



Diocesan Girls' School

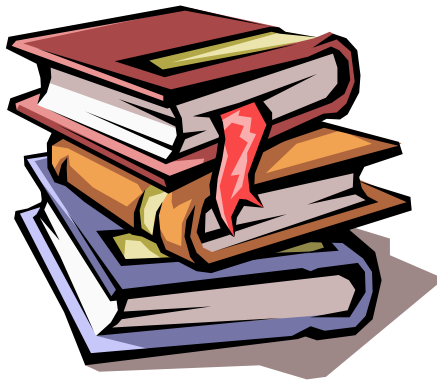
**Annual School Plan
2005 / 2006**

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.



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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. Junior Secondary Liberal Studies

The programme was first piloted in 2004 - 05 in Form One and will be fine-tuned after one year's experience to eventually prepare students for better mastery of Liberal Studies, a compulsory subject under the new 3-3 system.

The endeavour of the team of teachers in the previous academic year means topics / issues selected will better cater to the needs and interests of the students. Also, the focus is on developing the thinking skills of the young learners according to their cognitive development, helping them to identify their own learning objectives, design independent learning tasks that achieve these objectives and be able to critically assess and evaluate their own / peers' work in the process.

2. Staff Professional Development

While staff development has been a major concern of the School all these years and various programmes have been successfully conducted to equip teaching staff with the necessary skills to upgrade their teaching, this is a priority area when the School and, indeed, the whole of Hong Kong, is facing impending curriculum reforms.

As in previous years, the teaching staff will be offered a whole-school development programme to be implemented on three different Staff Development Days throughout the course of the school year. This year, the School focuses on acquainting

existing teachers with the techniques of Liberal Studies teaching to enable some of them to make switches as and when necessary. All teachers in the School will participate in a two-day Teachers' Development Workshop funded by the QEF to get a basic understanding of how drama can be used as pedagogy in the teaching of Liberal Studies and other subjects. To keep abreast of the recent development of the New Secondary School Curriculum and related assessment changes, another workshop will be held to enhance teachers' understanding of the different modes of assessment.

Also, with additional funding offered by the EMB, the School will employ extra staff to help develop Liberal Studies resources and deliver developed materials in class. To these new members of staff, this is a valuable enabling development programme that will help them capture the essence of Liberal Studies teaching and gradually mature as resourceful and motivating teachers of the subject.

3. Form One Set Allocation and Review

The traditional practice of dividing the whole form of students into different English sets has proved to bring beneficial effects in terms of teaching and learning. With extra resources available after joining the Direct Subsidy Scheme in September 2005, the School embarks on a new scheme of dividing the five classes of Form One into seven sets for the three core subjects, English, Chinese and Mathematics. This was done after a Placement Test was conducted among all successful applicants before the school year started. Department Heads and teachers of the three subjects discussed and adopted common objective criteria that allow the students to be placed in two blocks that have parallel lessons for the three subjects following two different time frames. The set system will be further refined after a year long monitoring process to best suit the needs and ability of the students and to maximize the benefits of streaming and smaller class sizes.

1. Major Concern: Junior Secondary Liberal Studies Curriculum

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Design of F.1 Liberal Studies Curriculum</p> <ul style="list-style-type: none"> - design the framework of the school-based curriculum based on last year's experience in trying out F.1 Liberal Education - procure teaching resources and develop teaching materials <p>2. Raise social awareness of students</p> <ul style="list-style-type: none"> - students will be grouped to enquire into hot social issues and present their findings to help raise one another's awareness <p>3. Develop critical thinking skills of students</p> <ul style="list-style-type: none"> - students will receive training on different thinking tools 	<p>July 05 – June 06</p>	<p>Students' awareness of social issues and mastery of the thinking skills as reflected in their assigned work and quiz</p>	<p>Self assessment of students regarding what they have learnt</p> <p>Course Evaluation Survey</p>	<p>Liberal Studies Department: F1 Liberal Studies Teacher</p>	

2. Major Concern: Staff Professional Development

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Conduct staff development workshops to equip teachers with interest, skills and knowledge in using drama for the teaching of Liberal Studies.</p>	<p>Sept 05 – July 06</p>	<p>Teachers in general have an increased interest in using drama as a pedagogy.</p> <p>Teachers have enhanced understanding on the principles of the drama pedagogy</p> <p>Teachers are able to formulate and deliver plans using drama in teaching Liberal Studies and other subjects.</p>	<p>Teacher survey after the staff development workshop and after the implementation of their teaching.</p> <p>The ways drama has been incorporated in the teaching plans written and implemented by the teachers.</p>	<p>Staff Development Team</p> <p>QEF Project Team</p>	<p>Drama specialists, QEF</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. Employ teaching assistants to help the Liberal Studies teachers to collect, compile and prepare teaching materials.	Jan – July 06	<p>Production of a set of teaching plans and resources</p> <p>Liberal Studies teachers have more time available to take part in various professional development programmes to update their professional knowledge and skills.</p>	<p>Teachers’ feedback on the teaching resources</p> <p>Teacher survey</p>	<p>The School Headmistress</p> <p>Staff development Team</p> <p>Curriculum and Studies Team</p>	TPPG
3. Conduct staff development workshop to equip teachers with skills and knowledge in assessment for NSS.	June 06	<p>Teachers have enhanced understanding on different types of assessment.</p> <p>Teachers can use different ways of assessment according to needs.</p>	<p>Teacher’s feedback</p> <p>The ways assessment has been incorporated in the teaching plans written and implemented by the teachers.</p>	<p>Staff development Team</p> <p>Curriculum and Studies Team</p>	DSSOF (Staff Development)

3. Major Concern: Form One Set Allocation and Review - Streaming Form One Students into Different Sets in the Subjects of English, Chinese and Mathematics.

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>Objectives</p> <p>1. The English , Chinese and Mathematics Departments will allocate students of the 5 classes of Form One (1U,1W,1X,1Y and 1Z) into 7 sets(Sets A,B,C,D,E,F,G) for each of their respective subjects. The purpose of this are threefold:</p> <p>(i) To enable students to gain maximum benefit from set allocation, allowing teachers to tailor teaching content and pace of teaching to suit the students' needs.</p>	<p>April 05 – Aug 06</p>	<p>Students are allocated to respective sets and their learning objectives are achieved during the course of the academic year.</p>	<p>Placement Tests</p> <p>Three different placement tests are set for each subject to rank performance of the Form One intake. Students are assigned to Sets based upon the performance in the placement tests.</p> <p>For the Language subjects all skills are tested including listening, usage, reading and writing. Oral skills are assessed during interviews for non-DGJS students. The</p>	<p>Department Heads and Teachers responsible for drafting, marking and inputting data of the Placement Tests for the different subjects.</p> <p>Final list of Form One set allocation approved by Department Heads and Headmistress.</p>	<p><i>Facilities (IT facilities and venues such as the School Hall)</i></p> <p><i>Extra personnel required for conducting Placement Tests</i></p> <p><i>Spreadsheet facilities for streaming purpose</i></p>

<p>(ii) To keep class sizes to a level wherein students are able to benefit from smaller class size teaching.</p> <p>(iii) To allow effective and efficient allocation of teaching resources and personnel to cater for the needs and abilities of students; including non-parallel lessons so that different classes can benefit from use of the same teaching packages, resources; facilities etc.</p> <p>2. The English, Chinese and Mathematics Department will monitor the performance of students within their respective sets during the course of the year to ensure that students have been allocated to sets which most benefit their learning</p>		<p>Mechanism in place to allow students who have performed exceptionally well/poorly compared to their peers within the set to be promoted /demoted at the</p>	<p>performance of DGJS students in Primary Six is taken into consideration.</p> <p>Teachers of each Set class monitor the performance of students in their sets throughout the year. Methods of assessment may be in the form of quizzes, tests, homework</p>	<p>Department Heads and Set Teachers of the respective Departments.</p>	
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<p>outcome. Mechanisms will be in place to allow students to move sets in either direction at the end of each academic year, if warranted.</p> <p>Strategies :</p> <p>1. Form One Place Tests In May of the academic year prior to entry in September all successful Form One applicants are asked to sit the Form One Placement Test held at School. These Tests encompass the different skills required by the different subjects. There is also a Putonghua test for those who may be able to learn Chinese in Putonghua in Form One.</p>		<p>end of the academic year, subject to the Set Teacher's recommendation.</p>	<p>assignments, participation in class, as well as the performance in internal examinations held in December and June.</p>		
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<p>2. Evaluation meetings Evaluation meetings are conducted by Subject Teachers and Department Heads of each subject to monitor progress of students in their respective sets.</p>			<p>A recommendation list is generated by the Set Teacher at the end of the year for promotion/ demotion between sets based upon performance and overall ranking of the students for each of the three subjects.</p>	<p>Department Heads and Set Teachers of the respective Departments.</p>	
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Appendix

School Plan on the Use of the Capacity Enhancement Grant (2005 - 2006)

As agreed during the Staff Meeting on 8th July 2005, there was consensus among all staff members that the Capacity Enhancement Grant for the academic year 2005 - 2006, totaling \$405,727.00 be spent on hiring five additional part-time teachers to teach English Literature, English Language, Chinese Language, Visual Arts, Music and Psychology, hence lightening the overall teaching load of the Staff.

Upon calculation, the total expenditure on the salary and Mandatory Provident Fund of the five teachers is projected to be \$461,260.80. Hence, the School has to cover a shortfall of \$55,533.80 using other financial means.

Annual School Plan 2004 – 05 Report

Student Life Building Programme

The Student Life Building Team continued to conduct various activities on different domains of education, i.e. civic, moral, sex, health and environmental education. On the whole, five to six form periods in each form were earmarked to conduct SLB activities to widen students' scope of knowledge in the five domains and to instil in them positive values and attitudes. In addition, as part of the SLB programme, some workshops, talks and visits were held during the Mini-summer term. Morning assembly continued to be an integral part of moral education programme, which aims to inculcate our students with positive moral values and attitudes. As reflected by student survey and teacher observation reports, the feedback of the activities was in general positive.

A staff development programme on moral and civic education was held on 1st June 2005. The Chief Curriculum Development Officer (MCE) of the EMB, Mr. Cheung Wing Hung was invited to conduct a workshop on Civic and Moral Education. With the emphasis on the aims and objectives of civic education, in his enlightening talk, Mr. Cheung reminded staff of the needs to nurture our students with positive values and attitudes necessary to be quality citizens of the community as well as the nation.

In May 2005, the Team compiled the findings of the survey conducted in the previous year into a comprehensive report. In the report, the current SLB programme was looked into and concrete recommendations regarding the approach and future directions of conducting the SLB programme were made. The survey findings were presented to staff by the respective teacher co-coordinators of the 5 domains during the Staff Development Day on 1st June 2005 (before Mr. Cheung's talk). Each Department Head was then given a copy of the report as reference to incorporate and strengthen different domains of education in the department's curriculum design.

Project Learning (F. 1 – 2) and Liberal Education (F. 1 Pilot)

Students

Form One

- Under the theme for this year F.1 project, “Hong Kong Thematic Tour” (香港專題自由行), students had to design and plan a tour for foreign tourists based on a special theme (e.g. architecture or nature). F.1 project learning has been incorporated into the Liberal Education (L.E.) syllabus, thus allowing some of the workshops to take place during L.E. lessons. The Chinese Language teachers continue to equip students with the necessary writing and oral presentation skills and the mark for the written report contributed to their final Chinese Language term mark.
- Administratively, the implementation of project learning was much smoother for F.1 this year as L.E. teachers were able to keep a closer track of the progress of the students throughout the year. In addition, the students were able to perceive project learning as part of their formal curriculum.
- From the survey forms received, the results were very similar in most categories to those obtained from the F.1 students of the previous year; as both groups of students started fresh as new secondary school learners. Their attitude and knowledge on project learning were more or less the same. In this year’s project working workshops we stressed more strongly thinking and data collection skills and this was reflected in their feedback. On the negative side many students still considered project learning an extra burden on top of the many new things they are exposed to in F.1 and some did not find this style of learning particularly enjoyable.

Form Two

- For F.2, the theme adopted was “DGS- a subject based investigation”. Students had to investigate an aspect of DGS based on a topic or a combination of topics. For example they may want to study the science education in DGS over the past 50 years or the architecture of the school buildings. As F.2 students still do not have L.E. as a formal subject, project learning remains an assignment outside their normal timetable. However their English teachers continue to train them in their report writing and oral presentation skills during their English lessons.

- As this group of students proceeded to their second year in project learning, the feedback received from their survey was mostly positive and encouraging. Overall most students understood the objectives of project learning and were able to handle some of the skills in a more positive way. There was also an increase in the number of students who found project learning enjoyable and many were able to work with their partners harmoniously. As project learning started a lot earlier this year (September instead of December), almost all students found they had plenty of time to complete their work.

Teachers

- Some teachers commented that the projects were still unrelated to what students were learning and the topics were not interesting enough.
- The following was found from the evaluation forms of the teacher advisors
 - o Almost all teachers (except new teachers) understood the objectives of project learning.
 - o Many of them were more confident and experienced in being a teacher advisor.
 - o About 85% of the teachers found the workload of supervising projects reasonable (compared to 75% in the previous year).
 - o To them the F.2 students were more independent than the F.1 students
 - o Many teacher advisors had difficulties in arranging progress meetings with their students
and would like to have more time to hold progress meetings with them, especially the
F.2 teacher advisors.
 - o Many teachers would like to see project learning incorporated into the formal curriculum (mostly F2).
 - o Some teachers would like project learning to be more subject based.

The 145th Anniversary Celebration Musical

The 145th Anniversary Celebration Musical “The DGS Girl” was successfully staged on 2nd, 3rd and 4th September at Sha Tin Town Hall.

As 145th anniversary is a significant milestone of DGS, an original production based on the history of the school was created. After interviewing old girls and referencing school archives, the production team came up with a captivating story which features the school history and the life of DGS girls.

The production team, comprising teachers, students and outside professionals, started working on the story in July 2004. Auditions for actresses, singers and dancers were held in January 2005. The response was overwhelming; more than two hundred students attended the auditions. During Chinese New Year and Easter holidays, students came back almost every day, working on the basic blocking for the musical. Recruitment for other teams, such as the make-up team and the backstage crew, started in April and, once again, applications poured in. After the examinations in June, the intensive rehearsals commenced. The students sacrificed their summer holidays and went back to school for rehearsals. Most of the students had no stage experience before. Under the guidance of the professionals and the teachers-in-charge of the production team, the students learnt how to act, sing and dance, gaining invaluable artistic knowledge and building up an impeccable teamwork spirit.

The DGS Girl was an original musical of an impressive scale even by professional standard. It involved a total of more than seven hundred devoted students of the cast, the orchestra, the backstage chorus, the backstage crew, the props team, the make-up team, the costume team, the audio visual team and other supporting teams such as the catering and the security teams. It was not only an original production, but was also an original student production: the students wrote their own script and lyrics under the guidance of the teachers-in-charge and outside professionals of the production team.

The DGS Girl would not have been such an immense success without the help, given with devotion of the same (if not greater) magnitude, by the school’s Parent Teacher Association and Diocesan Old Girls’ Association Ltd. They donated money for producing the set, costumes and other expenses with utmost generosity. Parent helpers also helped in various aspects throughout the production and contributed significantly.

The DGS Girl is a reflection of the DGS spirit, which is not only described in the story itself, but perhaps more importantly was also displayed during the rehearsals. With the joint effort of the students, teachers, parents, old girls and outside professionals, the musical received very positive feedback from the public, which is a precious reward to all the students who participated in the production.