

Diocesan Girls' School

Annual School Plan

2007 / 2008

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.

While adapting to curriculum changes and at a time when new modules and schemes are implemented, the School sees a need to open up further education opportunities for students with a range of abilities in the core subjects. Also, with goals set on delivering new programmes to further enhance school life at DGS, the need to redevelop the school premises to accommodate the growing school community during a time of school expansion is more acutely felt.

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 Bureau is devoted to helping school leaders develop their vision and goals in their education of secondary school students through many different courses and workshops. These have given the staff, especially teachers on the special NSS working groups (the Curriculum and Pedagogy Working Group, the Assessment Working Group and the Student Profile Working Group) valuable opportunities to examine the underlying concepts supporting the latest teaching and learning strategies and the solid steps in implementing curriculum changes through the following areas: a. Curriculum and Pedagogy, b. Assessment and c. the development of the student learning profile. Initial implementation plans and strategies have already started to ensure that the students entering Form One in September 2006 and 2007 are well-equipped for the Hong Kong Diploma of Secondary Education Examination conducted starting in 2012.

2. Adjusting to New Teaching and Learning Needs

The School does not only recognize the importance of structuring the senior secondary curriculum but is also convinced of the need to widen opportunities for students to develop and achieve various goals in the three core subjects (English Language, Chinese Language and Mathematics). This will not only develop their competitiveness but also open them to higher achievements according to their competence and aspirations.

3. The School Redevelopment Plan

The latest programmes that are to be delivered to offer students a vibrant school life have made the need for a comprehensive school redevelopment plan more acute, especially when the School is still growing in terms of staff size and the number of students enrolled.

In consultation with the various stakeholders, the School Council has approved plans to rebuild the Centenary Hall, the Gibbins Block, the Symons Block, the Hurrell Block and the Extension I Building. Before the school year ended in July 2007, the whole staff attended a briefing session with the Project Manager of the School Redevelopment Office to understand the course of the work and initial plans made.

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. A higher fund-raising target of HK \$380 million is thus set to enable such extensive plans to materialize.

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>Design of NSS curriculum</p> <ul style="list-style-type: none"> - Second round of student survey and analysis of survey results to better understand students' interest in the NSS subjects to be offered. - Enhance smooth interface between the junior and senior secondary curricula, for example, pilot F.3 Liberal Studies to facilitate interface with NSS Liberal Studies - Polish programmes introduced for OLE last year and further introduce new programmes, e.g. <ul style="list-style-type: none"> (a) Continual running of Literature Appreciation Project (Aesthetics Development) (b) Continual running of Drama courses (Aesthetics Development) (c) Watching the Olympic games in Beijing (Physical Development) (d) Continual participation in Service Learning projects outside Hong Kong (Moral and Civic Education & Community Service) - Polish programmes for a diversified curriculum, for example, <ul style="list-style-type: none"> (a) Expansion of Cultural Interest 	<p>Sept 07 – Aug 08</p>	<ul style="list-style-type: none"> - Proposed subjects and subject combinations submitted for the School's consideration - Over 50 % of the F.3 students reveal that the course has enhanced their knowledge and thinking skills - Over 50% of the students have positive response to the programmes - Implementation of new OLE programmes - Arousal of interest among student participants of the various OLE programmes - Over 50% of the participants are satisfied with the courses 	<ul style="list-style-type: none"> - Evaluation in Senior Staff Management Team meetings - Student Course Evaluation - Evaluation by the Liberal Studies Department - Student Survey - Student reflection and evaluation form 	<p>Curriculum Studies Team, Curriculum & Pedagogy Working Group, Department Heads</p>	

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>Classes e.g. Spanish, French, Japanese, Putonghua (National Standard)</p> <p>(b) Continuation and further exploration of different learning experiences outside Hong Kong, e.g. exchange programmes with China, Australia, Singapore, etc.</p>		<ul style="list-style-type: none"> - students are given learning experiences outside HK 			
<p>2. Assessment</p> <p>(i) Review assessment</p> <ul style="list-style-type: none"> - Collect teachers' feedback about the implementation of the reflection log - Different subject departments continue to review their assessment methods regularly in departmental meetings - Continue to upload relevant and useful materials on assessment to the eclass for teachers' reference - Encourage teachers to attend various NSS Development Programmes on assessment. <p>(ii) Develop school assessment policy</p> <ul style="list-style-type: none"> - Finalize the draft of school policy on assessment policy for the Senior Staff Management Team's consideration and approval 	<p>Sept 07 – Aug 08</p>	<ul style="list-style-type: none"> - Evaluate the use of the reflection log - Teachers use formative and summative assessment methods to enhance teaching and student learning - Assessment reviewed in meetings and recorded in the minutes - Teachers attend NSS Development Programmes on assessment. - School policy on assessment developed and given to departments as a guideline 	<ul style="list-style-type: none"> - Teachers' feedback - Departmental minutes on assessment review 	<p>Assessment Working Group, Department Heads</p>	

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
(iii) Train students - Continue to acquaint students with the nature of assessment in NSS curriculum	May – Dec 2007	Teachers have familiarized students with different assessment methods to enhance their learning	- Assignments and examination papers		
3. Student Learning Profile	Sept – Dec 2007				
(i) To revise the structure of DGS student learning profile and submit a proposal to School by collecting views from various departments.	Jan – May 2008	A revised proposal is to be submitted to School for approval.	The work will be evaluated in the Student Learning Profile Working Group meetings.	Student Learning Profile Working Group – Content Sub-group and Department Heads	
(ii) To develop an electronic platform to facilitate the management of data and files for the preparation of student learning profiles. - To decide on the functions and design the structure of the electronic platform - To invite and accept quotations for the development of the platform. - The selected software company to develop the electronic platform.	May – Aug 2008 Sept – Nov 2007	The functions of the electronic platform are decided. Development of the electronic platform in progress.	The effectiveness of the platform will be evaluated by the Student Learning Profile Working Group.	Student Learning Profile Working Group – Technology Sub-group	

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
(iii) To train students to prepare their own student learning profile. <ul style="list-style-type: none"> - To revise the training programme for Form One students. - To design a training programme for Form Two students. - In IT lessons, to help Form One students acquire the IT skills for developing a digital SLP. - In IT lessons, to help Form Two students manage their SLP in the School's Intranet. - To run workshops for Form One and Form Two students. - Students to design their own presentation profile. 	Nov 07 – Apr 08 Apr 08 – June 08	Students are able to know what a student learning profile is. Students are able to identify different types of student learning profiles. Students are able to prepare a profile to present their own achievements/progress at the end of each academic year.	Student surveys are used to collect the views of students. The training programmes will be evaluated in the Student Working Group meetings.	Student Learning Profile Working Group – Student Training Sub-group and IT Department	

2. Major Concern: Adjusting to New Teaching and Learning Needs

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>English Department</p> <p>To enhance the students ability in language acquisition and to provide an opportunity for them to obtain an international qualification in English, we will study the feasibility of implementing the curriculum leading to the IGCSE English after the completion of F.5. We intend to conduct a pilot course leading to IGCSE English for 1 class on a trial basis, and based on evaluation of the learning outcome of students in this class, we may adjust/refine the curriculum so that other classes may also be offered the IGCSE curriculum, in addition to the local curriculum leading to the HKCE/HKDSE in English Language from 2009 onwards.</p>			-		
<p>(a) Study the IGCSE curriculum and make plans to adjust the curriculum for one class (4A) on a trial basis to help students to take the University of Cambridge IGCSE English First Language examination in May 2009.</p>	<p>Sept 2007 – July 2008</p>		<p>- Report and evaluation of the implementation of the IGCSE component into syllabus on the trial class.</p>	<p>Mr. J. Oddie</p>	<p>Reference books, Exemplar exam papers and mark schemes.</p>

(b) To integrate the components of the IGCSE syllabus into the existing curriculum to students of the trial batch to take the examination in June 2009.	Sept 2007 – June 2009	80% of students passing the IGCSE internal exam in Form 4.	Teachers and students' feedback; Students' results in the exam which will include internal IGCSE papers for the trial class.	Mr. J. Oddie, Form 4 and Form 5 English Teachers for 2008-2009.	As above.
(c) Subject to a successful outcome in the internal final examinations at the end of the first year, the trial class will continue towards sitting the external IGCSE exam in May 2009.	Sept 2008-2010	80% of the trial students passing the external IGCSE exam in 2009.	Performance in the IGCSE from Cambridge, UK released in mid-August.		As above.
(d) Also, subject to the outcome given above, the IGCSE syllabus may be offered to other Form 4 classes for sitting the IGCSE exam in 2010 at the end of Form 5.	Sept 2008-2010			Form 4 and Form 5 teachers of 2008-2010.	As above.

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Chinese Department To enhance the ability of our students and provide an opportunity for them to get an international qualification in PTH / Chinese, we will encourage and help our students to take Putonghua Shuiping Ceshi (PSC) / London Exam IGCSE Chinese					
(a) Putonghua Shuiping Ceshi (PSC) 普通話水平測試 港澳地區中小學普通話水平考試 (GAPSK) F1 – F3 students	Sept 2007 – July 2008		Examination Report	Mrs. L. Wong and PTH Teachers	Reference books, exam papers and mark schemes.
(b) 國家語委普通話水平考試 Upper Forms Students	Sept 2007 – July 2008		Examination Report	PTH Tutor / PTH Teachers	Reference books, exam papers and mark schemes.
(c1) Study the IGCSE curriculum and make plans to slightly adjust our local curriculum to help students to take the examination.	Sept 2008 – July 2009		Report on the study	Mrs. K.Y. Lam and Mrs. L. Chan (F4 Chinese teachers)	Reference books, exam papers and mark schemes.

(c2) To provide supplementary lessons to students of the trial batch to take the examination in June 2010.	Sept 2009 – June 2010		Teachers and students' feedback; Students' results in the exam.	All F.5 Chinese teachers of 2009-2010	Reference books, exam papers and mark schemes.
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Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Mathematics Department To enhance the ability of our students and provide an opportunity for them to get an international qualification in Mathematics, the School will encourage and prepare them for the IGCSE Mathematics Examination after the completion of F.5		-	-		
(a) Study the IGCSE curriculum and make plans to slightly adjust our local curriculum to help students take the examination	Sept 2007 – July 2008	-	Report on the study	Mrs. P.S. Tong and Miss B. Lee	Reference books, exemplar exam papers and marking schemes
(b) To provide supplementary lessons for students of the pilot scheme to take the examination in June 2009	Sept 2008 – June 2009	-	Teacher and student feedback, students' results in the exam.	All F.5 Mathematics teachers of 2008 – 09	

3. Major Concern: The School Redevelopment Plan

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Provide support to the Redevelopment Project Office (RPO) <ul style="list-style-type: none"> - Set up and maintain the RPO - Set up a filing system and maintain it - Provide support to RPO staff in relation to the Government (EDB, Arch SD, DLO, TD, Plan D, BD and FSD) - Provide support to RPO staff in relation to architects, structural engineers, M & E consultants, QS, traffic engineering consultants and others 	2007 2007 As needed As needed	<ul style="list-style-type: none"> - RPO set up with suitable furniture, IT equipment and network service - Incoming and outgoing document filing completed at RPO within 2 weeks of occurrence - Clerical and administrative support provided as requested 	Feedback from RPO staff	Paulina Hui Michelle Kwan Becky Lee	Office furniture, 2 network computers, 1 printer, a filing cabinet with office stationery
2. Provide support to the Building Sub-Committee (BSC) <ul style="list-style-type: none"> - Organize meetings, prepare meeting agenda, papers and minutes - Facilitate the selection process of an architectural firm 	As needed As needed	<ul style="list-style-type: none"> - Agenda, papers and minutes delivered on time - Venue set up, document prepared and site visits conducted during the whole selection process 	Feedback from BSC members	Paulina Hui Michelle Kwan Becky Lee	
3. Preparation of the hotel school <ul style="list-style-type: none"> - Organize site visits for staff to familiarize them with the environment - Devise the school layout plan to optimize the use of existing resources 	As needed 2007 2007	<ul style="list-style-type: none"> - Site visits carried out when need arises - Views and needs of various departments and parties concerned incorporated into the design of the school layout 	Feedback from staff and parties concerned	Paulina Hui Michelle Kwan Becky Lee	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> - Coordinate repairs and renovation work to be carried out 		<ul style="list-style-type: none"> plan - Repairs and renovation requests gathered and coordinated from departments and parties concerned - Liaison with government departments 			
<p>4. Decanting of the School</p> <ul style="list-style-type: none"> - Tendering of furniture moving companies - Coordinate moving logistics among all persons-in-charge within the school and to the hotel school - Supervise all persons-in-charge to take an inventory (both photo log and written record) and in/out record of items to be retained and maintain a master record of it. - Dispose unwanted items 	<p>2008</p> <p>2008</p> <p>2008</p> <p>2008</p>	<ul style="list-style-type: none"> - A qualified and reliable furniture moving company selected based on stated criteria - Effective communication and coordination among all persons-in-charge maintained throughout the whole process - Example of inventory taking and in/out record provided to all persons-in-charge and a master record maintained - Treatment of memorable school properties - Unwanted items disposed properly 	<p>Feedback from all stakeholders</p>	<p>Paulina Hui Michelle Kwan Becky Lee</p>	
<p>5. Coordinate between the Development Office (DO) and the RPO</p> <ul style="list-style-type: none"> - supply information concerning the 	<p>2007</p>	<ul style="list-style-type: none"> - Information concerning the building progress requested by the DO 	<p>Feedback from the RPO and DO staff</p>	<p>Paulina Hui Michelle Kwan</p>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
building progress provided by the RPO to the DO for dissemination to the public during events held - provide frequent updates of the building progress to the DO - serve as a channel of communication between the DO and RPO to enable efficient information flow between both offices	As needed 2007	supplied on time - Frequent updates of the building progress provided to the DO - Requests conveyed and information required delivered		Becky Lee	
6. Establish and maintain archive material - Collect archive material from parties concerned and/or record archive material - Develop a system to record or keep the archive material - Update the archive - Present the archive	2007 2007 As needed As needed	- Parties possessing archive material identified - Archive material collected from parties concerned - System to record or keep the archive material developed according to their nature - Archive updated regularly - Archive presented in a user-friendly manner -	Feedback from RPO and DO	Paulina Hui Michelle Kwan Becky Lee	FlipAlbum® 6 Suite, digital camera, photographer

Appendix 1

School Plan on the Use of the Capacity Enhancement Grant (2007 - 2008)

As agreed during the Staff Meeting on 20th September, there was consensus among all staff members that the Capacity Enhancement Grant for the academic year 2007 – 2008, totaling \$1,175,911.56 be spent on hiring one full-time teacher to teach Home Economics, two part-time teachers to teach Religious Knowledge and Music, two IT assistants to give the School and staff IT support service and two office assistants 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 \$1,123,045.56. The remaining amount of \$52,866.00 will be brought forward to the following academic year (2008 – 09).

Appendix 2

DIOCESAN GIRL'S SCHOOL Plan on the Use of Capacity Enhancement Grant in 2007 / 08

Means by which teachers have been consulted: Staff Meeting discussion

No. of Operating Classes: 29

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
Relieve workload of serving teachers	Preparation for the NSS Curriculum and the School Redevelopment Plan	Employ teaching (3) and supporting staff (4) to shoulder the teaching and non-teaching duties to reduce the overall workload of teachers and in particular, teachers directly responsible for the Preparation for the NSS Curriculum and the School Redevelopment Plan	Teachers to be given the support needed to tackle the work involved in the preparation for the NSS Curriculum and in the school redevelopment plan	September 2007 to August 2008	Salary, MPF and any staff development subsidies of the additional teaching and supporting staff employed: \$1,123,045.56 Breakdowns as follows: H.E. Dept: \$383,607.00 (for 1 part-time teachers for 1 year, MPF included)	A reduction in the overall teaching load of teachers being assigned additional duties	The implementation and report of work completed under the three major areas of concern	Staff members responsible for preparation for the NSS Curriculum, Adjusting to New Teaching and Learning Needs and the School Redevelopment Plan

					<p>Music Dept: \$77,742.00 (for a full-time teacher for 1 year, MPF included)</p> <p>R.K. Dept: \$168,091.56 (for a part-time teacher for 1 year, MPF included)</p> <p>IT Dept: \$233,100 (for 2 IT assistants for 1 year, MPF included)</p> <p>School Office: \$260,505.00 (for 2 office assistants for 1 year, MPF included)</p> <p>Total planned Expenditure: \$1,123,045.56</p>			
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Appendix 3

DIOCESAN GIRL'S SCHOOL
Plan on the Teacher Professional Preparation Grant in 2007 / 08

Means by which teachers have been consulted: Staff Meeting discussion
No. of Operating Classes: 29

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 (3) staff 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 2007 to August 2008	Salary, MPF and any staff development subsidies of the additional teaching and supporting staff employed: \$808,903.00 Breakdowns as follows: English Dept: \$425,296.00 (for 1 full-time teacher for 1 year and 1 temporary teacher, MPF included)	The comparative lighter teaching load of teachers who are involved in preparation for the NSS	The professional readiness of teachers in delivering the new curriculum	The Heads of the Departments concerned

Use of the NSSCMG	Purchase of resources	Different departments have been invited to submit budget proposals to purchase resources needed to implement the NSS Curriculum	NA	September 2007 to August 2008 September 2007 to August 2008	Mathematics and Science Depts: \$383,607.00 (for 1 full-time teacher for 1 year, MPF included) According to the budget requests made	According to needed resources purchased	NA	The Heads of the Departments concerned
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Appendix 4

School-based After-school Learning and Support Programmes 2007 / 08

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To help disadvantaged students in Form 3 to apply the skills acquired in Home Economics lessons through a dressed-up formal dinner	September 2007 – July 2008	They satisfactorily acquire all the skills taught during Home Economics lessons and apply them on the occasion of the dressed-up dinner	Discussion, on-the-spot feedback and photos of their participation in the dressed-up dinner	Home Economics Department and the Counselling Team	
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	May – July 2008	They satisfactorily acquire all the skills taught during skills sessions and apply them on the occasion of the dressed-up dinner	Discussion, on-the-spot feedback and photos of their participation in the dressed-up dinner	The Counselling Team	

Appendix 5

Annual School Plan 2006 – 07

Report

Major Concern: Preparation for the NSS Curriculum

1. Curriculum and Pedagogy

A survey was conducted to explore the elective subject interest of the first cohort of students under the new 3-3-4 academic structure. The survey result was analysed and a second survey form was drafted to further understand the subject combinations students favoured. The second survey would be run in September 2007 as the cohort of students get to Form Two.

Regarding the interface between the junior and senior secondary curriculum, Form 2 Liberal Studies and F3 Economics and Commerce were introduced. The objectives of the two subjects were met and students basically had positive response towards the subjects. For Liberal Studies, over 68% of the students expressed that the subject had aroused their awareness and increased their knowledge in cultural and global issues. Over 64% of them agreed that the subject had helped broaden and deepen their thinking, as well as given them different perspectives to the issues covered. For Economics and Commerce, 93% of the students felt that they knew more about Economics and 78% of the students became more interested in Economics. 77% of the students were more aware of economic and business-related issues.

New programmes for Other Learning Experiences were introduced. Under the Literature Appreciation Project, seven drama performances were chosen and students from each form were arranged to watch two of the listed plays. An optional elementary drama course was introduced and a total of 36 girls joined the course. Regarding the service learning project, four trips were organized for Form 3 girls to serve the F1- F3 students in Qing Yuan, China through teaching them English. All those who participated found the service meaningful and learnt to be more grateful in their life. All Form 2 students participated in a service-learning project arranged by the Mini-Summer Term Team and Counselling

Team. They learnt not only how to serve, but also the way to serve and the qualities they should nurture in themselves. Form 3 students participated in some community projects arranged by the Liberal Studies teachers. They attended a series of workshops to learn how to survey on the needs of old people and people who are mentally challenged, followed by visits to these people, and finally wrote up a proposal as to what should be done to better help those people. The majority of the girls felt they had learnt a lot through community participation. As for diversifying the curriculum, a total of 14 language classes were introduced (4 French classes, 3 Spanish classes, 3 Japanese classes and 4 Putonghua (National standard) classes). A total of 307 students joined the language classes. A great variety of exchange programmes were arranged for the students, which included both academic and cultural exchanges. Students went to places such as Shenzhen, Shanghai, Tianjin, Beijing, Singapore, and the United States for exchange. Some students attended classes or conferences, while others performed or competed in these trips. The students enjoyed the programmes thoroughly.

Regarding the pedagogy, with the introduction of a new timetable and thus a longer period for each lesson, teachers revisited their pedagogies to best benefit the classroom learning. Besides, different new pedagogies were tried out by teachers, as reflected from the result of the school evaluation.

2. Assessment

The results of the teacher survey of assessment conducted during the Staff Development Day on 8th June 2006 were analyzed. Drafts of the school policy on assessment were developed for the Senior Staff Management Team's consideration and feedback. To strengthen the culture of self-reflection on teaching and assessment practice, different types of reflection log were introduced to teachers during the Staff Development Day. Based on teachers' feedback collected, the format of the reflection log was finalized and a soft copy was uploaded to the eclass for teachers to download and use. To familiarize students with the nature of assessment in the NSS curriculum and to enhance their learning, teachers were encouraged to use both formative and summative assessment methods. Assessment practices were regularly reviewed in different departmental meetings and recorded in the minutes. Check lists and relevant articles on formative assessment were uploaded to the elclass for teachers'

reference.

3. Student Learning Profile

Three sub-groups were set up under the Student Learning Profile Working Group in order to investigate three different aspects of the project: (1) Content Sub-group: to examine different models of SLP and propose the structure of DGS SLP; (2) Technology Sub-group: to design an electronic platform to manage student records for SLP; (3) Student Training Sub-group: to provide training for students to design their own SLP.

The Content Sub-group interviewed various Department Heads and completed the first draft of the structure of the DGS SLP. The Technology Sub-group drafted an outline of an electronic platform to manage the achievement records. A few software houses were invited to submit quotations for the development of this electronic platform. However, in response to the latest development, the functions of the electronic platform had to be revised. It was necessary to defer the design stage and implementation stages of the electronic platform. The Student Training Sub-group had successfully completed the training programme for Form One students. Two workshops to help students understand what an SLP is and to develop their own learning profile were conducted for each Form One class. The IT Department designed a set of template files for students to design their SLP in digital form. The Counselling Team designed a service record form for students to record their participation in community services. At the end of the year, each Form One student was asked to submit an electronic presentation profile. These profiles were then assessed by all teachers, which enhanced teachers understanding of the SLP. The results of a student survey on the Form One training programme revealed that all respondents except one agreed that the workshops helped them understand more about student learning profile. 88.4% of the respondents agreed that they knew how to design their learning profile after attending the workshops. 99.1% of the respondents agreed that the workshops helped them realise the importance of collecting evidence and artifacts for their learning profile. 72.3% of the students declared that they would start organising their learning profile after the workshops. The results are pleasing as all the objectives of the training programme had been achieved.

<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> <p>e. To better prepare the student cohort (2006-07 F.1 students) for the NSS curriculum which starts in Sept 2009</p>		<p>c. Individual students can learn more effectively</p> <p>d. The disruption caused by frequent movements is reduced</p> <p>e. Teachers use teaching strategies to help develop the higher order thinking skills to prepare the girls for the NSS curriculum</p>		
<p>First year of implementation</p>	<p>Sept 2006- July 2007</p>	<p>The above assessment criteria will be used in the review at the end of the school year</p>	<p>A formal questionnaire survey was conducted in May 2007, nine months after implementation of the new time table format. Of the 26 subjects responded, the three core subjects (English, Chinese, and Maths), Biology, Chemistry, Junior Science, Economics, English Literature, Principle of Accounts, Psychology, Chinese History, Chinese Literature, PTH, Music, Physical Education identified more benefits from the change than Physics, Computer, History, Geography, Art, Home Economics, Religious Knowledge, and Liberal Studies. The new timetable has achieved its objectives in certain subjects and form-levels. Details can be found in the report below.</p>	<p>SSMT</p>

The Student Card Team met on 12 October 2006 and endorsed after discussion the following summary table on the review of the student card system after it has been implemented for one month in Sept 2006. These findings were also reported to the General Staff Meeting on 18 October 2006.

Summary table on 'Assessment of the Student Card System'

Area	Assessment criteria	Success criteria	Observation at the end of the first month	Remark
System hardware	Frequency of breakdown	Zero	Zero	BroadLearning has delivered what they promised to deliver
	Accuracy of time records	Accurate	Accurate	
	Occurrence of faulty cards	Minimal	Only two cards were faulty in Sept among the 1200 cards received	
System software	User friendliness of the software	Reasonably easy to use	Clerks-in-charge of the System found it easy to follow and use	
Daily student attendance taking	Number of students found late for school in the morning	The number should be higher than that before the use of the System	In September 05, the number of students late was 56 while in September 06, the number of students late was 120	The system is very accurate in recording lateness and there is no escape.
	Number of girls not registered by the system in the morning	The number should drop towards the end of the first term	The number dropped from around 35 at the beginning of Sept 06 to below 25 at the end of Sept 06	These are reasonable and acceptable numbers for a population of 1000 students.

	Number of girls signed-in in the office in the morning	The number should drop towards the end of the first term	The number dropped from around 50 at the beginning Sept 06 to around 5 at the end of Sept 06	This indicates that most students have acquainted with the need to carry the student card with them and to swipe their card at the front gate.
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Area	Assessment criteria	Success criteria	Observation at the end of the first month	Remark
	Queuing up of girls when coming in and going out	Queues should appear at rush hours such as in the morning, at lunch and after school	Towards the end of Sept 06, a short queue could still be found at the end of a school day. There was no queue in the morning and at lunch time. However, queuing was heavy in rainy days.	
	Attendance taking on Saturdays and Sundays	Girls may not swipe their card on weekends and it may take one school term to get all the girls to swipe	All students coming back and leaving scanned their card at the front gate	This indicates that nearly all students have acquainted with the habit of swiping their card at the front gate
	Feedback from the clerks-in-charge of the routines	May need a long time to get used to the system	According to Mr. Gary Cheung, he has settled into using the system quickly after the first week and he has no problem in learning the system software	

	The conversion of the attendance records from webSAMS to the Student Card System	The form teachers may find it very different from the previous way of handling and waiving the records	There is no difference from the webSAMS way of handling and waiving the records.	The Student Card system links well with the webSAMS system
	Staff duties relating to attendance taking	Gate duty at the front gate in the morning can be abolished	No such necessity. Janitors can give out check-in slips	
Standalone student attendance taking	The handling of the attendance data	May need a long time to put the data back into the main pool	No problem according to Mr. S. Mok	

Area	Assessment criteria	Success criteria	Observation at the end of the first month	Remark
	The easiness of use of the system in events outside the school	May take sometime to acquaint the girls with the system	No problem on Swimming Gala day at Kowloon Park, and attendance taking was orderly, smooth and fast.	Strongly suggested to repeat in all other whole-school events outside the school. A better system than the previous manual way of attendance taking
Teaching staff attendance taking	Number of staff using the card for attendance taking	May take a whole first term for the whole staff to take up this new habit	No problem of signing in and out with the 70 staff. Sporadically some teachers did forget to swipe on leaving.	The Staff Cards can also be used as Name Tags in special school functions such as PTA AGM, Speech Day, Swimming Gala and

				Athletics Meets ,etc. This is found to be a better option than the name tags used previously.
Non-teaching staff attendance taking	Time of implementing and Number of staff using the card	Explore the feasibility of asking non-teaching staff to switch to this mode of attendance taking after the first school term	All non-teaching staff (clerks, technicians and janitors) started using this system in October 06 with the encouragement and approval of the Headmistress. No problem is found for this transition.	
Fees Collection	Number of students who have paid into their PPS accounts	The percentage of students using the PPS account to pay remains high across the whole year	The number of students who have paid into their PPS accounts was 992 out of a total of 1066 at the end of Sept.	

Area	Assessment criteria	Success criteria	Observation at the end of the first month	Remark
	Number of items to be collected using the system	The number is expected to be small in the first term	The system began collecting fees from the girls on 8 th September and by now there are 25 items requiring payment on the system. According to Miss Connie Lo and Mrs K. Yu, the system runs well and so far there is no problem regarding fee collection.	The school can get a much better picture of how much money is collected from each student and for what purposes.
	Number of items to be collected in cash	The number should drop drastically	Sparingly small items such as material fees for ECA clubs, and class funds are still collected in cash.	

General Remarks about the system:

1. The system is accurate and reliable;
2. Expected targets have been achieved within a much shorter time period;
3. The Team wanted to thank the members for their hard work and the rest of the school community for their cooperation;
4. The system will be reviewed again towards the end of the first school term

Suggestions to BroadLearning:

1. Improve the reader system to reduce the time needed for each swiping action (e.g. increase the brightness of the light of the reader);
2. There is a bug in the e-class homepage for parents - the button 'whole class report' should not exist;
3. The system should be able to confirm the time records automatically so that parents can read the records in real-time;
4. Special/ non-school days should be able to be preset into the system;
5. Parents should be able to view the lunch time records in the e-class

Suggestions to improve the use of the Student Card System:

1. Propose to school to add a preparation bell 5 minutes before the bell for the 6th period;
2. Ask Mr Gary Cheung to confirm all records at 8:15 a.m. so that parents can view their children's records in the e-class early

The School Redevelopment Plan

Objective 1 - Increasing donor awareness

- Fundraising Kits

Continue to manage the printing and distribution of Fundraising Kits. Mailed 1,600 kits to DOGA members; distributed 2,100 kits to PTA members at PTA sessions. Created, printed and distributed pamphlets for DOGA event in June.

- Website

Continue to maintain Campaign and Redevelopment Websites. Added Events page to the Campaign website. Continued to update gifts status regularly.

- Newsletter

Organized and held first meeting with representatives from DGS, DGJS, DOGA, PTA to establish a joint School Newsletter targeted for first publication in January 2008.

- Display Boards

Supported DOGA events in March and June with display of campaign and redevelopment information. Continue to maintain the display board outside room 404.

Objective 2 - Reaching out to the community

- School tours

Hosted and conducted school tours for class of 1956, 1966, 1968, and 1974.

- Presentation

Delivered presentation on campaign at PTA Informational Session in April.

- **DOGA events**

Coordinated campus tours for DOGA events in December 2006 as well as March and June 2007. Coordinated room, equipment and manpower resources for DOGA events in March, April and June.

Objective 3 - Using technology to give us the competitive edge

- **Data Bank**

Continue to enter donors and donations records into Raiser's Edge. Completed data entry of names of alumni and current students/parents into databank.

Objective 4 - Providing support for projects under the DGS Education Foundation

- **Open Bank accounts**

Coordinated the opening of three bank accounts with HSBC, a regular Savings & Current, a BusinessVantage Savings & Current, and an Investment account.

- **Open Give2Asia account**

Coordinated the application of Give2Asia account.

- **Setup Auditors engagement**

Coordinated the engagement of auditors.

- **Secretarial services**

Organized meeting schedules, prepared and distributed meeting papers and minutes for 3 board meetings.

Objective 5 - Providing support for projects under the Campaign Committee

- **Pledge / Donation Handling**

Continue to process new pledges and donations, obtain signatures from Chairman and Co-chairman on receipts and issue receipts to donors.

- **Donor reports**

Continue to prepare and distribute donor reports to Campaign Committee.

- **Secretarial services**

Organized meeting schedules as well as prepared and distributed meeting papers and minutes.

Objective 6 - Providing support for projects under the Building Committee

- **Secretarial services (dropped)**

Prepared and distributed meeting papers and minutes. Completed the transfer of box files and archived materials to Redevelopment Office.

Appendix 6

Use of the Capacity Enhancement Grant (2006 – 07)

One full-time and three part-time teachers as well as two teaching assistants were employed for different periods under the English, Visual Arts, Liberal Studies, Mathematics and Music Departments totaling a spending of \$638,752.77 from the amount of \$1,055,340.00 received and the amount of \$61,367.06 carried forward from the previous year.

To lighten the overall workload of teachers, one permanent office clerk, one temporary office clerk and four members of IT Staff were employed, totaling a spending of \$373,752.73. The Chinese Departments purchased resources amounting to \$6,400.00. Hence, a total of \$1,018,905.50 was spent, with a remaining amount of \$97,801.56 brought forward for the 2008 – 09 school year.

Details of the proposed plan for 2006 – 07 are herewith attached.

Appendix 7

DIOCESAN GIRL'S SCHOOL

Plan on the Use of the Additional 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	Teachers to be given the support needed to tackle the work involved in the preparation for	September 2006 to August 2007	Salary, MPF and any staff development subsidies of the additional teaching and supporting staff employed: \$1,058,675.20	- Percentage of teachers whose workload has been relieved	Performance appraisal on the staff employed	The Heads of the Departments concerned

		workload of teachers	the NSS Curriculum	<p>Breakdowns as follows:</p> <p>English Dept: \$239,916.60 (for 1 part-time teacher for 1 year, MPF included)</p> <p>Mathematics Dept: \$116,487 (for 1 full-time teaching assistant for 1 year, MPF included)</p> <p>Liberal Studies Dept: \$159,894 (for a full-time teaching assistant for 1 year, MPF included)</p> <p>Music Dept: \$88,691.40</p>			
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					<p>(for a full-time teacher for 1 year, MPF included)</p> <p>Visual Arts Dept: \$126,075.60 (for a part-time teacher for 1 year, MPF included)</p> <p>IT Dept: \$234,900 (for 3 IT assistants for 1 year, MPF included)</p> <p>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)</p>			
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					Total planned Expenditure: \$1,058,675.20			
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Appendix 8

Use of the Teacher Professional Preparation Grant (2006 – 07)

From a grant totaling \$689,192.96 (\$229,192.96 brought forward from 2005 – 06 and a total of \$460,000.00 granted in 2006 – 07), \$385,085.50 was spent on employing one full-time and one temporary teacher. The remaining amount of \$304,107.46 would be brought forward for the 2007 – 08 academic year.