



Diocesan Girls' School

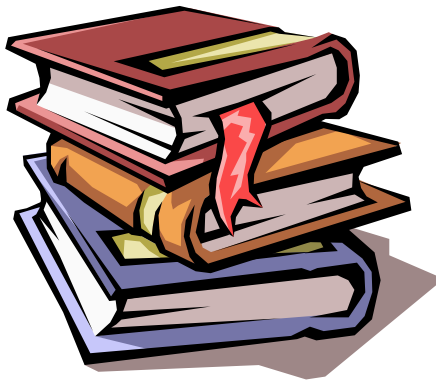
**Annual School Plan
2003 / 2004**

Diocesan Girls' School

School Vision & Mission

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

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



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The Three Areas of Concern

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

1. Student Life Building Programme

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

2. Teaching and Learning - Project Learning

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

will ensure that these skills are adequately polished and refined as our students reach senior forms when they are ready for a free rein in self and focused learning.

3. Leadership Training

Conscious that we are educating youngsters who will eventually be team leaders and workers in our future society, the School offers opportunities to every single student to learn to play both roles as they grow into young adults. This is carefully planned to help junior form students acquire sound communication skills and take partnership roles in various activities to prepare them to take up leadership posts in extra-curricular activities as they reach Lower Six. Attachment and service projects will also be organized within and outside the School to enable senior form students to serve in different functional and service groups, supporting the School, student body and local communities.

1. Major Concern: Student Life Education

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Broaden students' knowledge in the domains of Civic, Moral, Health, Environmental and Sex Education, as well as to help students develop positive values and attitudes</p> <ul style="list-style-type: none"> a) assign at least 4 to 6 Form Periods for different forms to further widen students' scope of knowledge in the various domains of education and to help them build up a positive set of values and attitudes outside the formal curricula b) make teachers of different KLAs aware of the need to incorporate into their learning objectives, values and attitudes relevant to their subject context c) conduct morning assemblies to inculcate positive values and attitudes 	<p>Sept 03 – Jul 04</p>	<p>Majority of the targeted students express awareness / understanding of the major concepts of the various domains of education</p> <p>Majority of the targeted students are able to identify the values embedded in particular life events</p> <p>Majority of the targeted students have positive feedback towards the activities arranged in the Form Periods</p> <p>Teachers of over 50% of the KLAs agree to strengthen students' development of values and attitudes in their subject context</p>	<p>Student Survey Teacher Survey Teacher observation reports Student self-reflection reports</p>	<p>Student Life Building Team, Civic Education Team, Environmental Education Team, Counselling Team, RK Department, Health Education Group, Conservancy Club, Current Affairs Club</p>	<p>Sharing by school's expert teachers, external speakers, relevant teaching kits</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. With the updated information compile a report regarding the coverage of the various topics/ values/ attitudes of the different domains of education in the formal and informal curricula and to trim or fill missing gaps in the coverage</p> <p>a) a survey will be conducted across the KLAs to collect updated information on the extent the different domains of education are covered</p>	<p>Nov 03 – Jul 04</p>	<p>An up-dated report regarding the coverage of the various domains of education is compiled</p>			

2. Major Concern: Teaching and Learning – Project Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Teacher Enhancement Programme for Project Learning: All teachers will be refreshed and trained in the skills required in conducting and supervising projects</p>	Nov. 03 – Feb.04	All teachers involved in guiding and supervising student projects	Survey on the feedback of teachers on the training	Project Learning Working Group	External speakers and experts in Project Learning e.g. Team from CUHK
<p>2. Student training: All F.1 students will be trained in project skills. They will do their first project on “Hong Kong: Past and Present”</p>	Dec. 03 – Feb. 04	Students’ mastery of the skills as reflected in the process of their research as well as their report and presentation	Teachers’ feedback on students’ projects		
<p>3. Coordination across different KLAs: Teachers of various KLAs will supervise F.1 & F.2 students to do a PSHE project. F.1 students will do their second project on “DGS” and F.2 girls will do their first project on “Future Hong Kong”. Various formats, such as drama, poster, etc can be used in the reports and presentations</p>	Mar 04 - June 04	Cross-curricular projects carried out under the supervision of teachers of different KLAs. * By the end of 2003-04 all F.1 will have completed two projects and F.2 will have completed one project	Survey on the feedback of teachers on the coordination and supervision work		

3. Major Concern: Leadership Training

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Provide leadership training programmes to all students</p> <p>a) Advanced leadership training programme for all F.6 students</p> <p>b) Elementary leadership training programme for all F.3 students</p>	<p>September</p> <p>June and July</p>	<p>Over 95% of the students attend the leadership training programme. Over 70% of F.6 students agree that the leadership training programme</p> <ul style="list-style-type: none"> • is useful to them. • enables them to acquire leadership skills <p>Over 70% of F.3 students agree that the leadership training programme</p> <ul style="list-style-type: none"> • is useful to them. • enables them to acquire basic leadership skills 	<p>Questionnaires for students Interviewing students Evaluation meetings between the School and the commissioned organisations</p>	<p>Counselling Team and ECA Team</p> <p>Counselling Team and Mini-summer Term Organising Committee</p>	<p>Commissioned organisations</p> <p>Students pay for the services provided.</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. Students learn to be student leaders through participation in ECAs</p> <p>a) Most club activities are organised by students and supervised by teachers</p> <p>b) Club committees have to set their year plans and budgets; keep minutes and records of activities; do evaluation; prepare financial reports and write year reports</p>	September through August	<p>Club activities are of fairly good quality and able to attract students to participate in them</p> <p>All committees are able to submit year plans, budgets, activities reports, financial reports and year reports</p> <p>Students are able to apply their skills acquired in the leadership training programmes</p>	<p>Each club should do reflective evaluation at the end of each academic year</p> <p>ECA teachers –in - charge to assess the quality of work done</p>	ECA Team Teachers-in-charge of clubs and teams	General expenses of all ECA clubs are covered by the School.
<p>3. Students are given opportunities to gain experience in organising large-scale activities</p> <p>a) Mini-bazaar</p>	December	<p>Each class sets up a stall in the Mini-bazaar</p> <p>More than 10 clubs set up stalls in the Mini-bazaar</p>	Data collection	Mini-bazaar Organising Committee, Prefects' board and Form Teachers	Mini-bazaar is self-financed

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>b) ECA club is allowed to arrange a theme week / special event for the whole school once in two years</p> <p>c) Mentor-mentee scheme</p> <p>i) training programme for mentors</p> <p>ii) mass activities organized by student mentors</p> <p>iii) regular contacts between student mentors and mentees</p>	<p>October through April</p> <p>September through July</p>	<p>More than 7 theme weeks / special events are organised by ECA clubs</p> <p>More than 80% of student mentors agree that the training programme enables them to acquire communication skills, collaboration skills and skills in helping their mentees</p>	<p>Data collection</p> <p>Questionnaires for mentors and mentees</p> <p>Meeting between mentors and teachers</p>	<p>Teachers-in-charge of clubs Committees of clubs ECA Team</p> <p>Counselling Team</p>	<p>Expenses for theme weeks / special events are covered by the School</p> <p>Expenses are covered by the Counselling Fund</p>
<p>4. To ensure that every upper form student is given opportunities to take up duties and responsibilities, the following three measures are taken:</p> <p>a) F.1 students are encouraged to participate in more than two ECA groups</p> <p>b) ECA groups are encouraged to recruit more F.3 and F.4 students into their committees</p>	<p>September - October</p>	<p>Over 75% of F.1 students participate in more than 2 ECA groups</p> <p>Over 50% of F.3 and F.4 students take up at least one post of responsibility</p>	<p>Data from the ECA Information System</p>	<p>ECA Team</p>	<p>N.A.</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
c) Each student is advised to take up at most one chairlady post and three posts of responsibility		Over 90% of F.6 students take up at least one post of responsibility Over 50% of F.6 students take up at least one chairlady post			
5. Nominate students for training programmes organised by other organisations a) To give opportunities to more students by referring to a central file with records of potential leaders in F.1 to F.4 to facilitate nominations	September through August	Students of different abilities are offered different opportunities (All-round students, students with strong leadership abilities, students with leadership potential and students who need exposure for further development, etc)	Keep records of students being nominated and categorize them into the four areas	Student Attainment and Achievement Team Counselling Team All teachers	Participation is self-financed