



Diocesan Girls' School

Annual School Plan

2006 / 2007

School Vision & Mission

Our Vision

It is our vision to be a leading school in China and the Asia-Pacific region, producing female graduates of noble mind, who blend naturally Christian values, Chinese traditions and culture, and democratic ideals, to contribute proactively in the international community.

Building on a legacy of distinction, it is our vision to serve as a model for effective teaching and learning in a dynamic educational environment where students achieve their maximum potential and gain a love of lifelong learning, and teachers excel in pedagogy, stimulating young minds and encouraging them to extend excellence beyond the classroom.

Our Mission

We aim to provide each and every student with an ideal learning environment to grow and excel from the time she begins her education journey in Primary 1. We pledge to do the utmost possible to offer our students a vibrant and enjoyable education opportunity that equips them for lifelong challenges.

We focus on:

- promoting a holistic development strategy based on Christian principles and sound moral values;
- offering a liberal arts, science and technology curriculum to cultivate a spirit of intellectual exploration and to develop analytical skills;
- providing a wide range of extra curricular activities to acquire life, social and communication skills;
- recruiting and retaining well-qualified, committed and caring staff; and
- providing high quality teaching facilities to fulfil the current and future needs of students.

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The Three Areas of Concern

The School is currently making plans to implement the NSS Curriculum starting from Form Four in September 2009 and align the scope of teaching and learning with curriculum changes in Hong Kong and the entrance requirements set by overseas and local universities. Hence, the approach to teaching and learning will undergo significant changes.

Administratively, a new Student Card System is adopted for attendance taking and fees collection from September 2006. Under this system, parents can monitor the arrival and departure times of their daughters online while fees can also be collected more efficiently. Then to pave way for more effective teaching and learning, a new 7-lesson per day timetable is adopted so that each lesson is lengthened. Also, with goals set on delivering new programmes and further enhancing school life at DGS, there is a need to redevelop part of the school premises to accommodate a larger school community as school expansion continues from Form Two onwards.

In all this we pledge to do our utmost to serve our students, parents and teachers, after arriving at consensus among all staff to place our primary focus on the above in the following three years from 2006/07 - 2008/09:

1. Preparation for the NSS Curriculum

The Education and Manpower Bureau is devoted to helping school leaders adopt an updated vision in the education of secondary school students through the ‘The Future is Now: Vision to Realisation School Leaders Workshop for Planning 334’ held in 2005 - 06. The three-day workshop has given the Headmistress and four members of the senior staff a most valuable opportunity to examine the underlying concepts supporting the latest teaching and learning strategies and the approach to implement curriculum changes through the following areas: a. Curriculum and Pedagogy, b. Assessment

and c. the development of the student profile. Immediately after the workshop, staff members become involved in the work by joining one of three working groups, namely, the Curriculum and Pedagogy Working Group, the Assessment Working Group and the Student Profile Working Group to develop implementation plans and strategies to ensure that students entering Form One in September 2006 will be well-equipped for the first Hong Kong Diploma of Secondary Education Examination conducted in 2012.

The School does not only recognize the importance of structuring the senior secondary curriculum but is also convinced of the need to make corresponding changes in the junior secondary curriculum to equip students with the necessary skills to study the four core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) and other optional subjects to be offered. Life-enrichment programmes in the areas of cultural interest, voluntary service, career-related exposure and international and local issues will also be designed for students at different levels to develop their competitiveness and open them to higher achievements according to their competence and aspirations.

2. School Adjustment after the implementation of the new timetable and the Student Card System

A new 5-day-per-week 7-lesson-per-day timetable has been proposed and adopted for use starting from September 2006 to enable teachers to develop students' higher order thinking skills and deepen learning in the classroom. As part of the plan to prepare the whole school for the NSS curriculum starting with Form One in 2006 - 07, teaching strategies and lesson structure of all subjects will be modified correspondingly. To maximize the positive effects brought by the new timetable, students and teachers will be able to offer valuable feedback on this new daily schedule so that further modifications, if necessary, can be made to enable the whole school to adjust to the changes.

To minimize teachers' administrative burden and to be more accountable to parents regarding student arrival and departure, the Student Card System is adopted and will operate from September 2006 onwards, allowing the School to record students' arrival and departure times using scanners placed at the school entrance. Parents who wish to be certain of their daughters' safety can check these movement records online using an account offered them by the School. Apart from student attendance, the System also offers a fee collection service, which will ensure a more accurate and efficient process as a variety of fees can be collected from varying groups of students at different times of a school year. The procedures of student attendance and fees collection may need finer streamlining as the use of the System matures in the course of the next three years. Careful monitoring of the System and regular contacts with the Service Provider will allow the System to operate smoothly and efficiently, to the satisfaction of teachers, parents and students.

3. The School Redevelopment Plan

The completion of the School Improvement Project, during which various teachers shared their vision on how school premises improvement enables the latest programmes to be delivered to offer students a vibrant school life, has become the opening chapter to a larger and more comprehensive school redevelopment plan that is essential to a growing school, which sees the number of classes in each level increasing.

In consultation with the various stakeholders, the School Council has approved plans to rebuild the Centenary Hall, the Gibbins Block and the Hurrell Block. Before the school year ended in July 2006, members of the Senior Staff Management Team attended a briefing session with the Architect and offered input on the needs of various departments, which the Architect will incorporate as he modifies his building plans.

The newly developed blocks will see an enlarged School Hall, an independent new Chapel, an indoor swimming pool above the Hall and upgraded library and special room facilities to allow various whole-form programmes to be conducted in different parts of the School. Learning outside the classroom will be further enriched as speakers and organizations will be invited to conduct talks and activities during and after school hours while various cultural interest and music classes will run simultaneously during lunch or after school. To realize plans for the above-mentioned, a fund-raising target of HK \$250 million is thus set.

1. Major Concern: Preparation for the NSS Curriculum

| Objectives and Strategies | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|-----------------------------|---|--|---|--------------------|
| <p>1. Curriculum & Pedagogy</p> <p>(i) Design of NSS curriculum</p> <ul style="list-style-type: none"> - Explore the subject options to be offered in NSS curriculum - Enhance smooth interface between the junior and senior secondary curricula, for example, <ul style="list-style-type: none"> (a) pilot F.2 Liberal Studies and design F.3 Liberal Studies for 07-08 to facilitate interface with NSS Liberal Studies, (b) introduce F.3 Economics & Commerce to facilitate interface with NSS Economics / NSS Business, Accounting & Financial Studies | <p>Sept 06 – Aug 07</p> | <ul style="list-style-type: none"> - Proposal of the subjects to be offered submitted for the School’s consideration - Over 50 % of the F.2 students reveal that the course has enhanced their knowledge and thinking skills - Development of the framework of the F3 Liberal Studies curriculum - Increase in awareness and interest of the students in Economics & Commerce | <ul style="list-style-type: none"> - Evaluation in Senior Staff Management Team meetings - Student Course Evaluation - Evaluation by members of the Liberal Studies Department - Student Course Evaluation | <p>Curriculum Studies Team, Curriculum & Pedagogy Working Group, Department Heads</p> | |

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| <ul style="list-style-type: none"> - Explore new programmes for OLE, e.g. <ul style="list-style-type: none"> (a) Introduction of Literature Appreciation Project (Aesthetics Development) (b) Introduction of Drama courses (Aesthetics Development) (c) Introduction of sports training courses (Physical Development) (d) Participation in Service Learning projects outside Hong Kong (Moral and Civic Education & Community Service) (e) Participation in Charity projects (Moral and Civic Education & Community Service) - Explore programmes for a diversified curriculum, for example, <ul style="list-style-type: none"> (a) Introduction and expansion of Cultural Interest Classes e.g. Spanish, French, Japanese, Putonghua (National Standard) (b) Continuation and further exploration of different learning experiences outside Hong Kong, e.g. exchange programmes with China, Australia, Singapore, etc. (ii) Re-visit pedagogy <ul style="list-style-type: none"> - Different subject departments re-visit their teaching strategies - Continual encouragement of the culture of | | <ul style="list-style-type: none"> - Implementation of new OLE programmes - Arousal of interest among student participants of the various OLE programmes - Implementation of diversified learning programmes - Over 70% of the participants are satisfied with the courses - students are given learning experiences outside HK - Teachers have enhanced understanding on different pedagogies - Teachers can adapt | <ul style="list-style-type: none"> - Student Survey - Student Survey - Student reflection and evaluation form - Teachers' feedback | | |
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| <p>peer observation</p> <ul style="list-style-type: none"> - Teachers attend various NSS Development Programmes on Teaching and Learning to be updated of latest pedagogies <p>2. Assessment</p> <p>(i) Re-visit assessment</p> <ul style="list-style-type: none"> - Different subject departments re-visit their formative and summative assessment and introduce the practice of daily reflection of teaching and learning - Different subject departments regularly review their assessment methods in departmental meetings <p>(ii) Re-develop school assessment policy</p> <ul style="list-style-type: none"> - Prepare a draft of the assessment policy for departments' consideration - Prepare check lists on formative assessment <p>(iii) Train students</p> <ul style="list-style-type: none"> - Acquaint students with the nature of assessment in NSS curriculum through subject teachers <p>3. Student Learning Profile</p> <p>(i) Explore the structure of the DGS student learning profile and prepare a draft of the</p> | | <p>different strategies to cater for learning diversity</p> <ul style="list-style-type: none"> - Teachers use formative and summative assessment methods to enhance student learning - assessment reviewed in meetings and recorded in the minutes - Draft of the policy developed and given to departments for their consideration and feedback - Teachers have familiarized students with different assessment methods to enhance their learning - Proposals submitted to the School for | <ul style="list-style-type: none"> - Teachers' feedback - Evaluated in Student Learning Profile | <p>Assessment Working Group, Department Heads</p> <p>Student Learning Profile Working</p> | |
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| <p>profile to be tried out on F1 students</p> <ul style="list-style-type: none"> - research on different models of student learning profiles - collect views and relevant information from department heads - write the first draft of the structure of the DGS student learning profiles <p>(ii) Design and develop an electronic platform</p> <ul style="list-style-type: none"> - study the feasibility of developing an electronic platform - design an electronic platform and test it <p>(iii) Train F1 students to develop their learning profile</p> <ul style="list-style-type: none"> - run workshops for students - students design their own presentation profile | | <p>consideration</p> <ul style="list-style-type: none"> - electronic platform developed - positive feedback from teachers - F1 students know what a profile is and can prepare one for themselves by the end of the school year | <p>Working Group meetings</p> <ul style="list-style-type: none"> - Teacher survey - Student survey | <p>Group, Department Heads</p> <p>Student Learning Profile Working Group, IT department</p> | <p>\$200,000</p> |
|--|--|--|--|---|------------------|

2. Major Concern: School Adjustment after the implementation of the new timetable and the IP Card System Student Card System

Date of first implementation is 1st September 2006

| Stages and Objectives | Time Scale | Success Criteria | Methods of Evaluation | Assessor |
|---|------------------------|---|---|-------------------|
| Planning | Feb 2006- June 2006 | I. A Student Card Team is set up II. School approval to implement the system is secured III. Logistics of using the student card to take attendance and collect fees are listed IV. Student guidelines and staff guidelines are drafted; V. Relevant forms for check-in, check-out, payment request, etc. are printed | Meeting minutes of the Student Card Team, Production of guidelines and forms | Student Card Team |
| Trial period | June2006- July 2006 | I. No major problems are detected with a sample of 7 classes II. Briefing sessions for stakeholders (teaching staff, non-teaching staff, students and parents) are conducted | Observation, Records of meetings | Student Card Team |
| First term of implementation a. To provide an accurate, easy-to-use and efficient system of attendance taking for teaching staff, non-teaching staff and student body, which are increasing in size after turning to the DSS mode of operation b. To provide student attendance records for parent information, school reports and student profiles. | Sept 2006- Dec 2006 | I. System hardware: zero frequency of breakdown; accurate time records; minimal number of faulty cards II. System software: user friendly III. Daily student attendance taking: acceptable number of girls not registered by the system in the morning; acceptable number of girls signed-in in the office in the morning; short queues in the morning, at lunch and after | Observation and records | Student Card Team |

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| <p>c. To streamline the process of attendance taking especially for whole school functions outside the school campus</p> <p>d. To provide a more efficient way of taking teaching staff attendance by automation so that staff do not need to sign in and out manually.</p> <p>c. To provide a more efficient way of taking non-teaching staff attendance by automation</p> <p>d. To provide more time to staff for teaching and learning by centralizing and automating fees collection at the school office</p> | | <p>school; more girls swipe their card on weekends; clerks-in –charge can operate the system; easy migration from webSAMS; no need for staff to carry out gate duty in the morning</p> <p>IV. Standalone student attendance taking: reasonable time for merging data into the main databank; girls can use the system in an out-side- school setting</p> <p>V. Teaching staff attendance taking: the whole staff will use the system towards the end of the term</p> <p>VI. Non-teaching staff attendance taking: the feasibility of implementation based on the review at the end of the first school term will be explored</p> <p>VII. Fees Collection: all students have paid into their PPS accounts at the end of the school year; number of items to be collected using the system will increase over the year; a small number of items still to be collected in cash</p> | | |
| <p>First year of implementation</p> | <p>Sept 2006- July 2007</p> | <p>The above area and assessment criteria will be used in the review at the end of the school year</p> | <p>Observation and records</p> | <p>Student Card Team</p> |

New timetable format (7 periods x 5 days per week)

| Objectives and Strategies | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|--|---------------------------|--|--------------------------|--------------------|--------------------|
| <p>Planning Study possible alternatives to the existing timetable (i.e. 9 periods x 5 days)</p> | Feb 2006- June 2006 | Decide to implement a new timetable format in 2006-07 | Meeting minutes | SSMT | |
| <p>First term of implementation</p> <p>a. To allow greater instructional flexibility</p> <p>b. To allow more active student participation in classroom work</p> <p>c. To enhance the opportunity of teachers to meet the specific learning needs of individual students</p> <p>d. To reduce the time required for student movements in changing classes</p> | Sept 2006- Dec 2006 | <p>a. The use of various teaching strategies not used so frequently in the previous years, especially those requiring more time to deploy.</p> <p>b. The occurrence of more interactions between the teacher and the students with enhanced teacher-student relationship</p> <p>c. Individual students can learn more effectively</p> <p>d. The disruption caused by frequent movements is reduced</p> | Observation, Feedback | SSMT | |

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|---|-------------------------|--|--------------------------|------|--|
| e. To better prepare the student cohort (2006-07 F.1 students) for the NSS curriculum which starts in Sept 2009 | | e. Teachers use teaching strategies to help develop the higher order thinking skills to prepare the girls for the NSS curriculum | | | |
| First year of implementation | Sept 2006- July 2007 | The above assessment criteria will be used in the review at the end of the school year | Observation and Feedback | SSMT | |

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|--|---|--|--------------------|------------------------------------|
| 3. Use technology to give us the competitive edge <ul style="list-style-type: none"> - Donors and donations recorded into in the databank - Design and develop analytical reports using Raiser’s Edge - Design, develop and implement process and procedures for data entry - Implement Development Office Library (DOLIB) using eClass | 2007 2007 2007 2007 | <ul style="list-style-type: none"> - Add to databank: New DGS students/ parents, annual appeal donors for the past 3 years, Committee members of PTA, DOGA, Fundraising, Foundation, and Council, and Past Donors - Top 10 analytical reports available - IT Procedural Book developed - DOLIB launched | Data posted into databank Analytical reports ready for use IT Procedural Book ready for use Satisfaction rating from survey and/or feedbacks from library users | Eva Pong | Data entry clerks, eClass training |
| 4. Provide support to projects under the DGS Education Foundation <ul style="list-style-type: none"> - Design, develop and implement board policies - Setup Banking Account - Setup Give2Asia Account - Maintain company | 2006 2006 2006 As | <ul style="list-style-type: none"> - Policies drafted, approved, and implemented - Bank account opened - Give2Asia account opened - Agenda, papers and minutes delivered on time | Satisfaction rating from survey and/or feedbacks from committee members | Eva Pong | |

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|--|--|---|--------------------|--------------------|
| statutory book - Organize board meetings, prepare meeting agenda, papers and minutes | needed As needed | - Document filing completed at CR within 2 weeks of occurrence | | | |
| 5. Provide support to projects under the Campaign Committee and Moves Manager - Produce fundraising packs for fund-raising committee. - Publicize committee achievements - Organize meetings, prepare meeting agenda, papers and minutes - Provide weekly analytical reports to Moves Manager | 2006 2007 As needed As needed | - Fundraising packs design and produced to specification - Analytical reports produced weekly - Agenda, papers and minutes delivered on time | Satisfaction rating from survey and/or feedbacks from committee members | Eva Pong | |
| 6. Provide support to projects under the Building Committee - Provide support to the application of government/corporate grants | 2006 | - Current and future SOA, floor plans, Named facilities listings are up-to-date and easily accessible from the | Satisfaction rating from survey and/or feedbacks from committee members | Eva Pong | |

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---|---|-----------------------|--------------------|--------------------|
| <ul style="list-style-type: none"> - Maintain listings of current/future SOA, floor plans, and Named Facilities - Maintain wall plaques in good condition - Manage feedback loop for user groups such as PTA, Alumni, and Faculty - Maintain Development Office bulletin boards - Maintain Reception Area (Room 404) | <ul style="list-style-type: none"> As needed As needed As needed As needed As needed | <p>DOLIB</p> <ul style="list-style-type: none"> - Wall plaques in good condition - User requirements from faculty and support groups are traceable and easily accessible - Presentations made to support groups as requested - Postings on bulletin boards are current - Room 404 tidy and presentable | | | |

Appendix 1

School Plan on the Use of the Capacity Enhancement Grant (2006 - 2007)

As agreed during the Staff Meeting on 8th June 2006, there was consensus among all staff members that the Capacity Enhancement Grant for the academic year 2006 – 2007, totaling \$1,039,500.00 be spent on hiring three additional part-time teachers to teach English Literature, Visual Arts and Music, two full-time teaching assistants to teach and support the Liberal Studies and Mathematics Departments, three IT assistants to give the School and staff IT support service and two office clerks to take on more clerical duties from teachers, hence lightening the overall teaching load of the Staff.

Upon calculation, the total expenditure on the salary and Mandatory Provident Fund of the above members of staff is projected to be \$1,058,675.20. Hence, the School has to cover a shortfall of \$19,175.20 using other financial means.

Appendix 2

DIOCESAN GIRL'S SCHOOL Plan on the Use of Capacity Enhancement Grant in 2006 / 07 School Year

Means by which teachers have been consulted: Staff Meeting discussion

No. of Operating Classes: 28

| Task Area | Major Area of Concern | Strategies / Tasks | Benefits Anticipated (e.g. in what way teachers' workload is alleviated) | Time Scale | Resources Required | Success Criteria | Method of Evaluation | People Responsible |
|------------------------|--------------------------------|--|---|-------------------------------|---|---|---|--|
| Curriculum Development | Preparation for NSS Curriculum | Employ teaching (5) and supporting staff (5) to shoulder the teaching and non-teaching duties to reduce the overall workload of teachers | Teachers to be given the support needed to tackle the work involved in the preparation for the NSS Curriculum | September 2006 to August 2007 | Salary, MPF and any staff development subsidies of the additional teaching and supporting staff employed: \$1,058,675.20 Breakdowns as follows: English Dept: \$239,916.60 (for 1 part-time teachers for 1 year, MPF included) Mathematics Dept: \$116,487 (for 1 full-time teaching assistant for 1 year, | - Percentage of teachers whose workload has been relieved | Performance appraisal on the staff employed | The Heads of the Departments concerned |

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| | | | | | MPF included) Liberal Studies Dept: \$159,894 (for a full-time teaching assistant for 1 year, MPF included) Music Dept: \$88,691.40 (for a full-time teacher for 1 year, MPF included) Visual Arts Dept: \$126,075.60 (for a part-time teacher for 1 year, MPF included) IT Dept: \$234,900 (for 3 IT assistants for 1 year, MPF included) School Office: \$92,710.60 (for an office assistant for 1 year and 1 for two weeks during the peak period of work, MPF included) Total planned Expenditure: \$1,058,675.20 | | | |
|--|--|--|--|--|--|--|--|--|

Appendix 3

School-based After-school Learning and Support Programmes 2006/07

| Objectives and Strategies | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|--|--|---|---|--------------------|
| <p># To help disadvantaged students in Form 3 to apply the skills acquired in Home Economics lessons through a dressed-up formal dinner</p> <p>- To help disadvantaged students in Form 5 and Upper 6 acquire etiquette and budget purchase skills and apply them through a dressed-up dinner so that they can take part in the graduation dinner with confidence</p> | <p>September 2006 – July 2007</p> <p>May – July 2007</p> | <p>They satisfactorily acquire all the skills taught during Home Economics lessons and apply them on the occasion of the dressed-up dinner</p> <p>They satisfactorily acquire all the skills taught during skills sessions and apply them on the occasion of the dressed-up dinner</p> | <p>Discussion, on-the-spot feedback and photos of their participation in the dressed-up dinner</p> <p>Discussion, on-the-spot feedback and photos of their participation in the dressed-up dinner</p> | <p>Home Economics Department and the Counselling Team</p> <p>Mrs. Kim Lamsam (old girl helper) and the Counselling Team</p> | |

Appendix 4

Annual School Plan 2005 – 06 Report

Major Concern: Junior Secondary Liberal Studies Curriculum

The new F.1 Liberal Studies Curriculum was polished and finalized during the year. After studying the syllabus during the Focus Inspection in 2005 – 06, inspectors of the Quality Assurance Division of the EMB thought it was well-designed and made the following comment, *“Curriculum planning and organization were in general good, with meticulous effort made in the implementation plan to address subject targets. The curriculum was well designed aiming at developing students’ thinking skills and self-study skills. Various teaching strategies like role-play, debate and inter-group feedback etc. were adopted and planned for different topics. Moreover, project-learning class and visits were planned to develop students’ self-study skills and broaden students’ horizon.”*

In order to arouse the social awareness of students, the issues chosen for enquiry were related to their everyday life, such as the rule of law in Hong Kong and their living environment. Various activities including role play and site visit were designed to raise their awareness. Bi-monthly assignments were set whereby students sought answers to questions raised upon reading a self-chosen piece of news article. The answers were put in the form of an encyclopedia. This helped to raise students’ awareness and interests in different areas. Students also worked on a project about the attractions of Hong Kong and produced a simple tour guide for tourists. They learnt more about Hong Kong through the process and became more aware of the appeal of the place in which they live.

Different thinking skills were systematically taught throughout the year in order to broaden and deepen students’ level of thinking. It was found from the assignments of the students that they had progressed in their thinking in terms of scope and organization. A survey conducted reflected that 60% of the students thought that the teaching and learning activities of the subject helped them develop their thinking skills, to think broader and to be more organized in their thinking.

Major Concern: Staff Professional Development

Two workshops of twelve hours in total were organized for teachers during the Staff Development Days in October 2005 and January 2006. Teachers tried out what they had learnt from the workshops not only in the Liberal Studies classroom but also in the teaching of other subjects such as English, Religious Knowledge and even in the extra-curricular activities they led, e.g. Model United Nations presentation in the Assembly. Form teachers also applied what they had learnt from the workshops to explore with their classes different personal and social issues during the Form Period in February 2006. Students enquired into issues relating to the self, peer relationship and parent-child relationship, assuming different angles and examining each by considering the causes, consequences, possible bias or narrow-mindedness as well as ways and areas of improvement. Such an approach to learning is in line with the aims and objectives of the NSS Liberal Studies Curriculum.

To facilitate the design of the F.2 Liberal Studies Curriculum for 2006 – 07 and the F.3 Liberal Studies Curriculum for 2007 – 08, a research assistant was employed to source teaching resources and to design the teaching materials. A preliminary draft of the F.2 curriculum and teaching materials was prepared. Existing Liberal Studies teachers worked closely with the research assistant to provide input on the design of teaching strategies and activities.

After our administrative team attended a three-day workshop on preparation for the NSS, a workshop was organized during the Staff Development Day in June 2006 to enhance teachers' understanding of different types of assessment. PowerPoint slides on summative and formative assessment were shown and the practice of reflection log on teaching and learning was discussed. Different departments were requested to incorporate assessment methods in their teaching plans and to include assessment for learning as an agenda item in each departmental meeting. A survey on teachers'

priority list of principles of assessment was also conducted. Based on the results of the discussion and survey, a template of the reflection log and a draft of the School Assessment Policy were prepared. Assessment criteria / descriptors from departments which had been using formative assessment were also collected and uploaded to the eclass for teachers' reference.

Major Concern: Form One Set Allocation and Review

Form One Set Allocation and Review

With extra resources available after joining the Direct Subsidy Scheme in September 2005, the School is now in its second year of adoption of the scheme in offering seven sets for the three core subjects, English, Chinese and Mathematics in Form One.

Evaluation

The practice of dividing the whole form of students into different sets for the three subjects has proven effective in terms of teaching and learning. The feedback from the Form 1 teachers after the 2005-2006 implementation of the set system has been on the whole positive.

Meetings were held between the form one coordinators in the different subjects to determine the outcome of teaching and learning. Teachers were happy with the fact that they were able to pace the lessons to suit the ability of the students.

Issues encountered

1) Misplaced students

Whilst the system worked well for the vast majority of students, there were still a handful of isolated cases where students were misallocated to sets in

which they were less than ideally suited for in Form One. This was spotted through their exceptional performances in the Form One December and June exams, as well as through teachers' observation of their general performance in class. These cases were tackled through promotions and demotions at the end of the School year to Form Two. The Mathematics Department made changes in Form Two streaming at the end of Form One based on performance in the mid-year and final examinations. They also used common tests conducted during the course of the year to compare performance. The English and Chinese Departments moved students up and down sets based upon overall performance in Form One and their teachers' recommendations.

2) Discerning Placement Test

It was also noted that the Form One Placement Test could be more discerning for the English subject. Moreover, the Form One Attainment Test in English taken in July 2005 by incoming Form One Students proved less discerning in terms of streaming into sets. Nevertheless, the results in the attainment test were taken into consideration when streaming into sets. Marks in P.6 at DGJS for those who came from DGJS were also taken into consideration during the allocation process. The Placement test for the 2006 Form One entrants were made more challenging to more accurately gauge students' proficiency in the languages. In particular, the composition, grammar and dictation components in the English test were made more difficult to ensure that there was a greater spread of scores with which to discern students for the purpose of streaming into sets.

3) Coordination with SAMS

There was a need for coordination between those who administer WEBSAMS and the Form One streaming committee, comprising the heads of departments

of English, Chinese and Mathematics. This is necessary to ensure that all students who are streamed have actually registered for the school and are present in school from the 1st of September onwards. WEBSAMS can set up the set allocation of the Form One and Two report cards for the three subjects, so that set teachers of the three subjects can log on to their respective sets to input marks and comments onto the online report cards directly.

4) Allocation of classrooms

The issue of fairness in terms of allocating fixed or floating classes of the different sets was brought up. Starting in 2006 it is proposed that the allocation of floating classes should not be fixed as in past years for the English Sets. This policy is now implemented in the 2006-2007 academic year with different sets in Forms Ones, Twos and Threes allocated floating classes, so that one set in a particular subject will not be allocated to floating classes throughout their school career.

Conclusion

As the overall feedback of the set system has been positive for all three subjects, the system appears to be able to provide the desired learning outcomes for its students after the first year of implementation. The system will continue to be monitored and refined throughout the course of each year to best suit the needs and ability of the students and to maximize the benefits of streaming and smaller class sizes for English, Chinese and Mathematics.

Appendix 5

Use of the Capacity Enhancement Grant (2005 – 06)

Seven part-time teachers were employed for a period of one year for the English, Chinese, Psychology, Art and Music Departments totaling \$438,658.13 from the amount of \$400,028.00 received.

With an additional grant of \$600,042.00 from March to August 2006, five full-time teachers, two IT assistants and one office assistant were employed totaling a spending of \$467,922.21. The English and Chinese Departments purchased resources totaling \$32,122.60. Hence, a total of \$500,044.81 was spent, with a remaining amount of \$99,997.19 brought forward for the 2006 – 07 school year.

Details of the proposed plan are herewith attached.

Appendix 6

DIOCESAN GIRL'S SCHOOL

Plan on the Use of the Additional Capacity Enhancement Grant in 2005 / 06 School Year

Means by which teachers have been consulted: Staff Meeting discussion

No. of Operating Classes: 27

| Task Area | Major Area of Concern | Strategies / Tasks | Benefits Anticipated (e.g. in what way teachers' workload is alleviated) | Time Scale | Resources Required | Success Criteria | Method of Evaluation | People Responsible |
|------------------------|--------------------------------|---|--|---------------------------------|---|--|---|--|
| Curriculum Development | Preparation for NSS Curriculum | To provide resources to the English and Chinese Departments for School-based Assessments (SBA) and to | To enrich resources for SBA and for the teaching and learning of the two languages | From 1st September 2006 onwards | Purchase of Resources: \$33,000 \$18,000 and \$15,000 as requested respectively by the English and | - The recording of SBA sessions - The use of new titles, movies and other resources purchased | - Feedback from teachers using the resources - Development of resources for teaching | - Heads of the English and Chinese Departments |

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| | | strengthen teaching and learning of the languages | | | Chinese Departments for the purchase of Digital DVD camcorders, accessories for video recording and other teaching resources | | | |
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DIOCESAN GIRL'S SCHOOL

Plan on the Use of the Additional Capacity Enhancement Grant in 2005 / 06 School Year

Means by which teachers have been consulted: Staff Meeting discussion

No. of Operating Classes: 27

| Task Area | Major Area of Concern | Strategies / Tasks | Benefits Anticipated (e.g. in what way teachers' workload is alleviated) | Time Scale | Resources Required | Success Criteria | Method of Evaluation | People Responsible |
|------------------------|--------------------------------|---|---|---------------------|---|---|---|--|
| Curriculum Development | Preparation for NSS Curriculum | Employ teaching (5) and supporting staff (3) to shoulder the teaching duties and assist with the implementation of SBA in the English and | Teachers to be given the support needed to tackle the work involved in the preparation for the NSS Curriculum | March – August 2006 | Salary of the additional teaching and supporting staff employed: \$462,933.2 English Dept: \$121,118.4 (\$19,381.8 and \$804.7 per month for 2 part-time teachers for 6 months, MPF | - The implementation of SBA in the English and Chinese Departments - Percentage of teachers whose workload has been relieved | Performance appraisal on the staff employed | The Heads of the Departments concerned |

| | | | | | | | | |
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| | | Chinese Departments | and to implement the new SBA components | | included) Chinese Dept: \$101,839.5 (\$16,973.3 for a full-time teacher for 6 months, MPF included) Mathematics Dept: \$126,725.8 (\$21,121 for a full-time teacher for 6 months, MPF included) Music Dept: \$42,934.5 (\$7155.8 for a full-time teacher for 6 months, MPF included) IT Dept: \$41,965 (\$1251.3 and \$5732.9 for 2 IT assistants for 6 months, | | | |
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| | | | | | MPF included) School Office: \$28,350 (\$4725 for an office assistant for 6 months, MPF included) Total planned Expenditure: \$495,933.2 | | | |
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Appendix 7

Use of the Teacher Professional Preparation Grant (2005 – 06)

From a grant totaling \$440,000, \$210,807.04 was spent on employing three temporary teachers spanning different durations from November 2005 to July 2006. The remaining amount of \$229,192.96 will be brought forward for the 2006 – 07 academic year.