



Diocesan Girls' School

Annual School Plan

2008 / 2009

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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Contents	Page
Introduction	3 - 5
Major Concerns (in order of priority)	
1. Preparation for the NSS Curriculum	6 - 7
2. Adjusting to New Teaching and Learning Needs	8 - 9
3. The School Redevelopment Plan	10 - 12
Appendices	13 - 45

The Three Areas of Concern

As the School is entering the final preparation stage before implementing the NSS Curriculum starting with Form Four in September 2009, we work towards aligning the scope of teaching and learning with curriculum changes in Hong Kong and the entrance requirements set by overseas and local universities. Hence, different teams of teachers have been attending seminars, workshops as well as whole-school staff development programmes to enrich teaching and learning.

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 all areas of learning. Also, with new programmes to be delivered 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 acute. As plans for the new school campus emerge, it is the School's top priority to weigh the needs of different departments and work according to all the constraints encountered.

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

In parallel with the workshops organized by the Education Bureau to help school leaders develop their vision and goals as part of the preparation for the NSS Curriculum, numerous seminars and workshops have also been conducted to help familiarize subject teachers with the new syllabuses and the approaches to be adopted. 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. Progressive plans, pilot schemes and trial sessions adopting the related strategies have already started to ensure that the students who entered Form One in September 2006 / 2007 are well-equipped for the Hong Kong Diploma of Secondary Education Examination starting in 2012.

2. Adjusting to New Teaching and Learning Needs

Understanding that 'Other Learning Experiences' (OLE) encompass much more than the scope of extra-curricular activities (ECAs), the School started reviewing the existing ECA system and decided to revise it, firstly, to allow current sports team and music group members who have tight training and rehearsal schedules to enjoy ample ECA opportunities; and secondly, to ensure that the handful of students who are relatively passive to take part in some activities outside the classroom. Apart from expanding the number of clubs and groups from over forty to sixty, thereby catering to a wider variety of interests, these sixty groups are also categorised into two types, those for sharpening acquired skills and those for exposure and fun, adding colour to school life.

In so doing, the School is able to explore the use of school hours for structured OLE development under the NSS Curriculum in the following areas: Moral and Civic Education, Physical Development, Aesthetic Development, Careers-related Experiences and Community Service, leaving students with further scope to deepen their OLE during non-school hours.

3. The School Redevelopment Plan

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

In consultation with the various stakeholders, the School Council has approved plans for insitu whole-school redevelopment alongside setting up a professional Redevelopment Office. Before the school year ended in July 2008, different groups of school staff, supported by the Redevelopment Office, have attended several consultation sessions with the Chief Architect to convey the School's specific needs and to ensure that future venues will answer these needs.

While capping the costs of the massive project through practical designs and functional facilities, the new school campus will pervade the ambience of simple elegance and cosy practicality.

1. Major Concern: Preparation for the NSS Curriculum

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Curriculum & Pedagogy					
- To work out the streaming method	Sept 08 – Nov 08	- Proposed streaming method submitted for the School's consideration	- Evaluation in Senior & Middle Staff Management Team meetings	- Mr M.H.Au, Mrs A.Cheng, Mrs C.P. Ho, Mr S.K. Lam & Dr T. Man	
- To work out the time-tabling arrangement	Nov 08 – Dec 08	- Proposed streaming method submitted for the School's consideration	- Evaluation in Senior & Middle Staff Management Team meetings	- Curriculum & Pedagogy Working Group members (Mr S.K. Lam as advisor)	
- To further explore the arrangement of the offering of other languages as a fourth subject	Sept 08 – Dec 08	- Proposed structure of language classes submitted for the School's consideration	- Evaluation in Senior & Middle Staff Management Team meetings	- Mrs A. Chan, Mrs A. Cheng	
- To organize talks for F3 students to help them better understand the NSS curriculum and the different elective subjects to facilitate that selection of subjects	Jan 09	- F3 NSS subject talk organized		- Curriculum & Pedagogy Working Group members, Careers Team	
- To introduce the NSS curriculum and streaming to F3 parents to facilitate them in helping their daughters choose the subjects and combinations	Jan 09	- F3 Parents' meeting organized		- Mrs A. Cheng, Dr T. Man	
- To further explore different 'other learning experiences' and work out the details of the NSS OLE curriculum framework	Sept 08 – June 09	- Proposed curriculum framework submitted for the School's consideration	- Evaluation in Senior Staff Management Team meetings	OLE Team	

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Assessment</p> <ul style="list-style-type: none"> - To collect teachers' feedback about the implementation of assessment practice such as the reflection log and outcome-based assessment - To arrange sharing sessions /staff development programmes on assessment with reference to teachers' feedback - To upload relevant and useful materials on assessment to the e-Class for teachers' reference 	<p>Sept 08 – Nov 08</p> <p>Jan 09 – June 09</p> <p>Nov 08 – Jun 09</p>			<p>Assessment Working Group</p> <p>Assessment Working Group Staff Development Team</p> <p>Assessment Working Group</p>	
<p>3. Student Learning Profile</p> <ul style="list-style-type: none"> - To decide on the content of the SLP through working with various departments - To purchase i-portfolio module of e-Class from BroadLearning - To trial run the electronic platform - To devise full implementation plan of SLP for 2009 – 2012 - To provide training programmes for Form 1 to Form 3 students 	<p>Sept 08 – Dec 08</p> <p>Sept 08 – Nov 08</p> <p>Nov 07 – July 08</p> <p>April 08 – July 08</p> <p>Sept 08 – Jun 09</p>			<p>Student Learning Profile Team & related departments</p> <p>Student Learning Profile Team & IT Department</p> <p>Student Learning Profile Team</p> <p>Student Learning Profile</p> <p>Student Learning Profile Team & IT Department</p>	

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>1. To prepare for NSS system to be implemented in 2009</p> <ul style="list-style-type: none"> ▪ To rename the ECA Team as OLE Team to oversee Other Learning Experiences in School ▪ The NSS OLE Sub-group continues to study into different aspects related to OLE ▪ To set up an OLE Curriculum Liaison Group, comprising the OLE Department, Careers Department, Counselling Department, Curriculum and Studies Team, PE Department, Music Department, and other departments to design the OLE curricula for NSS to be implemented from 2009 onwards 	Sept 08 – Jul 09	<p>The new scope of work of OLE Team will be set</p> <p>OLE Curricula for all forms to be designed before May 2009</p>	Meetings will be conducted to evaluate the work of the OLE Team, NSS sub-group and the OLE curriculum Liaison Group at the end of the school year	<p>OLE Team</p> <p>NSS OLE Sub-group</p> <p>OLE Curriculum Liaison Group</p>	
<p>2. To oversee the implementation of new arrangements for ECA groups</p> <ul style="list-style-type: none"> ▪ introduction of ECA lessons ▪ introduction of new ECA groups ▪ revising the term of office of officials in various ECA groups 	Sept 08 – Jul 09	An evaluative report on the first year of implementing the system of ECA lessons with suggestions for changes	<p>Surveys on the implementation of ECA lessons will be conducted to collect feedback from teachers and students</p> <p>Meetings will be conducted for evaluation</p>	<p>OLE Team</p> <p>NSS OLE Sub-group</p>	
<p>3. Through participation in ECA groups, the School</p> <ul style="list-style-type: none"> ▪ provides different learning opportunities for every student 	Sept 08 – Jul 09	Every student has joined at least 2 ECA groups	Statistics on students' participation will be studied	<p>OLE Team</p> <p>All ECA groups</p>	

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> ○ Students from Form 1 to Lower 6 have to join 2 ECA groups in Category B (GMs to be held during ECA lessons) ○ Students are free to join any ECA groups in Category A (GMs to be held during lunch and after school) ▪ provides opportunities for every senior student to be trained as a student leader ○ For a more even distribution of learning opportunities among students, to limit each student to not more than 3 posts of responsibility ○ For more focused and in-depth training, to limit each student to not more than 1 chairlady post 		<p>More than 50% of F.4 and F.5 students taking up at least one post of responsibility</p> <p>More than 90% of F.6 students taking up at least one post of responsibility.</p>			

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"> - Maintain the RPO - Maintain the filing system - Provide support to RPO staff in relation to the Government (EDB, Arch SD, DLO, TD, PD, BD and FSD) - Provide support to RPO staff in relation to teachers, office staff, architects, structural engineers, M&E consultants, QS, traffic engineering consultants and others 	2008 2008 As needed As needed	<ul style="list-style-type: none"> - 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	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 - Organize site visits 	As needed	<ul style="list-style-type: none"> - Agenda, papers and minutes delivered on time 	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 - Coordinate repairs and renovation work to be carried out 	As needed 2008 2008	<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 plan 	Feedback from staff and parties concerned	Paulina Hui, Michelle Kwan, Becky Lee, Vincent Chu	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
		<ul style="list-style-type: none"> - Repairs and renovation requests gathered from departments and parties concerned - Liaison with government departments 			
<p>4. Decanting of the School</p> <ul style="list-style-type: none"> - Tendering of relocation companies and special vendors - Interior design in terms of space planning - Guideline and procedure during the moving process - 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. - Recycle and dispose unwanted items - Proper documentation for moving out in 2011 	<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 - Special vendors to take care of moving of IT facilities, AV system, PA system, phone system, security system and fire services - 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, Vincent Chu</p>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
5. Coordinate between the Development Office (DO) and the RPO <ul style="list-style-type: none"> - supply information concerning the 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 	2008 As needed 2008	<ul style="list-style-type: none"> - Information concerning the building progress requested by the DO supplied on time - Frequent updates of the building progress provided to the DO - Requests conveyed and information required delivered 	Feedback from the RPO and DO staff	Paulina Hui Michelle Kwan Becky Lee	
6. Establish and maintain archive material <ul style="list-style-type: none"> - 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 	2008 2008 As needed As needed	<ul style="list-style-type: none"> - 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 (2008 - 2009)

As agreed during the Staff Meeting on 29th September 2008, there was consensus among all staff members that the Capacity Enhancement Grant for the academic year 2008 – 2009, totaling \$491, 706.80 (a balance of \$9,331.80 brought forward from 2007 – 08 and an amount of \$482,375.00 granted) be spent on hiring two full-time teachers to teach Science and Home Economics respectively, two part-time teachers to teach Religious Knowledge and Music respectively, 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 \$1,499,007.65, exceeding the total amount offered the School by \$1,007,300.85.

Appendix 2

DIOCESAN GIRL'S SCHOOL

Plan on the Use of Capacity Enhancement Grant in 2008 / 09

Means by which teachers have been consulted: Staff Meeting discussion

No. of Operating Classes: 30

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 staff (4) and supporting staff (4) to shoulder the teaching and non-teaching duties to reduce the overall workload of	Teachers to be given the support needed to tackle the work involved in the preparation for the NSS	September 2008 to August 2009	Salary, MPF and any staff development subsidies of the additional teaching and supporting staff employed: \$1,499,007.65	A reduction in the overall teaching load of teachers being assigned	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

		teachers and in particular, teachers directly responsible for the Preparation for the NSS Curriculum and the School Redevelopment Plan	Curriculum and in the school redevelopment plan		<p>Breakdowns as follows:</p> <p>H.E. Dept: \$324,349.20 (for 1 full-time teacher for 1 year, MPF included)</p> <p>Music Dept: \$152,513.45 (for a part-time teacher for 1 year, MPF included)</p> <p>R.K. Dept: \$58,800.00 (for a part-time teacher for 1 year, MPF included)</p> <p>Science Dept: \$384,060.00 (for a</p>	additional duties		School Redevelopment Plan
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					<p>full-time teacher for 1 year, MPF included)</p> <p>IT Dept: \$281,337.00 (for 2 IT assistants for 1 year, MPF included)</p> <p>School Office: \$297,948.00 (for 2 office assistants for 1 year, MPF included)</p> <p>Total planned Expenditure: \$1,499,007.65</p>			
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Appendix 3

DIOCESAN GIRL'S SCHOOL

Plan on the Teacher Professional Preparation Grant in 2008 / 09

Means by which teachers have been consulted: Staff Meeting discussion

No. of Operating Classes: 30

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 (1) staff to shoulder the teaching and non-teaching duties to reduce the overall workload of	Teachers to be given the support needed to tackle the work involved in the preparation for	September 2008 to August 2009	Salary, MPF and any staff development subsidies of the additional teaching and supporting staff employed: \$500,000.00	The comparative lighter teaching load of teachers who are involved in	The professional readiness of teachers in delivering the new curriculum	The Head of the Department concerned

		teachers	the NSS Curriculum		Breakdowns as follows: English Dept: \$778,098.10 (for 1 full-time net teacher)	preparation for the NSS		
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	N/A	September 2008 to August 2009	According to the budget requests made	According to needed resources purchased	N/A	The Heads of the Departments concerned

Appendix 4

School-based After-school Learning and Support Programmes 2008 / 09

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 2008 – July 2009	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 2009	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

Scheme on Additional Grant for EMI Schools

Strategy and Implementation Plan for English and English Literature at Diocesan Girls' School

(A) Present state of play

The School has a strong tradition of providing a wholly English-medium environment, and has historically performed exceptionally well in the subject, as testified by her students' performance in public examinations including TSA in English Language in Form 3, the HKCEE English Language exam in Form 5, and the AS Use of English in Form Upper 6. The School adopted the Direct Subsidy Scheme in 2005, and consequently underwent gradual expansion in the number of classes. All classes in Forms 1, 2 and 3 are streamed into 7 sets, and English Literature is taught as a subject in all junior form classes in addition to the subject of Literature in English being offered at Certificate and Advanced levels. As a result of expansion in the number of classes as well as a number of teachers retiring, we have procured new additional teachers, some of whom are younger and less experienced and would thus be able to benefit tremendously from further professional development.

In preparation for the adoption of the 3-3-4 academic system in 2009, additional support is needed, to provide staff professional development for existing and new teachers in the subject of English Language and Literature in English so that they are fully capable of delivering the required content of the New Senior Secondary Curriculum, to align the Junior Form Curriculum with the New Senior Secondary Curriculum and to strengthen the Language Arts and Literature elements in English Language and Literature teaching through the procurement of new teaching resources as well as training for new teachers in key elements of Literature in English.

Thus, the Department will need additional support to meet the challenges ahead in terms of deployment of human and physical resources.

(B) A holistic school-based plan

A three-pronged approach is to be adopted.

(1) Professional Development Programmes for teachers

To wholly prepare for the New Senior Secondary Curriculum, teachers will be required to attend courses which will enable them to deliver the various electives in the NSS in English Language and Literature in English. These will be developed in-house at the school by experienced experts in the subject. It is felt that teacher professional developments of this type would result in a more permanent and lasting effect on the overall enhancement of English Language learning within the school, rather than spending on one-off events.

(2) Alignment of syllabus in F1 – F3 with SS1-SS3

The Junior Form curriculum is to be realigned so as to provide a platform for students to enter the New Senior Secondary Curriculum. Both language arts and non-language arts related resources will be developed. This will involve redeployment of teachers so that they are free to develop resources for this purpose, as well as hiring of personnel to cover their teaching/non-teaching duties.

(3) Resources and References for elective component of NSS English and Literature in English.

This involves the procurement and strengthening of resources for the electives for NSS English Language and Literature in English. As many elements of the electives are new, we envision that we will need to procure resources for programmes which enrich students' learning experiences in these areas.

(C) Targets to be attained

Input parameters

- *Provision of courses, workshops for members of the Department.*

workshops / courses developed in-house for the school for the NSS curriculum. There may also be courses offered by outside speakers, professionals etc. Course tutors may be deployed to run courses part-time during the course of the year.

- *Procuring extra manpower resource* to free teachers, thus enabling them to develop teaching resources for both junior form curriculum alignment and for the senior form NSS curriculum.

Output parameters

- *Resources developed* for both the junior Form English Language and Literature classes and the NSS core and elective portions. These resources should be of a suitable quality to ensure meaningful learning in the NSS curriculum.

- *Teachers obtain professional development*, as shown by the professional contact hours through participation in courses held at school. These can be verified by lesson observations, peer evaluation, inspection of students' work as well as feedback evaluation forms from teachers and students.

- *Expanding the number of classes* through the provision of 6 sets of English Language classes in NSS 1, 2 and 3, as well as offering NSS Literature in English classes.

- *Resources* developed for electives of NSS English Language and the NSS Literature in English *are tried out and modified* as needed.

The budget table below summarizes the requirement of the School, but it should be noted that the sums and figures below do not take into account inflationary pressure, and is based on the assumption that costs remain at levels determined at the start of the 2007-2008 academic year.

3. English Department Plan for Developing the NSS Curriculum from 2009-2012

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required /Budget
<p>1. Professional Development for NSS curriculum</p> <ul style="list-style-type: none"> - Professional Development of teachers in the elective modules of NSS including Learning English through Short Stories, Learning English Through Poem and Song and Learning English through Drama. - Professional Development of teachers, particularly new teachers who are required to teach Literature in English in the Junior Form Curriculum. <p>(All teachers expected to attend, even if they do not initially teach these electives, as they have to teach elements of the junior curriculum so as to be in line with New Senior Secondary 1,2 and 3 curriculum.)</p>	<p>First Batch Jan 2009 – Apr 2009 <i>Teaching Poems Course</i> A 10-hour course prepared resources /worksheets which can be initially targeted towards classes in JS1 to JS3.</p>	<p>All teachers apply what they have learnt in the teaching of poetry to their respective classes in Junior Forms.</p> <p>Resource bank developed for poetry teaching.</p>	<p>Evaluation of teachers and of resources by lesson observations, peer-interviews and students' response.</p> <p>Survey forms to course participants to evaluate effectiveness of course.</p> <p>Survey form to students to gauge effectiveness of lessons.</p>	<p>Department Head and Course Tutor</p>	<p>\$48,000 for course tutor, resource development</p>

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required /Budget
	<p>Second Batch Sept-Dec 2009 <i>Teaching Drama Course</i> A 10-hour course with prepared resources/ worksheets targeted at incorporation of techniques in drama and performance.</p>	<p>Teachers apply what they have learnt in the teaching of drama to their respective classes in Junior Forms.</p> <p>Resource bank developed for drama teaching.</p>	As per 1 st batch	Department Head and Course Tutor	\$48,000 for course tutor, resource development.

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required /Budget
	<p>Third Batch Teaching Short Stories and Film Course Mar-June 2010 A 10-hour course with prepared Resources / worksheets targeted at the study of the genre of film and short story, also with reference to NSS Literature in English.</p>	<p>All teachers apply what they have learnt in the teaching of film and short stories to their respective classes in Junior Forms.</p> <p>Resource bank developed for film and short story teaching.</p>	As per first batch	Department Head and Course Tutor	\$48,000 for course tutor, resource development.

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required /Budget
<p>2. Alignment of Syllabus in Junior Secondary 1-3 with the New Senior Secondary Curriculum.</p> <p>Three teachers will be responsible for producing teaching packages to fit in with preparing the Junior Secondary students for the NSS curriculum. They will prepare teaching packages which will introduce the modules that will be offered by the School in NSS from 2009 onwards, including poems and song, drama, debating, short story, and social issues.</p>	<p>The academic year 2008-2009</p> <p>A GM teacher to be hired to cover for three teachers (ideally 1 from each of the Junior Secondary year groups) to allow Junior Secondary Teachers to develop resources.</p>	<p>Teaching Resource packs developed for Junior Secondary curriculum and tried out by all teachers teaching JS1-JS3 towards the latter half of 2009.</p>	<p>Evaluation of teaching package developed through lesson observation, peer observation and discussion.</p> <p>GM Teacher will be evaluated for his/her performance and potential to continue with the school at the end of the academic year .</p>	<p>Head of Department and three teachers who are in charge of developing, refining and rolling out of material to junior secondary classes.</p>	<p>\$274000 for hiring of GM teacher in 2008-2009 academic year</p>

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required /Budget
3. Procurement of teaching resources from professional publishers for Senior Form NSS curriculum.	September 2008-July 2011	Books/films/resources procured are used to enrich NSS teaching/learning experience	Evaluation of teaching resources through discussion	Head of Department, Form Coordinators of NSS 1,2,3	\$16000 (\$4000 per NSS Year group and \$4000 for NSS Literature in English)

(D) Summary of Budget Breakdown

Measures / Activities to be Funded by the Scheme	Estimated cost	Delivery date
1) Professional Development programme in English Language, Language Arts and Literature in English for teachers.	\$144,000	September 2008 onwards
2) Development of resources for junior form alignment with NSS. Hiring GM teacher to free personel for this purpose.	\$274000	September 2008 -August 2009
3) Procurement of extra teaching resource for NSS 1,2,3)	\$16,000	September 2008 Onwards

Projected Cashflow

School Year	2007/08	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Cash Requirement	-	\$330,000	\$52,000	\$52,000	-	-

Appendix 6

Annual School Plan 2007 – 08 Report

Major Concern: Preparation for the NSS Curriculum

1. Curriculum and Pedagogy

Two more surveys on student choice of elective subjects were conducted among the 2006 Form 1 cohort in September 2007 and March 2008 respectively. Another survey was conducted among the 2007 Form 1 cohort in March 2008. When the survey results were analysed, it was found that the choice of subjects was comparable across the three surveys conducted among the 2006 Form 1 cohort. Besides, the choice of subjects of the 2006 and 2007 Form 1 cohorts was comparable. Around 90% of the students of both Form 2 and Form 1 were satisfied in their choice of subjects, while 95.9% of the 2006 Form 1 cohort got their most preferred combination of elective subjects from our proposed curriculum design when the block system was introduced to them in the survey in March 2008. Upon the analysis of the data, the elective subjects to be offered under the NSS curriculum and the subject combination of each class were decided upon and introduced to parents of both the 2006 and 2007 F1 cohorts in May 2008. The exact time-tabling arrangement and streaming method were still under discussion. The discussion regarding the OLE curriculum was in progress under the OLE Working Group.

To ensure a smooth the interface between the junior and senior secondary curriculum, Form 3 Liberal Studies was introduced. From the self-reflection sheet collected, students generally expressed that through the course, they had improved in their critical thinking, especially in their capacity to think from different perspectives while taking into consideration ethical concerns.

Programmes for Other Learning Experiences were continually provided. Under the Literature Appreciation Project, 7 drama performances were chosen and students from each form were arranged to watch two of the listed plays. Elementary and Intermediate drama courses were introduced and a total of 20 and 21 girls respectively joined the courses. A tour to watch the Olympic Games in Beijing was organized. A total of 124 students participated in this 7-day tour. Apart from watching world-class athletes compete in various sports, they also visited a number of historic sites in Beijing to enrich their cultural experience. Regarding service learning projects, 5 trips were organized for Form 3 students to serve in a school in Qing Yuan, China through teaching the students English. A total of 96 students participated in the Qing Yuan Service Project and students became more appreciative of what they had after going to Qing Yuan. Besides, they have become more motivated to learn. They are also more willing to move beyond their comfort zone to touch the lives of those less fortunate. The Form 2 students participated in another 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. They were offered training and eventually applied these skills to serve the elderly, the physically handicapped and the blind. To further diversify the curriculum, a total of 18 language classes were introduced (5 French classes: levels 1, 2, 3 & 4; 4 Spanish classes: Levels 1,2,3 ; 4 Japanese classes: Levels 1,2,3; and 3 Putonghua (National standard) classes: Levels 1,2&3). A total of 293 students joined the language classes. A great variety of exchange and overseas programmes were arranged for the students, which included both academic and cultural exchanges. Students went to places such as Shanghai and Beijing (38 students), Qing Yuan (96 students), Singapore (36 students), Australia (10 students), New Zealand (2 students), Austria (38 girls) and the United States (6 girls) for exchange. Some of those students attended classes or conferences, while others served or competed in these trips. The students enjoyed the experiences thoroughly.

2. Assessment

The NSS Assessment Group finalized the draft of the school policy on assessment for the Senior Staff Management Team's consideration and approval. Check lists and relevant articles on formative assessment were uploaded to the eclass for teachers' reference. With the coordination of the Staff Development Team, two staff development workshops, namely Assessment for Students' Effective Learning and Outcome-based

Education and Assessment were organized to enlighten teachers on how to implement assessment concepts in the classroom. Teachers were continually reminded of the need to review their formative and summative assessments.

3. Student Learning Profile

The Group submitted a proposal on Student Learning Profile to the School in August 2008. The proposal was discussed in the Senior and Middle Management Team meeting and agreed in principle. During the year, the training programme for Form 1 students was completed successfully. Two workshops which aimed at introducing SLP to Form 1 students and helping them prepare their own SLP were held. At the end of the year, each student completed a digital presentation profile and saved it in their home drive in the School Intranet. A talk on the latest development of SLP as proposed by the Education Bureau was also arranged for all Form 2 students. Students were asked to update their SLP annually and keep the records in their home drive in the School Intranet. The Technology Subgroup had studied three possible electronic platforms for managing the NSS SLP and was considering choosing one of them.

Major Concern: Adjusting to New Teaching and Learning Needs

English Department

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
English Department To enhance the students' ability in language acquisition and to provide an			-		

<p>opportunity for them to obtain an international qualification in English, the school has implemented the two-year IGCSE English as a Second Language programme which runs concurrently with the HKCEE course for one set of Form 5 on a trial basis. The class will enter the London IGCSE English as a Second Language on a voluntary basis in May 2009 and based on the outcome of students in this class, we may adjust/refine the curriculum so as to see whether other classes may also benefit from taking part in the IGCSE curriculum, in addition to the local curriculum leading to the HKCE/HKDSE in English Language from 2009 onwards.</p>					
<p>(a) Adjust the curriculum for one class (5A) on a trial basis to help students prepare for the London Examination IGCSE English as a Second Language examination in May 2009.</p>	<p>Sept 2007 – July 2009</p>		<p>-Report and evaluation of the implementation of the IGCSE component into syllabus on the trial</p>	<p>Mr. J. Oddie</p>	<p>Reference books, Exemplar exam papers and mark scheme.</p>

			class and its performance in the IGCSE in May 2009.		
			- Teachers and students' feedback on performance in internal paper (to be given in class in February 2009).		As above.
(b)Subject to the outcome in August, 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 2008-2011	80% of the trial students passing the external IGCSE exam in 2009.	- Performance in the IGCSE from UK released in mid-August.	Mr. J. Oddie, (teaching 5A) Teachers teaching Form 4 for 2008-2009.	As above.
(c)Subject to satisfactory performance of the 1 st batch above, the IGCSE component may be incorporated into the NSS curriculum starting in 2009 to 2012, and students may sit the exam on a voluntary basis from 2011 onwards (in the second year of their HKDSE course).	Sept 2009-May 2012			Mr. J. Oddie, Teachers teaching SS1 onwards starting in 2009	As above

Chinese Department

- (1) 國家語委普通話水平測試：學校於課餘設普通話水平測試研習班教授「國家語委普通話水平測試」的內容。
- (2) 中一至中三同學可自由報名參加「港澳地區中小學普通話水平考試」(GAPSK)，本年約有 30 多名同學參加。
- (3) 本校應理工大學雙語學系教授的邀請，安排本校學生參加「香港普通話水平考試」(理工大學自行研製的「香港普通話水平考試」(PSK)於 2003 年得到國家語委確認：在 PSK 試考取 C2 或以上成績，相當於國家「普通話水平測試」(Putonghua Shuiping Ceshi，簡稱 PSC) 的相應等級。)科組為首批 25 名學生報考，以作第一階段的試點。第一階段考試已於暑假完成，若成績理想，水平符合本校學生，科組會選派更多學生參加考試。
- (4) 科組老師就 ICGSE 中文科考試內容作了討論，老師皆認為考試內容太淺易，暫不適用於本校學生應考。

Objectives and Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible
<p>Mathematics Department</p> <p>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</p>			-	
<p>(a) Study the IGCSE curriculum and make plans to slightly adjust our local curriculum to help students take the examination</p>	<p>Sept 2007 – July 2008</p>	<p>A report is approved by the School.</p>	<p>Report on the study</p> <p>After a careful study of the IGCSE syllabus and a discussion with the Headmistress, we decide to offer the IGCSE curriculum to F.5 students who are taking Additional Mathematics. These students will take the Higher tier of the exam either in May 2009 or Nov 2009 on a voluntary basis. A 3-hour extra lesson will be conducted to prepare the students for the exam.</p>	<p>Mrs. P.S. Tong and Miss B. Lee</p>

Mathematics Department

(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. (A brief report on this will be attached to the Annual School Plan 2009 – 10)	All F.5 Mathematics teachers of 2008 – 09
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Major Concern: The School Redevelopment Plan

1. Provide support to the Redevelopment Project Office (RPO)

The RPO was established in April 2007 with Mr. Marco Wu as the Honorary Advisor and Mr. Bobby and Miss Alice Yim as the Senior Project Manger and Project Manager respectively. The office was well-facilitated with office furniture including filing cabinets and well-equipped with networked computers and printing device. A detailed incoming and outgoing document filing system was devised implemented to facilitate documentation of records received and sent to EDB, Arch SD, DLO, TD, PD, BD and FSD. Clerical and administrative support was also provided to RPO staff in relation to architects, structural engineers, M & E consultants, QS, traffic engineering consultants and others efficiently and effectively.

2. Provide support to the Building Sub-Committee (BSC)

Meetings were organized throughout the year with agenda, papers and minutes circulated prior to the meetings. Site visits were organized, models were displayed and information was presented to the BSC to facilitate the selection process of an architectural firm.

3. Preparation of the hotel school

Site visits to the hotel school were conducted for staff to familiarize them with the environment. Views and needs of various departments and parties concerned were incorporated into the design of the school layout plan in order to optimize the use of existing resources. Repairs and renovation requests were gathered and coordinated while liaison with government departments continued.

4. Decanting of the School

The tendering of furniture moving companies, coordination and supervision of moving logistics among all persons-in-charge with the school and to the hotel school, retention and maintenance of a master record of in/out record of items and disposal of unwanted items will be scheduled to take place in September 2008 to April 2009 and a detailed report will be attached to the School Annual Plan 2009-2010.

5. Coordinate between the Development Office (DO) and the RPO

Appendix 7

Use of the Capacity Enhancement Grant (2007 – 08)

One full-time and two part-time teachers under the Home Economics, Music and Religious Knowledge Departments as well as two IT assistants and two Office assistants were employed to relieve the workload of the Teaching Staff during the school year. Their salary and MPF contribution totaled a spending of \$1,195,821.76 from the amount of \$1,107,352.00 received and the amount of \$97,801.56 carried forward from the previous year. The remaining amount of \$9,331.80 will be brought forward to the next academic year (2009 – 10).

Details of the proposed plan for 2007 – 08 are herewith attached (Appendix 8 from P. 41 – 44).

Appendix 8

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: 30

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 staff (3) and supporting staff (4) 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 2008 to August 2009	Salary, MPF and any staff development subsidies of the additional teaching and supporting staff employed: \$1,123,045.56	A reduction in the overall teaching load of teachers being	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

		workload of teachers and in particular, teachers directly responsible for the Preparation for the NSS Curriculum and the School Redevelopment Plan	the NSS Curriculum and in the school redevelopment plan		<p>(actual amount spent: \$1,195,821.76)</p> <p>Breakdowns as follows:</p> <p>H.E. Dept: \$383,607.00 (for 1 part-time teachers for 1 year, MPF included)</p> <p>(actual amount spent: \$392,059.50)</p> <p>Music Dept: \$77,742.00 (for a full-time teacher for 1 year, MPF included)</p> <p>(actual amount spent: \$172,722.16)</p>	assigned additional duties		Needs and the School Redevelopment Plan
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					<p>R.K. Dept: \$168,091.56 (for a part-time teacher for 1 year, MPF included) (actual amount spent: \$143,018.57)</p> <p>The first part-time teacher left and was replaced by another given a smaller teaching load</p> <p>IT Dept: \$233,100 (for 2 IT assistants for 1 year, MPF included) (actual amount spent: \$245,654.12)</p> <p>The two IT assistants first employed left at different times of the school year and were replaced</p>			
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					School Office: \$260,505.00 (for 2 office assistants for 1 year, MPF included) (actual amount spent: \$242,367.41)			
					Total planned Expenditure: \$1,123,045.56 (actual amount spent: \$1,195,821.76)			

Appendix 9

Use of the Teacher Professional Preparation Grant (2007 – 08)

From a grant totaling \$784,107.46 (\$304,107.46 brought forward from 2006 – 07 and a total of \$480,000.00 granted in 2007 – 08), \$808,903.00 was spent on employing three full-time teachers to teach English and Science. The excess amount of \$24,795.54 was covered by the School.