

Diocesan Boys' School Primary Division



Annual School Plan 2020-2021

Vision and Values

We believe we should

- Value all aspects of a child's development with the same importance: academic, aesthetic, emotional, moral, physical, social and spiritual.
- Provide a challenging, supportive and caring learning environment where each child is given the opportunity to discover and develop his potential and where he can learn how to appreciate others and work collaboratively.
- Prepare our students to be responsible citizens, to contribute actively in the welfare of others in the local and global communities.
- Have unity of purpose and the support of all stakeholders of the school.

Vision Statement

- From these values the vision statement is built.
- Our vision is to prepare our students for future challenges in a diverse and ever-changing world where they can become contributors to society and leaders with integrity.

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.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.

- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.
- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

We aim to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges.

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School Development Plan (2020/2021)

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

Intended Outcomes/Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Curriculum & Assessment						
1.1 To further develop and incorporate blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods.	1.1.1 To enhance teachers' professionalism and effectiveness in teaching with the blended learning model incorporated into our routine through organizing teacher training talks and workshops.	Sep 20 – Jun 21	<ul style="list-style-type: none"> All activities related to blended learning will be planned and marked clearly on Schemes of Work for core subjects. Blended learning will be the focus for collaborative lesson planning (CLP) and formal lesson observations. To encourage the majority of teachers to attend courses/webinars related to blended learning and share at collaboration meetings. 	<p>The following documents will act as evidence:</p> <ul style="list-style-type: none"> Scheme of work CLP lesson planning sheet Lesson observation form Minutes of collaboration meetings 	Rosene Ghafur (DHT)	All Teachers

1.2 To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.	1.2.1 To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.	Sep 20 – Jun 21	<ul style="list-style-type: none"> At least one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module. Teachers should keep a record of their students' progress. 	<ul style="list-style-type: none"> Changes should be reflected in the SOW or in the minutes of the Collaboration Meetings and highlighted in a different colour to show that changes have been made to address the weaknesses of the students. Records from marksheets reflect the progress of the students. 	HoDs of Eng, Chi, Maths & GS	All Teachers
2. Student Support						
2.1 To raise students' awareness of the importance of well-being.	2.1.1 To offer well-being programmes for students to enhance their emotional intelligence and resilience when	Sep 20 – Jun 21	<ul style="list-style-type: none"> Students will have the opportunity to take part in activities that enhance emotional intelligence and wellbeing at least once a year. 	<ul style="list-style-type: none"> Grades 1-3 will take part in the Little Mushroom emotional resilience programme. Grades 1 and 6 will take part in the DBS Friend 	Ms. Tracy Riccio	All Teachers

	facing adversity.			<ul style="list-style-type: none"> Ship activity. All students will have the opportunity to experience kindness week. The focus will be Random Acts of Kindness. 		
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Second Priority – Management & Organization; Partnership

Intended Outcomes/Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. School Management						
1.1 To cultivate the development of e-Learning system for teachers to equip their IT skills to promote students' learning in different modes and to enhance the effectiveness of school management.	1.1.1 To provide more opportunities for teachers to equip their I.T. skills. To require all administrators to explore effective I.T. systems which help improve management of staff and school documents.	Sep 20 – Jun 21	<ul style="list-style-type: none"> At least 2 workshops/ webinars will be organized for teachers to acquire I.T. skills. All administrators will explore at least one platform/IT system which helps improve management of staff and/or school documents. 	<ul style="list-style-type: none"> CPD records of teachers Feedback from administrators 	Jessica Chan (ST)	All Teachers

1.2 To further refine the school organization structure to facilitate the work of holistic planning and collaboration among committees and functional groups, and to provide more opportunities for teachers to develop their potential and increase job satisfaction.	1.2.1 To improve the school organization structure so that managements in different levels can work together to enhance coordination and communication for holistic planning among staff.	Sep 20 – Jun 21	<ul style="list-style-type: none"> Meetings will be held between DHTs and Head of Admission & Culture and Committee Chairpersons to work out concrete plans on improving the school organization structure at least once a year. 	<ul style="list-style-type: none"> Interviews / Questionnaires 	Susanna Chung (DHT)	All Teachers
2. Partnership						
2.1 To further enhance the communication and home-school partnership between the School and parents with the help of PTA.	2.1.1 To work more closely with the PTA in organizing home-school partnership events, and encourage more teachers to participate.	Sep 20 – Jun 21	<ul style="list-style-type: none"> All senior teaching staff should take part in at least two events organized by the PTA each year. 	<ul style="list-style-type: none"> Attendance record Feedback from parents & teachers 	Nadia Chan (DHT)	All Teachers

Third Priority – Student Performance

Intended Outcomes/Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Attitude and Behaviour						
1.1 To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.	1.1.1 To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.	Sep 20 – Jun 21	<ul style="list-style-type: none"> Students will be given projects, activities and discussion for working in groups at least once a year. 	<ul style="list-style-type: none"> Students will produce a piece of collaborative work for each core subject. 	HoDs of Eng, Chi, Maths & GS	All Teachers

2. Participation and Achievement						
2.1 To provide more support to students who have joined too many extra-curricular activities and find it difficult to focus on their study.	2.1.1 To equip students with goal setting and time management skills.	Sep 20 – Jun 21	<ul style="list-style-type: none"> • Sharing by Mrs Yip with parents through Morning Tea • Individual meetings will be organized to communicate with students and to offer them support. 	<ul style="list-style-type: none"> • Teachers' feedback • Parents' feedback • Stakeholder's survey 	Emily Yip (HAC)	
2.2 To enhance students' acceptance of their weaknesses and encourage them to achieve a breakthrough.	2.2.1 To organize sharing sessions in Moral Education lessons for students to share their experiences with others, or as part of the goal setting exercise for students at the beginning of the school year.	Sep 20 – Jun 21	<ul style="list-style-type: none"> • A lesson will be tailor-made to motivate students to overcome their weaknesses. • Students will set their own target and action plan. • Students will evaluate their progress and share their experiences by the end of each term. 	<ul style="list-style-type: none"> • Lesson plans and teaching materials • Actions cards, evaluations and reflections written by students 	Sammy Ho (ST)	All Teachers

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2020 - 2021

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	To employ the following organizations and part time tutors to develop and conduct electives for our students: Term 1– Term 3	To provide various choices of electives for students to broaden their knowledge and horizon. There are 21 sessions of around 1 hour each in terms 1-3. Each session lasts from 1:50 p.m. to 2:50 p.m. Courses offered: Term 1– Term 3	<ul style="list-style-type: none"> Boys will be able to participate in electives which provide basic knowledge in the area of language and culture: Chinese food and play culture, Japanese language and African culture. Boys will be able to participate in electives which provide basic knowledge in personal management: Money management, Go culture, magic, leadership training, elementary cooking, board games, team building, outdoor survival skills and room escape challenge Boys who are interested in science will be able to learn basic knowledge of science: Astronomy, mathematics, paper circuit, coding, 3D printing, VR &AR, and STEM activities. 	<p>There are 21 sessions of around 1 hour each in terms 1-3.</p> <p>Term 1</p> <p>Weekly sessions from 9 Oct to 27 Nov 2020 (7 sessions)</p> <p>Term 2</p> <p>Weekly sessions from 11 Dec 2020 to 19 Mar 2021 (7 sessions)</p> <p>Term 3</p> <p>Weekly sessions from 26 Mar to 4 Jun 2021 (7 sessions)</p>	<p>There are 25 organizations and part time tutors delivering 55 electives.</p> <p>Achievers Track Co. Limited:</p> <ul style="list-style-type: none"> 天文實驗班 \$2,400 × 14 = \$33,600 Learning material: \$9,750 Outing costs: \$7,000 Advanced Astronomy Exploration \$2,800 × 14 = \$39,200 Learning material: \$16,250 	<ul style="list-style-type: none"> Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities. Students' improvement in the knowledge of chess and sports activities Students' capability in applying personal management skills in daily life 	<ul style="list-style-type: none"> Number of enrolment in each elective Teachers', parents' and students' feedback collected through questionnaires 	Susanna Chung
	1. Achievers Track Company Limited	Achievers Track Company Limited: <ul style="list-style-type: none"> 天文實驗班 (Terms 1 & 2) Advanced Astronomy Exploration (Terms 2 & 3) Toy Science (Terms 1 & 3) Science Adventure Builder (Term 1) 初級紙製電路 (Paper Circuit) (Terms 2 & 3) Creative Innovator (Term 1) 						

		<p>◆ Boys will be able to participate in electives which provide basic knowledge in the area of art: 3D sculpture and Drawing on the Right Side of the Brain ® Workshop.</p> <p>◆ Boys who are interested in sports will be able to learn sports: rope skipping, hockey, handball, rock climbing, taekwondo and archery.</p> <p>◆ Boys will be able to participate in electives which provide advanced knowledge in Go culture, Astronomy, VR and Japanese.</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>Outing costs: \$7,000</p> <p>◆ Toy Science \$2,400 × 14 =\$33,600</p> <p>Learning material: \$8,400</p> <p>◆ Science Adventure Builder \$2,800 × 7 =\$19,600</p> <p>Learning material: \$8,875</p> <p>Outing costs: \$7,000</p> <p>◆ 初級紙製電路 (Paper Circuit) \$2,400 × 14 =\$33,600</p> <p>Learning material: \$4,500</p> <p>◆ Creative Innovator \$4,200 × 7 =\$29,400</p> <p>Learning material: \$11,250</p> <p>Outing costs: \$7,000</p>		
2. Active Concept Limited	<p>Active Concept Limited:</p> <p>◆ Be a Magician</p> <p>◆ Juggling Matrix (Terms 2 & 3)</p> <p>◆ MONOPOLY (strategy & fun) (Terms 1 & 3)</p> <p>◆ Room Escape Challenge 密室解難 (Term 3)</p>		<p>Active Concept Limited:</p> <p>◆ Be a Magician \$975 × 21 =\$20,475</p> <p>Learning material: \$3,600</p> <p>◆ Juggling Matrix</p>		

			$\$975 \times 14 = \$13,650$ ◆ MONOPOLY (strategy & fun) $\$975 \times 14 = \$13,650$ Learning material: \$1,500 ◆ Room Escape Challenge 密室解難 $\$1,380 \times 7 = \$9,660$ Outing costs: \$7,300			
3. Active Kids Limited	Active Kids Limited: ◆ Science Adventures ◆ Stormy Chefs ◆ The Chess Academy (Terms 2 & 3)		Active Kids Limited: ◆ Science Adventures $\$2,500 \times 21 = \$52,500$ ◆ Stormy Chefs $\$2,500 \times 21 = \$52,500$ ◆ The Chess Academy $\$2,500 \times 14 = \$35,000$			
4. African Culture Connection (HK) Limited	African Culture Connection (HK) Limited: ◆ African Culture (Terms 1 & 3) ◆ African Performing Art Workshop (Term 2)		African Culture Connection (HK) Limited: ◆ African Culture $\$2,500 \times 14 = \$35,000$ ◆ African Performing Art Workshop			

7. Big Dipper Studio Limited	<p>Big Dipper Studio Limited:</p> <ul style="list-style-type: none"> ◆ VR & AR (Term 1) ◆ CoSpaces Advanced VR (Term 2) ◆ Coding: Swift Playground (Term 3)
8. CheerUpPro Consultant Limited	<p>CheerUpPro Consultant Limited:</p> <ul style="list-style-type: none"> ◆ Chinese Food Culture 中國傳統飲食文化 (Terms 1 & 3) ◆ Handmade Traditional Toys & Play Culture (Term 2) ◆ Basic Outdoor Survival Skills 求生技能初探 (Terms 1 & 3) ◆ Team Building Workshop

<p>Big Dipper Studio Limited:</p> <ul style="list-style-type: none"> ◆ VR & AR \$1,500 × 7 =\$10,500 Learning material: \$3,000 ◆ CoSpaces Advanced VR \$1,500 × 7 =\$10,500 Learning material: \$1,800 ◆ Coding: Swift Playground \$1,500 × 7 =\$10,500 	
<p>CheerUpPro Consultant Limited:</p> <ul style="list-style-type: none"> ◆ Chinese Food Culture 中國傳統飲食文化 \$2,700 × 14 =\$37,800 ◆ Handmade Traditional Toys & Play Culture \$2,700 × 7 =\$18,900 ◆ Basic Outdoor Survival Skills 求生技能初探 \$2,700 × 14 =\$37,800 ◆ Team Building Workshop \$2,700 × 21 =\$56,700 	

9. Dalton Learning Lab Limited	Dalton Learning Lab Limited: ◆ Introduction to Machine Learning			Dalton Learning Lab Limited: ◆ Introduction to Machine Learning $\$980 \times 21$ $=\$20,580$			
10. Edvenue Limited	Edvenue Limited: ◆ International Corner ◆ Food Science (Term 1) ◆ Learning is Cool - Zoology for Kids (Terms 1 & 3) ◆ Be a SMART Learner (Term 2) ◆ Be a SMART Leader (Term 3) ◆ Think to Speak 環保小先鋒 (Term 1) ◆ 探索侏羅紀 (Terms 2 & 3)			Edvenue Limited: ◆ International Corner $\$3,100 \times 21$ $=\$65,100$ ◆ Food Science $\$3,100 \times 7$ $=\$21,700$ ◆ Learning is Cool - Zoology for Kids $\$3,100 \times 14$ $=\$43,400$ ◆ Be a SMART Learner $\$3,100 \times 7$ $=\$21,700$ ◆ Be a SMART Leader $\$3,100 \times 7$ $=\$21,700$ ◆ Think to Speak 環保小先鋒 $\$3,100 \times 7$ $=\$21,700$ ◆ 探索侏羅紀 $\$3,100 \times 14$ $=\$43,400$			
11. Fair Trade Hong Kong Foundation	Fair Trade Hong Kong Foundation: ◆ Fair Trade Club (Term 1)			Fair Trade Hong Kong Foundation: ◆ Fair Trade Club $\$3,100 \times 7$ $=\$21,700$			

12. Hong Kong Children's GO Academy	<p>Hong Kong Children's GO Academy:</p> <ul style="list-style-type: none"> ◆ 圍棋初班 (Terms 1 & 2) ◆ 圍棋中班 (Terms 1 & 3) ◆ 圍棋精英班 (Term 2)
13. Hong Kong Rope Skipping Association (HKRSA)	<p>Hong Kong Rope Skipping Association:</p> <ul style="list-style-type: none"> ◆ Rope Skipping (Terms 1 and 2)
14. KLS Global Limited	<p>KLS Global Limited:</p> <ul style="list-style-type: none"> ◆ Money Management (Terms 1 & 2)
15. The Mathematical Corporation (HK) Limited	<p>The Mathematical Corporation (HK) Limited:</p> <ul style="list-style-type: none"> ◆ Mathematical Games (Terms 1-2) ◆ Maths Problem Solving Strategies (Term 2) ◆ Physics Experiments (Electromagnetism) (Term 3)

<p>Hong Kong Children's GO Academy:</p> <ul style="list-style-type: none"> ◆ 圍棋初班 \$1,300 × 14 =\$18,200 ◆ 圍棋中班 \$1,300 × 14 =\$18,200 ◆ 圍棋精英班 \$1,300 × 7 = \$9,100 <p>Course books: \$10,000</p>	
<p>Hong Kong Rope Skipping Association:</p> <ul style="list-style-type: none"> ◆ Rope Skipping \$450 × 14 =\$6,300 <p>Learning material: \$4,500</p>	
<p>KLS Global Limited:</p> <ul style="list-style-type: none"> ◆ Money Management \$2,200 × 14 =\$30,800 <p>Learning material: \$8,250</p>	
<p>The Mathematical Corporation (HK) Limited:</p> <ul style="list-style-type: none"> ◆ Mathematical Games I \$1,300 × 14 =\$18,200 ◆ Maths Problem Solving Strategies 	

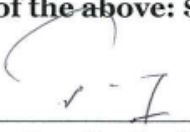
					$\$1,300 \times 7$ $=\$9,100$ ◆ Physics Experiments (Electromagnetism) $\$1,300 \times 7$ $=\$9,100$			
	16. Newly Emerged Sports Association Limited	Newly Emerged Sports Association Limited ◆ Molkky & Dodgebee (Term 1)			Newly Emerged Sports Association Limited: ◆ Molkky & Dodgebee $\$800 \times 7 = \$5,600$			
	17. Pasona Education Co. Limited	Pasona Education Co. Limited: ◆ Elementary Japanese (Terms 1-2) ◆ Intermediate Japanese (Term 3)			Pasona Education Co. Limited: ◆ Elementary Japanese $\$1,160 \times 14$ $=\$16,240$ ◆ Intermediate Japanese $\$1,160 \times 7 = \$8,120$			
	18. Pui Ching Education Centre	Pui Ching Education Centre: ◆ 3D Modelling & Printing (Terms 1 & 2) ◆ Creative Computing with Scratch Programming (Term 3)			Pui Ching Education Centre: ◆ 3D Modelling & Printing $\$1,800 \times 14$ $=\$25,200$ Learning material: \$3,000 ◆ Creative Computing with Scratch Programming $\$1,800 \times 7 = \$12,600$			
	19. Science Workshop Limited	Science Workshop Limited: ◆ Science Workshop I ◆ Science Workshop II			Science Workshop Limited: ◆ Science Workshop I			


20. Wu's Taekwondo Association (Hong Kong)	Wu's Taekwondo Association (Hong Kong): ◆ Taekwondo (Terms 1 & 2)
21. Yogasala (Hong Kong) Limited	Yogasala (Hong Kong) Limited: ◆ YOGA for kids (Term 1)
22. Hong Kong Archery Centre	Hong Kong Archery Centre: ◆ Archery (Terms 2 & 3)
23. Handball Tutor Mr. Eddie Chan	◆ Handball

$\$4,600 \times 21$ $= \$96,600$ <p>Learning material: \$9,450</p> <p>◆ Science Workshop II $\\$4,600 \times 21$ $= \\$96,600$ <p>Learning material: \$9,450</p> </p>
Wu's Taekwondo Association (Hong Kong): ◆ Taekwondo $\$2,000 \times 14$ $= \$28,000$ <p>Uniform cost: \$4,000</p>
Yogasala (Hong Kong) Limited: ◆ YOGA for kids $\$1,500 \times 7$ $= \$10,500$
Hong Kong Archery Centre: ◆ Archery $\$1,800 \times 14$ $= \$25,200$ <p>Learning material: \$15,000</p>
◆ Handball $\$500 \times 21$ $= \$10,500$

24. Hockey Tutor – Mr. Ivan Ng	◆ Hockey (Term 2)		◆ Hockey $\$400 \times 7 = \$2,800$ Learning material: \$2,800		
25. Squash Tutor – Mr. Yeung Ho Wai	◆ Squash (Terms 1 & 3)		◆ Squash $\$420 \times 14$ = \$5,880		
Total			\$1,418,655 + \$180,475 = \$1,599,130		

Grand total of the above: \$1,599,130.00


 The Most Rev. Dr. Paul Kwong
 Supervisor


 Mr. R. K. Y. Cheng
 Headmaster

16 SEP 2020

Date

English Department Programme Plan 2020-2021

Department Head: Ms. Tracy Riccio

Panel Chairperson: Dr. Nadia Chan (G.1-3)
Mr. Joshua Winkie (G.4-6)

Members:

Ms. Rosene Ghafur	Mr. Victor Berrjod	Ms. Angela Chan	Ms. Katie Chan	Mr. Alex Lam
Mrs. Simone Lam	Ms. Alice Lau	Ms. Agnes Lee	Ms. Wanetta Lee	Ms. Karen Leung
Ms. Karen Li	Mr. Ivan Liu	Mr. Peter Moran	Mr. Alan Ng	Mrs. Konnie Tam
Ms. Fiona Tsui	Ms. Maggie Wu	Ms. Shanice Leung (TA)		

A. Aims & Objectives

- To provide every student with opportunities to extend their knowledge and experience of different cultures as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium.
- To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include interpretation, use and production of materials for pleasure, study and work in the English medium; and
- To enable every student to prepare for the diverse and ever-changing world where they could be contributors of society and leaders with integrity.

The General Goals of the English Curriculum are as follows:

The English Language Education curriculum comprises of two closely related subjects: General English Language and Literature Studies General English. Language is a core subject and Literature Studies is an extended subject. The subject goals for the English Department are as follows:

- To enable students to think and communicate in English;
- To acquire, develop and apply knowledge of the English language and how it is formed and used;
- To enable students to express themselves in English using personal experience;
- To develop and apply an ever-increasing understanding of how language is organized, used and learned;
- To use English novels to raise students' language proficiency, critical thinking skills, problem solving skills, creativity and cultural awareness; and
- To use novels to reinforce the teaching of General English by seeking to strengthen the emotional and cultural context that is part of language learning.

B. Issues to be Addressed

• Strengths

1. The staff present a wide variety of teaching styles and approaches.
2. Administration encourages a wide variety of teaching approaches.
3. Good resources are available to enhance teaching and the development of the school-based curriculum.
4. Students have a strong desire to excel in English.
5. Parents are supportive of the English Programme.
6. The teachers are cooperative, flexible, up-to-date with technology and educational trends.
7. Teachers have a sense of caring towards both students and each other.
8. The Department has an understanding leadership.

- **Weaknesses**

1. Some teachers are unfamiliar with eLearning tools and need more support.
2. The school suspension has hindered the plans for group work in the classrooms and outings. Social distancing measures mean that that group work, class communication, and visits can be more challenging to organize.

C. Development Plan (2020 - 2021)

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

Intended Outcomes/Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation
Curriculum & Assessment				
1.2 To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.	1.2.1 To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.	Sep 20 – Jun 21	<ul style="list-style-type: none"> • At last one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module. • Teachers should keep a record of their students' progress. 	<ul style="list-style-type: none"> • Changes should be reflected in the SOW or in the minutes of the Collaboration Meetings and highlighted in a different colour to show that changes have been made to address the weaknesses of the students. • Records from marksheets reflect the progress of the students.

Major Concern: First Priority – Student Performance

Intended Outcomes/Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation
Attitude and Behaviour				
2.1 To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.	2.1.1 To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.	Sep 20 – Jun 21	<ul style="list-style-type: none"> Students will be given projects, activities and discussion for working in groups at least once a year. 	<ul style="list-style-type: none"> Students will produce a piece of collaborative work for each core subject.

D. Annual Programme Plan and Budget (2020 - 2021)

Activity	Period	Description	Responsible Teacher(s)	Budget
External Competitions	Sept 2020 - July 2021	1. Speech Festival (Solo/Choral speaking)	Speech Festival Applications: Maggie Wu, Alan Ng Solo Speaking Training: All teachers Choral Speaking Training: Tracy Riccio, Joshua Winkie, Peter Moran & Karen Leung	\$10,000 (transportation)
		2. Penmanship Competitions	Alice Lau	
		3. Spelling Bee	Fiona Tsui & Wanetta Lee	
		4. Various other competitions	Tracy Riccio, Katie Chan & Ivan Liu	
Internal Competitions	Sept 2020 - July 2021	1. Inter-class Competitions	Teachers-in-Charge: Level Coordinators Assistants: Karen Li & Rosene Ghafur	\$2000
		2. DBSPD Speech Festival	Teachers-in-Charge: Level Coordinators Assistants: Konnie Tam & Agnes Lee	
Open House	Sept 2020 - Feb 2021	1. English Department Showcase Room	Teachers-in-Charge: Tracy Riccio, Alex Lam & Shanice Leung	\$15,000 (decoration)
		2. Storytelling Room	Teachers-in-Charge: Joshua Winkie, Nadia Chan & Victor Berrjod	
Reading Programme	All year	A budget for promoting and fostering good reading habits among the students, utilizing the platform “Reading A-to-Z”, and to form a good relationship with the library and implement relevant programmes	Teachers-in-Charge: Alex Lam & Simone Lam	\$50,000 (Annual Giving Fund)
Workshops, Talks, Outings (for students)	All year	1. Student Activities This activity is for contacting outside speakers/organizations to conduct workshops or talks for the students, that are related to what the students are learning.	Teachers-in-Charge: Level Coordinators, Tracy Riccio, Nadia Chan & Josh Winkie	\$10,000
		2. Lecture Series An activity to inspire students to be leaders with integrity and provide a chance to discuss various global issues.	Teachers-in-Charge: Nadia Chan, Tracy Riccio & Josh Winkie	

Service Learning Day	Sept 2020 - Dec 2020	An activity for raising awareness of students on different social issues, and to raise funds / goods to be donated to the needy.	Teachers-in-Charge: Tracy Riccio, Peter Moran	\$2,000
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Chinese Department Development Plan & Programme Plan (2020-2021)

中文科總目標和重點發展項目 (2020-2021)

A. 本科成員

科主席：朱譚月清

科主任：鄭頌慧(小一至小三)、何穎賢(小四至小六)

老師：吳鳳婷、王文婕、巫家帆、何潔生、陳美穎、郭嘉恩、黃嘉欣、黃樂桐、黃慧瑩、趙霜、甄靄雯、羅家華、羅懿文

教學助理：沈慧慈

B. 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. 建立自學能力，引導學生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。

C. 本校現況

● 強項

1. 老師具有認可語文教學資歷，能因應教育發展的趨勢和學生的需要，積極進修，願意學習及運用資訊科技進行教學。
2. 大部份學生的資質佳，有濃厚的學習興趣。不少家長亦能協助學生進行網上學習。
3. 學校有完備的資訊科技器材可供使用，亦能為學生提供在家電子學習的支援。
4. 學校資源充足，三、四年級中文科成績稍遜的學生會另分班，以小組形式學習；五、六年級學生能按程度分班學習，普通班是小班教學，加強教學效學。

● 弱項

1. 本校是一所英文小學，學生能接觸中文的層面較窄，閱讀中文書的數量不足。
2. 部份學生來自以英語為母語的家庭，造成語文基礎不穩固，學習能力較弱。
3. 部份學生上課時不能集中注意力，且寫字粗心大意，錯別字較多。

D. 2020-2021 年度重點發展項目

關注事項一：課程與評估；教與學及學生支援				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 課程與評估				
1.1 運用學生學習數據，以改善課程發展及支援學習差異	1.1.1 運用學生評估數據提出即時回饋，並於恆常教學當中，結合網上互動及實體教學模式(blended learning)	全年	1. 每一單元最少有一次進展性評估，收集數據，以檢視學生的學習表現。 2. 老師能記錄學生的學習進展。	1. 協作會議上能檢討學生的評估表現，並提出對應教學策略。 2. 分數記錄能顯示學生的學習進展。
關注事項三：學生表現				
預期成果/目標	策略	時間表	成功準則	檢討方法
1. 態度與行為				
1.1 提升學生之間的合作性，培養關愛別人及樂於助人的精神	1.1.1 通過進行小組專題研習，讓學生建構知識及發展技能，探究生活化的題材	全年	1. 每年最少設計一次小組專題研習及分組討論活動。	1. 學生能合作完成一份課業。

E 本科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比賽，部分三、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，建立學生的自信及訓練情緒智商。	九至十二月	朱譚月清 鄭頌慧	\$1000	
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	甄靄雯 沈慧慈	\$100	
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，分組進行資料搜集，然後完成相關的研習報告。 -學生走出課室，透過這全方位活動，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。	十二月	黃慧瑩 吳鳳婷	\$10,000	

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						
4	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。 -每級設優勝者一名，優異獎四至五名；得獎同學會獲得書券及證書，以作鼓勵。 -此活動能鼓勵學生發揮創意，推廣寫作風氣。	二月	羅懿文 趙霜	\$1,850	
5	4, 7		✓	✓					✓		演講比賽	-四、五年級會舉行演講比賽。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。	五月	王文婕 黃樂桐	\$700	

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	明 辨 性 思考	運 用 資 訊 科技	數 學	解 決 問 題	自 我 管 理	自 學						
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。各級設冠、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。	七月	黃嘉欣 巫家帆	\$700	
7	1, 2, 3, 4				✓	✓			✓	✓	看漢中文網	-校方會申請參與「看漢中文網」網上閱讀計劃，鼓勵學生每天上網閱讀一篇文章，並完成有關練習。 -透過網上練習，同學得到語文知識、運用資訊科技及自學精神的訓練。	全學年	郭嘉恩	\$10,000	資訊 科技 互動 學習
8	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，以提高同學對語文學習的興趣。	全學年	羅家華	\$10,000	

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	明 辨 性 思 考	運 用 資 訊 科 技	數 學	解 決 問 題	自 我 管 理	自 學						
9	2, 3, 4			✓	✓					✓	必讀書及 小一親子 伴讀計劃	-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)。 -為了增加一年級學生的識字量，各班訂購四十本不同的圖書，學生需輪流借閱，並須家長配合，作親子閱讀。 -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	\$12,000	從閱 讀中 學習
10	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。 -一至二年級學習古詩；三年級學習《三字經》；四年級學習諺語；五至六年級學習古詩文。	全學年	全體教師	/	從閱 讀中 學習 /德育 及公民 教育

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	明辨性思考	運用資訊科技	數學	解決問題	自我管理	自學						
11	1, 2, 3, 4, 6, 7,		✓	✓	✓			✓			圖書教學	-一、二年級老師進行圖書教學，利用繪本作教材，引導學生閱讀故事，從而提高學生對閱讀的興趣，訓練學生思考及口語表達能力。	全學年	一至三年級老師	\$500	從閱讀中學習
12	3, 5	✓	✓	✓					✓	✓	好書推介	-透過同學分享好書及邀請書店到校舉行分享會及書展，藉此提高學生閱讀興趣，推廣閱讀氣氛。	全學年	陳美穎	\$5,000	從閱讀中學習
13	/										教師發展活動	-每年給教師安排最少一次培訓活動，以拓闊老師對本科及教學新趨勢的認識。	全學年	何穎賢	\$10,000	
14	3, 5	✓	✓	✓							戲劇組	-透過撰寫劇本及演練，提高學生對戲劇的認識和興趣。 -藉參加校際戲劇節比賽，學生能提升自信心和表達能力。	全學年	羅家華 朱譚月清 何穎賢	\$5,000	
15	3, 5	✓	✓	✓	✓			✓	✓	✓	辯論隊	-透過辯論技巧訓練，增強學生的自信心，提高批判思考及說話能力。	全學年	郭嘉恩 甄靄雯	\$5,000	

												-藉參加校際辯論比賽，豐富學生的比賽經驗，並提升辯論技巧。				
16	1, 2, 3, 4, 5, 7	✓	✓	✓	✓	✓		✓		✓	創意寫作	-以多元化的學習活動提高學生的寫作興趣，訓練其創意思維，並通過寫作訓練來提升其寫作能力。 -藉參加校外寫作比賽，引發學生的寫作動力，藉此挑戰自我，提升信心並深化寫作技巧。	全學年	鄭頌慧 黃樂桐	\$5,000	
17	/										學校網頁	-於學校網頁發佈有關本科的訊息及照片。	全學年	沈慧慈	/	

Mathematics Department Development Plan & Programme Plan (2020 – 2021)

A. Panel Members

Head of Department	:	#Mrs. Grace Ko [G2]		
Panel Chairpersons	:	#Ms. Ada Chu (G.1-3)	#Mr. Brian Cheung (G.4-6)	
Members	:	Ms. Maggie Wu [G.1]	Ms. Ingrid Wong [G.2]	Ms. Vivian Lam [G.3]
		Ms. Teresa Chan [G.4]	Ms. Pency Wong [G5]	Mr. Billy Ma [G6]
		#Ms Pauline Ip [G1]	Ms. Joey Tsang	Mr. Louis Hau
		#Ms. Jessica Chan	Ms. Jackie Lau	Mr. Kelvin Ho
		Mr. Anthony Lau	Ms. Sally Yuen	#Ms. Susanna Chung
		Ms. Michelle Ng	Ms. Macy Lai [TTA]	

[] Level Administration Coordinator

Curriculum Coordinator

B. Aims & Objectives

1. To enable students to explore and discover Mathematics in daily life situations.
2. To stimulate students' interest in learning Mathematics, and build up a positive learning attitude and habit.
3. To enhance students' creativity, logical thinking and critical thinking skills.
4. To foster students' confidence in Mathematics.
5. To give students more opportunities to participate in external competitions.
6. To enable students to learn Mathematics meaningfully and integrate it with other subjects.
7. To help students pursue a life-long interest in Mathematics.
8. To develop students' multiple intelligences through the curriculum.
9. To foster students' independent learning skills and problem-solving skills.

Major Concerns (2020-2021)

Cater for learner's diversity

10. To utilize information technology in learning mathematics and presenting findings for effective learning.
11. To provide a better curriculum to cater for learners' diversity by deploying student performance data.
12. To prepare diverse learning materials to cater for learners' diversity.

Enhance students' cooperativeness

13. To provide more opportunities for students to participate in group work so that they can be more engaged in the process of co-construction of knowledge.
14. To assign more project work or classroom activities in Mathematics such that students' cooperativeness would be enhanced.

C. 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.
5. Students are not competent in problem solving.

D. Development Plan (2020-2021)

First Priority – Curriculum and Assessment; Learning and Teaching; Student Support

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
Curriculum & Assessment				
1.2 To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.	1.2.1 To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.	Sep 20 – Jun 21	<ul style="list-style-type: none">● At last one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module.● Teachers should keep a record of their students' progress.	<ul style="list-style-type: none">● Changes should be reflected in the SOW or in the minutes of the Collobaration Meetings and highlighted in a different colour to show that changes have been made to address the weaknesses of the students.● Records from marksheets reflect the progress of the students.

Third Priority – Student Performance

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
Attitude and Behaviour				
2.1 To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.	2.1.1 To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.	Sep 20 – Jun 21	<ul style="list-style-type: none"> Students will be given projects, activities and discussion for working in groups at least once a year. 	<ul style="list-style-type: none"> Students will produce a piece of collaborative work for each core subject.

E. Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
Teaching and Learning							
1	1,2,3,4,9,11,13	Monthly Challenging Questions	<ul style="list-style-type: none"> Three Mathematics challenging questions are to be posted on screen or displayed on the notice board monthly to challenge students' mind. 	<ol style="list-style-type: none"> Satisfactory results attained by students. Over 70% students' participation in the activity. 	Whole school year	*Jessica Chan & Macy Lai	\$ 500
2	1,2,3,4,7-13	Problem-Solving Strategies Training	<ul style="list-style-type: none"> At least one problem solving week will be held in an academic year. Problem solving strategies will be introduced to enhance students' problem-solving ability. 	<ol style="list-style-type: none"> Positive feedback from teachers and students. 	Whole school year	*Ada Chu (G1-3) & *Joey Tsang (G4-6)	--
3	1-4, 9, 11-13	Mathematics Projects	<ul style="list-style-type: none"> Students have to do at least 1 project per term. It could be group or individual projects. 	<ol style="list-style-type: none"> Satisfactory students' project work. Over 70% of feedback from students is positive. 	Whole school year	* Vivian Lam (G1-3) & *Pency Wong (G4-6)	\$500
4	2-4,7,8,10-11,13	E-learning / STEM	<ul style="list-style-type: none"> The school has subscribed to the 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 eClass & Google Classroom, teachers develop their own learning materials for students to use. Learning and teaching 	<ol style="list-style-type: none"> At least one Planetii quiz would be assigned to students in the First Term and Final Term. Over 70% of feedback from students, parents and teachers is positive. 	Whole school year	*Pauline Ip & Billy Ma	\$ 40000

			activities facilitated by IWB / iPad. • On-line assessments are adopted to cater for individual differences and arouse students' learning interests.				
5	2-5,11,13	Mathematics Team Training	• Mathematics Team training conducted during recesses and long holidays will prepare students for external competitions.	1. Over 60% of feedback from students and teachers is positive.	Whole school year	*Kelvin Ho & Macy Lai	\$2000
6	3,6,11	External Assessment	• ICAS in mathematics will not be made compulsory for all students but participants' assessment results will be used for analysis of the average standard of our students. • The assessment will be used to establish a reference to assess the standards of our students in the long run.	1. Over 60% of feedback from students is positive. 2. Over 60% of teachers involved find the report useful for future planning.	December to June	*Brian Cheung	\$0

Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
Other Learning Experiences							
7	2,7,10,11	Open House	<ul style="list-style-type: none"> Students' work will be displayed for mutual sharing. Mathematics activities and games will be provided to arouse students' interest in learning Mathematics. 	1. Positive feedback from students and teachers.	19 Jan	*Teresa Chan	\$2000
8	2,3,7,9,11,13	Mathematics Talks / Seminars	<ul style="list-style-type: none"> To invite guest speakers from tertiary institutes to conduct Mathematics talks or seminars for our students. 	1. Positive feedback from students and teachers.	Apr to July	*Anthony Lau	\$2000
9	1,2,4,5,7,11	External competitions	<p>Students will be enrolled 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.2 to G.6) (iv) Hua Cup Mathematics Olympiad (G.2 to G.6) (v) The Hong Kong Primary School Mathematical Olympiad (G.5 and G.6) (vi) EDB Hong Kong Primary Mathematics Creative Problem Solving (vii) The HK Primary School Mathematics Competition organized by Po Leung Kuk 	<ul style="list-style-type: none"> 1. Satisfactory results attained by students. 2. Over 70% of feedback from students and parents is positive. 	Whole school year	*Ingrid Wong & Macy Lai	\$5000

			(viii) The H K Professional Teachers' Union Primary Mathematics Competition (ix) Asia Pacific Mathematics Olympiad by Singapore Hua Chong Institution (x) The Multiple Intelligences Cup Mathematics Competition				
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Plan	Aims	Activity	Description	Performance Indicator	Period	Coordinators	Budget
Professional Development							
10	2,3,4,7,10-13	Staff Development	<ul style="list-style-type: none"> To invite guest speakers from tertiary institutes to conduct Mathematics seminars for our teachers. Teachers attend seminars and workshops, and conduct professional development sharing sessions during Mathematics collaboration meetings. 	1. Over 60% of feedback from teachers is positive.	Whole school year	*Grace Ko	\$30000

* Teacher-in-charge

The teacher-in-charge is responsible for collecting data through questionnaires / surveys and completing the evaluation report.

The evaluation report will be submitted to HoD within 2 months after the completion of the events.

General Studies Department Development Plan & Programme Plan (2019 – 2020)

Department Head: Ms. Jackie Lau

Panel Chairperson of Science (G.4-6): Ms. Michelle Ng

Panel Chairperson of GS I (G.1-3): Mr. Louis Hau

Panel Chairperson of GS II: Ms. Sally Yuen

Members:

Ms. Susanna Chung (GS II)	Ms. Alice Lau (GS II & GSII (F))	Ms. Agnes Wong (GS II)	Ms. Astrid Chiu (GS II)
Mr. Billy Ma (GS I, Science & GS II (F))	Mr. Calvin Chan (GS II)	Mr. Edward Wong (GS I)	Ms. Isabella Kwan (Science)
Mr. Ivan Liu (GS I & GS II (F))	Ms. Joey Tsang (GS I)	Ms. Karen Li (GS I)	Mr. Kelvin Ho (Science)
Ms. Mandy Yan (GS II)	Mr. Nick Leung (GS II)	Mr. Philip Wong (GS II)	Ms. Wanetta Lee (GS I & GS II (F))
Mr. Michael Yuen (TA)			

A. Aims and Objectives:

Aims	Objectives
<p><u>GS I</u></p> <p>To let students acquire a body of knowledge, to help them understand the world and pick up the basic skills of scientific inquiry and investigation.</p> <p>To stimulate students' curiosity and to get them to ask questions of the world around them.</p>	<p>1.1 Students will acquire a body of knowledge that will help them understand various aspects of the world that they live in.</p> <p>1.2 Students will learn and be able to appreciate the scientific and technological achievements of the human race.</p> <p>1.3 Students will learn and be able to reflect on the positive and negative impacts of our scientific and technological achievements on the environment, other</p>

<p>To take on the challenges of the subject of science in the later stage of learning.</p>	<p>living things and ourselves.</p> <p>1.4 Students will have the skills and abilities to conduct simple scientific investigations and solve problems independently.</p>
<p><u>Science</u></p> <p>To develop scientific knowledge and conceptual understanding through scientific topics.</p> <p>To develop understanding of the nature, processes and methods of science through different types of science enquiries that helps them to answer scientific questions about the world around them.</p> <p>At the end of their primary education, they will be adequately prepared to take on the challenges of the subject of science in the secondary stage of their learning and are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>	<p>2.1 Students will broaden their scientific view of the world around them.</p> <p>2.2 Students will develop a deeper understanding of a wide range of scientific ideas.</p> <p>2.3 Students will develop science process skills in scientific enquiry and able to draw conclusion based on their data and observation, use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings.</p>
<p><u>GS II</u></p> <p>To arouse students' awareness of their growth and development, and to help them develop a healthy lifestyle.</p> <p>To help students become more aware of the community affairs, understand the rights and responsibilities of citizens and to arouse their sense of civic awareness.</p> <p>To develop students' awareness of their national identity and acquire basic understanding of their home country through inquiry learning.</p>	<p>3.1 Students are expected to acquire basic understanding of the physical, psychological and social aspects of a healthy lifestyle.</p> <p>3.2 Students should possess a positive attitude towards their personal growth and development, and make decisions related to their health and safety.</p> <p>3.3 Students should be able to adapt to the changing needs of society. They should be willing to participate in community affairs and take an active role as a responsible citizen.</p> <p>3.4 Students should be able to develop a concern for the development of China and current Chinese affairs.</p>

B. Issues to be Addressed

- **Strengths:**

1. Different types of learning experiences are provided for students.
2. Students enjoy learning in the spacious school campus.
3. Students can do hands-on activities in the GS Room.
4. There are enough teaching resources to enable effective teaching of General Studies.
5. Students are confident, outgoing, keen and enthusiastic learners.

- **Weakness:**

Due to a tight teaching schedule and insufficient lesson time available for teaching General Studies, not all activities can be implemented.

B. Development Plan (2020-2021)

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

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation
Curriculum & Assessment				
1.2 To further deploy student performance data to inform and support curriculum planning and development to cater for learners' diversity.	1.2.1 To introduce digital assessments for instant feedback and blended project-based learning in the classroom environment.	Sep 20 – Jun 21	<ul style="list-style-type: none">At last one piece of formative assessment for checking students' performance (automarked or marked by the teacher) should be assigned at the end of each teaching module.Teachers should keep a record of their students' progress.	<ul style="list-style-type: none">Changes should be reflected in the SOW or in the minutes of the Collobaration Meetings and highlighted in a different colour to show that changes have been made to address the weaknesses of the students.Records from marksheets reflect the progress of the students.

Major Concern: Third Priority – Student Performance

Intended Outcomes/Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation
Attitude and Behaviour				
2.1 To enhance students' cooperativeness so that they learn to be more compassionate towards others, being more aware of others' need and willing to offer help to those in need.	2.1.1 To introduce more project work in various subjects such that students' cooperativeness would be enhanced. Students will be given the opportunity to develop knowledge and skills through engaging in projects that are set around challenges and problems which they may face in the real world.	Sep 20 – Jun 21	<ul style="list-style-type: none">Students will be given projects, activities and discussion for working in groups at least once a year.	<ul style="list-style-type: none">Students will produce a piece of collaborative work for each core subject.

D. Annual Programme Plan & Budget

Plan	Objectives	Activities	Description	Evaluation mechanism	Period	Coordinators	Budget
1.	3.3 3.4	Activities of National Identity	<ul style="list-style-type: none"> Observe ceremonies for the National Day/ HKSAR Establishment Day Organize activities, such as information display and flag raising ceremony to enable students to learn more about the concept of national identity 	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers Photos taken as a record of the activity 	30 Sept 20 29 Jun 21	Mr. Philip Wong Ms. Mandy Yan Ms. Agnes Wong	\$1,000
2.	1.3 2.1	Environmental Education Programme	<ul style="list-style-type: none"> To promote the importance of environmental protection in school. Programmes include: <ul style="list-style-type: none"> Hydroponic Farming 	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers Photos taken as a record of different activities 	Whole Year	Ms. Michelle Ng Ms. Sally Yuen Ms. Joey Tsang Ms. Isabella Kwan Ms. Wanetta Lee	\$5,000
3.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 3.1 3.2 3.3 3.4	Other Learning Experiences	<ul style="list-style-type: none"> G.S. Field Trips As part of the life-wide learning aspect of the GS curriculum, students will visit places of interest as an extension of the core curriculum 	<ul style="list-style-type: none"> Positive feedback from students, parents and teachers Photos taken as a record of the activity Students complete the pre/post-trip activities/tasks 	2 Nov 20 – 30 Mar 21	Field Trip Coordinators	\$2,000

			<ul style="list-style-type: none"> ● Life Education Activity Programme (L.E.A.P) <p>G.1 – Air to live G.2 – Food for life G.3 – Great to be me G.4 – Body network G.5 – Clear the smoke G.6 – My choice</p>	<ul style="list-style-type: none"> ● Positive feedback from students, parents and teachers ● Students complete the follow-up tasks ● Photos taken as a record of the activity 	22 Feb – 16 Mar 21	Ms. Sally Yuen	\$20,000
4.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 3.1 3.2 3.3 3.4	G.S. Room improvement & resources building	<ul style="list-style-type: none"> ● Furnish the GS Room with teaching resources and turn it into a well-equipped learning centre where students can actively engage in learning activities ● Purchase supplementary textbooks, workbooks and teaching materials of different media that can be used as tools to teach GS. ● Enrich the curriculum through conducting research and designing lessons with enriched content that is not available in textbooks and workbooks 	<ul style="list-style-type: none"> ● Positive feedback from students and teachers 	Whole Year	Mr. Calvin Chan Mr. Nick Leung Mr. Ivan Liu	\$8,000
5.		Staff Development	<ul style="list-style-type: none"> ● Organize workshops and seminars on designing and teaching GS lessons with hands-on activities ● Teachers attend seminars/ workshops held by outside organizations, such as EDB or publishers and share what 	<ul style="list-style-type: none"> ● Positive feedback from teachers ● Photos taken as a record of the activity 	Whole Year	Ms. Susanna Chung Mr. Ivan Liu Ms. Wanetta Lee	\$3,000

			they have learnt during subject collaboration				
			<ul style="list-style-type: none"> IT Exploration and STEM 	<ul style="list-style-type: none"> Positive feedback from teachers Photos taken as a record of the workshop Use of IT in teaching 	Whole Year	Mr. Louis Hau Mr. Edward Wong Mr. Kelvin Ho Mr Billy Ma	\$1,000
6.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 3.1 3.2 3.3 3.4	GS School Team	1. Some students will be selected to participate in different external competitions 2. Some of the competitions will be jointly organized with other departments	<ul style="list-style-type: none"> Positive feedback from students, parents & teachers Photos taken as a record of the activity 	Whole Year	Ms. Jackie Lau Ms. Michelle Ng Ms. Sally Yuen Ms. Alice Lau Mr. Michael Yuen	\$1,500
7.	1.1 2.1 1.2 2.2 1.3 2.3 1.4 2.4 3.1 3.2 3.3 3.4	Cross-curricular activities	Different grade levels will organize various teaching activities with other departments	<ul style="list-style-type: none"> Positive feedback from students, parents & teachers Photos taken as a record of the activity 	Whole Year	Mr. Nick Leung Ms. Karen Li Ms. Joey Tsang Ms. Astrid Chiu Level coordinators	\$3,000

French Department Programme Plan (2020 - 2021)

Panel Members

Head of Department: Mrs. Alexandra MORLEY

Member: Ms Carolina CALDERON

A. Aims & Objectives

<u>Aims</u>	<u>Objectives</u>
1. To develop visible abilities with French language	<ul style="list-style-type: none">● Increase the focus on oral practices in and out of the classrooms with the development of Blended Learning and real life situation in workshops with our partner the Alliance Francaise.● Develop more hands on activities and project-based activities in class and at home with the Virtual Classroom.
2. To develop students' independence and consistency in their learning attitude	<ul style="list-style-type: none">● To guide students in developing learning strategies that would fit better their learning style and their type of intelligence (E.g. Naturalist (nature smart), Musical (sound smart), Logical-mathematical (number/reasoning smart), Existential (life smart), Interpersonal (people smart), Bodily-Kinesthetic (body smart), or Linguistic (word smart), etc.).● To guide through a systematic organization at home that would benefit home learning of the French Language● To develop structured learning materials and to establish a systematic spiral learning in designing framework for the French curriculum.

	<ul style="list-style-type: none"> ● To conduct formative evaluations of students' performance in writing, composition, dictations and projects. Students' learning attitude will be taken into account. ● To consolidate students' learning through the selection of appropriate resources, and to take into consideration Multiple Intelligences in teaching.
3. To provide an accommodating learning context for students	<ul style="list-style-type: none"> ● To give individual support to students with specific and defined needs in the classroom and at home who struggle by providing them with Virtual Classroom resources & activities.
4. To promote students' performance	<ul style="list-style-type: none"> ● To prepare students for the DELF Prim examinations. ● To strengthen their abilities by encouraging them to participate in various competitions such as the French Speech and Dictation Competitions. ● To acknowledge their work by conducting prize presentations during school assemblies.
5. To enhance students' respect for the French culture and their interest in learning French	<ul style="list-style-type: none"> ● To promote the French culture and students' interest in learning French at the School Open House and French Week/ French Days. ● To expose students to the French culture inside and outside the classes through taking part in workshops organized by the Alliance Française or visits to other schools (E.g.FIS, Po Leung Kok Camoes Tan Siu Lin Primary School) or reaching out to students from other countries through exchanges (e.g. Schools in Canada offering a similar programme of French as DBSPD). ● To offer a wide range of reading and comprehension practices through the use of IT resources embedded in the Virtual Classroom together with audio pen technology.
6. To develop teachers' skills in Teaching and Learning French language	<ul style="list-style-type: none"> ● To participate in workshops organized locally, in Asia by AFLE or overseas.

	<ul style="list-style-type: none"> ● To take part in the yearly French Language teacher training organized in France (BELC Nantes) and in Asia (Universtiy BELC – Taiwan/ Taipei – Thailand/ Bangkok), seminars organized locally by AFLEHK (Association of French Teachers in Hong Kong and Macao), and other training opportunities offered in Asia (Taipei and Singapore) by different associations of French Teachers. ● To take part in online seminars that could be organized by the organizations mentioned above.
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B. Issues to be Addressed

● Strengths:

1. The French Department is equipped with various and modern resources for quality teaching (Display areas, French books library, iPens for Junior Grades, iPads for all Grades). The Department provides a highly stimulating learning environment for the students in the French Stream that caters students with various learning profiles.
2. The highly stimulating environment is also being built-up on the Virtual Classroom where resource banks are offered to students for each grade level, enhancing flipped classroom and blended learning in a face to face teaching situation. Also offering the flexibility to go from a face-to-face teaching to remote teaching.
3. Students in the French Stream (in path PA) follow a 6-year progression within the same group of students and with two different teachers. Students, teachers and parents become familiar with one another. They are able to better meet each other's expectations and work toward a common goal with efficiency.
4. The small size classes allow the teacher to better cater for individual needs and offer a comfortable and stress free environment for students to learn.
5. The Department regularly reviews the Programme Plan for systematic adjustments and improvements, following the guidelines from the Common European Framework of Reference for Languages (CEFRL) and the requirements of the French Language Proficiency Test DELF PRIM and the School Development Plan.
6. The school offers a six-year progression in French Language accredited by 3 internationally recognized diplomas (DELF PRIM A1.1, A1 and A2). The intake of students varies from year to year. The school has successfully established a flexible curriculum that integrates students in levels respective to their abilities instead of their age.
7. The yearly French language teacher training in France (BELC Nantes) and in Asia (University BELC – Taiwan/ Taipei – Thailand/ Bangkok), seminars organized locally by AFLEHK (Association of French Teachers in Hong Kong and Macao), and other training opportunities offered

in Asia (Taipei and Singapore) by other associations of French Teachers enable teachers to have continued professional development and be kept up to date with the activities of the 4 fields of learning and teaching: Reading and Oral Comprehension, Writing and Oral. Since the beginning of the pandemic, most of seminars have been offered online as webinars.

8. With its very comprehensive curriculum, the French Department has attracted students to the French Stream with an average of 30 students per year across all year levels.
9. The school promotes the tradition of French Language by integrating an Elementary French Programme (one hour per week for all Main Stream G1 students). It enables students to experience learning an additional European Language. This programme offers our students the possibility to pursue their learning in G2 French Electives.
10. There are now 2 full time French teachers.

● **Weaknesses:**

1. The number of students enrolling in the French Stream in G1 is not stable and varies from year to year.
2. The number of students enrolment has an impact on students leaving primary and going to our Secondary Division (up to 3 in one grade).
3. The high number of entry points for Beginners' classes could create a tension in resources allocation.
4. Potential G1 French students do not have a priority to enter the school due to its competitive admission procedures.

C. Annual Programme Plan & Period

Plan	Aim	Activity	Description	Period
1	1,2,3	How to learn better	<ul style="list-style-type: none"> ● Students will be supported by teachers who work through the learning materials, activities and homework in a structured manner. ● Students will be guided to identify what better suits them in acquiring knowledge and how to achieve learning goals ● Students have a great opportunity to enhance their home learning thanks to all the resources designed by teachers and tools located in the Virtual Classrooms. 	All year long
2	1,2	Develop Reading Practice	<ul style="list-style-type: none"> ● Students must take part in oral activities suggested in their textbooks and presentations of their work. They will have the opportunity to increase the frequency of their practice on the Virtual Classroom and Seesaw. ● Students must develop an additional language acquisition strategy for sound discriminations and vocabulary that complement their reading comprehension. ● Students will develop their reading skills using the audio pen (iPen Ting) that the department has been invested in since 2017. They could easily access the online French readers library which has been put in place since 2020 and made accessible on the Virtual Classroom since this year. 	All year long
3	1, 3, 4	<ul style="list-style-type: none"> ● Open House ● Speech Festival 	<ul style="list-style-type: none"> ● Students take part in projects which involve report-writing, video-taking and role-playing games. ● Students research information on the French Culture and French Language among HK students. They will write compositions on these topics twice a month. ● Students will be engaged in project activities in order to promote reading comprehension and inquiry skills. 	February 2021 November 2020

Putonghua Department Programme Plan 2020- 2021

普通話科工作計劃 (2020-2021)

(一) 本年度發展目標

以「混合式」教育滿足學生的多元學習需要。

1. 普通話科: 充分運用電子學習平台，設計多元化學習活動，增加學生的學習興趣。
2. 基礎漢語科: 運用校本電子教學，增加課堂的趣味性，提高非華語學生的自學能力。
3. 圖書課: 設計多元化閱讀活動，增加學生在課堂運用普通話的能力。

(二) 本年度工作計劃

(甲) 計劃小組成員

科主席：劉巍

組 員：何潔生、徐鈺峰、顧慧儀、陳美穎、殷華峰、楊素敏、毛良盈、王明開、孔垂柳

(乙) 本校現況

強項

1. 校方十分支持推動普通話科的發展，能投放人力資源及空間以改善普通話科的教學。
2. 普通話已擬訂一套一至六年級的校本教材，具獨特性，並能切合本校的課程及發展。
3. 獲教育局額外撥款資助，為非華語學童提供更豐富的資源，以促進教學。
4. 本校每班人數約有 30 人，師生比例適中，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。
5. 基礎漢語每組約 10 人以下，師生比例較主流班收窄，有助教師照顧有嚴重學習差異的非華語班。
6. 本校聘有多名以普通話為母語的教師及教學助理，有助推動以普通話溝通的風氣。

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. 部分學生因中文程度較差而在上課時缺乏學習動機。
3. 家長普遍較重視兒子學習主科的表現，對本科的學習支持相對較少。
4. 非華語學童的學習差異非常大。

契機

1. 學習普通話在現今社會愈見重要，因此家長普遍對本科比以往更重視。
2. 部分教授本科的老師乃中文主流課程的老師，有助加強兩科的溝通及協調兩科的課程。
3. 一至三年級均設補課班，藉以照顧學習差異，協助程度欠理想的學生學習。
4. 為非華語學童而設的基礎漢語班，課程內容較富彈性，能因應學生的能力作課程調適。
5. 運用教育局撥款資助製作校本的基礎漢語班電子教材，能協助非華語學生學習中文。
6. 學校進行優化設施工程，有助推行電子教學。
7. 改為兩次評估後，減輕了學生的考試壓力，亦相對地增加了教學時間來推行專題研習，促進多元化學習。
8. 學生及家長都重視和支持網上教學，多數都能完成網上教學的功課。

危機

1. 本校以普通話教授中國語文科的延伸教材編製校本課程，欠出版社的配套資源，大部分學習材料均由老師製作，所需時間頗多；而且這類校本課程在本地較少見，欠缺可參考的學校例子。
2. 基礎漢語學生網上教學的課節較學校教學為少，難以按照既定教學進度完成教學任務。

(丙) 本科活動

本科活動根據本科總目標的關注事項而計畫，計畫詳見如下：

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 *統籌	財政預算
1	總目標 1, 2, 4, 5	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	收集意見	一年 三次	王明開 (T1) 毛良盈 (T2) 孔垂柳 (T3)	\$500
2	總目標 1, 2, 4, 5, 6	學校朗誦節及其他校外比賽	學校負責派發誦材和報名表，並且收集報名費和表格，指定日期前送至朗誦協會。學生自行訓練和錄影，並上載到指定鏈結。	有潛質的學生	訓練表現 比賽結果	全年	*徐鈺峰 王明開 殷華峰	\$2,000
3	總目標 1, 3,	朗讀龍虎榜	以朗讀計劃的形式進行，學生可透過朗讀已學及自學的文章來累積分數，提升學生朗讀能力及自主學習能力。	1-4 年級	龍虎榜 檢討會議	一學年	*殷華峰 楊素敏	\$2,000

	4, 5, 6							
4	總目標 1, 2, 4, 5, 6	普通話大使 及普通話周	這是一個師兄弟互動的活動。活動由所有六年級普通話班的學生任普通話大使，在課堂上以小組形式設計攤位，並於普通話周內輪流負責當值，讓低年級師弟在活動中學習普通話，亦能培養高年級學生的創意及責任心，發揮兄友弟恭的精神。	大使： 六年級 全體學生參與	學生回饋檢討會議	39 周 舉行 35-38 周 準備	*劉巍 *顧慧儀 陳美穎 楊素敏	\$4, 000
5	總目標 1, 2, 3, 4, 5, 6	班際比賽	由各級老師因應課程及程度，擬訂比賽題目，進行班際比賽，從而透過多元化活動及抓緊學生愛比拼的心理，提高學生對本科的學習興趣。比賽可包括背誦聲韻母、唸兒歌、繞口令、粵普對譯等，題目及形式可多樣化。	1-6 年級	比賽表現收集意見	39 周	毛良盈 孔垂柳 王明開	\$2, 000

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
6	總目標 1, 2, 4, 5, 6	教育劇場	邀請具經驗的劇團到校演出，透過互動的戲劇表演，提高學生對學習普通話的興趣，並加強他們在日常生活中應用普通話的語言能力。	3-4 年級	觀察表現	待定	何潔生	
8	/	參加友校交流活動及專題研討會	鼓勵教師參加友校交流活動、教學講座、研討會作自我增值，以提高教學水平。	全體 教師	參加次數 協作分享	全學 年	劉巍	\$7,000
9	/	製作教材、 購買工具書 及輔助教具 教材	主要由教師購買有關普通話及基礎漢語科參考書籍和教材，特別是普通話教中文的書籍，以協助課程剪材及教學。	全體 教師	借閱次數 協作分享	全學 年	教學助 理	\$5,000
10	/	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，由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	借閱次數 協作分享	全學 年	劉巍	/

Music Department Programme Plan 2020-2021

Head of Department: Mrs. Emily Yip

Members: Ms. May Po

Mrs. Konnie Tam

Ms. Isabella Kwan

Ms. Judy Chu (Music Programme Development Officer)

Aims and Objectives:

1. To develop students' creativity, the ability to appreciate music and to effectively communicate through music
2. To nurture in students the aesthetic sensitivity and cultural understanding
3. To develop students' technical skills in playing music, constructing music knowledge, and positive values and attitudes
4. To enable students to gain enjoyment and satisfaction through participating in music activities
5. To help students pursue a life-long interest and appreciation of music
6. To encourage students to learn at least one kind of musical instrument
7. To promote the appreciation and love of Chinese culture and music in school

Strengths:

1. The School highly supports the development of the Music Department.
2. Teachers are all committed and passionate about music teaching.
3. Students are very enthusiastic about joining music activities organized by our school.
4. The School provides a lot of opportunities for students to perform.
5. Parents are very supportive towards the music activities organized by our school.
6. The School has appointed a team of professional tutors to help develop our music programmes.
7. Most students enjoy singing.
8. 95% of our students can play at least one kind of musical instrument.
9. Our Music Department is given strong support from the Music Department of the Secondary Division.

Weaknesses:

1. Our conductors cannot be given sufficient practice time to do rehearsals for music training groups.
2. There are inadequate venues available to conduct classes or rehearsals of music training groups.
3. Some students engage in many extracurricular activities; they have less time to spend on practicing their instruments, thus affecting their performance.

Programme Plan & Budget:

Plan	Aim	Activity	Description	Period	Coordinator	Budget
1	1,4,5,6	Dizi Music and Erhu Music Intensive Training Classes	Invite potential G2 & G3 students to attend intensive training programme in Chinese instruments, Dizi and Erhu.	From October 2020 to July 2021	M. Po	\$30,000
2	1,4,5,6	Dizi Music and Erhu Music Advanced Intensive Training Classes	Invite potential G3 & G4 students to attend advanced intensive training programme in Chinese instruments, Dizi and Erhu.	From October 2020 to July 2021	M. Po	\$30,000
3.	2,4,5,6,7	Music Appreciation	Music recommended & performed by music teachers & students, including Chinese and Western music	Whole Year	All Music Teachers	NIL
4.	2,4,5,	Music Performance	Music performances presented by professional organizations, other schools and our students.	Whole Year	All Music Teachers	\$10,000
5.	4,8	Music Captains	8-10 potential G6 students will be selected to assist the Music Department.	Whole Year	Emily Yip	\$1,000

Diocesan Boys' School Primary Division

Physical Education Programme Plan 2020-2021

Head of Department : Mr. Ryan Li

PE Teachers : Mr. Nick Leung & Mr. Calvin Chan

PE & Sports Development Officer: Mr. Kam Tse

Aims and Objectives:

1. To jointly organize functions with the Secondary Division to achieve the through-train mode of learning.
2. To improve the physical fitness of students.
3. To encourage students' interest and desirable attitudes towards physical activities. To help students develop an active lifestyle.
4. To cultivate students' positive values and social attitudes such as fair play and good sportsmanship.
5. To develop students' ability to observe, analyze, make judgement and be creative in the process of participating in physical 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 belonging, team spirit and sense of achievement through a series of training and competitions.

Strengths:

1. Students like to take part in physical activities.
2. The School highly supports the development of the Physical Education (PE) Department.
3. The PE Department of the Primary Division is closely bonded with the PE Department of the Secondary Division.
4. PE teachers are professionally trained and are enthusiastic in their teaching.
5. Parents in general have good faith in the wellness of individuals and are supportive of their children to participate in physical activities.
6. The sports achievement of the school teams in the inter-school competitions has positive impact on other students, particularly in their aspirations to do

well in physical activities.

7. 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 additional PE activities.

Activities Plan Table:

	Aims	Activity	Description	Period	Coordinator	Budget
1.	1, 3, 4 & 7	Swimming Gala	Different swimming competitions will be organized for all students. The Finals will be held in the Kwun Tong Indoor Swimming Pool with the Secondary Division.	Heats Cancelled due to COVID-19 epidemic; Finals Cancelled due to COVID-19 epidemic	HoD	\$6,000
2.	3, 4 & 7	Sports Day	Track and field competitions will be organized for all students. The Finals will be held at the Kowloon Bay Sports Ground.	Heats (G1-G6): 14 December 2020; Finals (All G2-G6 students): 20 January 2021	HoD	\$6,000
3.	4, 5, 6, 7	Alternative Sports	Students will have the chance to participate in various sports activities, such as rope skipping, wushu and dragons & lions dance.	Early December 2020 to early February 2021	All PE teachers	\$100,000
4	2, 3, 4, 7	Local / Overseas Training Camp / Competition	Various local / overseas training camps will be organized for School Sports Team A members during major school holidays.	Swimming Training Camp (Summer Holidays 2021) - Tentative	All PE teachers	\$70,000 to \$180,000 depending on the destination and duration of the camp.

Visual Arts Department Programme Plan 2020 - 2021

Visual Arts Annual Programme Plan 2020-2021 (Grades 1-3)

Head of Department (Grades 1-3): Ms. Tracy Yu
Members: Mr. Ken Tsui & Ms. Ellsa Tsarm

Aims & Objectives:

1. To develop students' creativity and imagination through participation in art making and art appreciation activities.
2. To develop students' visual language by using different visual arts forms, a variety of materials and techniques for visual art making.
3. To develop students' problem solving and critical thinking by understanding arts in context through art making and art appreciation activities.
4. To promote students' positive attitude towards art.

Strengths:

1. Teachers have a strong knowledge in both Western and Chinese art practice and history.
2. Teachers can demonstrate a wide variety of teaching styles and approaches.
3. Students enjoy visual art lessons.
4. Parents are supportive of the Visual Arts programme.
5. Abundant material resources are available with strong support given by the school.

Weakness:

1. Space is insufficient. When part of the Visual Arts Room is used as the multimedia arts corner, the space for collaborative art work production becomes limited.

Plan and Activities Table (2020-2021)

Aims	Plan	Descriptions	Period	Coordinator	Budget
1-4	Cross Curricular Integrated Learning	Topics chosen for Visual Art lessons in collaboration with other departments will relate to other disciplines and the whole school programme.	Art Lessons	Tracy Yu (G1-2) Ken Tsui (G3)	Curriculum Development: \$32,000 Teaching Materials: \$140,000
1-4	Artist in School Partnership	Artists from external institutions and organizations will be invited to run art-appreciation and art-making workshops for students. Topics that are not likely to be covered in visual art lessons will be covered.	Art Lessons & After- school Classes	Tracy Yu (G1-2) Ken Tsui (G3)	Seminars and Workshops: \$25,000
1-4	Project Learning/Collaborative Learning	Students will work in group projects that build their generic skills. Collaborative artworks will be displayed around the school and in external venues.	Art Lessons	Tracy Yu (G1-2) Ken Tsui (G3)	Teaching Materials: \$140,000

1-4	Art Appreciation	<p>Students will be introduced to artists, art concepts, movements and various styles of art language.</p> <p>Students learn to appreciate art during lesson discussions, art making and exhibition visits. They develop creativity, imagination, self-reflection and critical thinking skills.</p>	Art Lessons	<p>Tracy Yu (G1-2)</p> <p>Ken Tsui (G3)</p>	<p>Curriculum Development: \$32,000</p> <p>News, Magazines, Books: \$7,000</p>
1-4	Sketch Book (Visual Diary)	<p>Visual Diary is an extension of the art appreciation practice.</p> <p>It focuses on encouraging students' observation, creativity and imagination on their own choice of topics. Teachers may use the sketchbooks as a means to give positive feedback and encouragement to students.</p> <ul style="list-style-type: none"> • Written comments and stamps are given on students' visual diary, e.g "Good work!", "Interesting ideas!", "Keep it up", "Creative mind". • Stickers and credibility notes are also provided as encouragement. 	All-Year Round	<p>Tracy Yu (G1-2)</p> <p>Ken Tsui (G3)</p>	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$140,000</p>

1-4	Students' Art Exhibition	To share our students' artworks inside and outside of school premises that help promote art appreciation, creativity and critical thinking skills.	All-Year Round	Tracy Yu (G1-3) Ken Tsui (G3)	Curriculum Development: \$32,000 Teaching Materials: \$140,000
2-3	Art Competition	All students will be given the opportunities to participate in competitions organized by the school and other organizations in Hong Kong, nationally and internationally.	All-Year Round	Tracy Yu (G1-2) Ken Tsui (G3)	Prizes, Gift & Awards: \$6,000 Printing: \$10,000 Stationery: \$5,000
1-4	Cultural Adventure	To provide opportunities for students to learn outside of the classroom, and to arouse their interests in Visual Arts and promote life-long learning. To further engage students in experiential learning through organizing outings and trips.	All-Year Round	Tracy Yu	Local, Tours / Outings: Transportation: \$3,000
1-2	Extra-curricular Art Classes	To focus on a wide range of multimedia art classes taught by external tutors to cater for the needs of students who wish to develop their artistic potential through various media explorations.	All-Year Round	Tracy Yu (G1-6) Ellsa Tsarm	Self-funded by Parents

1-4	Teaching & Learning Initiatives	<p>To incorporate blended learning into our routine by combining online educational materials and opportunities for interaction online with traditional place-based classroom methods:</p> <ol style="list-style-type: none"> 1. To use iPad Pro to sketch: -Promote art and technology in education -Increase incentive to acquire independent and self-learning skills 2. To use Google Classroom to exchange ideas and feedback: -Make good use of digital survey to encourage students and teachers to give feedback. 3. To use website platform to share more online resources and artworks. <p>To raise students' awareness of the importance of well-being:</p> <ol style="list-style-type: none"> 1. To recruit volunteer Art Helpers to serve during recess time to develop their sense of commitment and responsibilities. 2. To develop a routine for students who are self-motivated and are willing to take up extra work during their spare time. 	All-Year Round	Tracy Yu (G1-2) Ken Tsui (G3)	<p>Curriculum Development: \$32,000</p> <p>Teaching Materials: \$140,000</p> <p>IT Support: \$5,000</p>
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		3. To encourage weaker students to work on their own pace and be more relaxed to complete their artwork during the second recess on a voluntary basis.			
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Visual Arts Annual Programme Plan 2020-2021 (Grades 4-6)

Head of Department (Grades 4-6): Ms. Eva Chui

Members: Ms. Karen Li & Ms. Ng Wan Ki

Strengths:

1. All teachers have art training at tertiary level.
2. The majority of students see art as a 'fun' subject so they enjoy having art lessons.
3. There are ample resources for students to explore a broad range of art media for self-expression.

Weaknesses:

1. Pupil's commitment and motivation in Visual Arts are often conflicted with other subjects/disciplines.
2. It can be difficult to develop students' artistic ability & art-appreciation skills in Visual Arts lessons with only one lesson per week.
3. Assigning at home projects has its limitations as a portion of students have insufficient art & IT resources.

Aims and Objectives:

Aims	Objectives
1. To develop students creativity and imagination	To enhance their creativity and power of imagination through participation in art making and art appreciation activities.
2. To develop skills and processes	Students learn to use visual language, different visual arts forms, a variety of materials and techniques for visual art making.
3. To develop students critical responses	Students acquire abilities to give critical and intelligent responses.
4. To help student understand arts in context	To help students make interconnection between art and other disciplines and build their cultural awareness.
5. To build good attitudes	To help promote students' positive attitude towards art.

Programme Plan Items					
	Aims	Plan	Descriptions	Co-coordinator	Budget
1.	4	Cross-Curricular Integrated Learning	<ul style="list-style-type: none"> • Topics chosen for Visual Art lessons will be related to other disciplines and the VA Department will work in collaboration with other departments. 	Ms. Chui & Ms. Li	Curriculum Development: \$20,000 Teaching Materials: \$112,000
2.	1,2	Art in School Partnerships	<ul style="list-style-type: none"> • Partnerships with other subject departments & working committees to integrate art activities into everyday school life. • Invite artists, other institutions and organizations to run art-appreciation and art-making workshops for the students. 	Ms. Chui	Seminars and Workshops: \$15,000
3.	1,2,3, 5	Project Learning/ Collaborative Learning	<ul style="list-style-type: none"> • Students create group projects which help develop their generic skills. 	Ms. Chui & Ms. Li	Teaching Materials: \$112,000 News, Magazines, books: \$4,000
4	1,3,4	Art Appreciation	<ul style="list-style-type: none"> • Students will be introduced to the language of art. They will be introduced to different artists, art concepts, movements and various styles of art and design. • Students will have art-appreciation sessions during lesson discussion, art-making and exhibition visits to develop self-reflection and critical thinking skills. 	Ms. Chui & Ms. Li	Curriculum Development: \$20,000 News, Magazines, books: \$4,000
5	1-3	Sketchbook (Creativity & Imagination)	Students will use sketchbooks to help develop creativity and imagination, skills and processes. Teachers may use the sketchbooks as a means to give feedback to students.	Ms. Chui & Ms. Li	Teaching Materials: \$112,000

6	3,5	Student Art Exhibition	To display artworks and help promote self-reflection and critical thinking skills on artworks they have created.	Ms. Chui, Ms. Li & Ms. Ng	Teaching Materials: \$112,000 Printing: \$20,000
7	3,5	Art Competition	All students will be given the opportunity to participate in competitions organized by the school, Hong Kong, nationally and internationally.	Ms. Chui & Ms. Ng	Prizes, Gift & Awards: \$ 5,850 Printing: \$20,000 Stationery: \$5,000
8	1-5	Cultural Adventures	To develop opportunities outside of classroom learning and to inspire students' interests in Visual Arts and to promote life-long learning.	Ms. Chui, Ms. Li & Ms. Ng	Local Tours, Outings & Transportation: \$3,000
9	1-3	Extra-Curricular Art Classes	A range of art classes taught by tutors of external organizations to cater for the needs of students who wish to develop their artistic potential through various media explorations.	Ms. Chui & Ms. Ng	Self-funded by Parents Coaching fee to be collected, approx. \$174,000
10		Student Support	School table captains/art ambassadors will be assigned responsibilities to assist peers & teachers running an art lesson or art production each term. Students will gain extra opportunity to further develop communication, organization & leadership skills. Workshops, outings or parties may also be arranged for students as encouragement & reward.	Ms. Chui & Ms. Li	Prizes, Gift & Awards: \$ 5,800 Local Tours, Outings & Transportation: \$3,000
11	1-5	Teaching & Learning Initiatives	Curriculum Explore strategies of IT in Education , by incorporating Blended Learning , which will also include Interactive Learning & cater for learners' diversity. Assessment Use student performance data collected online to inform &	Ms. Chui & Ms. Li	Curriculum Development: \$20,000

			support curriculum planning & development to cater for learners' diversity.		
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Religious Education Department Programme Plan 2020 - 2021

2020-2021 年度宗教科工作計劃

計劃小組

科主任：王健屏

組員：劉巍、何志泉、黃嘉欣、郭嘉恩、

梁凱祈、王貝詩、張千峰、吳鳳婷

本校現況

強項

1. 基督徒老師富工作熱誠，熱心事奉。
2. 能得到多位聖公會牧師的支持及協助推動各項活動。
3. 非本科的基督徒老師也常鼓勵學生實踐聖經的教導。
4. 能透過一星期三天的早會時間，以基督教信仰為本，培育學生的正確價值觀。
5. 部份基督徒老師、社工和牧師有多年良好合作關係並已有良好溝通，有助推動本校師生及家長牧養工作。

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，因此較難把課題深入教授學生。
2. 學校的課外活動較多，學生多以參與其他活動作優先選擇。
3. 學校的空間不足，以致舉辦活動時有較大的限制。

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. 透過各項活動，加強學校的宗教氣氛並吸引師生、家長認識和追求信仰。
6. 透過活動，培養學生的協作、溝通、創造、解決問題等多項共通能力。

(一) 活動方案：

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.	1 2 3 4	個人牧養工作	宗教科老師將向有需要學生提供個人情緒及心靈支援和教導。	全體學生	觀察學生反應及收集教師意見	全年	全體老師	/
2.	1 2 5	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	收集家長及教師意見	九月	*劉 巍 王貝詩	/
3.	1 5 6	歌唱比賽	安排在分級早會時間進行班際歌唱比賽，透過詩歌的頌唱，提升學生對本科的興趣及藉此加強宗教氣氛。	小一、小二學生	觀察學生反應及收集教師意見	試後活動	*王貝詩 劉 巍 郭嘉恩 梁穎茵	\$1000
4.	1 2 4 5	親子聖經班	透過詩歌、遊戲和簡短的信息分享，凝聚校內基督徒家長的力量，建立信仰群體，營造宗教氣氛，傳揚福音。如需停課，建議保持定期在線上開組。	小一至小四的學生及家長	收集家長意見	全年 (每月兩次)	*何志泉 劉 巍 梁凱祈 (小一、二) *王健屏 郭嘉恩	\$2000

							黃嘉欣 (小三、四)	
5.	1 2 4 5	崇拜	配合節期，邀請牧師到校主持開學禮、聖誕節、復活節、升天節及結業禮感恩崇拜，更安排學生到教會參加崇拜。	全體學生	活動後會議	全年 (按節期)	*王健屏 吳鳳婷 聖公會 牧師	\$500
6.	2 5 6	開放日 (佈道活動)	與德育科共同展示有關的學生活動照片及作品，並透過活動來向參觀的孩童及家長述說福音信息。	全體學生	訪問個別嘉賓對開放日的意見	一月	全體老師	\$2000
7.	1 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。	小一至小六學生	學生表現	三月	*郭嘉恩	\$500
8.	1 5	專題 展板	擬訂不同主題(或按節期)，張貼相關的內容於展板上，以加強學校的宗教氣氛，增加學生對本科的興趣。	全體學生	收集學生及教師意見	一年 三次	全體老師	\$500
9.	1 2 3 6	福音營	計劃為小六學生舉行福音日營，透過戶外活動和講員分享信息，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	四月	*王健屏 張千峰	\$3000

10.	2 4 6	飢饉活動 (跨學科活動)	與基督教機構合作，透過互動遊戲及貧富餐，讓學生體驗貧富不均的現象，從而作出反思，學習關心貧窮人。	小六 學生	觀察學生 反應及收 集教師意 見	十一月	*吳鳳婷 王健屏	\$5000
11.	2 5 6	跨學科活動	為深化學生對課題內容的認識，各級教師可透過跨學科會議，與其他科目合作計劃配合相關內容的活動。	全校 學生	學生作品 及老師的 檢討會議	全年	全體 老師	\$2000
12.	1 2 3 4 5	早會	逢星期三由宗教科、基督徒老師或牧師輪流主領，其他時間由校長主領。因應有可能隨時停課或未能舉行早會，故基督徒老師會製作宗教訊息短片。	全校 學生	活動後 會議	全年	*王健屏 聖公會 牧師及基 督徒老師	\$3000
13.	2 3 5	聆聽箱	設置聆聽箱，以收集同學對課題及信仰的疑問。教師可安排在課上回答同學問題，個別面談或請學校的牧師以書面形式回應。	全校 學生	收集學生 及教師意 見	全年	*王健屏	\$2000
14.	5	聖公會 活動	協助相關活動之事務傳達，讓老師及同學得悉教會活動的詳情。	全校 學生	收集教師 的意見	全年	全體 老師	/
15.	5	教師 祈禱會	逢星期四早上(8:00-8:20)舉行教師祈禱會，內容包括默想、分享及祈禱，歡迎所有教師參與。	全體 老師	收集教師 意見	全年	*張千峰 劉 巍	\$1500
16.	5	教師 退修營	按照聖經教導：「得力在乎平靜安穩」。透過舉辦退修會，讓老	本科 老師	收集教師 意見	十二月	*郭嘉恩 王健屏	\$10000

			師能在神面前安靜默想、禱告，以致重新得力。					
17.	5	添置圖書及教具	購買福音書籍供學生借閱及宗教科參考書、教學軟件供老師借用。	宗教科老師	觀察學生反應及收集教師意見	全年	全體老師	\$3000
18.	1 2 5	家長團契	於每次親子聖經班之後，由聖公會池牧師主領。通過考查聖經及活動，尋求神在家長身上所定的使命。	家長	收集家長意見	全年	*何志泉 王健屏 聖公會 牧師	/
19.	1 2 3 4 5	魔術佈道	以輕鬆有趣的形式與學生分享信仰，希望他們相信並接受耶穌基督為個人救主。	全校學生	觀察學生反應及收集教師意見	五月	*王健屏 吳鳳婷	\$2000
20.	1	教師團契	邀請未信主的老師來參加教師團契。藉著詩歌，見證分享及查考聖經，盼望更多同工得著福音的好處。	全校老師	收集老師意見	全年 (每月兩次)	*王健屏	\$1000

*聯絡人

Library Studies Department Programme Plan (2020-2021)

Head of Department: Ms. Cherry Tai

Goals and Objectives

- Library education guides students to use the information effectively to solve problems and to enable them to become life-long learners.
- We aim to achieve our objectives by focusing on the **key task** of “Reading to Learn”.
- We will also focus on developing the following **generic skills** of students: study skills, collaboration skills, creativity, information technology skills, and communication skills.

The objectives of the Library Department are:

1. Student Learning and Teaching

- Staff members of the Library Department will take courses to keep abreast of the trend of education development and the latest teaching pedagogies.

2. Partnership

- The Library Department will organize joint activities between Libraries of Primary and Secondary Divisions to maintain good relationships and rapport between students of both divisions.

Aims and Objectives:

Aims	Objectives	Focus
1. To guide students to read to learn and learn from reading	<ul style="list-style-type: none">• 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 gain knowledge and information from reading	<ul style="list-style-type: none">• Reading to Learn
2. To enhance students' self-learning and life-long learning abilities	<ul style="list-style-type: none">• To equip students with appropriate information literacy skills that will enable them to learn effectively	<ul style="list-style-type: none">• Reading to Learn• Project Learning• Information and Technology for Interactive Learning
3. To build good moral and civic attitudes in students	<ul style="list-style-type: none">• To guide students to appreciate work created by various authors and illustrators• To help students develop a respectful attitude towards others' work, including the concept of copyright and plagiarism• To help students develop a sense of responsibility so that they would take care of the library materials and facilities	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • To continue develop a rich information and multi-media collection with various formats • To provide a good learning and reading environment to students and staff 	<ul style="list-style-type: none"> • Reading to Learn
5. To help all DBS students to cultivate a sense of belonging to the school	<ul style="list-style-type: none"> • To ensure consistency between the classification systems and library systems of the Primary and Secondary Divisions • To maintain good communication with the teacher-librarian of the Secondary Division 	<ul style="list-style-type: none"> • Reading to Learn

Strengths and Weaknesses

Strengths:

1. A relatively large number of students enjoy reading.
2. The annual budget allocated to the Department allows the library to be equipped with a wide collection of books so that students can be exposed to a wide variety of books and their interests in reading can be stimulated.
3. The Library provides a comfortable environment for the students to read.
4. Each class is divided into 2 groups during library lessons and students are exposed to English and Putonghua. In smaller groups, students can concentrate better and enjoy the library lessons.

Weaknesses:

1. Some students only read a particular series of books and do not try to read other books available in the Library.
2. Upper grades students have difficulties in sparing time to go to the Library during recess time.
3. There are a small number of students who do not read much.

Annual Programme Plan & Budget

Plan	Aims	Item	Content	Evaluation Mechanism	Period	Coordinator	Budget
1	1, 4, 5	Reading Environment and Resources	1. Management of School Library (a) Provide check in/check out services (b) Issue overdue notices (c) Keep the library tidy and comfortable (d) Offer advice on library resources (e) Develop and manage the library collection (research before order, order, check invoice, catalogue, import data, print labels, wrap books and stocktaking) (f) Decorate the Library (g) Organize and manage the student librarians (h) Organize the library parent volunteers 2. Budget Management 3. Collection Development (a) English, Chinese and French books (b) Magazines (c) Online resources (d) Classroom Libraries	1. Reading environment of the Library 2. Feedback from the teachers, students and parents 3. Size of collection	Whole Year	Ms. Cherry Tai (Teacher-Librarian) Ms. Evelyn Cheang (Assistant Librarian)	2020-2021 Library budget for purchasing reading materials
2	1, 2, 3, 5	Library Education	1. G.1-G.4 students will be introduced to various reading materials, including picture books, fiction books, non-fiction books, reference books and electronic resources.	1. Students' participation and performance in the library lesson	Whole Year	Ms. Cherry Tai	2020-2021 Library budget

			2. G.1 and G.2 will have story time and learn simple library skills. 3. G.3 and G.4 students will learn the usage of electronic books, the way to use both book-form and online encyclopedia and the classification methods of the library materials (Dewey Decimal Classification and Chinese Books Classification). 4. G.5 and G.6 students will take turns to visit the Library during Reading Period.	2. Students' feedback			
3	1, 4	Cross-curriculum collaboration	1. Various cross-curriculum activities will be held with other Departments throughout the year. 2. Departmental schemes of work will be used as references to understand the special needs of each subject in order to support teaching and learning.	Teachers' feedback	Whole year	Ms. Cherry Tai and other subject teachers	2020-2021 Library budget
4	1, 3, 5	Reading Activities	1. Author Visit/ Talk 2. Book Fair 3. Heifer Read to Feed Programme 4. World Book Day Celebration Week 5. Storytelling Sessions 6. Reading Programme 7. Library Cards for All Children Scheme 8. Books Borrowing Ranking Charts 9. Newspaper and Magazines Subscription	1. Students' participation 2. Students' feedback	Whole year	Ms. Cherry Tai Ms. Evelyn Cheang	2020-2021 Library budget
5	1, 2, 3, 5	Student Librarians	Recruiting, training and organizing the student librarians to 1. assist in the daily operation of the Library 2. keep the Library clean and tidy	Student librarians' performance	Whole year	Ms. Cherry Tai	2020-2021 Library budget

			3. make sure the students behave themselves in the Library 4. help fellow students in using the Library				
6	1	Library Promotion	1. There are display boards introducing various authors and library information. 2. Monthly displays on different topics are set up. New books are displayed.	Students' feedback	Whole year	Ms. Cherry Tai Ms. Evelyn Cheang	2020-2021 Library budget

Computer Studies Programme Plan (2020 – 2021)

Head of Department: Ms. Jessica Chan

Teachers: Ms. Pauline Ip, Mr. Edward Wong, Mr. Alan Ng, Ms. Pency Wong, Mr. Louis Hau and Mr. Billy Ma

Aims and Objectives:

1. To equip students with knowledge and daily life skills in computer operations.
2. To enable students to learn Computer Studies meaningfully and to integrate Computer Studies into learning of other subjects.
3. To foster students' independent thinking, creativity and problem solving skills.
4. To develop students' self-learning, research and life-long learning skills.
5. To stimulate students' interest in learning computer technology.
6. To build up confidence and a positive learning attitude and habit towards the use of computer and information technology.
7. To develop students' leadership and cooperation qualities.
8. To develop students' sense of responsibility and ethical issues when using the computers or information technology.
9. To give students more exposure to external competitions.

Strengths:

1. The school provides excellent facilities for students and each student has a computer to use during lessons.
2. Other subject teachers, e.g. Maths, English and Art teachers, frequently conduct 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 to students.
4. Students are very interested in Computer Studies and are highly motivated during lessons.
5. The curriculum is school-based; therefore it is flexible and kept up-to-date to the latest trends.
6. Lots of educational software is web-based. Students could explore the most updated trend in computer and information technology.
7. Teachers are professionally trained and dedicated to their vocation.

Weaknesses:

1. It is difficult to develop students' IT skills in Computer Studies lessons with only a 30-minute class per week.
2. Many of our students do not have access to desktop computers at home. Instead, they use tablets (e.g. iPads) more frequently. They are not so familiar with the skills required for using the mouse, the keyboard and file management.

Major Concerns 2020-2021

1. To foster STEAM learning in lessons
2. To encourage independent learning and foster relevant skills required for independent learning
3. To incorporate project skills in the curriculum
4. To cater to special educational needs of SEN students
5. To encourage the use of digital learning tools, especially iPads, in learning and teaching
6. To enhance the awareness of ethical use of the School Intranet, the Internet and Google Apps among students of the upper primary

Programme Plans 2020-2021

1. To adopt cross curricular themes with different subjects
2. To build up students' sense of responsibility when using computer and information technology

Annual Programme Plan and Budget:

Plan	Aims	Activity	Description	Method of Evaluation	Period	Coordinator	Budget
1	7, 8	IT Director/ IT Captain	Students will be selected as IT Directors or Captains to assist IT Officers in maintaining order and discipline in the Computer Room during the recesses.	1. The order of the Computer Room during recesses 2. Participation rate of the IT Directors & Captains	Sept 2020 – July 2021	Edward Wong* Alan Ng	Certificates & Book Voucher
2	1-9	External Competition	Innovative Science Contest – mBot Robot (Fukien Secondary School)	1. Results attained by students 2. Students' participation rate	Nov 2020 – Dec 2020	Edward Wong* Jessica Chan	\$3000
			Scratch Animation/Game Design Competition		Oct 2020 – Apr 2021	Billy Ma* Pency Wong	
			Hong Kong Primary Schools Olympiad in Informatics		Dec 2020 – Apr 2021	Jessica Chan* Edward Wong Billy Ma	
			Computational Thinking and the Code2App Contest (HKUST)		Dec 2020 – May 2021	Pency Wong* Alan Ng	
			ROV Challenge (IEEE OES CityU and PolyU) (Underwater Robotics)		Mar 2021 – Apr 2021	Louis Hau* Edward Wong	
			Hong Kong mBot & Arduino Robot Challenge		Apr 2021 – May 2021	Alan Ng* Pauline Ip	

			(https://stemchallenge.hk/)				
			Yu Chun Keung Cup – STEM in Computational Thinking		Jun 2021 – Jul 2021	Pauline Ip* Louis Hau	
3	1-7	STEM Learning Activities	Outsource lessons in Term 1; the topics are: G.1 & G.2: Dash & Dot G.3 & G.4: mBot G.5 & G.6: Micro-Bit	Students' participation rate	Oct 2020 – Nov 2020	Pauline Ip* Jessica Chan	Annual Giving Budget
4	8	Seminar (Internet Safety and Protection of Personal Information)	a) Awareness of Internet Safety issues b) Awareness of Protection of Personal Information over the Web	1. Students' participation 2. Students' behaviour when using the Internet and Intranet	May 2021	Jessica Chan*	\$2000
5	2	Extra-curricular Activity (mBot)	mBot competition-based training course	Students' participation	Oct 2020 – Mar 2021	Alan Ng* Pency Wong	--
6	1, 2	Cross-curricular Activities	G.1 – 2: Cherish Yourself and Your Family	Students' participation	Sept 2020 – Jun 2021	Edward Wong* Alan Ng	--
			G.3 – 4: Love Your Schoolmates and Your School	Students' participation	Sept 2020 – Jun 2021	Jessica Chan* Pency Wong* Billy Ma Edward Wong	

			G.5 – 6: Love Our Society and Our World	Students' participation	Sept 2020 – Jun 2021	Pauline Ip* Alan Ng* Louis Hau	
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Moral Education Department Programme Plan 2020-2021

Head of Department: Mr. Sammy Ho

Member: Ms. Ivy Wong

Aims and Objectives:

1. To organize experiential activities and service programmes to promote pro-social behaviour amongst students.
2. To organize talks and workshops to promote moral values and social skills amongst students.
3. To conduct workshops to promote effective parenting skills amongst parents.
4. To produce teaching videos for students to view online to supplement classroom teaching, and nurture students' character and values through online and face-to-face discussions.
5. To incorporate emotional intelligence into the G.1-3 curriculum so as to enhance students' competence in identifying, expressing and managing their own emotions, as well as recognising, communicating and handling others' emotions.
6. To organize activities and sharing sessions to empower students to overcome their weaknesses and share positive experiences.

Strengths:

1. The School offers students a balanced education for the development of the whole person. The curriculum aims to help students develop effective communication, collaborative and learning skills, a creative and global frame of mind, and critical and analytical thinking by providing a wide range of learning activities that cater for learners' diversity.
2. The School has a strong team of teaching staff who are caring and responsible. The relationship among teachers, students and parents are good.
3. The School and the PTA work in partnership to provide various service opportunities to foster students' commitment to the society.
4. Students are confident, enthusiastic in learning and have a strong sense of pride and commitment to the School.
5. Students enjoy their school life and are ready to articulate their opinions and initiate ideas. Teachers can readily grasp the feelings and values held by students, and accordingly, provide them with suitable guidance to help them build up correct moral values.

6. Many of our students are smart and their minds are analytical. They are capable of discovering new knowledge and construct moral values through discussions and participating in experiential activities.
7. Parents are concerned about the development of their children and are eager to be involved in the school work of their boys.

Weaknesses:

1. Aiming for “best of the best” has a strong influence on our students who would likely be molded to become highly competitive. Parents and students are very anxious about winning in competitions. An increasing number of students are having behavioral or emotional problems caused by stress.
2. Some students are too keen to express their own ideas and opinions, making it difficult for them to respect others and to listen to others’ viewpoints. A greater amount of time is required when group discussion is held and students need to learn to refrain from being too dominant.
3. The majority of our students are raised in middle class families with domestic helpers. Most of them are very dependent in learning, poor in self-management skills and interpersonal skills.
4. The opportunities to perform community services are limited. More opportunities should be extended to all students to foster the commitment of our students to serve the society.
5. Students’ cooperativeness should be enhanced. Our students need to learn to be more compassionate towards others, being more aware of others’ need and willing to offer help to those in need.
6. Some parents show too much care and overprotect their children. They are in need of effective parenting skills.

Annual Programme Plan & Budget

Plan	Aims	Activity	Description	Performance indicator	Period	Co-ordinators	Budget
1	2	G.1 Adaptation Workshop	Strengthen G.1 students' self-management ability and sense of responsibility so as to help hem adapt to their primary school life.	Teachers' observation & feedback from participants	Sept., 20 – Nov., 20	Ivy Wong	\$1,000
2	5	Teachers' and Parents' Workshops on emotional intelligence	Enhance teachers'/ parents' understanding and skills in nurturing students'/ children's emotional intelligence	1. 1 teachers' workshop and 1 parents' workshop will be organised 2. Over 25 teachers and 100 parents attend the workshops 3. Over 80% of the participants consider the workshops beneficial	Sept., 20 – March, 21	Sammy Ho	\$1,000
3	2	Developmental Talks, Activities and Workshops	Promote moral values and social skills amongst students.	Teachers' observation	Nov., 20 - April, 21	Sammy Ho & Ivy Wong	\$5,000

4	3	Parents' Workshops	Help parents strengthen parenting skills, and provide a platform for parents to share positive parenting strategies.	<ol style="list-style-type: none"> 1 three-session workshop will be organised for parents of G.1-3 students 1 three-session workshop will be organised for parents of G.4-6 students Over 80% of the participants consider the workshops beneficial 	Nov., 20 - June, 21	Sammy Ho & Ivy Wong	\$25,000
5	1	Read to Feed Programme	Help students understand the need of poor people in China, and provide an opportunity for students to take concrete helping actions.	Over 130 G.1-2 students will participate in the programme	March, 21– April, 21	Sammy Ho & Ivy Wong	---
6	2	Talk on Healthy Use of Computer	Enhance G.1-3 students' awareness of the importance of healthy use of computer.	Teachers' observation & feedback from participants	May, 21	Sammy Ho	---
7	1	Service Learning and Life Education Tour	<ol style="list-style-type: none"> To understand some of the welfare services available in Taiwan and inspire students to think about how they can help the needy people. To appreciate the beauty of life and reflect on the meaning of their own life. To understand more about the welfare services available in the world and learn to be more willing to contribute to the welfare of people in the local and global communities in the future. 	<ol style="list-style-type: none"> 18 or more students will participate in the tour 85% of participants and their parents consider the activity beneficial 	July, 21	Sammy Ho	---

Electives Department Programme Plan (2020-2021)

Department Head: Ms. Susanna Chung

Panel Chairperson: Ms. Jenny Lo

Members:

Natalie Ng	Rosene Ghafur	Jackie Lau	Sammy Ho
Grace Ko	Ryan Li	Eva Chui	Cherry Tai
Ivy Wong	Pency Wong	Ivan Liu	Anna Wong
Misty Mou	Philip Wong	Ken Tsui	Grace Ku
May Po	Isabella Kwan	Simone Lam	Bianca Yeung
Angela Chan	Amy Mao	Vera Kong	Fiona Tsui
Diana Yan	Meredith Wong	Agnes Lee	Ada Chu
Wanetta Lee	Kelvin Ho	Katie Chan	Joey Tsang
Karen Li	Karen Leung	Konnie Tam	Alice Lau
Candice Wong	Shanice Leung	Tiffany Shum	Michael Yuen
Kam Tse	Judy Chu		

A. Aims & Objectives

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 an academic year.

The general goals of the Electives curriculum are as follows:

1. To enable students to select courses according to their interests and learning style.
2. To help students develop curiosity and interest in learning areas not covered in the core curriculum.
3. To help develop in students a sense of responsibility so that they understand their role as a member of the course that they attend.
4. To develop students' self-learning skills.
5. To highlight the environmental considerations in the 21st century.
6. To promote a positive culture where students learn to appreciate the work of their peers and celebrate the collective learning outcomes shared by members attending the same elective.
7. To promote STEAM education.

B. Strengths and Weaknesses

- **Strengths**

1. The Electives programme is one of the characteristics of our school-based curriculum where students' development can be enhanced based on their individual interests and learning styles.
2. All Elective programmes are highly supported by the School in terms of resources and manpower, which are of great importance to the long-term development of the Department.
3. The Department puts strong emphasis on providing a great variety of learning experiences for students.
4. The Department is given great flexibility in developing our Elective curriculum, and ample resources are readily available.

- **Weaknesses**

1. There are not enough rooms to accommodate the requirement for small class teaching for both the Electives and Gifted Programmes.
2. It is difficult to strike a balance between providing particular electives which are popular among students and those that offer a wider range of exposure to our students but may not be as popular among our students.
3. Classroom management is a challenge for teachers and tutors since students from different classes are allocated to the same elective in a large group.

- **Opportunities**

1. New electives (Korean Culture, Architecture Appreciation, Fun with Balloons) will be introduced each year.
2. Our teachers are professionally trained in the elective they provide according to their interests and competencies.
3. Most of the external organizations specialize in the electives that they provide (e.g. Go Culture, Pasona, Science Workshop, Maths Games, Money Management and African Culture).

4. Our students are given the opportunity to learn from many different tutors from various external organizations and have the exposure to diverse fields of knowledge.

● **Threats**

1. The school suspension (social event and COVID 19) creates a threat for the development of the Department. No electives lessons can be allocated in half-day timetable or through online lessons. Special adjustments have to be made accordingly.
2. The expenditure on running the electives is increasing each year because of the rise in course fees demanded by the external organizations, making the operation of electives a heavy burden on the School.
3. Most of the external organizations (37 out of 55) were identified through tendering processes as required by the EDB (single purchases from \$50,000 to \$200,000). The procedures are complicated, making it more difficult for the School to introduce high quality electives with high costs.
4. Not all students have prerequisite skills and knowledge on a particular area, making it more challenging for teachers and external organizations to design and deliver courses at an advanced level.

C. Annual Programme Plan (2020-2021)

Annual Programme Plan (2020-2021)				Aim	Item			
1	<ul style="list-style-type: none">To further develop a more challenging and comprehensive curriculum to unleash the full potential of students.To maintain a balance of courses of different learning areas to be provided in the electives curriculum.			2 and 5	1-78			
2	To emphasize life-wide learning (students learn in real contexts and authentic settings). The experiential learning experiences will enable students to acquire knowledge that is not covered in regular classroom learning. <ul style="list-style-type: none">Focus on developing students’ language and culture: Japanese, African Culture, German, Korean CultureFocus on developing students’ proper manners: EtiquetteFocus on Art & Design: Drawing on the right side of the brain, 3D Sculpture,中國畫, Tie DyeFocus on Sports which are out of regular curriculum: Rock Climbing, Handball, Rope Skipping, Dodge Ball, Taekwondo, YogaNew elements in elective curriculum:<table><tr><td>Korean Culture</td><td>Architecture Appreciation</td><td>Fun with Balloons</td></tr></table>			Korean Culture		Architecture Appreciation	Fun with Balloons	1 ,2 and 5
Korean Culture	Architecture Appreciation	Fun with Balloons						
3	To enable students to learn through interactions with schoolmates and tutors of external organizations.			3 and 6				
4	To let students choose the electives that best suit their learning styles.			1 and 2				
5	To further develop students’ self-learning skills. (E.g. Be a SMART Learner, Basic Outdoor Survival Skills, Room Escape Challenge and Maths Problem Solving Strategies, etc.)			4				
6	To promote STEAM education. (E.g. VR & AR, Creative Innovator, Creative Computing with Scratch Programming, Introduction to Machine Learning, Food Science and CoSpaces Advanced VR etc.)			7				

Activities Table (2020-2021)

	Course	Content	Evaluation Mechanism	Evaluation Period	Coordinator		
1	Go Culture Course: Beginners (圍棋初班)	See Programme Outline of each elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement Target of each elective	At the end of each term	Tiffany Shum	Shanice Leung	
2	Go Culture Course: Intermediate (圍棋中班)				Meredith		Ivan Liu
3	Go Culture Course: Advanced (圍棋精英班)					Wanetta Lee	
4	International Corner				Vera	Ivan Liu	Diana
5	Elementary Japanese				Bianca	Tiffany Shum	
6	Intermediate Japanese						Anna
7	Money Management				Diana	Vera	
8	Puzzle						Ada
9	Be a Magician				Shanice Leung	Joey Tsang	Bianca
10	Mathematical Games				Konnie	Cherry	
11	Physics Experiments (Electromagnetism)						Jackie
12	Chinese Food Culture 中國傳統飲食文化				May		Amy Mao
13	Handmade Traditional Toys & Play Culture					Amy Mao	
14	FUN with LEGO					Candice	Rosene

15	YOGA for Kids	See Programme Outline of each elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement Target of each elective	At the end of each term	Eva		
16	Collage Art					Karen Li	
17	Science Adventures				Amy Mao	Isabella	Agnes Lee
18	Juggling Matrix (雜耍天地)					Bianca	Joey Tsang
19	天文實驗班				Kelvin	May	
20	Advanced Astronomy Exploration					Judy	Ivy
21	Toy Science				Grace Ku		Meredith
22	Science Adventure Builder				Ivan Liu		
23	初級紙製電路 (Paper circuit)					Anna	Vera
24	Creative Innovator (1.5 hours)				Ivy		
25	Photography						Peter
26	Basic Outdoor Survival Skills 求生技能初探				Wanetta Lee		Grace Ku
27	Art of Paper					Grace Ku	
28	Food Science				Rosene		
29	Learning is Cool - Zoology for Kids				Grace Ko		Natalie
30	Be a SMART Learner					Eva	
31	Korean Culture				Anna		

32	Brain Teaser					Sammy	
33	Architecture Appreciation						Katie
34	Origami				Agnes Lee		
35	Learn from GAMES					Grace Ko	
36	Be a SMART Leader						Angela
37	Think to Speak 環保小先鋒				Judy		
38	探索侏羅紀					Meredith	Candice
39	3D Modeling & Printing				Katie	Jackie	
40	Stormy Chefs				Alice	Natalie	Grace Ko
41	Introduction to Machine Learning	See Programme Outline of each elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement Target of each elective	At the end of each term	Angela	Fiona	Sammy
42	The Chess Academy					Rosene	Fiona
43	Fair Trade Club				Candice		
44	Leather DIY					Simone	
45	Domino Builders 骨牌						Konnie
46	MONOPOLY (strategy & fun)				Isabella		Karen Leung
47	Science Workshop I				Misty	Misty	Karen Li
48	Science Workshop II				Jackie	Kelvin	Alice

49	Room Escape Challenge 密室解難						Philip
50	Etiquette				Fiona		
51	German Beginners						Isabella
52	Fun with Balloons						Wanetta Lee
53	African Culture				Karen Li		Cherry
54	African Performing Art Workshop					Angela	
55	Let's Explore the World				Cherry	Alice	
56	Explore World Heritage						Misty
57	Board Games				Pency	Pency	
58	棋樂無窮						May
59	Coding: Swift Playground						Pency
60	VR & AR				Karen Leung		
61	CoSpaces Advanced VR					Philip	
62	Creative Computing with Scratch Programming						Kelvin
63	Maths Problem Solving Strategies					Konnie	
64	中國畫					Ken	
65	Tie Dye						Eva

66	3D Sculpture	See Programme Outline of each elective	1. Students' Feedback 2. Teachers' Feedback 3. Parents' Feedback 4. Achievement Target of each elective	At the end of each term	Ken		
67	Drawing on the Right Side of the Brain Workshop (14 lessons) #					Diana	Judy
68	Team Building Workshop				Philip	Agnes Lee	Michael
69	Taekwondo (14 lessons) #				Natalie	Katie	
70	Table Tennis				Joey Tsang		
71	Molkky and Dodgebee				Ryan		
72	Rope Skipping				Ada	Karen Leung	
73	Archery					Ryan	Kam
74	Hockey					Michael	
75	Dodge Ball						Ryan
76	Squash				Michael		Simone
77	Rock Climbing				Kam	Kam	
78	Handball				Simone	Ada	Ken