



# **Diocesan Girls' School**

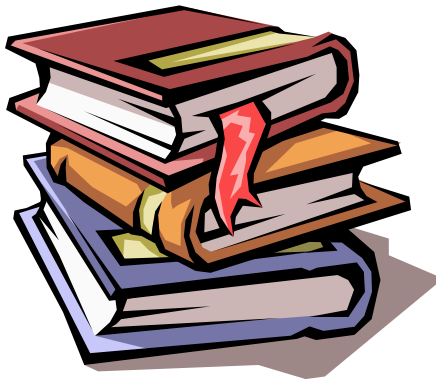
**Annual School Plan  
2004 / 2005**

# Diocesan Girls' School

## School Vision & Mission

Diocesan Girls' School is committed to providing a quality all-round liberal education in the English Language based on broad democratic and humanitarian principles, integrated with Christian teachings and Chinese cultural values.

Through academic and extra-curricular activities, the School offers each student opportunities to strive for academic excellence in order to develop to her full potential. Each student will benefit from holistic development based on Christian principles and sound moral values; develop cognitive and analytical abilities; acquire life, social and communication skills; and function as a confident and responsible member of society.



**Diocesan Girls' School**  
**Annual School Plan**  
**2004 / 2005**

<b>Contents</b>	<b>Page</b>
<b>Introduction</b> .....	<b>1 - 2</b>
<b>Major Concerns (in order of priority)</b>	
<b>1. Student Life Building Programme</b> .....	<b>3 - 5</b>
<b>2. Project Learning (F.1 - 2) and Liberal Education (F.1 Pilot)</b> .....	<b>6</b>
<b>3. A musical production to celebrate the School's 145<sup>th</sup> Anniversary</b> .....	<b>7 - 9</b>
<b>Appendix</b> .....	<b>10</b>

## **The Three Areas of Concern**

**The School is currently exploring a number of exciting possibilities to widen the scope of teaching and learning and to enhance school life at DGS. While we pledge to do our utmost to serve our students, parents and teachers, there has been consensus among all staff to place our primary focus on the following:**

### **1. Student Life Building Programme**

**Within the realms of a local secondary school, it is important not to lose sight of the needs to constantly enrich our students' experiences and to equip them not only with the academic skills needed to negotiate the challenges of a knowledge-based society, but also to help them develop sound values and attitudes with which they can lead a successful adult life. The varied and overlapping strands of student personal growth and development under civic education, moral education, sex education, environmental education and health education will be first neatly organized and systematically tied, and then implemented through the formal and informal curricula. The ultimate objective is to put together a school-based curriculum that caters for the needs of our students at various form levels in their many facets of personal development.**

### **2. Project Learning (F.1 - 2) and Liberal Education (F.1 Pilot)**

**The long history of project learning within the School and the often high standards of student achievement are encouraging signs that our students have developed definite strengths in research work, data analysis, creative design and project presentation. To capitalize on our strength and encourage higher order thinking in critical analysis, an indispensable skill needed for further academic pursuits, the School considers it most important to help the whole student body construct these skills systematically in the junior levels while they are actively engaged in mastering their language and IT skills, essential tools**

that equip them for life-long learning. A whole-school approach to project learning with structured sessions for students will ensure that these skills are adequately polished and refined as our students reach senior forms when they are ready for a free rein in self and focused learning.

To better help students integrate different areas of learning under the Personal, Social and Humanities Education Key Learning Area, the School will initiate a new programme that provides the context for students to build knowledge, apply it to various life tasks and develop their critical thinking in the process. Planned to provide ample opportunities for self-directed learning, an essential element in the process of deep learning, the programme will incorporate specified time for the acquisition of project learning skills as well as time for the subsequent project assignment to be completed before the end of the school year. It is hoped that the programme will eventually prepare students for better mastery of Liberal Studies, a compulsory subject under the new 3-3 system.

### **3. A Musical Production to Celebrate the School's 145<sup>th</sup> Anniversary**

Conscious that we are educating youngsters who will eventually be team leaders and workers in our future society, the School offers opportunities to every single student to learn to play both roles as they grow into young adults. The musical production involving over 600 junior and senior school students both front and backstage in 2000 to celebrate the School's 140<sup>th</sup> Anniversary that has left many fond memories and developed valuable work, problem-solving and communication skills among the whole school will be repeated in 2005, when the School celebrates her 145<sup>th</sup> Anniversary. This is perceived to be a whole-family event as the School steers into a new stage of her history after 2005.

## 1. Major Concern: Student Life Building Programme

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Broaden students' knowledge in the domains of Civic, Moral, Health, Environmental and Sex Education, as well as to help students develop positive values and attitudes</p> <p>(a) Fine tune the Life Building Programme to further widen students' scope of knowledge in the various domains of education and instil in them a set of positive values and attitudes</p> <p>(b) Conduct various activities on different domains in 4 to 6 form periods for different forms as well as during the Mini-summer Term</p> <p>(c) Conduct morning assemblies to inculcate positive values and attitudes</p>	Sept 04 – July 05	<p>Majority of the targeted students express awareness / understanding of the major concepts of the various domains of education</p> <p>Majority of the targeted students are able to identify the values embedded in particular life events</p> <p>Majority of the targeted students have positive feedback towards the activities arranged in the Form Periods and Mini-summer Term</p>	<p>Student survey</p> <p>Teacher observation reports</p> <p>Student self-reflection reports</p>	<p>Student Life Building Team, Civic Education Team, Environmental Education Team, Counselling Team, RK Department, Health Education Group, Conservancy Club, Current Affairs Club, Liberal Education Group<sup>Note</sup></p>	<p>External speakers</p> <p>Relevant teaching kits</p>

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
(d) Conduct staff development activities to enable teachers to keep abreast of the recent development of moral and civic education as well as to incorporate into their learning objectives elements of various domains of education	June 05	Teachers in general are more aware of the need to incorporate into their learning objectives, values and attitudes relevant to their subject context			



## 2. Major Concern: Teaching and Learning – Project Learning

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Student training:  <b>F.1:</b> Students will be trained in project skills and will complete a project on “<i>HK Tourism</i>”. The training will take place in the new Liberal Education lessons and project learning will be an integral part of this subject. The students will have to prepare a written report and present their project work in Chinese as this will also be part of their Chinese Language assignment.  <b>F.2:</b> Students will receive refresher courses in project skills especially in data collection and presentation skills. They will complete a project on “<i>DGS- Past and Present</i>”. This will coincide with the celebration of the 145<sup>th</sup> anniversary of the School.</p>	<p>Nov 04 – Mar 05</p> <p>Sept 04 - Feb 05</p>	<p>Students’ mastery of the skills as reflected in the process of their research as well as their report and presentation.</p>	<p>Survey on the feedback of students</p>	<p>Project Learning Working Group, Liberal Education teachers &amp; F1 Chinese language teachers &amp; F2 English language teachers.</p>	
<p>2. Coordination across different KLAs:            Teachers of various KLAs will be coordinated to supervise F.1 &amp; F.2 students to do a PSHE project. Various formats, such as drama, poster, etc can be used in the reports and presentations.</p>	<p>Nov 04 – May 05</p>	<p>Cross-curriculum projects carried out under the supervision of teachers of different KLAs.</p>	<p>Survey on the feedback of teachers on the coordination and supervision work</p>	<p>Project Learning Working Group</p>	

- ‘Cascading effect’ is realized through alignment of development planning at school, department and committee levels

### 3. Major Concern: A musical production to celebrate the School's 145<sup>th</sup> Anniversary

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Provide script-writing training for a group of students					
(a) Research on the history of the School	June – August 2004	The selected group to go through relevant school archive, read news reports of the mid-sixties and produce notes on the period and the School	Regular meetings with production team teachers who monitor the quality of the work produced	The Musical Production Team	A professional director is invited to monitor the work produced
(b) Regular meetings with production team teachers and the Director	September – December 2004	A story-line is worked out and developed into a musical script	Old girls with experiences in script-writing are also invited to help edit the work. The script is also studied by the production team teachers and then by the Director so that improvements can be made.	The Musical Production Team	A professional director is invited to monitor the work produced

### 3. Major Concern: A musical production to celebrate the School's 145<sup>th</sup> Anniversary

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. Students are given opportunities to gain work, problem-solving and communication skills through participation in a musical production					
(a) Form various teams to take up and coordinate the work of a musical production	Easter holidays	The various teams are selected among junior and senior form students under the supervision of teachers	The teacher supervisors will monitor the work of the group members and give regular reports to the Administrative Team	Teacher supervisors	Outside services could be purchased if the production of some of the sets, props and costumes are beyond the ability of amateurs
(b) Rehearsals and other preparation work would commence after the Final Examinations	June – August 2004	The rehearsals and other work proceed as scheduled	Regular meetings held among all teacher supervisors and the Director to report on the progress and resolve any problems arising	Teacher supervisors and the Director	
(c) Move into performance venue for final rehearsals	Late August to early September before the actual performances	The different teams coordinate their work during all the rehearsal sessions to produce a musical on the history of the School	The quality of the production is carefully monitored	The Production Team and the Director Teacher supervisors	Expenses to be covered by the School

**3. Major Concern: A musical production to celebrate the School's 145<sup>th</sup> Anniversary**

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Final performance on Friday and Saturday evening and on Sunday afternoon	Early September	There is a successful production based on the feedback of the Director, the Production Team, audiences, parents and students	Feedback from audiences, parents, students and the Production Team Evaluation meetings will also be held among all the teams	All participants and audiences	

## **Appendix**

### **School Plan on the Use of the Capacity Enhancement Grant (2004 - 2005)**

As agreed during the Staff Meeting on 14<sup>th</sup> July 2004, there was consensus among all staff members that the Capacity Enhancement Grant for the academic year 2004 - 2005, totaling \$440, 936.77 (a grant of \$416, 604 for 2004 - 2005 plus \$24,332.77 carried forward from the academic year 2003 - 2004) be spent on hiring two extra full-time teachers (employed since September 2002) to teach English Literature, English Language and Science, hence lightening the overall teaching load of the Staff.

Upon calculation, the total expenditure on the salary and Mandatory Provident Fund of the two teachers is projected to be \$458,833.20. Hence, the School has to cover a shortfall of \$17,896.43 using other financial means.