p> <ul style="list-style-type: none"> ● Allowed them to appreciate other forms of presentations Students experienced the challenges in building a product from a concept.
Description:	Hong Kong Primary Schools Olympiad in Informatics 2018/19
Evaluation:	Result of the competition: <ul style="list-style-type: none"> ➤ Grand School Prize Overall Champion ➤ Best Contestant Grand Prize ➤ Individual Awards: Two Golds, One Silver and One Bronze Six students entered the Final Round of competition of the Hong Kong Primary Schools Olympiad in Informatics (HKPSOI) on 23 February 2019. They achieved excellent results.
Description:	World Robot Olympiad Competition
Evaluation:	Results of the competition: <ul style="list-style-type: none"> ➤ 2nd Runner-up 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:	Creative Coder Competition
Evaluation:	Results of the competition: <ul style="list-style-type: none"> ➤ Best Presentation ➤ Audience Choice Award Fifteen Grade 6 students represented our school in Creative Coder Competition. Students achieved excellent results in the competition.

3. STEM Learning Activities

Objective(s):	<ul style="list-style-type: none"> • To equip students with knowledge and daily life skills related to computer operations • To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects • To foster students' independent thinking, creativity and problem solving skills
---------------	---

- To develop students' self-learning, research and life-long skills
- To stimulate students' interest in learning computer technology
- To help students build up confidence and a positive learning attitude and habit towards using computer and Information Technology
- To help students develop fine qualities and skills, such as leadership and cooperation

Target: G1 to G6 students

Period: Sept 2018 – May 2019

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 360 camera and video editing.
 ➤ 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

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 G3 and G6 students

Period: June 2019 – July 2019

Description: Grades 1 and 2 students learnt to use ScratchJr to create animations and games. Grade 3 students learnt coding on Code Commander. Grade 6 students learnt Virtual Reality, Aerial Photography using Drone and Go Green with Arduino Cars.

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 G3 students

Period: June 2019

Description: A seminar was held in collaboration with the Moral Education Department regarding Internet Safety. Hong Kong Family Welfare Society was invited to deliver the seminar to G.1 – 3 students. Students learnt about the health issues of using computers and tablets and the tips of using electronic devices appropriately. They also learnt about Internet Safety 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. Extra-curricular Activities

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: Sept 2018 – Apr 2019

Description: Two after-school ECA classes were organized for Grades 5 and 6 students to equip them with advanced project skills using mBot and Micro:bit.

Evaluation: Most of the students were given the opportunity to take part in external competitions to further develop their project skills and coding skills. Students achieved meaningful learning and achieved very good results in external competitions.

7. Collaboration with G.S. Department

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

Target: G4 to G6 students

Period: Jan 2019 to May 2019

Description: Grade 4 Coconut Smart Fan
Students assembled the fan and coded to operate the fan. IR sensors were added to the fan this time
Grade 5 Coconut Wire Loop Game
Students created some wire loop games and programmed to make the games more interactive.
Grade 6 Coconut / Arduino
Students built catapults and programmed to control the DC motors and servo motors.

Evaluation: The lessons further developed students' coding knowledge and skills. Students achieved meaningful learning.

Evaluation of Moral Education Department Programme Plan 2018-2019

Programme Summation & Evaluation:

This year's programme aimed at promoting appreciation and caring attitude so that students would appreciate rather than criticizing others and would love their families, classmates, society and people in the world. A user-defined survey, with the sub-scales "Inappropriate Assertiveness" and "Social Concern" from the Assessment Program for Affective and Social Outcomes (APASO), was used to evaluate the effectiveness of the programme. In the sub-scale "Inappropriate Assertiveness", the item "I pick out other people's fault" was most relevant. Compared with the data collected at the beginning of the school year, the mean score has not decreased. Further effort to help students make improvement on this aspect was required. The data from the sub-scale "Social Concern" showed certain improvement, especially amongst G.4 students. Although the mean score of the overall sub-scale has not increased, the mean scores of the items "I like to help other students do well at school", "I care about other people at school", and "I enjoy helping others with their schoolwork even if I do not do so well myself" have increased amongst G.4 students, as compared with the mean scores obtained at the beginning of the school year.

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: 3 September 2018 & 14 September 2018
- Description: Two adaptation workshops were held. In the first workshop, G.1 class teachers introduced the school environment, school personnel and school rules to G.1 students. In addition, teachers encouraged students to cooperate with and offer help to their fellow schoolmates. In the second workshop, a social worker from a NGO was invited to talk about self-management ability and sense of responsibility with students.
- Evaluation: The workshop hosted by class teachers helped G.1 students get used to the new school environment and understand that there were lots of people in school to support them. The workshop enhanced a sense of security for G.1 students to adapt to their new primary school life. School social workers (SSW) were also introduced in the workshop. G.1 students learned that they could visit the Play Room in school. It facilitated SSW to engage students. Similar to last year, the second workshop strengthened G.1 students' self-management skills and promoted their sense of responsibility. It is worthwhile to organize it every year as part of the G.1 adaptation programme.

2. Developmental Talks and Workshops

- Objective(s): To organize talks and workshops to help students learn to appreciate rather than criticize others
- Target: All Students
- Period: September 2018 – May 2019

- Description: Two activities were organised to promote appreciation. The theme of the activities were “helping each other” (For G.2 students) and “appreciating ourselves and others” (For G.1-2 students). A drama show for G.3-5 students was also organised to promote resilience and peer relationship.
- Evaluation: The two activities helped students learn to appreciate the good character and strengths of themselves and others. They first activity also encouraged students to make use of their strengths to help others. Students enjoyed and participated actively in the drama show. They learned to manage emotions, overcome difficulties, and support each other when facing difficulties.

3. Professional Development Activities

- Objective(s):
- To set up a circulation system to furnish teachers with the information about professional development activities
 - To involve more teachers in subject-related professional development activities
- Target: Moral Education Teachers
- Period: September 2018 – July 2019
- Description: To strengthen learning and teaching, teachers were invited to attend professional development activities related to Moral Education. It was planned to have three teachers attending professional development activities in a year. Subsequently, information about three relevant activities was circulated amongst teachers.
- Evaluation: Two teachers attended one of the three professional development activities. The activity was about nurturing values through telling stories. The number of teachers attending professional development activities was fewer than expected. Teachers were eager and interested in professional development, but there were not many suitable activities this year. With more suitable activities, the number will likely increase next year.

4. Parents’ Workshops

- Objective(s): To conduct workshops to promote effective parenting skills amongst parents
- Target: All Parents of Our Students
- Period: January 2019 & May 2019
- Description: 3 parents’ workshops were held, two for parents of G.1-3 students and another one for parents of G.4-6 students. Each workshop consisted of 3 sessions. The two workshops for parents of G.1-3 students were about “Play Therapy” and “understanding children’s emotions and developmental needs”. The workshop for parents of G.4-6 students was about “nurturing adolescent children”. Each workshop had 27 parents.
- Evaluation: The workshops for parents of G.1-3 students were hosted by SSW. Parents appreciated the arrangement. They considered that SSW understood students’ characteristics and therefore could offer advice that matched their situations and needs. The workshops helped to promote participants’ understanding about children’s emotions, development and psychology needs, as well as about play therapy. Participants found the workshops very useful (mean score given was above 4.5 out of 5). In the

second workshop, participants were invited to fill in a questionnaire before and after the workshop. The responses showed that the participants were more aware of the relationship between parents' attitude and children's mental health. Some participants also had a higher awareness of setting reasonable expectations on their children.

The feedback of the workshop from parents of G.4-6 students was also very positive. The mean score given by the participants was 4.8 out of 5. Participated considered that the workshop enhanced their parenting skills, especially on communicating with and handling the emotions of adolescent children. As many parents showed interest in joining the workshop, it was worthwhile to re-organise it next school year.

5. **Read to Feed Programme**

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

Target: G.1-2 Students

Period: 4 – 29 March 2019

Description: This is the 12th 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 Longhua, Hebei.

Evaluation: As the enrollment rate amongst junior students was much higher, the programme targeted at G.1-2 students this year. A promotional video about the Heifer-HK was shown to students during library lessons to encourage them to participate in the programme before launching the event. 247 students were given the donation form and 138 of them completed the programme. There was a 10% increase in the number of students who completed the programme. A total amount of \$95,283 was raised as donation to the organization.

6. **Stationery Donation Programme**

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

Target: All Students

Period: 20-29 May 2019

Description: 2 students promoted the programme in a morning assembly. Then, 3 pull-up banners about the living condition of children in Cambodia were displayed at the Covered Playground. Stationery donation was finally collected on the last two days.

Evaluation: The promotion in the assembly helped students get some preliminary ideas about the needs of the children in Cambodia. Some students then read the information on the pull-up banners during recess time. Students donated various stationery items (e.g. pencils, erasers, colour pencils and pencil case) and one carton box of stationery was collected. The programme enhanced students' concern about people in need and provided an opportunity for them to offer help to others.

7. Talk on Healthy Use of Computer

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

Target: G.1-3 Students

Period: 27 June 2019

Description: The talks were jointly organised with the C.S. Department. Social workers from a NGO were invited to conduct the talks. Students learned about internet addiction, health risks, and healthy habits of using computer/ electronic devices.

Evaluation: The talk was comprehensive. Students reflected on their computer/ internet activities through some simple tests. They evaluated if they were addicted to computer/ electronic devices. Students also learned about related health problems (e.g. visual impairments or muscle strain) and negative impacts on daily life (e.g. study performance, family/ peer relationship). Some relaxation exercises and healthy habits were introduced. Students could practice them to prevent muscle strain and other health problems. Students were more aware of the importance of proper use of computer/ electronic devices.

Evaluation of Electives Department Programme Plan 2018-2019

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 74 courses on offer in 2018-2019. 53 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 74 courses on offer in 2018-2019. 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: Origami, Handmade Traditional Toys & Play Culture, Food Science, Learning is Cool - Zoology for Kids, DIY Xmas Gift, Introduction to Machine Learning, Photography, Swift Playground, CoSpaces Advanced VR, Spatial Design, YOGA for Kids and Wushu.● 5 Art courses provided basic art and design knowledge, such as Drawing, 3D Sculpture, 中國畫 and Spatial Design.● 10 Sports courses provided different learning areas, such as Rope Skipping, Taekwondo, Rugby, Hockey, Yoga and Wushu.● 11 Language courses provided basic language and cultural knowledge, such as Japanese, French, African Culture, German, Chinese Food Culture and Chinese Handmade Traditional Toys & Play Culture.● 20 courses adopting the scientific approach were specially designed. VR & AR, Creative Computing with Scratch Programming, Paper Circuit, Science Workshops, Toy Science, 天文實驗班, Science Adventure Builder, Advanced Astronomy Exploration, 3D Printing, Swift Playground, CoSpaces Advanced VR, Food Science, Zoology for Kids, etc. provided students with a rare and precious chance to get to know more about astronomy and science.● 28 courses such as Outdoor Survival Skills, Global Elementary Model United Nations, Room Escape Challenge, Fair Trade Club, Team Building Workshop, Stormy Chefs, Money Management, Etiquette and DIY Xmas Gift could enhance students' personal development.				
2	To emphasize life-wide learning (students learn in real context and authentic setting).	<p>We provided the following real and authentic learning situations which facilitated students' learning:</p> <table><tr><td>Electives</td><td>Activities / Outings</td></tr><tr><td>Money Management</td><td>practised their skills in the tuck shop</td></tr></table>	Electives	Activities / Outings	Money Management	practised their skills in the tuck shop
Electives	Activities / Outings					
Money Management	practised their skills in the tuck shop					

	The experiential learning experiences enable students to acquire knowledge that is not covered in regular classroom learning	Etiquette	practised table manners in Outback Steakhouse
		Rock Climbing	Spotlight Recreation Club (博藝會)
		Science Workshop	launched their rockets in the field
		Toy Science	played giant bubbles / boomerang in the field
		天文實驗班	Hong Kong Space Museum visit
		Advanced Astronomy Exploration	HKU Astronomical Observatory visit
		Science Adventure Builder	Visit to Zero Carbon Building
		Room Escape Challenge	LostHK
		<ul style="list-style-type: none"> ● 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, 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"> ● 53 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 at least one elective out of his <u>first three choices</u> according to his preference for <u>one main area</u> in the school year.</p>	

5	To further develop students' self-learning skills (A Major Concern of 2018-2019)	<p>We support students to become effective independent learners. Electives such as Learn from Games, LEGO, Be a SMART Learner, Basic Outdoor Survival Skills, 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.																																																																																																														
6	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>Maths Problem Solving Strategies</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>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>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>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>3D Printing</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Food Science</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Zoology for Kids</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>Swift Playground</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>CoSpaces Advanced VR</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Spatial Design</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><tr><td>Introduction to Machine Learning</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>	Electives	Science	Technology	Engineering	Maths	Mathematical Games				✓	Maths Problem Solving Strategies				✓	World Class Arena				✓	Science Adventures	✓				天文實驗班	✓				Toy Science	✓				Paper Circuit	✓	✓	✓		Science Adventure Builder	✓	✓	✓		Advanced Astronomy Exploration	✓				Science Workshop I	✓			✓	Science Workshop II	✓	✓	✓	✓	3D Printing	✓	✓	✓	✓	Food Science	✓				Zoology for Kids	✓				VR & AR	✓	✓			Creative Computing with Scratch Programming	✓	✓			Swift Playground	✓	✓			CoSpaces Advanced VR	✓	✓			Spatial Design	✓	✓			Learn from Games	✓	✓	✓	✓	Introduction to Machine Learning	✓	✓	✓	✓
Electives	Science	Technology	Engineering	Maths																																																																																																												
Mathematical Games				✓																																																																																																												
Maths Problem Solving Strategies				✓																																																																																																												
World Class Arena				✓																																																																																																												
Science Adventures	✓																																																																																																															
天文實驗班	✓																																																																																																															
Toy Science	✓																																																																																																															
Paper Circuit	✓	✓	✓																																																																																																													
Science Adventure Builder	✓	✓	✓																																																																																																													
Advanced Astronomy Exploration	✓																																																																																																															
Science Workshop I	✓			✓																																																																																																												
Science Workshop II	✓	✓	✓	✓																																																																																																												
3D Printing	✓	✓	✓	✓																																																																																																												
Food Science	✓																																																																																																															
Zoology for Kids	✓																																																																																																															
VR & AR	✓	✓																																																																																																														
Creative Computing with Scratch Programming	✓	✓																																																																																																														
Swift Playground	✓	✓																																																																																																														
CoSpaces Advanced VR	✓	✓																																																																																																														
Spatial Design	✓	✓																																																																																																														
Learn from Games	✓	✓	✓	✓																																																																																																												
Introduction to Machine Learning	✓	✓	✓	✓																																																																																																												

**Financial Position of Diocesan Boys' School
2017/18 School Year**

**[Consolidated - Primary Division and Secondary Division (exclude Boarding School)]
(figures are based on audited account)**

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	54%	N.A.
School Fees	N.A.	40%
Donations, if any	N.A.	3%
Other Income, if any	0%	3%
Total	54%	46%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	70%	
Operational Expenses (including those for Learning and Teaching)	16%	
Fee Remission / Scholarship ¹	5%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.33 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	7.09 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

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 "I" where appropriate).

Diocesan Boys' School Primary Division

Students' Achievements (From September 2018 to June 2019)

A. Sports

- 1. Kowloon South Area Inter-Primary Schools Athletics Competition**
 - Boys' A Grade – Champion
 - Boys' C Grade – Champion
 - Boys' B Grade – 2nd Runner-up
- 2. Kowloon South Area Inter-Primary Schools Swimming Competition**
 - Boys' B Grade – Champion
 - Boys' C Grade – 1st Runner-up
 - Boys' A Grade – 3rd Runner-up
- 3. Kowloon South Area Inter-Primary Schools Football Competition**
 - Champion
- 4. All Hong Kong Inter-Area Primary Schools Football Competition**
 - Champion
- 5. All Hong Kong Inter-Primary Schools Fencing Competition**
 - Boys' B Grade Foil – Overall Champion
 - Boys' B Grade Foil – Individual Champion
- 6. Kowloon South Area Inter-Primary Schools Basketball Competition**
 - Champion
- 7. All Hong Kong Inter-Area Primary Schools Basketball Competition**
 - 2nd Runner-up
- 8. Kowloon South Area Inter-Primary Schools Table-Tennis Competition**
 - Boys' A Grade – Champion
 - Boys' B Grade – 1st Runner-up
- 9. All Hong Kong Jing Ying Table-Tennis Tournament**
 - Boys' Double – 2nd Runner-up
- 10. All Hong Kong Inter-Primary Schools Tennis Competition**
 - Boys' A Grade – 1st Runner-up
 - Boys' B Grade – Trophy of Merit
 - Boys' C Grade – Trophy of Merit
- 11. Kowloon South Area Inter-Primary Schools Volleyball Competition**
 - 1st Runner-up
- 12. Kowloon South Area Inter-Primary Schools Badminton Competition**
 - 1st Runner-up

B. Music

- 1. 2018 Hong Kong Youth Music Interflows**
 - String Orchestra – Gold Award
 - Chinese Orchestra – Gold Award
 - Senior Orchestra – Gold Award
- 2. 71st Hong Kong Schools Music Festival**
 - Senior School Orchestra – Champion
 - String Orchestra – Champion
 - Chinese Orchestra – Champion
 - Hymn Choir (Chinese) – Champion
 - Hymn Choir (Foreign Language) – Champion
 - Treble Choir – 1st Runner-up
 - Saxophone Ensemble – 1st Runner-up
 - Trombone Ensemble – 1st Runner-up
 - Junior Choir – 2nd Runner-up
 - French Horn Ensemble – 2nd Runner-up

C. Speech

- 70th Hong Kong Schools Speech Festival**
 - G5-G6 English Performing Arts Team
 - English Choral Speaking Team – 1st Runner-up
 - G1-G2 Putonghua Choral Speaking Team – 2nd Runner-up
 - G3 -G4 Chinese Choral Speaking Team – 2nd Runner-up

D. English Department

- 1. 70th Hong Kong Schools Speech Festival Improvised Dramatic Scenes Competition**
 - English Performing Arts Team – Champion
 - Improved Drama Team – Merit
- 2. 5th Hong Kong Inter-Primary School Spelling Bee Competition**
 - G2 Spelling Team – Champion
- 3. Dramatic English Regional Final 2019**
 - Supersize Me English Performing Arts Team – Gold Award
- 4. 2018-2019 International Drama Competition**
 - English Performing Arts Team – Gold Award!
- 5. 2018-2019 Hong Kong Secondary Schools Debating Competition Primary Section Enhanced Format Grand Final**
 - Champion

E. Mathematics Department

● Hua Xia Cup

- Individual Awards
 - ◇ 1st Class Award – 86 Students
 - ◇ 2nd Class Award – 47 Students
 - ◇ 3rd Class Award – 5 Students
- Team Awards
 - ◇ Grade 3 – Champion
 - ◇ Grade 4 – Champion
 - ◇ Grade 5 – Champion
 - ◇ 1st Position (P1, P2, P3, P5)
 - ◇ Overall Champion

● Hua Xia Cup Semi-final Competition 2019

- Individual Awards
 - ◇ Champion Award in G.5 - 1 Student
 - ◇ Outstanding Award - 14 Students
 - ◇ 1st Class Award - 29 Students
 - ◇ 2nd Class Award - 30 Students
 - ◇ 3rd Class Award - 9 Students

● Hua Xia Cup Competition (Final)

- Individual Awards
 - ◇ Outstanding Award– 2 Students
 - ◇ 1st Class Award – 11 Students
 - ◇ 2nd Class Award – 6 Students
 - ◇ 3rd Class Award – 3 Students

● 22nd Sheng Kung Hui Primary Schools Mathematics Olympiad Competition

- Individual Awards
 - ◇ Champion – 1 Student
 - ◇ 2nd runner-up - 1 Student
 - ◇ 3rd runner- up - 1 Student
 - ◇ Merit- 2 Students
 - ◇ Gold Honor – 2 Students
 - ◇ Bronze Honor – 1 Student
- Team Award
 - ◇ Champion

● Asia International Mathematics Olympiad (AIMO)

- Individual Awards
 - ◇ Gold Award - 65 Students
 - ◇ Silver Award - 25 Students
 - ◇ Bronze Award - 10 Students
- Team Award
 - ◇ 1st Runner-up

● Asia International Mathematics Olympiad (AIMO) Semi-final

- 3rd Runner-up - 1 Students
- Gold Award - 16 Students
- Silver Award - 7 Students
- Bronze Award - 2 Students

- **44th PLK Mathematics Elite Contest**
 - Problem Solving and Computing Competition – 2nd Runner-up
 - Overall 1st Runner up

- **Hong Kong International Mathematical Olympiad Heat Round 2019 (Hong Kong Region)**
 - Individual Awards
 - ✧ Gold Award - 52 Students
 - ✧ Silver Award - 20 Students
 - Team Award
 - ✧ Overall Champion

- **14th Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools (Final Round)**
 - Team Award
 - ✧ Overall Champion

- **Multiple Intelligences Cup 2019**
 - Individual Awards:
 - ✧ Overall Champion Awards - G.1,G.5,
 - ✧ Overall 1st Runner up - G.3,G.4
 - ✧ Overall 2nd Runner up - G.1,G.2,G.3
 - ✧ 1st Class Award – 13 Students
 - ✧ 2nd Class Award – 16 Students
 - ✧ 3rd Class Award – 12 Students
 - Team Award:
 - ✧ Overall Champion

- **30th Hong Kong Primary Mathematics Competition 2019 organized by the PTU**
 - Team Awards:
 - ✧ 1st Runner up in the Kowloon East Area
 - ✧ Overall Merit

- **HKMGO 香港數學遊戲公開賽**
 - Individual Awards
 - ✧ Gold Award - 1 Students
 - ✧ Silver Award - 1 Students
 - ✧ Bronze Award -1 Students

- **26th Hong Kong Primary Math Olympiad Competition**
 - Individual Awards:
 - ✧ 1st Position in G. 1, 3, 4, 6

- ◇ Gold Award - 38 Students
- ◇ Silver Award - 28 Students
- ◇ Bronze Award - 19 Students
- Team Awards:
 - ◇ Junior Group. (G.1-2) - 2nd Runner up
 - ◇ Intermediate Group (G.3-4) - 2nd Runner up
 - ◇ Senior Group (G.5-6) - 2nd Runner up
- **Hua Luo Geng Cup (華羅庚金杯少年數學邀請賽)**
 - Individual Awards:
 - ◇ 2nd Class Award – 2 Students
 - ◇ 3rd Class Award – 3 Students

F. Robotics

All World Robot Olympiad Competition

- DBSPD Robotics Team – 2nd Runner-up

G. General Studies

1. Micro-Robots Competition 2018

- Supersize Me Programme Young Scientists G.5 Team – 1st Class Award
- Supersize Me Programme Young Scientists G.6 Team – 3rd Class Award

2. Confucian Cup 2018

- 1st Runner-up

3. Hong Kong Science Olympiad for Primary Schools 2019

- Outstanding Performance Award (7 Gold, 4 Silver and 4 Bronze Awards)

4. 13th Hong Kong Cup Diplomatic Knowledge Competition

- High Participation Award

H. Electives

1. 18th Hong Kong Amateur Go Competition

- DBSPD Go Team – Group Champion
- Level 10-15 – Champion
- Level 16-20 – Champion & 1st Runner-up

2. Hong Kong Go Association Championship 2019

- 1st Runner-up

3. Wontak Inter-School Go Team Tournament 2019

- Champion
- 2nd Runner-up (Lower Primary Division)

4. 16th Hong Kong Inter-School Go Competition

- **G1 Individual Prizes:**
 - Champion
 - 1st Runner-up
- **G3-4 Team Prizes:**
 - 2nd Runner-up – 3 Students

I. French Department

1. **9th French Speech Festival**
 - **Solo Poetry**
 - Grade 3 – Champion (G3M Markus Chu)
 - Grade 4 – 1st Runner-up (G4M Ezra Samoutou)
 - **Prose Reading**
 - Grade 3:
 - ✧ Champion (G3P Sage Fischer)
 - ✧ 1st Runner-up (G3M Andreas Tsang)
 - ✧ 2nd Runner-up (G3M Nathan Mok)
 - Grade 4 – 1st Runner-up (G4M Ezra Samoutou)
2. **French Dictation Competition**
 - **Level A1.1**
 - 1st Runner-up (G3M Markus Chu)
 - 2nd Runner-up (G3P Marc-André Noël)
 - **Level A1**
 - Champion (G3M Andreas Tsang)
 - **Level A2**
 - 1st runner-up (G3M Andreas Tsang)

J. Computer Studies Department

1. **Hong Kong Primary Schools Olympiad in Informatics (HKPSOI)**
 - Grand School Prize Overall Champion
 - Best Contestant Grand Prize
 - Individual Awards: Two Golds, One Silver and One Bronze
2. **2018/19 Creative Coder Competition**
 - Audience Choice
 - Best Presentation
3. **九龍樂善堂第一屆關懷弱勢社群——全港創新科技設計大賽**
 - 優秀功能及介面設計獎
 - 傑出作品獎