

Diocesan Boys' School

Primary Division



Annual School Plan 2008-2009

Visions and Values

Value all aspects of a child's development equally: academic, aesthetic, physical, emotional and spiritual.

Provide the means, place and space for each individual to discover his capabilities.

Be an important part of the local community.

Have unity of purpose, and support of the parents and the community.

Vision statement

Our vision is to prepare our students for the 21st Century and to become contributors to society and leaders of the community.

Mission

The mission of the School is: 'to provide a liberal education based on Christian principles.' To realize this stated mission the School has set the following objectives:

To offer a balanced education for the development of the WHOLE person through effective means and agreeable strategies.

To maintain the school tradition.

To evolve a unique cultural identity.

To help students to develop critical thinking, creative frame of mind and communication skills.

To provide opportunities for the development of good character based on Christian principles where students are expected to be trustworthy, responsible, fair and considerate.

To cultivate self-respect and self-esteem through guided activities.

To promote multiple intelligence and to enable students to maximize their talents.

We aim to equip students with sound knowledge, essential qualities of good character, social and technical skills to meet future challenges.



Programme Plans 2008 – 2009

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Major Concern: First Priority – Management & Organisation

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Planning & Administration						
1.1 Establish Clear Policy-Making Procedures	1.1.1 To collect views & suggestions of staff, & to involve teachers in the school decision-making process	Sept 08 – July 09	<ul style="list-style-type: none"> Over 90% of teachers express their opinions through different channels 	<ul style="list-style-type: none"> Self Appraisal Form Subject meetings and collaboration Committee meetings 	• AHT (Staff)	• NA
	1.1.2 To provide both informal & formal communication channels to enhance communication between school management & staff	Sept 08 – July 09	<ul style="list-style-type: none"> Over 90% of teachers express their opinions through informal & formal communication channels 	<ul style="list-style-type: none"> Appraisal interview Staff briefing Staff Welfare Committee survey 	• AHT (Staff)	• NA
	1.1.3 To enhance collaboration between the SD & PD	Sept 08 – July 09	<ul style="list-style-type: none"> To invite the administrative staff of the SD to participate in collaboration sessions to build a stronger bond between the two divisions and develop a unified vision To hold such collaboration sessions at least 	<ul style="list-style-type: none"> Teachers' feedback through stakeholders' survey 	• HT	• NA

			twice a year. • Over 80% of staff members express satisfaction about the unified vision developed by the two divisions			
	1.1.4 To delegate administrative duties to more teachers who have the desire to participate in administrative work and school development	Sept 08 – July 09	• A system is established to allocate suitable amount of administration duties to staff of different ranks • Over 80% of staff members of different ranks express satisfaction about the amount of administrative duties assigned to them	• Teachers' feedback through stakeholders' survey	• HT	• NA
	1.15 To formulate new policies to improve school staff welfare	Sept 08 – July 09	• Collect teachers' suggestions through the Staff Welfare Committee to improve staff welfare	• Staff Welfare Committee survey	• AHT (Staff)	• NA
2. Staff Management						

2.1 Formulate a Staff Development Plan which Meets the Development Requirements of School & Staff	2.1.1 To set up a 5-year teacher professional development framework to build up teachers' professional capacity in catering for students with special educational needs	Sept 08 – July 09	<ul style="list-style-type: none"> • Over 75% of teachers complete their professional training with reference to their plan 	<ul style="list-style-type: none"> • Teacher's Staff Development Plan • Appraisal interview • CPD Record 	• AHT (Staff)	• NA
2.2 To Review the Principles of Assigning Staff Duties to Ensure Fair Distribution of Teaching & Administrative Duties	2.2.1 To establish a new mechanism to distribute the workload on administration & teaching more fairly & evenly	Sept 08 – July 09	<ul style="list-style-type: none"> • A new mechanism is established to distribute staff teaching and administrative duties • Over 80% of staff members of different ranks express the distribution of teaching and administrative duties is fair and even 	<ul style="list-style-type: none"> • Teachers' feedback through stakeholders' survey 	• HT	• NA

3. Professional Leadership						
3.1 To Develop the School Management, Senior Teachers & Subject Administrators	3.1.1 To require the School Management, Senior Teachers & Subject Administrators to receive specialized training relevant to their job & are able to practice what they have learned at work	Sept 08 – July 09	<ul style="list-style-type: none"> • All School Management, Senior Teachers and Subject Administrators participate in training relevant to their job and fulfil at least 50 CPD hours in “Structured Learning” • Over 80% of staff members express school administrators are able to practice what they have learned at work 	<ul style="list-style-type: none"> • Teachers’ feedback through stakeholders’ survey 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • NA

Major Concern: Second Priority - Teaching & Learning

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Curriculum						
1.1 Co-ordination & Collaboration in School Curriculum	1.1.1 To enable teachers to participate in curriculum decisions & exchange information & opinions on curriculum matters	Sept 08 – July 09	<ul style="list-style-type: none"> • A teacher representative for the main departments is in the CDAA Committee • 70% of teachers agree that they can participate in curriculum decisions & exchange information & opinions on curriculum matters 	<ul style="list-style-type: none"> • Minutes of CDAA meetings • Teachers' feedback through stakeholders' survey 	• DHT	• NA
	1.1.2 To arrange closer collaboration among subjects to avoid repetition	Sept 08- July 09	<ul style="list-style-type: none"> • Cross-curricular meetings are held to identify themes/areas where collaboration can take place • 70% of the teachers agree that there is closer collaboration among subjects to avoid repetition 	<ul style="list-style-type: none"> • Teachers' feedback through stakeholders' survey 	• DHT	• NA

1.2 Review Mechanism for Monitoring & Evaluation of Curriculum Implementation	1.2.1 To evaluate the implementation of curriculum, give timely feedback & conduct concrete follow-ups on light of review of findings	April-June 09	<ul style="list-style-type: none"> • Teacher representatives from each department will be selected for focus group discussion • Interviews with subject administrators 	<ul style="list-style-type: none"> • Teachers' feedback through stakeholders' survey • Report on focus group discussion & interviews 	• DHT	• NA
1.3 Review Curriculum Planning & Organisation	1.3.1 To introduce interactive learning with IT in curriculum	Sept 08-July 09	<ul style="list-style-type: none"> • Students' interest in learning English is enhanced with the use of the Promethean Interactive Whiteboard during English lessons • Students' visual and auditory learning areas are enhanced with the use of the e-Beam Interactive Whiteboards during Mathematics and General Studies lessons • At least one level of students from the Upper Primary will be able to compose digital music during the Music and Computer Studies collaborative 	<ul style="list-style-type: none"> • Feedback from teachers in weekly subject collaboration meetings • Cross-curricular meetings with other departments • Lesson observations • Students participation/ feedback during lessons • Quality of students' submitted work • Students' work on display outside the Computer Rooms 	• ST (IT)	• NA

			lessons <ul style="list-style-type: none"> • At least one level from the Lower Primary and one level from the Upper Primary will be able to do wireless learning on tablet PCs during the Visual Art and Computer Studies collaborative lessons • More frequent use of IT in teaching and learning • Staff workshops will be provided for teachers to learn the use of Interactive Whiteboards • Staff training will be given to teaching assistants to assist teachers in preparing IT teaching materials 	<ul style="list-style-type: none"> • Able to gain access to the Internet in our wireless campus with the use of tablet PCs 		
	1.3.2 To develop on-line learning resources for students	Sept 08-July 09	<ul style="list-style-type: none"> • Lower primary students able to do and submit on-line assignments on the Intranet • Upper primary students able to do on-line self- 	<ul style="list-style-type: none"> • Lower primary students will do and submit at least one graded on-line assignment 	<ul style="list-style-type: none"> • ST (IT) 	<ul style="list-style-type: none"> • NA

			<p>learning from the materials on the Intranet during long holidays</p> <ul style="list-style-type: none"> • Students able to download homework from the school Intranet in case of unexpected school suspension • Staff training will be given to teaching assistants to upload learning materials onto the Intranet 	<p>from the Intranet during Computer Studies lessons</p> <ul style="list-style-type: none"> • Upper primary students will do an on-line reading assignment during the Easter holidays • Feedback from parents on Parents' Day • Feedback from teachers and teaching assistants in weekly collaboration meetings 		
2. Teaching						
2.1 To Cater for Students' Learning Diversities	2.1.1 To arrange more Lift-off programme learning places for students with learning problems	July 08-March 09	<ul style="list-style-type: none"> • All academically weak students are offered a place in appropriate Lift-off classes. 	<ul style="list-style-type: none"> • Analysis of assessment results of the lift-off students each term 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • NA

	2.1.2 To introduce Sets in G5 & 6 English	Sept 08- July 09	<ul style="list-style-type: none"> • 30 students from G5 & 6 are placed in the accelerated classes and 20 of the weakest students are placed in the support classes 	<ul style="list-style-type: none"> • Analysis of assessment results on selected students each term 	<ul style="list-style-type: none"> • HoD of English 	<ul style="list-style-type: none"> • NA
2.2 Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching	2.2.1 To require teachers to receive specialized subject training	Sept 08 – July 09	<ul style="list-style-type: none"> • Over 80% of subject teachers within the Department received subject training 	<ul style="list-style-type: none"> • Teacher's Qualification Record 	<ul style="list-style-type: none"> • AHT (Staff) 	<ul style="list-style-type: none"> • NA
	2.2.2 To provide training for teaching in utilizing different teaching methods in accommodating students' different learning styles	Sept 08 – July 09	<ul style="list-style-type: none"> • Over 80% of teachers receive professional training i.e. Brain-based learning 	<ul style="list-style-type: none"> • Staff Development Committee Report • CPD Record 	<ul style="list-style-type: none"> • AHT (Staff) 	<ul style="list-style-type: none"> • NA
	2.2.3 To establish clear guidelines to ascertain all teachers are patient, approachable, friendly, caring and ready to encourage	Sept 08 – July 09	<ul style="list-style-type: none"> • Guidelines are established to sharpen teachers' professional attitude to students • Over 80% of students consider teachers are 	<ul style="list-style-type: none"> • Students' feedback through stakeholders' survey 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • NA

	students, be fair and able to give respect to students' viewpoints		patient, approachable, friendly, caring and ready to encourage them, be fair and able to give respect to their viewpoints			
	2.2.4 To draw up guidelines to set high expectations of students' learning, recognize & value students' achievement & potential.	Sept 08	<ul style="list-style-type: none"> Guidelines are established for teachers in the Curriculum Handbook on setting high expectations of students' learning & valuing students achievement & potential 	<ul style="list-style-type: none"> Feedback from teachers through stakeholders' survey 	<ul style="list-style-type: none"> DHT 	<ul style="list-style-type: none"> NA
• 3. Student Learning						
3.1 To Improve Students' Learning Attitude	3.1.1 To promote good teamwork among students, especially upper grade boys, so they can exchange ideas, work collaboratively to solve problems and share learning outcomes with one another	Sept 08- July 09	<ul style="list-style-type: none"> 70% of teachers & students agree that students have opportunities in class to exchange ideas, work collaboratively to solve problems and share learning outcomes with one another 	<ul style="list-style-type: none"> Teachers' feedback through stakeholders' survey Students' feedback through APASO Lesson observation 	<ul style="list-style-type: none"> DHT 	<ul style="list-style-type: none"> NA

	3.1.2 To put more emphasis on fun & team work, & to utilise different teaching methods in accommodating students; different learning styles in P.E. & Visual Arts lessons	Sept 08- July 09	<ul style="list-style-type: none"> • Students show enthusiasm and active participation during lesson time • 70% of the students enjoy having P.E. & Visual Arts lessons • Teachers provide positive reinforcement to less talented students 	<ul style="list-style-type: none"> • Lesson observation • Students' feedback through interview and survey • Teachers' feedback through stakeholders' survey 	<ul style="list-style-type: none"> • Head of Department (PE) & Panel Chairpersons of Visual Arts 	<ul style="list-style-type: none"> • NA
	3.1.3 To adopt a multi-disciplinary approach to help students who may not enjoy their learning	Sept 08- July 09	<ul style="list-style-type: none"> • Cross-curricular activities are established each term that enables a multi-disciplinary approach 	<ul style="list-style-type: none"> • Students' feedback through stakeholders' survey 	<ul style="list-style-type: none"> • DHT 	<ul style="list-style-type: none"> • NA
4. Performance Assessment						
4.1 To Reform the Grading Policy & System	4.1.1 To devise a new grading policy & system to inform students of their assessment performance & to reduce the negative effect of rivalry	Sept 08	<ul style="list-style-type: none"> • A new grading policy & system is devised. • Over 80% of students consider the negative effect of rivalry is reduced. 	<ul style="list-style-type: none"> • Students' feedback through stakeholders' survey 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • NA

	4.1.2 To reform the assessment system so there will be 3 summative assessments per year	Sept 08- July 09	<ul style="list-style-type: none"> • A new assessment system is established. • Over 80% of teachers consider the new system of having 3 Summative Assessments can help them assess students' performance effectively. 	<ul style="list-style-type: none"> • Teachers' feedback through stakeholders' survey 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • NA
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Major Concern: Third Priority – Student Support & School Ethos

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Support for Student Development						
1.1 To extend the scope of equal opportunities policy to involve parents' participation	1.1.1 To help students from disadvantaged families & have closer relationships with their parents	Sept 08- July 09	<ul style="list-style-type: none"> • Provide financial assistance for students to join extra-curricular activities in school. • Invite parents to be helpers in school functions. 	<ul style="list-style-type: none"> • Feedback from parents and students through interviews 	<ul style="list-style-type: none"> • ST (Student Affairs) 	<ul style="list-style-type: none"> • NA
1.2 To Review the Guidelines of Discipline & Guidance	1.2.1 To evaluate & revise school rules & system of reward & punishment so that they are clear & reasonable, are well received & supported by teachers, students & parents	Sept 08 – July 09	<ul style="list-style-type: none"> • Collect teachers' suggestions to reassess the effectiveness of school rules and system of reward & punishment • Over 70% of students consider the revised school rules and system of reward & punishment are clear and reasonable • To reinforce students' positive behaviours through organizing the following inter-class competitions: 	<ul style="list-style-type: none"> • D & G Committee survey • Feedback from students through students' survey • Feedback from teachers, students and parents through stakeholders' survey 	<ul style="list-style-type: none"> • D & G Committee • ST (Disciplinary Mistresses) 	<ul style="list-style-type: none"> • NA • Behaviour badges • Certificates and gifts

			(1) Behaviour Awards Competition (2) Lining-Up Competition (3) Best School Bus Lining-Up Competition (4) Best Passenger Awards Competition Over 70% of teachers, students and parents agree that the competitions are measures to reinforce students' good discipline.			
	1.2.2 To set up guidelines to give guidance & leeway to G1 students	Sept 08 – Feb 09	<ul style="list-style-type: none"> • All G1 students will learn the class rules. • Adaptation workshop will be held for all G1 students in September 2008. • At least 15 G4-6 students will be recruited as big brother ambassadors to help G1 students to adapt to the new school life. 	<ul style="list-style-type: none"> • Feedback from class teachers, subject teachers and teaching-assistants. • (same as above) • Record of Big Brother Ambassadors Scheme 	<ul style="list-style-type: none"> • D & G Committee • SSW 	<ul style="list-style-type: none"> • \$1000
	1.2.3 To identify students' special learning/emotional/social needs &	Sept 08– July 09	<ul style="list-style-type: none"> • At least one counselling group is organized for SEN students 	<ul style="list-style-type: none"> • Feedback from group participants' through survey 	<ul style="list-style-type: none"> • SSW 	<ul style="list-style-type: none"> • \$12,000

	difficulties and to provide guidance and counselling to students		and 70% of participants show that they have benefited from the group • Bi-weekly meeting between discipline mistresses and SSWs	• Minutes of bi-weekly meetings		
	1.2.4 To reinforce students' self-management skills and correct attitudes	Sept 08– July 09	• 30 lessons of Moral Education for each class • 60% of classes show progress in correct attitude	• Feedback from students' journals • Students' feedback through APASO	• SSW	• Class Teachers • CS teachers
1.3 To Enable Students to Strike a Balance Between Academic Studies & Extra-Curricular Activities	1.3.1 To formulate guidelines on ECA's	Sept 08- July 09	• Students show enthusiasm and active participation during the extra-curricular activities • Students' achievements and awards are recorded	• Teachers' feedback and questionnaire	• ST (ECA)	• NA
	1.3.2 To develop club activities & provide opportunities for students to set up their own clubs & societies	Sept 08- July 09	• Students show enthusiasm and active participation • Students enjoy having their own societies and clubs	• Students' feedback through interview and survey	• ST (ECA)	• NA

	1.3.3 To empower students and invite them to join particular working committees such as School Magazine Committee	Sept 08- July 09	<ul style="list-style-type: none"> • Invite G.5-6 Student representatives to join the “School Pal” to collect and reflect students’ ideas for improving school facilities and policies. 	<ul style="list-style-type: none"> • Students’ feedback through survey 	<ul style="list-style-type: none"> • ST(Student Affairs) 	<ul style="list-style-type: none"> • NA
	1.3.4 To form Maths School Team, GS School Team etc. to represent the School in external academic-related competitions	Sept 08- July 09	<ul style="list-style-type: none"> • A Maths School Team & Science Team is established 	<ul style="list-style-type: none"> • Students’ feedback through discussion and observation 	<ul style="list-style-type: none"> • HoD’s of Maths and GS 	<ul style="list-style-type: none"> • NA
2. School Culture						
2.1 To Improve the School Climate for Strengthening Student Relationships	2.1.1 To conduct more team building & inter-class & intra-class binding activities	Sept 08– July 09	<ul style="list-style-type: none"> • 1 inter-class and 1 intra-class team building activity for each grade during Moral Education lessons 	<ul style="list-style-type: none"> • Lesson observation 	<ul style="list-style-type: none"> • SSW 	<ul style="list-style-type: none"> • \$1000
	2.1.2 To enable G6 students to build good relationship with their peers and help in the transition from kids to adolescents	Sept 08– July 09	<ul style="list-style-type: none"> • 1 Moral Education lesson each term on peer relationship for G6 • 1 pre-G7 adaptation workshop is organized for G6 students 	<ul style="list-style-type: none"> • Students’ feedback through APASO • Teachers’ observation • Record of workshop 	<ul style="list-style-type: none"> • SSW 	<ul style="list-style-type: none"> • Class Teachers • CS teachers • \$500

	2.1.3 To organise more pair/group work during lessons so as to promote discussion amongst classmates	Sept 08- July 09	70% of teachers make frequent use of cooperative learning strategies during lessons	• Lesson observation	• DHT	• NA
2.2 To Further Enhance the Interpersonal Relationship amongst Teaching Staff & Students	2.2.1 To provide informal staff development programmes to enhance the relationships & communication amongst teachers & TA's	Sept 08 – July 09	At least one informal staff development programme will be held	• Staff Development Committee report • CPD Record	• AHT (Staff)	• NA
	2.2.2 To enable students to participate in services during lunch recess or after school to work with TA's/ IT officers/ Clerical staff to build a closer relationship and promote students willingness to serve others	Sept 08– July 09	• 10% increase in number of student volunteers	• Record of student volunteers	• SSW	• NA

Legend:

HT	Headteacher
DHT	Deputy Headteacher
AHT (Staff)	Assistant Headteacher (Staff)
ST	Senior Teacher
SSW	School Social Worker

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 08/09

Name of school: Diocesan Boys' School Primary Division

Means by which teachers will be consulted: Staff Meeting

No. of operating classes: 30

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person -in-charge
Elective Courses	<p>To employ the following organizations and part time tutors to develop and conduct electives for our students:</p> <p>Term 1 – Term 3</p> <ol style="list-style-type: none"> Hong Kong Children's GO Academy Edvenue Limited Pasona Education Co. Limited Basic Force Education Centre The H.K. Mathematical Olympiad Association French For Foreigners Limited Typhoon Club Active Kids Achievers Track Co. Limited Haac Ltd. Ho Koon Centre Arthome 藝術家-鄭志明 Science Workshop Etiquette tutor – Mrs Baram Handball tutor – Mr. Eddie Chan 	<p>To provide various choices of electives for students to broaden their knowledge and horizon. There are 23 sessions of around 1 hour each in terms 1-3. The session lasts from 1:50 p.m. to 2:50 p.m.</p> <p>Courses offered:</p> <p>Term 1 – Term 3</p> <ol style="list-style-type: none"> Hong Kong Children's GO Academy: <ul style="list-style-type: none"> 圍棋初班 (Terms 1-2) 圍棋中班 (Term 3) Edvenue Limited: <ul style="list-style-type: none"> International Corner Applied Personal Management (Terms 2-3) Be a SMART Leader (Terms 1 & 3) 3C's Training Pasona Education Co. Limited: <ul style="list-style-type: none"> Elementary Japanese (Terms 1-2) Intermediate Japanese (Term 3) Basic Force Education Centre: <ul style="list-style-type: none"> Money Management A (Terms 1-2) Money Management B (Terms 1-2) Little Architect (Term 3) Little Lawyer (Term 3) The H.K. Mathematical Olympiad Association: <ul style="list-style-type: none"> Mathematical Games I Mathematical Games II French For Foreigners Limited <ul style="list-style-type: none"> Fun with French A Fun with French B Typhoon Club: Typhoon Magazine Active Kids: <ul style="list-style-type: none"> Science Adventures Stormy Chefs (Term 3) 	<p>- Boys will be able to participate in electives providing basic knowledge in go culture, Japanese language, French, African culture, astronomy, creative writing (Typhoon Magazine), money management, personal management, 3C's and leadership training, etiquette, toy science and science experiments.</p> <p>- Boys will be able to participate in electives providing advanced knowledge in drawing(Drawing on the right side of the brain ® Workshop) , go culture and Japanese.</p> <p>- Astronomy classes (Astronomy Basic, Astronomy Intermediate, Astronomy Advanced & 天文實驗班) provide the boys rare and precious chances to get to know more about astronomy.</p> <p>- Boys who are interested in sports will be able to learn handball and rock climbing.</p> <p>- Since all electives are provided for students free of charge, all boys will have equal opportunities to participate in these programmes.</p>	<p>Term 1 Weekly session from 26 Sept -5 Dec (8 sessions)</p> <p>Term 2 Weekly session from 12 Dec - 6 March (8 sessions)</p> <p>Term 3 Weekly session from 13 March – 29 May (7 sessions)</p>	<ol style="list-style-type: none"> Hong Kong Children's GO Academy: <ul style="list-style-type: none"> 圍棋初班 \$1,000 × 16 = \$16,000 圍棋中班 \$1,000 × 7 = \$7,000 Edvenue Limited: <ul style="list-style-type: none"> International Corner \$1,840 × 23 = \$42,320 Applied Personal Management \$1,840 × 15 = \$27,600 Be a SMART Leader \$1,840 × 15 = \$27,600 3C's Training \$1,840 × 23 = \$42,320 Pasona Education Co. Limited: <ul style="list-style-type: none"> Elementary Japanese \$1,050 × 16 = \$16,800 Intermediate Japanese \$1,050 × 7 = \$7,350 Basic Force Education Centre: <ul style="list-style-type: none"> Money Management A \$1018 × 16 = \$16,288 Money Management B \$1018 × 16 = \$16,288 Little Architect \$1,050 × 7 = \$7,350 Little Lawyer \$992 × 7 = \$6,944 The H.K. Mathematical Olympiad Association: <ul style="list-style-type: none"> Mathematical Games I \$1000 × 23 = \$23,000 Mathematical Games II \$1000 × 23 = \$23,000 French For Foreigners 	<p>- Enthusiasm and willingness of the boys to take part in learning of languages, astronomy & science activities.</p> <p>- Students' improvement in the knowledge of astronomy, chess and sports activities.</p> <p>- Students' capability in applying etiquette, personal management and money management in daily school life.</p>	<p>- Students' participation and interest in the electives.</p> <p>- Number of enrollment</p> <p>- Teachers, parents and students' feedback on the electives provided</p>	Susanna Chung

		<p>9. Achievers Track Co. Limited:</p> <ul style="list-style-type: none"> ◆ 天文實驗班 ◆ Toy Science <p>10. Haac Ltd.</p> <ul style="list-style-type: none"> ◆ African Culture (Terms 1-2) ◆ Team Building Workshop (Term 3) ◆ Rock Climbing <p>11. Ho Koon Centre</p> <ul style="list-style-type: none"> ◆ Astronomy Basic (Terms 2-3) ◆ Astronomy Intermediate (Terms 1-2) ◆ Astronomy Advanced (Term 3) ◆ Plant Investigation (Term 1) <p>12. Arthome 藝術家-鄭志明: Drawing on the right side of the brain ® Workshop</p> <p>13. Science Workshop:</p> <ul style="list-style-type: none"> ◆ Science Workshop I ◆ Science Workshop II <p>14. Etiquette (Term 3)</p> <p>15. Handball</p>			<p>Limited</p> <ul style="list-style-type: none"> ◆ Fun with French A \$620 × 23 = \$14,260 ◆ Fun with French B \$620 × 23 = \$14,260 <p>7. Typhoon Club: Typhoon Magazine \$2,875 × 23 = \$66,125</p> <p>8. Active Kids:</p> <ul style="list-style-type: none"> ◆ Science Adventures \$2,500 × 23 = \$57,500 ◆ Stormy Chefs \$2,500 × 7 = \$17,500 <p>9. Achievers Track Co. Limited:</p> <ul style="list-style-type: none"> ◆ 天文實驗班 \$1,300 × 23 = \$29,900 ◆ Toy Science \$1,300 × 23 = \$29,900 <p>10. Haac Ltd.</p> <ul style="list-style-type: none"> ◆ African Culture \$2,000 × 16 = \$32,000 ◆ Team Building Workshop \$2,000 × 7 = \$14,000 ◆ Rock Climbing \$1,440 × 23 = \$33,120 <p>11. Ho Koon Centre</p> <ul style="list-style-type: none"> ◆ Astronomy Basic \$1,000 × 15 = \$15,000 ◆ Astronomy Intermediate \$1,000 × 16 = \$16,000 ◆ Astronomy Advanced \$1,000 × 7 = \$7,000 ◆ Plant Investigation \$1,000 × 8 = \$8,000 <p>12. Arthome 藝術家-鄭志明: 明: Drawing on the right side of the brain ® Workshop \$1,100 × 23 = \$25,300</p> <p>13. Science Workshop:</p> <ul style="list-style-type: none"> ◆ Science Workshop I \$3,200 × 23 = \$73,600 ◆ Science Workshop II \$3,200 × 23 = \$73,600 <p>14. Etiquette \$1,200 × 7 = \$8,400</p> <p>15. Handball \$250 × 23 = \$5,750</p> <hr/> <p>Total=\$821,075</p>		
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Sports Curriculum Enhancement	To employ sports coaches to provide professional training for school teams	<p>To provide intensive & systematic training for students of seven school sports teams. Each training session would vary from 1.5 hrs to 2 hrs.</p> <p>Weekday training sessions will be held from 3:15p.m. to 4:45p.m. (1hr and 30 mins), except for those of the Football Team which will last for 2 hrs per session. Weekend training sessions will last for 1.5 hrs to 2 hrs .</p> <p>Regular training will be conducted for the following school sports teams from early-September 2008 to late-August 2009:</p> <ol style="list-style-type: none"> 1. Athletics: A Team (3.5 hours / week: Thursdays & Saturdays) 2. Badminton: A Team (3 hours / week: Tuesdays & Thursdays) 3. Basketball: A Team (3 hours /week: Mondays & Fridays) 4. Football: A Team (4 hours / week: Mondays, & Saturdays) 5. Fencing: A Team (3 hours / week: Tuesdays & Fridays) 6. Table-Tennis: A Team (3 hours / week: Tuesdays & Fridays) 7. Tennis: A Team (2 hours / week: Saturdays) 	<p>We aim at getting good results in the 2008-2009 Primary Schools Sports Award Scheme organized by the Hong Kong Schools Sports Federation. Part-time professional sports coaches will be employed to conduct training sessions in order to provide elite training for students and to reduce the workload of full time PE teachers. Over 200 school team members will benefit from participating in the training programme.</p> <p>The part-time sports coaches identified are international / professional coaches and / or outstanding athletes with experience and knowledge in conducting specific training. We require these professionals to train our students and prepare them for both inter- and intra-schools competitions.</p>	<p>From early-September 2008 to late-August 2009, excluding assessment weeks, there will be 2-3 weekly training sessions for each school sports team, namely Athletics, Badminton, Basketball, Football, Fencing, Table-Tennis and Tennis.</p> <p>Coaches will train students for the following competitions:</p> <p>-Inter-Schools Sports Competitions (Athletics: Oct-Mar; Badminton: Nov, Feb-Mar; Basketball: Feb-Mar; Football: Nov-Dec; Fencing: Apr; Table-Tennis: Nov & May; Tennis: Jan-Apr)</p> <p>LCSD Easy Sports Competitions: (Badminton & Table-Tennis: Feb & May; Basketball: May; Fencing: May)</p>	<ol style="list-style-type: none"> 1. Athletics [(350 x 3.5 hrs x 2 coaches) + (\$300 x 3.5 hrs x 2 coaches)] x 46 weeks =\$209,300 per year 2. Badminton [(400 x3 hrs) + (\$250 x 3 hrs)] x 46 weeks =\$89,700 per year 3. Basketball [(350 x3 hrs) + (\$200 x3 hrs)] x 46 weeks =\$75,900 per year 4. Football [(350 x 4 hrs) + (\$200 x 4 hrs)] x 46 weeks =\$101,200 per year 5. Fencing [(350 x 3 hrs) + (\$250 x 3 hrs)] x 46 weeks =\$82,800 per year 6. Table-Tennis (350 x 2 coaches x 3 hrs) x 46 weeks =\$96,600 per year 7. Tennis \$600 x 2 hrs x 46 weeks =\$55,200 per year <p>Total= \$710,700</p>	<p>- Improvement in students' performance standard in competitions as a result of the effective training provided by these coaches.</p> <p>- Students' sports potential and motivation being developed by these coaches.</p> <p>- Students' active participation and high performance standard in the Inter-Schools Sports Competitions.</p>	<p>- PE teachers' and students' feedback and assessment on the performances of these coaches.</p> <p>- The response and feedback from the school authority, parents, students and old boys involved in the training, competitions and other sports activities.</p> <p>- The results of the external sports competitions e.g. Inter-Schools Sports Competitions.</p>	Miss Simone Tam
Music Curriculum Enhancement	To employ the following part-time conductors and assistants for the Junior and Senior Orchestras, String Orchestra, Woodwind Ensemble, Clarinet Ensemble, Saxophone Ensemble, Chinese	<p>To conduct & train students in the weekly rehearsals:</p> <ol style="list-style-type: none"> 1. Mr. Lee Siu Lam will conduct once a week from: •9:00 a.m. to 11:00 a.m. (Saturday 2 hrs. Senior School Orchestra) •11:00 a.m. to 12:30 p.m. (Saturday 1.5 hrs. Junior School Orchestra) No. of hours per year = 126 hrs (3.5hrs x 36 weeks) 	<p>- There are 8 weekly rehearsals for the Junior and Senior Orchestras, String Orchestra Woodwind Ensemble, Clarinet Ensemble, Saxophone Ensemble and Chinese Instrument Ensemble, Dizi and Erhu Intensive Training and over 240 orchestral</p>	<p>- Weekly training & rehearsals from mid-September 08 to late-August 09</p> <p>Conductors will conduct in the following functions: -HK Schools Music Festival Feb – March</p>	<ol style="list-style-type: none"> 1. \$700 x 126 = \$88,200 per year 2. \$700 x 108= \$75,600 per year 3. \$700 x 54= \$37,800 per year 4. \$550 x 36 = 	<p>- Improvement in students' standard in performances and rehearsals demonstrated as a result of the effective training provided by these conductors.</p> <p>- Students' music</p>	<p>- Music teachers' and students' feedback and assessment on the performance of these conductors.</p> <p>- The response and feedback from the school authority,</p>	Mrs. Emily Yip

	<p>Instrument Ensemble, Dizi and Erhu Intensive Training :</p> <ol style="list-style-type: none"> 1. Junior and Senior School Orchestra Conductor – Mr. Lee Siu Lam, Homer (3.5hrs/week) 2. String Orchestra & Junior School Orchestra Conductor– Mr. Goh Ching (3hrs/week) 3. Woodwind Ensemble Conductor – Mr. Yiu Song Lam (1.5hrs/week) 4. Clarinet Ensemble Conductor – Mr. Cheung Lap (1hr/week) 5. Saxophone Ensemble Conductor – Mr. Anthony Wong (1hr/week) 6. Chinese Instrument Ensemble Conductor – Mr. Chu Siu Wai (1.5hrs/week) 7. Dizi Intensive Training Tutor – Mr. Chu Siu Wai(1hr/week) 8. Erhu Intensive Training Tutor – Mr. 	<ol style="list-style-type: none"> 2. Mr. Goh Ching will conduct twice a week from: • 3:15 p.m. to 4: 45 p.m. (Tuesday 1.5 hrs. String Orchestra) • 10:45 a.m. to 12:15 p.m. (Saturday 1.5 hrs. Junior School Orchestra) No. of hours per year = 108 hrs (3hrs x 36 weeks) 3. Mr. Yiu Song Lam will conduct once a week from: • 3:15 p.m. to 4:45 p.m. (Wednesday 1.5 hrs.) No. of hours per year = 54 hrs (1.5hrs x 36 weeks) 4. Mr. Cheung Lap will conduct once a week from: • 8:00 a.m. to 9:00 a.m. (Wednesday 1 hr.) No. of hours per year = 36 hrs (1hr x 36 weeks) 5. Mr. Anthony Wong will conduct once a week from: • 3:15 p.m. to 4:15 p.m. (Wednesday 1hr.) No. of hours per year = 36 hrs (1hr x 36 weeks) 6. Mr. Chu Siu Wai will conduct once a week from: • 3:15 p.m. to 4:45 p.m. (Wednesday 1.5 hrs.) No. of hours per year = 54 hrs (1.5hrs x 36 weeks) 7. Mr. Chu Siu Wai will give training once a week from: • 3:15 p.m. to 4:15 p.m. (Friday 1 hr) No. of hours per year = 30 hrs (1hr x 30 weeks) 8. Mr. Tsang Chi Wai will give training once a week from: • 3:15 p.m. to 4:30 p.m. (Tuesday 1.25 hr) No. of hours per year = 37.5 hrs (1.25 hr x 30 weeks) 9. An assistant will support the conductors in organizing rehearsals once a week from : • 3:15 p.m. to 4:15 p.m. (Tuesday 1 hr. String Orchestra) 	<p>members participating. Part-time conductors must be employed to conduct the orchestras so as to reduce the workload of the full time music teachers</p> <p>- The part-time conductors and tutors identified are professional musicians with experience and knowledge in conducting orchestras. We require these professionals to train our students and prepare them for music competitions and concerts</p>	<p>09,</p> <p>- Hong Kong School Orchestra Interflow, - Winners' Prize Concert in April 09, - Homecoming Concert, - Incoming Concert, - Public Performances.</p>	<p>\$19,800 per year</p> <p>5. \$550 x 36 = \$19,800 per year</p> <p>6. \$500 x 54 = \$27,000 per year</p> <p>7. \$450x30 = \$13,500 per year</p> <p>8. \$450x37.5 = \$16,875 per year</p> <p>9. \$550 x 30 = \$16,500 per year</p> <hr/> <p>Total= \$315,075</p>	<p>potential and interest being developed by these conductors. - Students' active participation and high performing standard in the HK Schools Music Festival and School Concerts.</p>	<p>parents, students and old boys in the school concerts and other music activities.</p> <p>- The results of the external music competitions e.g. HK Schools Music Festival, Hong Kong School Orchestra Interflow</p>
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	<p>Tsang Chi Wai (1.25hrs/week)</p> <p>9. Assistant – To be identified (2 hrs/week)</p>	<p>•10:30a.m.-11:30a.m. (Saturday 1 hr. Senior School Orchestra) No. of hours per year = 30 hrs (2hr x 1 assistant x 15 weeks)</p> <p>Conduct and train students in the following internal and external music activities: - HK Schools Music Festival - Christmas Concert - School Concerts - Joint School Performances - Public Performances/ Competitions</p>						
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Grand total of the above: \$ 1,846,850

The Rt. Rev. L. Tsui,
Supervisor

Terence Chang
Headmaster

Date:

Diocesan Boys' School Primary Division

English Development Plan (2008-2009)

A. Goals & Objectives

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

The overall aims of the English Language Education curriculum are:

- To provide the boys with a quality second language programme.
- To build up their positive attitudes towards English learning.
- To allow them to use English confidently in all disciplines.
- To develop their problem solving, critical thinking skills, speaking and listening skills to discuss, reason and to express their feelings confidently.
- To broaden their experience through language learning activities that are related to one or more of the other learning areas.

B. Issues to be Addressed

● Strengths:

1. All teachers use English as a medium of instructions, so students are exposed to the language as much as possible.
2. Students are exposed to a wide variety of reading and writing text types.
3. Students show a willingness to use spoken English in the classroom as opposed to L1 language.

● Weaknesses:

1. The writing skills of the student tend not to be as good as their speaking and listening skills. Grammatical and spelling mistakes are constantly found in student's writing.
2. Upper Primary students tend not to spend enough time reading for leisure.

C. Targets to be Achieved in 2008-2009 School Year

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Review Curriculum Planning & Organization	1.1 To introduce interactive learning with IT in curriculum	Sept 08 – July 09	<ul style="list-style-type: none"> • Over 50% of English teachers have used the interactive whiteboard during lessons • Over 50% of students consider teachers use IT more frequently in teaching • At least 2 workshops are provided for teachers to learn the use of interactive whiteboards • At least 2 training sessions on how to prepare IT teaching materials are given to the English teaching assistant 	<ul style="list-style-type: none"> • Feedback from teachers in weekly collaboration meetings
	1.2 To develop on-line learning resources for students	Sept 08 – July 09	<ul style="list-style-type: none"> • Lower primary students are able to do and submit at least one on-line English assignment on the Intranet • Over 50% of upper primary students indicate they are able to do an on-line reading assignment during long holidays • Over 50% of students indicate they are able to download English homework from the school Intranet • At least 2 training sessions on how to upload learning materials onto the Intranet are given to the English teaching assistant 	<ul style="list-style-type: none"> • Feedback from parents on Parents' Day • Feedback from teachers and teaching assistant in weekly collaboration meetings •
				•
2. To Cater for Students' Learning Diversities	2.1 To introduce Sets in G5 & 6 English	Sept 08 – July 09	<ul style="list-style-type: none"> • 30 students from G5 & 6 are placed in the accelerated classes • 20 of the weakest G5 & 6 students are placed in the support classes 	<ul style="list-style-type: none"> • Analysis of assessment results on selected students each term
3. Sharpen Teachers'	3.1 To require English	Sept 08 –	<ul style="list-style-type: none"> • Over 80% of English subject teachers 	<ul style="list-style-type: none"> • Teacher's Qualification Record

Professional Knowledge & Attitude to Further Improve the Quality of Teaching	<p>teachers to receive specialized subject training</p> <p>3.2 To provide training for teaching in utilizing different teaching methods in accommodating students' different learning styles</p>	<p>July 09</p> <p>Sept 08 – July 09</p>	<p>within the Department receive subject training</p> <ul style="list-style-type: none"> • Over 80% of English subject teachers receive professional training, i.e. Brain-based learning 	<ul style="list-style-type: none"> • Staff Development Committee Report • CPD Record
4. To Improve Students' Learning Attitude	4.1 To adopt a multi-disciplinary approach to help students who may not enjoy their learning	Sept 08- July 09	<ul style="list-style-type: none"> • At least 1 cross-curricular activity is established each term that enables a multi-disciplinary approach 	<ul style="list-style-type: none"> • Students' feedback through stakeholders' survey
5. To Improve the School Climate for Strengthening Student Relationships	5.1 To organize more pair/group work during lessons so as to promote discussion amongst classmates	Sept 08- July 09	<ul style="list-style-type: none"> • 70% of English teachers make frequent use of cooperative learning strategies during lessons 	<ul style="list-style-type: none"> • Lesson observation

D. Year Activities & Budget

Diocesan Boys' School Primary Division English Programme Plan 2008-2009

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1	1-5	Overseas English Study Tour	All G5 and G6 DBSPD students can enroll in an English Summer School study tour at the end of their school year in DBSPD. Students will spend around 2 weeks overseas and will be escorted to and from school daily by the host school.	1. Feedback from parents, students and teacher-in-charge of leading the teams.	July 08	Ms. P.J. Chan and Ms. B. Chiu	\$1000 (excluding the sponsorship from DBSPD)
2	1-5	English Days	Series of English related games and activities will be organized for all the boys. Inter-class competitions on specific items such as poem recitation, story telling, knowledge quest and scrabble will be held in that week.	1. Feedback form parents, students and teachers	Dec 18, 19 07	Mr. B.White, Ms P.J. Chan, Ms. B. Chui, Mr. N. Bailey all English teachers and teaching assistants	\$3000
3	1,2	Paired Reading	Students from the upper primary will come and assist students in the lower primary to read during various lessons.	1. The reading environment of the school. 2. Parents' feedback on students. 3. Student's participation	Oct 07- May 08	All English teachers	library
4.	2, 4 & 5	External Competition	1. Speech Festival (poem/recital/choral speaking) 2. Writing competitions organized by different sectors. 3. Taikoo Plaza Speech Competition 4. Calligraphy competition by	1. Results attained by students. 2. Students' participation	Nov 07	Mr. B.White Ms. B.Chui Ms. P.J. Chan	\$1000

			HKPTU 5. and others				
5.	2, 4 & 5	Internal Competition	6. Inter-class Speaking Competition 7. Inter-class Penmanship Competition 8. Spelling Bee Inter-class Public Speaking Competition	1. Students' participation	Dec 07 – Jan 08	Mr. B. White Ms. P.J. Chan and Ms. B. Chiu	\$2000
6.	2, 4 & 5	Support Classes	Eight students from each level will have two remedial lessons weekly. The aim is to give as much support as possible to these weaker students.	1. Results attained by students. 2. Students' participation	Sept 07 – Jun 08	Mr. B. White Ms. P.J. Chan and Ms. B. Chiu	\$1000
7.	2, 4 & 5	Enrichment Programme	A programme has been devised in order to challenge some of the students who have achieved a high level of English.	1. Results attained by students. 2. Students' participation.	Sept 07- Jun 08	Ms. P.J. Chan and Mr. B. White	Curriculum
8.	1-5	Cross- curricular Activities	The English Department will work with the following departments throughout the year on cross- curricular activities: Chinese Department (CE), Moral Education Department (ME) and Project Learning (PL) school-wide.	1. Results attained by students 2. Students' participation	1. Term 1 – CE Dept. 2. Term 2- ME Dept. 3. Term 3- PL	Level Coordinators	Curriculum

E. Panel Members

Mr. Brett White

Head of Department, NET

Ms. Phyllis J. Chan

Panel Chairperson - Junior Level, G1 Coordinator

Ms. Beatrice Chiu

Panel Chairperson - Senior Level, G4 Coordinator

Ms. Carine Chau

G2 Coordinator

Ms. Alice Lau	G3 Coordinator
Ms. Monique Lok	G5 Coordinator
Ms. Karen Leung	G6 Coordinator
Mrs. Chandni Rakesh	Deputy Headteacher, NET
Mr. Neil Bailey	NET
Mr. Peter Moran	NET
Ms. Irene Chan	NET
Mr. Paul Marriott	NET
Ms. Cabriel Lam	Teacher
Ms. Annabelle Wong	Teacher
Ms. Eve Ho	Teacher-Teaching Assistant
Ms. Joanna Woo	Teacher-Teaching Assistant
Mr. James Fung	Teaching Assistant

中文科發展計劃（2008-2009）

A. 總目標

1. 通過語文學習，均衡發展讀寫聽說的能力。
2. 培養學習的興趣，並建立良好的學習態度和習慣。
3. 訓練協作、溝通、創造、批判性思考、運用資訊科技、運算、解決問題、自我管理及研習技能等九種共通能力，幫助學生學會學習。
4. 訓練自學能力，使學生能從實際經驗中掌握學習技巧及要訣。
5. 加強情意教育，培養品德，使學生對社群有責任感，建立正確的價值觀。
6. 體認中華文化，培養對國家、民族的感情。
7. 透過文學及文化的學習，培養審美能力和審美情趣，藉此陶冶性情。

B. 本校現況

● 強項

1. 老師工作認真、有責任感，並具有認可語文教學資歷。
2. 大部份學生的資質佳，有濃厚的學習興趣。
3. 課室有完備的資訊器材可供使用。
4. 校園寬廣，樹木青蔥，學習環境佳。

甲、弱項

1. 本校是一所英文小學，學生能接觸中文的層面較窄。
2. 部份學生來自以英語為母語的家庭，造成基礎不穩固，學習能力較弱。
3. 部份學生上課時不能集中注意力，且粗心大意。

C. 2008-2009 年度重點發展項目

預期成果/目標	策略	時間表	成功準則	檢討方法
1. 檢閱課程策劃及組織	1.1 發展網上學習	全年 三、四月	<ul style="list-style-type: none"> 多於 50% 學生每天上「啓慧語文網」完成有關練習 多於 50% 學生於復活節假期能完成校本網上學習題目 多於 50% 學生於復活節假期後繳交下載的功課 	<ul style="list-style-type: none"> 「啓慧語文網」的成績紀錄 老師於協作會議中檢討 學生和家長的回饋
2. 照顧學生個別差異	2.1 為學生安排足夠的補底班名額 2.2 為成績優異的學生提供拔尖課程	全年 全年	<ul style="list-style-type: none"> 安排各級成績稍遜的學生參加補底班，提供課後功課輔導 多於 80% 參與拔尖班的學生對拔尖課程感興趣，並認同課程對自己有幫助 	<ul style="list-style-type: none"> 分析學生評估成績及其學習進展 學生的回饋
3. 提升教師專業知識及態度，以改善教學質素	3.1 要求中文科老師接受學科的專業培訓 3.2 提供專業教學訓練，老師能採用不同的教學方法，教導擁有不同學習模式的學生	全年	<ul style="list-style-type: none"> 多於 80% 中文科老師接受相關的專科培訓 多於 80% 中文科老師接受專業的教學訓練——以腦科學為基礎的教與學 (Brain-based Learning & Teaching) 	<ul style="list-style-type: none"> 教師學歷紀錄 教師發展日紀錄 教師專業培訓紀錄
4. 改善學生的學習態度	4.1 透過不同的課業設計及活動，培養學生的團隊精神，使學生之間能常交流意見，合力解決問題及分享學習成果。	全年	<ul style="list-style-type: none"> 70% 同學及中文科老師同意同學於學習活動中培養出團隊精神，同學之間常交流意見，並有合力解決問題及分享學習成果。 	<ul style="list-style-type: none"> 學生的回饋 觀課 檢討會

預期成果/目標	策略	時間表	成功準則	檢討方法
	4.2 採用多元化教學模式，以提高學生的學習興趣	全年	○每個學期最少舉辦一次跨學科活動，並以多元化教學模式進行	<ul style="list-style-type: none"> ● 學生的回饋 ● 檢討會
5. 改善校風，以增強學生之間的關係	5.1 常於課堂中進行不同形式的小組討論和小組學習活動	全年	<ul style="list-style-type: none"> ● 70%中文科老師於課堂內常採用合作學習策略 	<ul style="list-style-type: none"> ● 觀課
6. 優化評級制度和系統	6.1 制定新的評估比重（進展性及總結性評估），讓學生更了解自己的學習表現	二零零八年九月	<ul style="list-style-type: none"> ● 多於 80%學生認為他們對自己的學習表現更了解 	<ul style="list-style-type: none"> ● 學生的回饋
	6.2 制定新的評估方法（如：創意默書、說話評估等），減少評估造成的壓力	全年	<ul style="list-style-type: none"> ● 多於 80%學生認為評估帶來的壓力減少 	<ul style="list-style-type: none"> ● 學生及家長的回饋

D. 週年活動計劃及財政預算

方案 編號	目標 編號	共通能力									方案項目	方案內容	期限	負責人	財政 預算	備 註
		協作	溝通	創造	批評 性 思考	運用 資訊 科技	運算	解決 問題	自我 管理	研習 技能						
1	1, 2, 3, 6, 7	✓	✓	✓					✓		校際朗誦節	-老師會邀請對朗誦有興趣的同學參加獨誦，部份三、四年級同學還會被挑選為集誦隊隊員。除了本科老師給予學生訓練外，中學部更會安排老師到來協助。 -從朗誦訓練中，學生學會聆聽、創造、溝通、審美、欣賞等能力；透過參加比賽，學生能建立自信及得到情緒智商的訓練。	九至十一月	譚月清	\$150	
2	2, 3, 4, 6, 7								✓		硬筆書法比賽	-學校會參加由教協舉辦的「硬筆書法比賽」，由老師選出初級、中級、高級三組的冠、亞、季軍。優勝者除可獲得證書外，其作品亦會寄往教協，代表學校參賽。 -透過參加書法比賽，能讓學生體認中華文化，培養審美能力和審美情趣，亦能幫助學生建立自信心。	十月	布潔心	\$50	
3	1, 2, 3, 4	✓	✓	✓	✓	✓		✓	✓	✓	實地考察 寫作計劃	-安排五、六年級同學出外實地考察，依據工作紙上的指引，分組進行搜集資料，然後完成相關的研習報告。 -透過小組活動，進行專題研習，學生學會蒐集及處理資料、解決問題、批判性思考及與人相處之道。	一月	鄧芷雲 吳鳳婷	\$10,000	專題研習

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		協作	溝通	創造	批評 性 思考	運用 資訊 科技	運算	解決 問題	自我 管理	研習 技能						
4	2, 3, 4, 5, 6, 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	中國文化日	-本科將於一月十九及一月二十日(農曆年假期前)舉行中國文化日，節目內容包括：攤位遊戲、猜燈謎、話劇、文化表演等。 -學生透過參與策劃、組織及推行這些與中國文化有關的活動，不但能加強對中國文化的認識和認同，亦能培訓九種共通能力，令學生得到全面發展。	一月	譚月清 何穎賢	\$3,000	跨學 科活 動
5	2, 3		✓	✓					✓		寫作比賽	-一、二年級會舉行造句比賽。 -三至六年級會舉行全語文寫作比賽，學生以老師定下的主題，自擬題目及創作。 -每級設冠、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。 -此活動能鼓勵學生發揮創意，推廣寫作風氣。 -優勝作品會刊登於《雲水集》內。	二月	何潔瑩 馮婉華	\$1,850	跨學 科活 動
6	4, 7		✓	✓					✓		故事演講比賽	-一、二年級會舉行故事演講比賽。老師在各班進行遴選，每班選出一位代表參賽。每級設冠、亞、季軍各一名及優異獎兩名；優勝者會獲得書券及證書，以作鼓勵。 -透過這活動，加強學生的說話訓練，增加自信心。	四月	羅美鳳 曾佩儀	\$650	

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		協作	溝通	創造	批評 性 思考	運用 資訊 科技	運算	解決 問題	自我 管理	研習 技能						
7	1, 2, 3, 4,					✓			✓	✓	校本網上學習	-老師按各級的程度，設計多元化的練習，上載於學校內聯網內，讓同學於長假期時自學。 -透過網上練習，同學不但獲得語文知識，亦可培養自學精神。	復活節假期	全體教師	/	資訊科技互動學習
8	1, 2, 3, 4				✓	✓			✓	✓	啟慧語文網	-校方會申請參與「啟慧語文網」網上閱讀計劃，為每位學生登記成為會員，鼓勵他們每天上網閱讀一篇短文，並完成有關題目。 -透過網上練習，同學得到語文知識及自學精神的訓練。	全學年	郭嘉恩	\$10000	資訊科技互動學習
9	2, 3	✓	✓							✓	工作坊及講座	-為一至六年級安排不同的講座或工作坊，以提高同學的閱讀能力及技巧為主題。	全學年	羅家華	\$10,000	從閱讀中學習
10	2, 3, 4			✓	✓					✓	課室圖書	-各班課室內都放有課室圖書，讓學生定期借閱，並要完成圖書館編製的閱讀紀錄冊，學生每月最少閱讀兩本中文圖書。學期終結時，每級閱讀圖書數量最多的幾位同學會得到獎勵。 -這活動培養學生持續廣泛閱讀的興趣及習慣，閱讀紀錄冊的內容能激發學生思考問題及創作。	全學年	賴雙鳳	/	從閱讀中學習

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		協作	溝通	創造	批評 性 思考	運用 資訊 科技	運算	解決 問題	自我 管理	研習 技能						
11	2, 3, 4			✓	✓					✓	必讀書	- 各班訂購三款圖書，每款十多本，共三十多本，供學生於長假期時閱讀。閱讀後，學生需完成有關工作紙、閱讀報告或跟進活動(如：小組討論、角式扮演等)。 - 這活動有助推動閱讀風氣，增加閱讀量。由於同學閱讀相同的圖書，大家有共同話題，進行跟進活動時，能激發同學思考、討論，從而拓展思路及視野。	全學年	何潔生	\$10000	從閱讀中學習
12	2, 3, 4		✓		✓				✓	✓	每月好書推介	- 五、六年級同學於班內定期進行好書推介。表現出色者於早會/午膳時間，用廣播系統向同學作推介。約每月舉行一次，每次邀請不同班別的同学主持。 - 這活動不但有助推動閱讀風氣，亦能訓練同學的說話能力。	全學年	甄靄雯 洪卓筠	/	從閱讀中學習
13	1, 2, 3, 5, 6, 7,	✓	✓	✓	✓	✓				✓	古文/詩詞 欣賞	- 同學於課堂內學習古文或詩歌。透過文學的學習，讓同學認識中華文化，並培養良好的品德，建立正確的價值觀。 - 本科跟電腦科合作，六年級同學學習中文輸入法，把自己喜愛的古文或詩歌用電腦文書處理。	全學年	全體 教師	/	從閱讀中學習/ 德育及公 教育/資 訊科技互 動學習/ 跨學科 活動

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		協作	溝通	創造	批評 性 思考	運用 資訊 科技	運算	解決 問題	自我 管理	研習 技能						
14	2, 3, 4	✓	✓		✓				✓	✓	讀書會	-成立讀書會，以拔尖班同學為主要成員。活動主要分為兩部分：一. 中學部同學會到來跟成員分享讀書心得及方法；二. 於校內舉行閱讀分享會，對象是四年級學生，以小組討論的形式進行，同學閱讀後，交流讀後感想及閱讀心得。 -此活動能培養學生閱讀的興趣，多思考，多提出問題，與人分享閱讀的樂趣。	第二、三學期	羅家華 何穎賢	/	從閱讀中學習
15	/										教師發展活動	-給教師安排活動，以拓闊老師對本科及教學新趨勢的認識。	全學年	何穎賢 譚月清	\$5000	
16	/										購買工具書、參考書、教具及輔助教材	-購買字典、詞典、語法參考書、教學軟件及光碟等，供老師借用。	全學年	何穎賢 譚月清	\$2000	

E. 本科成員

羅家華	科主席，五年級聯絡人
譚月清	科主任(一至三年級)，一年級聯絡人
何穎賢	科主任(四至六年級)，六年級聯絡人
曾佩儀	二年級聯絡人
何潔瑩	三年級聯絡人
馮婉華	四年級聯絡人
布潔心	老師
何潔生	老師
吳鳳婷	老師
洪卓筠	老師
郭嘉恩	老師
甄靄雯	老師
鄧芷雲	老師
羅美鳳	老師
賴雙鳳	教學助理

Diocesan Boys' School Primary Division
Mathematics Development Plan (2008 – 2009)

A. Goals & Objectives

1. Explore and discover Mathematics in daily life situations
2. Learn to communicate and cooperate in team work
3. Learn Mathematics meaningfully integrated with other subjects
4. Facilitate students' problem solving ability
5. Develop students' creativity
6. Stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit
7. Foster students' sense of confidence in Mathematics
8. Instill in students the habit of continual, independent learning

B. Issues to be Addressed

● **Strengths:**

1. Students have mastered competency in Mathematics
2. Students are motivated to learn Mathematics
3. Teachers are professionally trained and dedicated to their vocation

● **Weaknesses:**

1. Constraints of time and teaching lessons
2. The big individual difference among students
3. Students always make mistakes because of carelessness
4. Not enough interactions among students regarding the learning of Mathematics

C. Targets to be Achieved in 2008-2009 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1. Review Curriculum Planning & Organization	1.1 To introduce interactive Learning with IT in curriculum	Sept 08 – July 09	<ul style="list-style-type: none"> Over 60% of Mathematics teachers have used the interactive <i>eMaths</i> during lessons At least 2 workshops are provided for teachers to learn the use of interactive <i>eMaths</i> 	<ul style="list-style-type: none"> Feedback from teachers in weekly collaboration meetings
	1.2 To develop on-line learning resources for students	Sept 08 – July 09	<ul style="list-style-type: none"> Upper primary students are able to do and submit at least one on-line Mathematics assignment on the Intranet Over 60% of students are able to do Mathematics practice using the Planetii platform Over 60% of students indicate they are able to download Mathematics assignment from the school Intranet during long holiday At least 2 training sessions on how to upload learning materials onto the Intranet are given to the Mathematics teaching assistant 	<ul style="list-style-type: none"> Feedback from parents on Parents' Day Feedback from teachers and teaching assistant in weekly collaboration
2. To Cater for Students' Learning Diversities	2.1 To require teachers to design worksheets and learning tasks with different levels of difficulty	Sept 08 – July 09	<ul style="list-style-type: none"> Over 50% of worksheets and learning tasks can meet the requirement 	<ul style="list-style-type: none"> Internal audit of the worksheets and learning tasks Feedback from students
	2.2 To provide remedial tutorial, for nominated students from junior primary, conducted by Mathematics Consultant and teaching assistant	Sept 08 – July 09	<ul style="list-style-type: none"> Students can catch up the normal curriculum and be allowed to quit the remedial tutorial 	<ul style="list-style-type: none"> Feedback from corresponding subject teachers Analysis of the results of continuous assessment
	2.3 Mathematics Challenge – questions posted on notice board to challenge students' mind	Oct 08 – May 09	<ul style="list-style-type: none"> Satisfactory results attained by students Over 70% students participation 	<ul style="list-style-type: none"> Statistical analysis by teachers
3. Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching	3.1 To provide training for teaching in utilizing different teaching methods in accommodating students' different learning styles	Sept 08 – July 09	<ul style="list-style-type: none"> Over 80% of Mathematics subject teachers receive professional training, i.e. Brain-based learning 	<ul style="list-style-type: none"> Staff Development Committee Report CPD Record
4. To Improve Students' Learning Attitude	4.1 To adopt a multi-disciplinary approach to help students who may not enjoy their learning	Sept08 – July 09	<ul style="list-style-type: none"> At least 2 cross-curricular activities is established each school year that enables a multi-disciplinary approach At least 1 cross-class activity is done for each level each school year 	<ul style="list-style-type: none"> Feedback from teachers in weekly collaboration meetings Students' feedback through stakeholders' survey
5. To improve the School Climate for Strengthening Student Relationships	5.1 To organize more pair/ group work during lessons so as to promote discussion among classmates	Sept08 – July 09	<ul style="list-style-type: none"> 60% of Mathematics teachers make frequent use of cooperative learning strategies during lessons 	<ul style="list-style-type: none"> Lesson Observation

D. Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
1	1 – 8	Maths days	<p>Mathematics seminars and activities are to be organized for all levels. Inter-class competitions will be held on that 2 days.</p> <ul style="list-style-type: none"> ◆ Games stalls and other Maths activities are to be organized for all levels. ◆ Internal Competitions: <ul style="list-style-type: none"> (i) Inter-class Mathematics Competitions for all levels (ii) Rummikub Competition for senior grades ◆ Mathematics Seminar – Invite guest speakers from the universities to conduct the Mathematics seminars. 	1. Over 70% positive feedback from parents, students and teachers.	19 th – 20 th May	*Grace Ko	\$ 3000 \$ 500 \$ 200
2	1, 2, 4, 6, 7, 8	External competitions	<p>Enroll in competitions organized by different organizations.</p> <ul style="list-style-type: none"> (i) The Hua Xia Cup (ii) The Sheng Kung Hui Primary Mathematics Olympiad (iii) HK Mathematics Olympiad Association Mathematics Olympiad Open (G.5 & 6 and G.3 & 4) (iv) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (v) EDB Hong Kong Primary Mathematics Creative Problem Solving (vi) The HK Primary School Mathematics Competition organized by Po Leung Kuk (vii) The 19th H K Professional Teachers' Union Primary Mathematics Competition (viii) The Multiple Intelligences Cup Mathematics Competition 	1. Satisfactory results attained by students 2. Over 70% positive feedback from students and parents	Whole school year	* Andrew Kwok	\$ 1000
3	1, 4, 5, 6, 7	Maths Challenge	Challenging mathematics questions are to be posted on notice board to challenge students' mind.	1. Satisfactory results attained by students 2. Over 70% students' participation	2 nd Oct – 30 th May	*Jennifer Wong	\$ 300
4	4, 6, 7, 8	Lift-Off Programme	Five to eight students from each level are to be given two remedial lessons weekly. The aim is to give individual support and guidance to students with special needs and learning difficulties.	1. Improved assessment results attained by students. 2. Over 70% positive feedback from students.	Whole school year	*Susan Liu	---
5	1, 4, 5, 6, 7, 8	Supersize Me Programme	Eight students from each level are to be given two enhancement lessons weekly. The aim is to develop the mathematical potential of the high achieving and bright students.	1. Improved assessment results attained by students. 2. Over 70% positive feedback from students.	Whole school year	*Jessica Chan	---

6	1 – 8	On-line e-learning	<ul style="list-style-type: none"> ● The school has subscribed to license of Planetii on-line programme. It serves as an e-learning platform and fosters students to develop continual, independent learning at home. ● Utilize the facilities provided by e-class, teachers develop their own learning materials for students to use. 	<ol style="list-style-type: none"> 1. Over 70% positive feedback from students and parents. 2. Over 50% students' participation. 	Whole school year	*Edward Wong	\$ 12000
7	1, 4, 6, 7, 8	On-line assessment	On-line assessments are adopted to cater for individual differences and arouse students' learning interests.	1. Over 70% positive feedback from students, parents and teachers.	Whole school year	*Anthony Lau, Level coordinators	---
8	1 – 8	Mathematics Projects	Students work in groups and select the specific topic.	<ol style="list-style-type: none"> 1. Satisfactory students' project work. 2. Over 70% positive feedback from students. 	Whole school year	*Jack Lo, Level coordinators	---
9	6	Webpage Management	Manage and update Department website periodically so that stake holders are keep informed the development of the Department..	1. Over 70% positive feedback from students, parents and teachers.	Whole school year	*Paul Marriott	---

E. Panel Members

Consultant	:	Mrs. Julie Kwong		
Head of Department	:	Mr. Anthony Lau [G5]		
Panel Chairpersons	:	Mrs. Grace Ko [G4]	Ms. Susan Liu [G6]	
Members	:	Ms. Jessica Chan	Ms. Susanna Chung	Mr. Louis Hau
		Ms. Pauline Ip	Mr. Andrew Philip Kwok [G3]	Mrs. Alexandria Lau
		Ms. Jackie Lau	Mr. Jack Lo [G2]	Mr. Paul Marriott
		Mr. Sidney Mok	Ms. Michelle Ng	Mr. Edward Wong
		Ms. Jennifer Wong [G1]	Ms. Winnie Wong	Ms. Agnes Yick
		Ms. Violet Yiu (Teaching Assistant)		

N.B. [] Level Coordinator

Diocesan Boys' School Primary Division
General Studies Department Plan (2008-2009)

A. Goals and Objectives

1. To develop the boys as confident, rational and responsible citizens.
2. To enable them to have a healthy personal development and to recognize their roles and responsibilities as members of the family and society and to show concern and care for their well-being.
3. To develop in them a sense of curiosity and interest in the world around them, natural or man-made.
4. To encourage them to have a questioning mind and to provide them with the tools and ability to conduct simple scientific investigation.
5. To develop their sense of care and concern for the environment and nature.
6. To nurture in them a sense of national identity and to acquire basic knowledge about the history and culture of our home country and the global community as well.

B. Issues to be Addressed

Strengths:

1. The School puts strong emphasis on providing different types of learning experience.
2. The spacious school environment provides sufficient space for students to learn in and outside of the classroom.
3. Small class size enables teachers to pay more attention to students.
4. There are enough teaching resources for the teaching of General Studies.
5. Students are confident, outgoing, keen and enthusiastic learners.

Weaknesses:

1. Some teachers are new to the school and it takes time for them to adapt to the environment.
2. Due to a tight teaching schedule and insufficient lessons provided, not all activities can be implemented.

C. Targets to be Achieved in 2008-2009 School Year

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
1 Review Curriculum Planning & Organisation	1.1 To introduce interactive learning with IT in curriculum	Sept 08 - July 09	<ul style="list-style-type: none"> • At least 2 workshops are provided for GS teachers to learn the use of interactive whiteboards. • At least 2 training sessions will be given to General Studies teaching assistant to assist teachers in preparing IT teaching materials. • Over 50% of General Studies teachers have used the interactive whiteboard and e-book during lessons. • Over 50% students' visual and auditory learning areas are enhanced with the use of IT during General Studies lessons. • More frequent use of IT in teaching and learning. 	<ul style="list-style-type: none"> • Feedback from teachers in weekly subject collaboration meetings • Students participation / feedback during lessons.

	1.2 To develop on-line learning resources for students		<ul style="list-style-type: none"> ● Over 50% of upper primary students are able to do on-line self-learning from the materials on the Intranet related to certain topics or project. ● Students are able to download homework from the school Intranet in case of unexpected school suspension ● At least 2 training sessions will be given to General Studies teaching assistants to upload learning materials onto the Intranet 	<ul style="list-style-type: none"> ● Feedback from parents on Parents' Day. ● Feedback from teachers and teaching assistants in weekly collaboration meetings.
2. Sharpen Teachers' Professional Knowledge & Attitude to Further Improve the Quality of Teaching	2.1 To provide training for teaching in utilizing different teaching methods in accommodating students' different learning styles	Sept 08– July 09	<ul style="list-style-type: none"> ● Over 80% of teachers receive professional training i.e. Brain-based learning 	<ul style="list-style-type: none"> ● Staff Development Committee Report ● CPD Record
	2.2 To draw up guidelines to set high expectations of students' learning, recognize & value students' achievement & potential.	Sept 08	<ul style="list-style-type: none"> ● Guidelines are established for teachers in the Curriculum Handbook on setting high expectations of students' learning & valuing students achievement & potential 	<ul style="list-style-type: none"> ● Feedback from teachers through stakeholders' survey.

3. To Improve Students' Learning Attitude	3.1 To adopt a multi-disciplinary approach to help students who may not enjoy their learning	Sept 08 - July 09	<ul style="list-style-type: none"> At least 1 cross-curricular activity is established by either GS I or GS II each year that enables a multi-disciplinary approach. 	<ul style="list-style-type: none"> Students' feedback through stakeholders' survey
4. To Enable Students to Strike a Balance Between Academic Studies & Extra-Curricular Activities	4.1 To form G.S. School Team to represent the School in external academic-related competitions	Sept 08 - July 09	<ul style="list-style-type: none"> Based on the nature of different external competitions, different G.S. School Teams are established. The G.S. School Teams will join at least 2 external academic-related competitions. 	<ul style="list-style-type: none"> Feedback from teachers in weekly subject collaboration meetings Students' feedback through discussion and observation
5. To Improve the School Climate for Strengthening Student Relationships	5.1 To organise more pair / group work during lessons so as to promote discussion amongst classmates	Sept 08 - July 09	<ul style="list-style-type: none"> 70% of teachers make frequent use of cooperative learning strategies during lessons. 	<ul style="list-style-type: none"> Feedback from teachers in weekly subject collaboration meetings Lesson observation
6. To Further Enhance the Interpersonal Relationship amongst Teaching Staff & Students	6.1 To provide informal staff development programmes to enhance the relationships & communication amongst teachers & TA's	Sept 08 – July 09	<ul style="list-style-type: none"> At least one informal staff development programme will be held. 	<ul style="list-style-type: none"> Staff Development Committee report CPD Record

D. Plans and Activities Table

Plan	Objectives	Activities	Description	Evaluation mechanism	Period	Coordinators	Budget
1.	2.3 2.4	Activities of National Identity and Chinese Culture	1. Observation of National Day display boards/ drama performance/ games will be provided to let students know more about the National Day.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record for the activity. 	30 Sept 08	Ms. Jackie Lau Ms. Mandy Yan Ms. Ivy Law	\$1000
			2. Chinese Culture Days For all students to appreciate Chinese culture and cultivate a sense of belonging to school through series of activities and Chinese Opera.	<ul style="list-style-type: none"> ● Positive feedback from students and teachers. ● Photo taking as a record for the activity. 	19-20 Jan 08		\$4000
2.	1.3	Environmental Education Program	1. Environmental Ambassador Aim at promoting the importance of environmental protection in school. 2. Learning Garden Plan and design a learning garden by using the existing car park for teaching and learning. 3. Eco-garden/ roof-top garden Aim at promoting the different species of plants and butterflies.	1. Positive feedback from students, parents and teachers. 2. Photo taking as a record for different activities.	Whole Year	Ms. Kennis Kan Ms. Michelle Ng Ms. Winnie Wong Mr. Louis Hau	\$1000

3.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	Other learning experiences	1. Invite out-sourced organizations to provide workshops/ talks/ exhibitions/ seminars in line with the core curriculum so as to supplement students' knowledge.	3. Positive feedback from students, parents and teachers. 4. Photo taking as a record for the activity.	Whole Year	Ms. Susanna Chung Ms. Cabriel Lam Ms. Alice Lau	\$1500
			2. G.S. Field Trips As part of the life-wide learning portion of the GS curriculum, students will visit relevant places of interest for extension to the core curriculum.	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Photo taking as a record for the activity. ● Students complete the pre/post-trip activities task. 	Jan 08	Level Coordinators	\$2000
			3. Lift Education Activity Programme (L.E.A.P) G.1 – Air to live G.2 – Food for life G.3 – Body Journey G.4 – Brain Bunch G.5 – Internal Affairs G.6 – No Way	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers. ● Students complete the follow-up tasks. ● Photo taking as a record for the activity. 	May 08	GS Panel Head/ Chairpersons	\$20000

4.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	G.S. Room improvement & resources building	1. To equip the G.S. room and make it into an active learning center that will help engage the students in their learning of G.S. 2. To source for materials in various medium that can be used as tools for the teaching of GS and as supplement to the text and workbooks. 3. To enrich the curriculum by researching, creating and planning lessons with content that is not found in the textbooks and workbooks.	● Positive feedback from students, parents and teachers.	Whole Year	Ms. Kennis Kan Ms. Philip Lang Ms. Joanna Woo	\$7000
					Whole Year	Level Coordinators	\$1000
5.	1.1 1.2 1.3 1.4	Science and Technology Convention	1. Students' works of science inventions will be displayed in those days. 2. Invite out-sourced organizations to provide workshops related to science investigation for students.	1. Positive feedback from students, parents and teachers. 2. Photo taking as a record for the activity.	27-28 April 08	Mr. James Mok Ms. Annabel Wong Ms. Carine Chau	\$2000
6.		Staff Development	1. Workshops and seminars on creating and teaching a hands-on GS activity lesson. 2. Teachers have to attend seminars/ workshops held by outside organizations such as EDB or publishers. They will share what they learnt during collaboration.	1. Positive feedback from teachers. 2. Photo taking as a record for the activity.	Whole Year	GS Department Head/ Panel Chairperson	\$3000

7.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	GS School Team	Some students will be selected for different external competitions. Some competitions will be done in partnership with other departments.	1. Positive feedback from students, parents & teachers. 2. Photo taking as a record for the activity.	Whole Year	GS Department Head/ Panel Chairperson	\$1500
8.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4	Cross-curricular activities	Different levels will conduct various teaching activities with other departments.	1. Positive feedback from students, parents & teachers. 2. Photo taking as a record for the activity.	Whole Year	Level coordinators	\$3000

E. Panel Members

General Studies I		General Studies II		GS II (French Stream)	
Ms. Winnie Wong	G6 GS I Coordinator	Ms. Jackie Lau	GS II Panel Chairperson G6 GS II Coordinator	Mr. James Mok	G4-6 GS II (French Stream) Coordinator
Ms. Kennis Kan	Head of Department G5 GS I Coordinator	Ms. Susanna Chung	Assistant Headteacher G5 GS II Coordinator		
Ms Michelle Ng	GS I Panel Chairperson G4 GS I Coordinator	Mr. Philip Lang	G4 GS II Coordinator		
Ms. Joanna Woo	G3 GS I Coordinator	Ms. Pat Hon	G3 GS II Coordinator GS Teaching Assistant	Ms. Joanna Woo	G3 GS II (French Stream) Coordinator
Mr. Louis Hau	G2 GS I Coordinator	Ms. Ivy Law	G2 GS II Coordinator	/	/
Ms. Cabriel Lam	G1 GS I Coordinator	Ms. Mandy Yan	G1 GS II Coordinator	Mr. Louis Hau	G1 GS II (French Stream) Coordinator
Ms. Alice Lau					
Ms. Carine Chau					
Ms. Annabel Wong					

Diocesan Boys' School Primary Division
French Programme Plan 2008-2009

Head of Department: Bernadette Boniface

Strengths:

1. The School possesses a wide range of resources and facilities for the teaching of French; it provides the necessary support for the development of the department.
2. The School regularly reviews the work plan so as to promote systematic adjustments and improvements.
3. Within the past academic years, most students have developed an interest in the learning of the French language and show motivation to study the language further.
4. The small class size allows the teacher to cater for individual needs and offers a comfortable environment for students to learn.
5. The School has established strong connections with other schools and associations teaching French and is recognized in the community for its quality language teaching.

Weaknesses:

1. The French subject is taught to a minority of students. It is crucial for the school to attract and retain French students.
2. The School offers a six-year progression in French based on four levels. The intake of students may vary from year to year and this challenges the long term planning of the department. It is crucial to remain flexible when preparing the six-year progression. There are 2 students enrolled in Grade 1 for the academic year 2008-2009.
3. The School has used resources across the years to develop the French Department. However, the number of French students is declining. The School has considered using its French Department assets to provide French education to more students.
4. The School possesses excellent IT facilities and materials with trained IT professionals. In today's global environment, it is essential that the School fully integrates the use of IT in French language teaching, so that school's resources and students' learning potential be used to the fullest.

Aims and objectives:

Aims	Objectives
1. To develop students oral skills	To provide opportunities for students to use the language creatively and take part in daily conversation. To establish French as the MOI during French subject class.
2. To develop students writing skills	To strengthen pupils grammatical and spelling skills through various topics. To develop students creative writing.
3. To develop students presentation and leadership skills	To provide opportunities for children to take part in public and class presentations and co-operate when working in teams. To reinforce students confidence when delivering public/class presentations.
4. To reinforce the school reading scheme	To keep up the French reading programme. Student will move up to one level of their readers every year.
5. To enhance students respect and interest in different cultures	To expose students to the French culture inside and outside the class. To organize a cultural trip in France or a francophone country. Students will take part in external competitions.
6. To promote cross-curricular activities involving the French subject	To stimulate students interest and confidence in learning French. To promote students ability to use various skills when carrying out projects.
7. To promote the use of IT in the classroom	To stimulate students' communication in a real French environment and help them realize their ability for self learning. To practice the skills learnt in the classroom in the four key areas of language learning and apply them to real life situations.

Plan and Activities Table:

Plan	Aim	Activity	Description	Period	Budget
1	1,6	Thematic conversation	Students must take part in oral presentations and conversations through the activities suggested in their respective course books. They must develop speaking fluency and spontaneity through their participation in oral class activities.	Whole year, class period.	13,500
2	1,3,5,6	Presentations & Performances <ul style="list-style-type: none"> • French days • X'mas concerts • FIS Fete • Cross curricular Project 	Students will organize and present activities to the rest of the school or other schools. They will share their experience of the French culture with other students. Students will take part in cross-curricular activities organized jointly with the GSII and Music departments.	December, February, May, June	7,000
3	2,6	Compositions, Projects and journals	Students will write compositions twice a month. Students will take part in projects such as French correspondence and poems presentation. They will keep a journal.	Whole year	2,000
4	4,6	Reading programme	Children from G3 onwards will subscribe to a French reading programme of 12 issues. G1 will follow the Galaxy Readers purchased by the school.	One period twice a month	10,000
5	5,6	French trip or Cultural Exchange	A trip to France or a Cultural Exchange will be planned	To be confirmed	90,000
6	1,2,4	DELFL Exam	Student from G4 to G6 will take the DELF exam Level A1 or A2	May	0
7	1,2,5,6,7	IT Training	Students from all grades will be familiarized with using new video conference technologies and on line language learning activities	All year round	12,000
				Total:	134,500

拔萃男書院附屬小學 普通話科周年活動計劃 2008-2009

(一) 計劃小組成員

科主席：吳鳳婷

組員：徐鈺峰、王輝、何穎賢、何潔生、顧青、冷冰、劉婷婷、殷華峰、盧敏冬、
劉巍、王璇璇

(二) 本校現況

強項

1. 為配合香港政府的語文政策，香港課程發展處自 1998 年起，已積極發展小學及中學普通話課程。本科去年及本年度均能成功申請香港教育局語文教學支援組提供的「校本支援服務」。
2. 本校每班人數只有 30 人，師生比例為 1 比 30，教師能有較大的空間設計課堂活動，學生亦能有較多參與課堂活動的機會。
3. 校方十分支持普通話科的發展，除了投入人力資源以協助非華語學童學習外，亦計劃逐步延伸普教中的課程。
4. 本校聘有八位以普通話為母語的教師及教學助理，有助推動本地教師以普通話的溝通風氣。
5. 本校所有教師均為大學畢業生，而具有專業教師訓練資格及多年教學經驗，工作勤奮，態度認真。

弱項

1. 本校是一所英文小學，學生的中文接觸面較狹窄，更缺乏普通話的語言環境。
2. 部分學生因程度較差而在上課時缺乏學習動機。
3. 家長普遍較重視學生於學習主科的表現，對本科的學習未見太大的支持。

(三) 本年度計畫目標

1. 為提高學生的學習效能，本科將加強普通話、普教中、基礎漢語及圖書課的協作。
2. 為配合學校的發展方向，本科將以「從閱讀中學習」作為重點發展項目。
3. 透過跨學科的學習活動，為學生提供多元化的學習經歷。

4. 提高學生對本科的學習興趣，培養良好的學習態度和習慣。
5. 照顧學生個別學習差異，提高學習興趣。
6. 本科將與中學部作更多的交流及協作，逐步發展「一條龍」的課程，以減少學生的升中適應問題。
7. 提高學生對本科之自學能力及應用能力。
8. 增進與本科有關的語言知識及對中國文化的認識。
9. 提升教師對本科及教授普通話的專業知識。

(四) 本科活動

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1	4,7,8	專題展板	擬訂不同主題，如粵普對照、聲調變化、兒化、輕聲等，按時張貼於專題展板上，讓學生自學及觀賞，增加學生對普通話的興趣及認識。	全體學生	收集學生及教師對展板的意見。	一年三次	冷冰老師	\$500
2	4,7,8	校際朗誦節	由教師揀選各級內有潛質的學生，加以訓練其普通話之發音及朗誦技巧，繼而參與校際朗誦節比賽，為學生提供一個與友校互相觀摩、切磋的機會。	有潛質的學生	檢討學生在訓練過程中的表現及其比賽結果。	九月至十一月	顧青老師負責統籌/全體教師負責訓練學生	\$2,000
3	3,4,8	中國文化日	為提高學生對普通話的興趣，本科將於中國文化日舉辦不同類型的活動，例如：普通話歌曲點唱、普通話攤位遊戲等。	全體學生	觀察學生表現及收集教師意見。	19/1及20/1	全體教師	\$5,000
4	4,5,7,8	普通話大使	挑選具良好普通話溝通能力的學生加以訓練成為「普通話大使」，藉以於小息時在校內推廣不同的活動。	全體學生	學生反應及活動後檢討會議。	全學年	徐鈺峰老師、王輝老師	\$2,000
5	5	補底班	為有需要的同學設有補底班，以照顧個別差異。	小一至小三學生	評估表現	全學年	徐鈺峰老師、王輝老師	/
6	2,4,5,7	購買普通話書籍、影音教材(供學生借用)	主要由教師購買有關普通話科參考書籍和影音教材，放在圖書館的指定借用書櫃內，供學生於圖書課時借用。	全體學生	學生借閱的次數及反應。	全學年	全體教師(王輝老師負責存點)	\$3,000

7	9	購買工具書、參考書及輔助教具教材(供教師借用)	主要由教師購買有關普通話科參考書籍和教材,以協助課程剪材及教學。	全體教師	教師借閱的次數及反應。	全學年	全體教師(王輝老師存點)	\$2,000
8	9	收集本科專題資料	特設文件夾及專櫃一個,專門收集本科知識及本科課程最近發展的資料,歡迎各曾出席或參與有關專題講座、會議的教師提供參考資料。	全體教師	教師借閱的次數及反應。	全學年	全體教師(王輝老師存點)	/
9	9	參加專題研討會	鼓勵教師參加教學講座、研討會作自我增值,以提高教學水平。	全體教師	教師參加的次數及反應。	全學年	全體教師/吳鳳婷老師存檔	\$7,000
10	1,6,9	協作會議	<ol style="list-style-type: none"> 1. 每週進行各級協作會議,以增加教師之間的專業交流。 2. 跟教育局語文教學支援組成員定期檢討課程發展。 3. 與中文科及中學部進行協作交流會議。 	全體教師	教師回饋	全學年	全體教師參與(1),由五位教學助理輪流作記錄;相關教師出席並記錄(2)及(3)	/

**Diocesan Boys' School Primary Division
Music Programme Plan 2008 – 2009**

Department Head: Emily Yip

Members: May Po, Alexandria Lau

Teaching Assistant : Penny Po

Strengths:

1. The School highly supports the development of the Music Department.
2. Teachers are all enthusiastic towards music teaching.
3. Students are very much willing to join our music activities.
4. Parents support the School's music activities
5. We have a great team of tutors to develop programmes.
6. Most students enjoy singing
7. 95% of our students know how to play at least one kind of instrument.
8. We are privileged to get strong support from the Secondary Division's Music Department.

Weaknesses:

1. There is not enough practice time for the music training group.
2. There are not enough venues for the music training groups.
3. The Chinese instrumental program are still needs time for further improvement.

Aims and Objectives:

1. To develop creativity, the ability to appreciate music and to effectively communicate through music.
2. To nurture aesthetic sensitivity and cultural understanding.
3. To develop music skills, construct knowledge in music and cultivate positive values and attitudes.
4. To gain enjoyment and satisfaction through participating in music activities.
5. To pursue a life-long interest and appreciation of music.

6. To encourage all of our students to learn at least one kind of instrument.
7. To develop Chinese music culture in our school .
8. Enriching students' music learning experience through the key task of Moral and Civic Education.

Plan and Activities Table:

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1.	1,3-5,7	Set up Chinese Instrument Orchestra	Experienced conductors are invited to select potential students (G.2-G.6) to participate in the Chinese Instrument Orchestra.	From September 2008 to July 2009	Emily Yip May Po	\$30,000
2.	1,4-7	Dizi music and Erhu music Intensive training classes	Invite potential G4 & G5 students to have the special training in learning the two Chinese instruments.	From October 2008 to July 2009	Emily Yip Penny Po	\$10,000
3.	2,4,5,7	Music Appreciation	- Music recommended & performed by G4-G6 students, including Chinese and Western Music. - Cooperation with the Hong Kong Philharmonic Orchestra.	Whole Year	Emily Yip Alexandria Lau	NIL
4.	3-5	Take part in Hong Kong School Music Festival and other competitions	Teachers and tutors will select potential students (P2-P.6) to participate in the Treble Choir, Vocal Solo, Woodwind and Brass Ensemble and School Orchestra.	September To March 2009	All music teachers	\$10,000
5.	2,4,5,	Music Performance	Music performance presented by professional organizations, other schools, DBS and our students.	Whole Year	All music teachers	\$2,000

6.	4,5	Celebration party (after the 61 st H.K. School Music Festival)	Invite all the members of the Senior School Orchestra, String Orchestra, Chinese Instrument Ensemble and Treble Choir for a gathering to celebrate their success in the Music Festival.	April 2009	All music teachers	\$8,000
7.	4,8	Music Captain	4-6 potential students of G.6 will be selected to assist the Music Department.	Whole Year	Emily Yip	NIL
8.	2,4,5	Special Project ---Concert in Macau	-Joint concert with Macau Youth Orchestra. - Organize some visits for the students to enrich their musicianship.	Early May 2009 (3 days tour)	All music teachers	\$ 50,000
9.	1,4,8	Community service	Develop opportunities for students to participate in community service.	Whole Year	All music teachers	\$2000

Diocesan Boys' School Primary Division
Physical Education Programme Plan 2008-2009

Head of Department : Ms. Agnes Yick
PE Teachers : Ms. Simone Tam & Mr. Sidney Mok
PE Teaching Assistant : Mr. Wong Shan

Strengths:

1. Students like to take part in physical activities.
- 2.
3. The School highly supports the development of the Physical Education (PE) Department.
4. The PE department is closely bonded to the DBS Secondary Division's PE and Sports Departments.
5. PE teachers are professionally trained and are enthusiastic in their teaching.
6. Parents in general have good faith in the wellness of individuals and this is beneficial for their children to participate in PE.
7. The sports achievement of school teams in the inter-school competitions has positive impact on other students, particularly in their aspirations to do well in physical activities.
8. Students are provided with opportunities to join various physical activities.

Weaknesses:

1. Students are generally weak in physical fitness and co-ordination.
2. School training venues are inadequate to accommodate further development of PE activities.

Aims and Objectives:

1. Jointly organize function with the secondary division to achieve the through-train mode of learning.
2. To improve the cardiovascular, endurance, the neuro-muscular system and physical fitness of pupils
3. To encourage students' interest and desirable attitudes towards physical activities and to take part in playing sports, physical training and recreational activities actively and regularly.

4. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship.
5. To develop students' ability of observation, analysis, judgment and creativity in the process of participating in activities.
6. To promote desirable moral behaviours, cooperation in communal life, ability to make decision, and the appreciation of aesthetic movements.
7. To develop their sense of belongings, team spirits and sense of achievement through a series of trainings and competitions.

Activities Plan Table:

	Aims	Activity	Description	Period	Coordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be provided to all students. The joint divisional finals will be held in the Shing Mun Valley Swimming Pool.	Heats (G1-G6): 4 & 5 September 2008; Finals (G2 finalists, all G3-G6 students): 11 September 2008	Ms. A. Yick	\$ 3000
2.	3, 4, 5	Pre-Golf Day	A fund raising golf putting event which opens to all guests in the School Fete.	9 November 2008	Ms. A. Yick	
3.	1, 3, 4, 7	Sports Day	Different track and field competitions will be provided to all students. The joint divisional finals will be held in the Wan Chai Sports Ground.	Heat s (G1-G6): 20 November 2008 Finals (G2 finalists, all G3-G6 students):: 24 January 2009	Ms. A. Yick	\$3,000
4.	1, 3, 4, 5, 6, 7	Golf Days	Joint divisional parent-child golf courses allow participants on course practice after parents and students golf classes training.	5 December 2008 (at SkyCity Nine Eagles Golf Course) & 22 April 2009 (at The Jockey Club Kau Sai Chau Public Golf Course)	Ms. A. Yick	
5.	2, 3, 4, 6, 7	Pre-10Km FunD Run	A fund raising event to provide a sporting parent-child activity.	4 January 2009	Ms. A. Yick	
6.	1, 2, 4, 6, 7	10Km FunD Run	A fund raising event for the entry of DBS teachers, parents, old boys and secondary students in the Standard Chartered Hong Kong Marathon.	8 February 2009	Ms. A. Yick	

7.	4, 5, 6, 7	Creative Learning Programmes	Students will be guided to create their programmes with the equipment, space and training provided. 'Rope skipping' and 'Lion Dance' will be the creative learning programme themes for G2-G4 and G5-6 respectively.	December 2008 to January 2009	Ms. A. Yick, Ms. S. Tam & Mr. S. Mok	\$7,000
8.	3, 4, 5, 6	Golf Introductory Lessons	3 golf lessons will be implemented into the Grades 2 to 4 PE curriculum. Professional golf coaches will provide assistance in teaching.	February 2009	Ms. A. Yick	\$32,400

Diocesan Boys' School Primary Division
Visual Arts Programme Plan 2008-2009

Panel Chairpersons: Millie Chan, Eva Chui

Members: Millie Chan, Eva Chui, Lam Hoi Ki

Strengths:

3. Majority of students see art as a 'fun' subject so they enjoying having art lessons.
4. The school has 2 special rooms for visual art lessons where diverse range of art materials and equipment can be setup for students to use and explore.

Weaknesses:

3. Pupil's commitments and motivation in Visual Arts are often conflicted with other subjects/discipline. This can hinder the development of their full artistic potential.
9. It is difficult to develop students' artistic ability in Visual Arts with only approximately one hour class per week.

Aims and objectives:

Aims	Objectives
1. To develop students creative potential	To develop the boys' artistic potential through various media explorations.
2. To stimulate and challenge students	To stimulate creative problem solving skills and challenge their perception.
3. To help students become aware of art in life	To promote their cultural awareness and help them recognize the contributions of art in our daily life.

10. To help students connect art with other disciplines	To help them make connection between art, nature, science, history and culture.
11. To build communication skills	To build their confidence in expressing ideas and experiences in art.
12. To build good attitudes	To help promote a positive attitude towards art.

Plan and Activities Table:

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1,3,4	Cross – curricular integrated learning	<p>- Topics chosen for visual art lessons will be related to other disciplines such as science, history & culture.</p> <p>- Involvement in project learning, collaboration with other departments.</p>	Art classes, Project Learning weeks	Ms. Chui Ms. Chan	-From various budgets (Art Department and other Departments/Committees)
2	1-6	Art In School Partnerships	<p>1. Artist In School programme – invite local artist(s) to share their experience in art making, and create art pieces with the boys (final artwork may become a permanent display in the School campus).</p> <p>2. Hong Kong Youth Arts (HKYAF) – participate in their Artist in residence programme where they will send their team of artists to the school to hold art workshops. Those art workshops feature different themes and topics each year, the artworks will be collected for public exhibition in Hong Kong.</p> <p>3. Hong Kong Institute of Aesthetic Education (IAE) – coordinate with them and come up with art appreciation and art making workshops for students. Topics that are not likely to be covered during normal lesson time will be introduced to the boys.</p>	After-school hours, Post-exam	Ms. Chui Ms. Chan	<p>-From budget of 8. Seminars, workshops, activities (\$50,000)</p> <p>-From budget of 10. Curriculum Development (\$40,000)</p>
3	1,2,6	Collaborative Art Projects	<p>The boys will experience the process of creation in collaborative art projects:</p> <p>1. Create art works for school functions and special</p>	Art classes, Project Learning weeks	Ms. Chui Ms. Chan	-From budget of 2. Teaching Materials (\$142,500)

			<p>occasions such as Christmas and Chinese New Year;</p> <p>2. Artworks and decoration for lift lobbies' display boards;</p> <p>3. Create displays for Open House;</p> <p>4. Work on group projects during project learning weeks;</p> <p>5. Collaboration with Computer Studies Department and develop students' drawing skills using information technology (using PC tablets).</p>			
4	1,3,4	Various Art media and art materials	<p>Throughout the year, students will progressively be introduced to a variety of media and art materials: from the more traditional art forms such as drawing, painting, ceramics and printmaking to contemporary art forms such as graphic design and digital art.</p> <p>Collaboration with Computer Studies Department will offer opportunities for the students to train their information technology skills (e.g. research on the Internet, prepare powerpoint presentations and create dynamic animation works).</p>	Art classes, ECA art classes	Ms. Chui Ms. Chan	-From budget of 2. Teaching Materials (\$142,500)
5	1,6, 5	Student Art Exhibition	<p>Small-scale student Art exhibitions will be organized occasionally to give further incentive to students to create more artworks of exceptional quality in years to come.</p> <p>1. Art Display Boards – Art projects (drawing, painting, collage) across the grades will be mounted on display boards and displayed in the covered playground occasionally to promote art appreciation among the boys.</p>	All-year round, Open House (mid-January)	Ms. Chui Ms. Chan	<p>-From budget of 2. Teaching Materials (\$142,500)</p> <p>-From budget of 22a. Prizes, gifts & awards (\$8,800)</p>

			<p>2. Art Corner – Different types of art works (drawing & painting, 3-dimensional works, ceramics) will be displayed in the Student Activity Centre & 5th floor art room regularly to stimulate students' interest in art making.</p>			
6	5,6	Online Art Gallery	<p>1. Online viewing of students' drawings and art works for exchanging creative ideas. Aims to promote plural readings of art works and openness for evaluation and critique.</p> <p>2. Online photo album of snapshots taken from art field trips, art workshops, etc.</p>	On-going	Ms. Chui Ms. Chan	/
7	2-5	Art Competition	<p><i>Internal competition :</i></p> <ol style="list-style-type: none"> 1. Lantern design competition 2. Christmas hat design competition 3. School Fete design competition (for souvenirs) 4. School Magazine Section Cover design competition (TBC) 5. On campus outdoor drawing competition <p><i>External competition :</i></p> <ol style="list-style-type: none"> 1. Flower Show Drawing Competition 2. Inter-School Stamp Exhibits Design Competition 3. Art competitions in collaboration with other departments e.g. General Studies 	All-year round	Ms. Chui Ms. Chan	<p>-From budget of 22a. Prizes, gifts & awards (\$8,800)</p> <p>-Production cost of printing comes from budget of 26. Printing & Stationery (\$4,000) and sales from the product/souvenir</p>
8	1-4	Cultural Adventures	<p>1. Organize 'Life-wide Learning' outdoor drawing field trips. For example, visit to the Zoological and Botanical Gardens to observe the wildlife and learn about different species of animals and plants.</p> <p>2. Art Visits to local galleries and museums (Hong Kong</p>	Different year groups will do visits at different time of the year	Ms. Chui Ms. Chan	<p>-Costs will include booking fees, transportation cost, admission fees to Museums</p> <p>-From budget of 14. Transportation (\$6,000) and</p>

			<p>Museum of Art, Hong Kong Heritage Museum, Hong Kong Arts Centre, etc.)</p> <p>3. Attend any sort of educational projects/workshops/lectures offered by Museums or art organizations.</p>			8. Seminars, workshops, activities (\$50,000)
9	1	Extra-curricular Art Classes	A diverse range of ECA art classes will be offered by part-time art tutors to cater to the needs of students who wish to develop their artistic potential through various media explorations.	After School from 3:15 p.m.	Ms. Chui Ms. Chan	-All costs should be supported by the tuition fee collected from those who enrolled in the art classes

拔萃男書院附屬小學
2008-2009 年度宗教科工作計劃

(一) 計劃小組

科主任：郭嘉恩

組 員：駱敏儀、盧國詠、梁凱祈、洪卓筠

(二) 本校現況

強項

1. 基督徒老師願意支持及推動宗教活動。
2. 教會支持並參與學校的早會及崇拜。
3. 除了星期二外，每天有早會的時間，讓學生認識基督教信仰。
4. 老師鼓勵學生背誦禱文及金句，並應用於生活中。

弱項

1. 每星期只有一節宗教課，教師與學生見面的時間相對其他科目為少，因此未能深入課題教授學生。
2. 學生於陰雨操場進行早會，隊列時之空間較小，崇拜環境不太理想。
3. 校內及校外活動較多，安排宗教科活動時，選擇日期和時間時欠彈性。

(三) 總目標：

1. 認識福音，發揚基督精神。
2. 從聖經教導中學習聽道而行道，並實踐於日常生活中。
3. 學生能對老師和同學發揮彼此相愛的精神。
4. 培養學生良好品德，愛主愛人。
5. 與教會合作，加強學校的宗教氣氛。
6. 認識校園張貼之聖經金句及詩歌集上的金句，鼓勵學生仿效他人的好行為。
7. 透過專題研習活動，培養學生的協作、溝通、創造、批判性思考、運用資訊科技、運算、
8. 解決問題、自我管理和研習技能等多項共通能力。

(四)方案活動：

方案編號	目標編號	方案項目	方案內容	對象	評估方法	期限	負責人	財政預算
1	3	新生調適活動	宗教德育科於開學期間為新生舉行調適活動，並於課堂中介紹班名的由來，讓新生認識學校，盡快投入校園生活。	小一學生	訪問個別學生	九月	洪卓筠	/
2	1, 3, 7	專題研習	透過小組形式，着學生按題目搜集資料、討論分享，加深對基督教的認識，完成專題研習報告。	全體學生	學生作品及老師的檢討會議	九至十月	全體老師	\$1000
3	1, 2, 3, 4, 7	學生團契	第一、三學期的選修課(Elective)進行，內容有唱詩、祈禱、讀經、遊戲、服侍等。	小四至小六學生	問卷及訪問個別學生	九至十二月及四月至七月	郭嘉恩 劉馮潔明	\$500
4	6	班際金句背誦比賽	小一至小三學生背誦課本內的金句，小四至小六學生背誦詩歌集內的金句，得分最高的班別將獲贈禮物。	全體學生	學生反應及檢討會議	十一月	盧國詠	\$500
5	2, 5	崇拜	為了配合節期，本校與教會舉行聖誕節感恩崇拜、復活節感恩崇拜及結業禮感恩崇拜，更安排學生到教會參加崇拜。	全體學生	活動後會議	十二月、三月、七月	郭嘉恩 駱敏儀	\$13500
6	4, 7	海報設計比賽	與視覺藝術科作跨學科活動，藉海報設計傳遞正確的價值觀。	小三至小四學生	學生作品及老師的檢討會議	一至二月	洪卓筠	\$500
7	2, 7	開放日	在特別室張貼舉行宗教活動時的照片及學生作品，並邀請學生向嘉賓進行講解，讓他們更了解本校推行宗教活動的情況。	全體學生	訪問個別嘉賓對開放日的意見	一月	全體老師	/
8	1, 2, 4	聖經朗誦節	鼓勵對朗誦有興趣的同學參加聖經朗誦比賽，讓學生明白經文的意思，學習表達經文中的思想和感情。	小四至小六學生	學生表現及老師的檢討會議	三月	梁凱祈	\$500
9	4	小六佈道會	計劃為小六準畢業生舉行佈道會，邀請講員與學生分享信息，希望他們相信並接受耶穌基督為個人救主。	小六學生	問卷及老師的檢討會議	六月	梁凱祈 駱敏儀	\$500

10	1, 5	早會	每天均有早會時間，逢星期四由宗教科及基督徒老師輪流主領，每月第二個星期四請由牧師主領，其他時間由校長主領。	全體學生	活動後會議	全年	基督徒老師	/
11	/	添置教具	購買宗教科參考書、教學軟件及光碟等，供老師借用。	全體老師	老師借閱的次數及反應	全年	全體老師	\$3000

Diocesan Boys' School Primary Division
Library Studies Programme Plan 2008-2009

Member: Cherry Tai

Strengths:

1. A relatively large number of students enjoy reading.
2. Budget allows a smooth collection development, so that students are exposed to a wider variety of books and interests in reading are stimulated.
3. The library provides a comfortable environment for the students to read.
4. Students are exposed to English and Putonghua during library lessons by dividing students into two groups. Students concentrate more and enjoy small group library lessons.

Weaknesses:

1. Some students only read a particular series of books and do not try to read other good books available in the library.
2. There are a small number of students who do not read much.

Aims and objectives:

Aims	Objectives	Focus
1. To guide students to read to learn and learn from reading.	To develop students' habit of reading and promote the reading culture in school through various promotions, reading activities and reading programmes. To guide students to get knowledge and information from reading.	Reading to Learn
2. To enhance students' self-learning and life-long learning abilities.	To equip students with the appropriate information literacy skills that will enable them to learn effectively.	Reading to Learn Project Learning Information and Technology for Interactive Learning
3. To build good moral and civic attitudes in students	To guide students to appreciate works created by various authors and illustrators. To develop a respectful attitude of the students to those works, including the concept of copyright and plagiarism. To develop a sense of responsibility of the students to take care of the library materials and facilities.	Reading to Learn Moral and Civic Education

4. To develop our school library as an information and media centre which can provide diversified reading materials and resources for teaching and learning.	Continue to develop a rich information and multi-media collection with various formats. To provide a good learning and reading environment to students and staff.	Reading to Learn
5. Help creating a sense of belonging in all DBS students	To ensure the consistency between the Secondary and Primary Divisions' library education and library systems. To keep good communication with the Secondary Division teacher-librarian.	Reading to Learn

Plan and Activities Table:

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1	1, 4, 5	<i>Development of School Library</i>	1. Management of School Library <ol style="list-style-type: none"> Provide check in/check out services Issue overdue notices Keep the library tidy and comfortable Offer advice on library resources Prepare student identity cards, order library materials, check invoice, catalogue, import, print labels, wrap the books, prepare library order and stock-take. Decorate the library Update information in Library WebOPAC Organize and manage the student librarians Organize the library parent volunteers 2. Budget Management 3. Collection Development <ol style="list-style-type: none"> English, Chinese and French books Magazines Online encyclopedia 	1. Reading environment of the library 2. Feedback of the teachers, students and parents 3. Size of collection	Whole year	Ms. Cherry Tai (Teacher-librarian) and Ms. Lee Kwai Ying (Assistant librarian)	2008-2009 budget for purchasing reading materials

2	1, 2, 3, 5	<i>Library Education</i>	<ol style="list-style-type: none"> 1. G.1-G.6 students will be introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources. 2. G.1-G.2 will have story time, extended reading activities and simple library skills. 3. G.3-G.6 students will learn the different types of literatures, usage of library WebOPAC, the way to use various reference tools , the classification methods of library materials (Dewey Decimal Classification), researching skills (types of information, formation of questions, information selection, note-taking, bibliography). 	<ol style="list-style-type: none"> 1. Students' participation and performance in the library lesson 2. Students' feedback 	Whole year	Ms. Cherry Tai	
3	1, 4	<i>Cross-curriculum collaboration</i>	<ol style="list-style-type: none"> 1. Cross-curriculum activities are held with English, Chinese, Mathematics and General Studies Departments. 2. Departmental advices are consulted regarding the special needs of each subject in order to support teaching and learning. 3. Consult the English and Chinese Departments in books selection to enrich the quality reading materials of the central library. 4. Select, order and process the classroom libraries' books for English and Chinese departments. 	1. Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	Come from 2008-2009 library budget

4	1, 3, 5	<i>Reading Promotion Activities</i>	1. DBSPD Reading Programme 2. Book Fair Books Borrowing Ranking Charts (by individual and class) 3. Creative Story Writing/ Book Poster Design/ Creative Book Report Writing (External) 4. My Favourite Book Sharing Session 5. 4.23 World Book Day Celebration 6. Story Mum Team 7. Book Donation 8. Newspaper Subscription 9. Bulk Application of Hong Kong Public Library Cards 10. Reading Contract	1. Students' participation 2. Students' feedback	Whole year	Ms. Cherry Tai	-around \$20,000
5	1, 2, 3, 5	<i>Student Librarian Training</i>	Recruiting, providing training to and organizing the student librarians. 1. Assist in the daily operation of the library 2. Keep the library clean and tidy 3. Make sure the students behave themselves in the library 4. Help fellow students in using the library	1. Student librarians' performance 2. Review of student librarians' performance	Whole year	Ms. Cherry Tai	-Around \$2,000
6	1	<i>Library Promotion</i>	The information in the Library WebOPAC regularly to provide the latest reading and school library information for the students. Monthly displays on different topics are set up. Ad hoc display on special themes, for example, the original fiction of the latest films of children will be displayed. New books are displayed with eye-catching decoration.	1. Students' feedback 2. Students' numbers of borrowing	Whole year	Ms. Cherry Tai	Around \$8,000

Diocesan Boy's School Primary Division
Computer Studies Programme Plan (2008 – 2009)

Head of Department: Ms. Pauline Ip

Teachers: Mr. Edward Wong, Ms. Jessica Chan, Mr. Paul Marriott

Strengths:

1. The School provides excellent facilities for students and each boy has a computer to use during lessons
2. Other subject teachers, e.g. Math, English and Art teachers, frequently hold their lessons in the Computer Room
3. A Teaching Assistant is assigned to each Grade one class during Computer Studies lessons for providing extra assistance in student learning
4. Students are very interested in Computer Studies and are highly motivated during lessons
5. Majority of our students have computers access at home. They are very confident in using computers
6. The curriculum is school-based, therefore it is flexible and kept up-to-date to the latest trends
7. Teachers are professionally trained and dedicated to their vocation

Weaknesses:

1. Constraints of time and teaching lessons
2. Educational software may not be sufficient

Aims and Objectives

1. To equip students with knowledge and daily life skills of computer operations
2. Learn Computer Studies meaningfully and to integrate it with other subjects
3. Foster students' independent thinking, creativity and problem solving skills
4. Develop students' self-learning, research and life-long skills
5. Stimulate students' interest in learning computer technology
6. Build up confidence and a positive learning attitude and habit towards the use of computers and information technology
7. Develop students' leadership and cooperation qualities
8. Develop students' sense of responsibility and ethical issues when using the Computers or Information Technology
9. To give students more exposure to outside competitions

Major concerns for 2008-2009

1. Typing skills of the lower primary
2. Ethical use of the School Intranet and Internet of the upper primary
3. Incorporate wireless learning in the curriculum
4. Incorporate the learning of digital music in the curriculum
5. Encourage interest reading of IT related materials

Programme plans for 2008-2009

1. Cross curricular themes with different subjects
2. Build up students' sense of responsibility when using computers and information technology

Plans and Activities Table:

Plan	Aims	Activity	Description	Method of Evaluation	Period	Coordinators	Budget
1	7, 8	IT Captain/ IT Assistant	Students will be selected as IT Captains or Assistants to assist IT Officers in maintaining order and discipline in the Computer Room during the 2 recesses.	1. The order of the Computer Room during recesses 2. The participation rate of the IT Captains & Assistants.	Sept 2008 – July 2009	Jessica Chan	Certificates & Book voucher
2	1-8	Internal Competition	a) Christmas e-card b) Poster design	Students' participation.	Nov 2008 - May 2009	P. Marriott	Certificates
3	1-9	External Competition	I-Cube training/ Competition	1. Results attained by students. 2. Students' participation	Nov 2008 - May 2009	Edward Wong Pauline Ip	Application fee for competition
4	8	Seminar with School Social Worker	Protect oneself & Ethical use of Computers and Information Technology	1. Students' participation 2. Students' behaviour when using the Internet and Intranet	Dec 2008	Sammy Ho Pauline Ip	Workshop fee for external organization
5	2	Collaboration with the Music Department	To do digital music on computers	Students' diverse learning skills.	Jan 2009	Pauline Ip Emily Yip	--
6	2	Collaboration with the Putonghua Department	Chinese Typing with the Hanyu Pinyin	Students' competencies in Hanyu Pinyin	Dec 2008	Pauline Ip Sheeta Ho	--
7	2, 5	Collaboration with the English Department	Make a crystal radio	Each student makes his own set of radio	Feb 2009	Pauline Ip, Brett White	Purchase cost for radio components
8	2	Collaboration with the Visual Art Department	Outdoor drawing using tabletPCs through the use of the wireless network	Students achieve meaningful learning from the activities.	April 2009	Pauline Ip Eva Chui	--
			Animation drawing	Students make connection with the drawing	March 2009	Jessica Chan, Millie Chan	--

9	1, 2	Collaboration with the English and Chinese Departments (on Typing skills)	English (G1: correct finger position)	Students' competencies in typing	Jan 2009	E dward, P J C han	--
			Chinese G2: 手寫版 (小池)	Students' competencies in typing	Dec 2008	Pauline Ip, Crystal Tsang	
			Chinese G3: 九方 (揮春)	Students' competencies in typing	Jan 2009	Jessica, Nelly Ho	
			Chinese G6: 速成 (唐詩)	Students' competencies in typing	Nov 2008	Pauline Ip W. Ho	

Diocesan Boys' School Primary Division
Programme Plan of Moral Education 2008-2009

Chairperson: Mr. Sammy Ho

Secretary: Ms. Maple Tse

Strengths:

1. Our teachers are devoted to the teaching profession, and they care very much about the total development of the students.
2. There is harmonious relationship between students and teachers, and students are willing to share their thoughts with teachers.
3. Parents were appreciative of the teachers' continual effort in training the boys to be active learners, good citizens and caring individuals.
4. Parents are concerned with the development of their sons and are eager to participate in parent education programmes.
5. Much more lesson time is allocated and a great variety of topics can be covered in the curriculum.

Weaknesses:

1. Students tend to be strong-minded. They may not take opinions of classmates readily. A greater amount of time is required when group discussion is held.

Aims and Objectives

1. In accordance with the School Year Plan that put an emphasis on student to student relationship, a series of team building activities are designed to strengthen the bonding among students and uplift their social development.
2. To introduce structured character education programme into the curriculum to reinforce students' correct attitudes and uplift their moral development
3. To organise extra-curricular activities, seminars and workshops for students in accordance with the annual focus of Moral Education. It aims to enhance students' generic skills in the following aspects: Communication skills, Collaboration skills, Problem Solving skills, and Self Management skills.
4. To incorporate the four key tasks (reading to learn, information technology, project learning, moral and civic education) into curriculum planning and aim to facilitate students' independent learning capabilities, develop their generic skills and interpersonal relations.
5. Parents realise the importance of Moral Education and are able to teach their sons in accordance with the annual focus of Moral Education.
6. The cross-curricular approach is emphasized to allow us to have greater flexibility; to allocate resources to Life Wide Learning as a school-based learning programme. It aims to develop students' core competencies such as to learn to appreciate the value of perseverance and commitment as they are increasingly involved in promoting social harmony.
7. To strengthen a continuous collaboration with Secondary Division to assist students to have a smooth transition to Grade 7 and facilitate their adaptation to their new school life.

Plans and Activities Table:

Plan	Aims	Activity	Description	Performance indicator	Period	Coordinators	Budget
1	1, 2, 4	Moral Education Lessons	To promote Moral Education in class periods. 31 lessons will be designed for each grade.	2. There are significant differences between the scores of pre/ post tests of APASO.	Whole year	Sammy Ho & Maple Tse	\$2000
2	2	Character Award Programme	To award students who demonstrate the character taught in Moral Education lessons in each term	3. At least 1 student from each class receive the award in each term	Whole year	Sammy Ho & Maple Tse	\$500
3	3, 6	1) Community services 2) Read to Feed Scheme 3) Volunteer training 4) Service learning 5) Talks 6) Composition work on moral education topics 7) Global citizen Programme	Co-operate with the Music Department, English Department, Chinese Department, G.S. Department, C.S. Department, Electives, and the Experiential Learning Committees to conduct various activities to broaden the learning experiences of students.	1. Observation & feedbacks from participants 2. Over 70% of participants consider their generic skills have been enhanced.	Whole year	Sammy Ho & Maple Tse	\$5000
4	1, 3, 6	Developmental talks, exhibitions & workshops	1) Police Talk 2) Sex education 3) Internet Safety students talk 4) LEAP 5) Inter-class teamwork competition 6) Students' group (for SEN students)	3. Observation & feedbacks from participants 4. Over 70% of participants consider their generic skills have been enhanced.	Whole year	Sammy Ho & Maple Tse	\$8000
5	5	Parents workshop	To organise seminar and workshops for parents.	1. 1 seminar and 2 workshops are held 2. 70% of the participants are satisfied with the group activities.	February-June, 09	Sammy Ho & Maple Tse	\$12000
6	7	G7 adaptation programme	Invite senior boys and G.7 boys from the SD to organize a sharing workshop for G6 students to prepare them to get familiar with the school life in SD.	1. Observation & feedback from participants 2. Over 70% of G6 students consider they have sufficient understanding of the school life in SD & are confident in coping with the changes.	July, 08	Sammy Ho & Maple Tse	\$100

Diocesan Boys' School Primary Division
Electives Programme Plan 2008 - 2009

Department Head: Ms. Susanna Chung

Members:

Ms. Natalie Ng	Ms. Beatrice Chiu	Ms. Irene Chan	Ms. Annabel Wong
Ms. May Po	Ms. Alexandria Lau	Ms. Daisy Wong	Mr. Ken Tsui
Ms. Grace Gu	Mrs. Vivian Chu	Ms. Susan Liu	Ms. Michelle Ng
Mrs. Connie Tsang	Ms. Jennifer Wong	Ms. Carine Chau	Ms. Karen Leung
Mr. Louis Hau	Ms. Shirley Kwok	Ms. Monique Lok	Ms. Fion Tang
Ms. Sheeta Ho	Ms. Winnie Wong	Ms. Joanna Woo	Mr. Sammy Ho
Ms. Maple Tse	Ms. Lao Ting Ting	Ms. Diana Yan	Ms. Mabel Lu
Ms. Livia Liu	Ms. Cherry Wong	Mr. James Fung	Ms. Cathy Lai
Ms. Violet Yiu	Mr. Penny Po	Mr. Wong Shan	

B. Strengths and weaknesses

Strengths

1. The School puts strong emphasis on providing different types of learning experiences.
2. The School highly supports electives which are of great importance to the development of the courses.
3. Students can modify their curriculum according to individual interests.
4. Outside organizations are invited to be elective tutors. Students are able to expose themselves to different types of knowledge.
5. Small class size enables teachers to pay more attention to students.
6. Students are confident and outgoing. These advantages facilitate students to learn efficiently and successfully.

Weaknesses

1. Elective tutors are new to the environment and it takes time for them to adapt to the environment.
2. The School is not yet equipped with enough rooms for small class size to cater for both electives and the Supersize Me Programmes.
3. It is difficult to get a balance of outside organization between lower and upper level.
4. It is difficult to fulfill all parents and students needs in arranging students' electives.
5. Students in the same course may come from different levels. They need to learn how to get along with each other.

C. Aims

An elective is a subject which a student can choose to study as part of his course. Electives are specially designed courses which offer students the opportunity to modify their curriculum according to individual interests. We believe that students know their strengths and are able to choose the electives that best suit their learning styles. Electives are intended to supplement, not to replace any part of, the core curriculum. Students take three different courses in the academic year.

The general aims of the Electives curriculum are as follows:

1. To develop them to select courses according to their interests and learning style.
2. To nurture them a sense of responsibility of their roles as the members of the courses chosen.
3. To help them develop their curiosity and interest in those not included in the core curriculum.
4. To develop their multiple intelligences.
5. To provide them chances for communication with schoolmates and tutors from out-sourced organizations.
6. To highlight the environmental considerations in the 21st century.
7. To promote appreciation of students' work among peers and celebrate their achievements in electives.

Based on the Annual School Plan (2008-2009), the objectives for 2008-2009 are:

1. Improve students' learning attitude by focus on developing the following generic skills of students: collaboration skills, creativity, problem solving skills and study skills. (4,5,6,7)
2. Catering to students' learning diversities by providing a diversified range of electives in the informal curriculum. (1,2,3)

D. Implementation Plan

Plan		Aim	Item
1	To balance across the curriculum in electives.	3 and 4	1-52
2	To emphasize life-wide learning (students' learning in real contexts and authentic settings). Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone.	3 and 6	
3	To let students choose the electives that best suit their learning styles.	1 and 2	
4	To let students gain learning interaction between schoolmates and out-sourced organizations tutors.	5	
5	To provide opportunities for Students' Work Exhibition.	7	
6	To develop students' 9 generic skills through electives.	3 and 4	

E. Activities Table

	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator			Budget (\$)
1	Go Culture Course (圍棋初班)	See Programme Plan of each Elective.	1. Children's feedback 2. Teacher's feedback 3. Parents' feedback 4. Achievement of targets and aims set in each elective.	To evaluate the courses at the end of each term December / March/ May	Cherry Wong	Tang Tsz Wan		16000
2	Go Culture Course (圍棋中班)						Violet Yiu	7000
3	International corner:Be a smart kid with an international horizon				Connie	Beatrice	Annabelle	42320
4	Elementary Japanese				James Fung	Livia Liu		16800
5	Intermediate Japanese						Tang Tsz Wan	7350
6	Money Management A				Tang Tsz Wan	Cathy Lai		16288
7	Little Architect (小小建築師)						Sheeta Ho	7350
8	Bible Stories					Karen Leung		-
9	用 PTH 學指印畫				Daisy Wong		Daisy Wong	-
10	Mathematical Games I				Vivian Chu	Violet Yiu	Cathy Lai	23000
11	Fun with French A (Beginners G.1-2)				FFF Tutor	FFF Tutor	FFF /Ting Ting	14260
12	Let's Explore Chinese Culture					Vivian Chu	Vivian Chu	-
13	Typhoon Magazine				Beatrice	Irene Chan	James Fung	66125
14	Science Adventures				Livia Liu	Shirley	Beatrice	57500
15	天文實驗班				Karen Leung	Cherry Wong	Livia Liu	29900
16	Toy Science				Karen Leung	Mabel Lu	Grace Gu	29900
17	Percussion Fun Fun Fun				May Po		May Po	-
18	Board Games				Susan Liu	Susan Liu		-
19	Applied Personal Management					Daisy Wong	Maple Tse	27600
20	Be a SMART Leader				Lao Ting Ting		Sammy Ho	27600
21	3C's Training				Cathy Lai	Maple Tse	Karen Leung	42320
	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator			Budget (\$)
22	Let's Explore Our World	See Programme Plan of each Elective.	1. Children's feedback 2. Teacher's Feedback 3. Parents' feedback 4.Achievement of targets	To evaluate the courses at the end of each term December / March/ May	Jennifer		Jennifer	-
23	Film Appreciation (16 lessons)				Monique	Monique		-
24	Mathematical Games II				Violet Yiu	Jennifer	Susan Liu	23000
25	African Culture				Penny Po	James Fung		32000
26	Team Building Workshop						Ken Tsui	14000
27	Money Management B				Mabel Lu	Carine Chau		16288
28	Little Lawyer (小小律師)						Mabel Lu	6944
29	Astronomy Basic				Annabelle	Sheeta Ho		16000

30	Plant Investigation		and aims set in each elective.				Penny Po	7000
31	Astronomy Intermediate				Ken Tsui	Natalie Ng		16000
32	Astronomy Advanced						Louis Hau	7000
33	Art of Paper (紙的藝術)				Grace Gu	Grace Gu		-
34	Etiquette						Monique	8400
35	Food Scientists				Winnie	Winnie		-
36	Stormy Chefs						Carine Chau	17500
37	Fun with French B (Beginners G.3-6)				FFF Tutor	FFF /Diana	FFF /Diana	14260
38	Physics with Fun				Michelle Ng	Michelle Ng		-
39	校園報小記者						Natalie Ng	-
40	中國花鳥畫					Ken Tsui		-
41	Clay Handicraft				Joanna Woo		Joanna Woo	-
42	Drawing on the Right Side of the Brain Workshop (23 lessons)				Diana	Lao Ting Ting	Cherry Wong	25300
43	Science Workshop I				Carine Chau	Joanna Woo	Michelle Ng	75900
44	Science Workshop II				Louis Hau	Annabelle	Winnie Wong	75900
	Item	Content	Evaluation Mechanism	Evaluation Period	Coordinator			Budget (\$)
45	Photography	See Programme Plan of each elective.	1. Children's feedback 2. Teacher's feedback 3. Parents' feedback 4. Achievement of targets and aims set in each elective.	To evaluate the courses at the end of each term December / March/ May		Connie	Connie	-
46	香港大搜舊					Louis Hau		-
47	Fellowship				Shirley /Alexandria		Shirley /Alexandria	-
48	Little Teacher Training				Maple Tse			-
49	Big Brother Ambassador				Sammy Ho			-
50	We all help- Service Learning					Sammy Ho		-
51	Rock Climbing				Wong Shan	Wong Shan	Irene Chan	33120
52	Handball				Irene Chan	Penny Po	Wong Shan	5750