



Diocesan Girls' School

School Development Plan

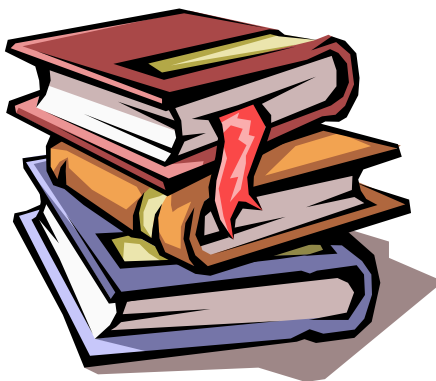
2003 / 04 – 2005 / 06

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.



Where We Are Now

Prior to school development planning, it is advisable for schools to conduct a context analysis such as SWOT analysis to identify external opportunities and threats as well as internal strengths and weaknesses. Such a process would help determine strategic priority areas that a school needs to focus on for sustainable development and improvement of learning outcomes.

Our Strengths

- *The School is blessed with capable staff and students*
- *We also have a strong culture and good traditions as a backbone of support*
- *The students are not only diligent but also motivated to accomplish and learn*
- *With a strong reading culture developed, our students are effective independent learners*
- *The School administration, staff and students are adaptable and open-minded*
- *The school body enjoy ample chances of external exposure through community service (Daily Giving Service as school motto), school life enrichment programmes and local and overseas exchange*
- *The excellent language skills of the students mean they have acquired the necessary tools to learn.*
- *The close ties with our PTA and DOGA allow the School to accomplish much more with the support of parents and old girls.*

Our Weaknesses

- ***Our girls tend to be perfectionists and are not easily satisfied with their achievements***
- ***Some students also tend to be over-assertive.***
- ***The variety of work done regularly can be better streamlined and coordinated to improve on efficiency and cost-effectiveness.***
- ***The limited available space in the School is one constraint that restricts the scope of many school programmes.***

Our Opportunities

- ***The option to join the Direct Subsidy Scheme is one channel for the School to implement new plans and curricula.***
- ***The School and our students enjoy recognition from the local community and overseas.***
- ***The early admission scheme of local tertiary institutions allows us to focus on helping the less capable to improve more rapidly.***

Our Threats

- ***There is currently keen competition with international schools in terms of facilities and curriculum, notwithstanding the vast difference in funding and flexibility in administration between the two systems.***
- ***There are also increasing challenges within the educational sector.***
- ***The uncertainties in the existing education system make it more difficult for the School to make long-term plans for development.***

Major Concerns for 2003/04 – 2005/06 (in order of priority)

1. Student Life Education 5
2. Teaching and Learning – Project Learning 7
3. Leadership Training 9

School Development Plan (2003/04 – 2005/06)*

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			03/04	04/05	05/06
1 Student Life Building Programme	1. Broadening of students' knowledge in the domains of Civic, Moral, Health, Environmental and Sex Education, as well as the development of positive values and attitudes in the students	<ul style="list-style-type: none"> - 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 - make teachers of different KLAs aware of the need to incorporate into their learning objectives, values and relevant to their subject context - conduct morning assemblies to inculcate positive values and attitudes - conduct a survey across KLAs to collect updated information on the extent the different domains of education covered 	√		

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			03/04	04/05	05/06
	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 trim or fill missing gaps in the coverage	- draft a school-based curriculum based on the data collected from the survey - coordinate teachers across KLAs to try out selected parts of the school-based curriculum and collect feedback from them to see if modification is needed		√	
	3. Drafting of a school-based curriculum	- issue the school-based curriculum to be implemented through different KLAs, relevant ECAs and teams		√	
	4. Coordination of the trial implementation of the school-based curriculum and the making of necessary modifications upon trial				√
	5. Implementation of the school-based curriculum				√

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			03/04	04/05	05/06
2 Teaching and Learning – a) Project Learning	<p>1 Acquisition of project skills</p> <p>a) Teacher training All teachers to be refreshed in the skills required in conducting and supervising projects</p> <p>b) Student training</p> <p>i) All F.1 students will be trained in project skills All F.1 students will do two projects on “Hong Kong: Past and Present” and “DGS” respectively</p> <p>ii) All F.2 students will be trained in project skills All F.2 students will do a project on “Future Hong Kong”</p> <p>iii) The 1st F.1 project will be completed with a full project report and an oral presentation in Chinese The 2nd F.1 project will be completed with a full project report in English and a presentation of any format of their own choice e.g. drama, poster, etc</p>	<p>- Invite professional academics from CUHK to refresh teachers on the various skills required in conducting and supervising projects</p> <p>- To give an extra touch to project learning, invite professional academics from CUHK to train F.1 students in project learning skills</p> <p>- Training to students by Project Learning Working Group</p> <p>- Project Learning Working Group to coordinate all teachers to supervise two student project groups</p>	√		

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			03/04	04/05	05/06
	<p>2 Design of a school-based project learning curriculum</p> <p>a) A preliminary school-based project learning curriculum to be drafted.</p> <p>b) A trial-run of the drafted project learning curriculum to be conducted</p> <p>c) All F.1 to F.3 students to carry out a project</p>	<ul style="list-style-type: none"> - Design themes for projects across forms - Train F.1 & F.2 students on project learning skills - Train F.3 students on higher order thinking skills - Coordinate ALL teachers in supervising projects 		√	√
	<p>3 Implementation of school-based project-learning curriculum across junior forms. Junior secondary students (F.1 – 3) to carry out a full-scale project on a topic of their choice. Top projects to be entered for external or inter-school competitions or exhibitions.</p>	<ul style="list-style-type: none"> - Train F.1 & F.2 students in project learning skills - Train F.3 students in higher order thinking skills - coordinate ALL teachers in supervising projects 		√	√

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
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3. Leadership Training	1. Provide leadership training programmes to all students	- Advanced leadership training programme for all F.6 students	√	√	√
		- Elementary leadership training programme for all F.3 students	√	√	√
	2. Students learn to be student leaders through participation in ECA	- Most club activities are organised by students and supervised by teachers	√	√	√
		- Club committees have to set year plan and budget; keep minutes and records of activities; do evaluation; prepare financial reports and write year reports	√	√	√
	3. Students are given opportunities to gain experience in organising large-scale activities	- Mini-bazaar	√	√	√
		- ECA club is allowed to arrange a theme week / special event for the whole school once in two years	√	√	√
		- Mentor-mentee scheme	√	√	√

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	4. To ensure that every upper form student is given opportunities to take up duties and responsibilities so that these are evenly distributed among students	<ul style="list-style-type: none"> - F.1 students are encouraged to participate in more than two ECA groups - ECA groups are encouraged to recruit more F.3 and F.4 students into their committees - Each student is advised to take up at most one chairlady post and three other posts of responsibility 	√	√	√
	5. Nominate students for training programmes organised by other organisations to benefit more students	<ul style="list-style-type: none"> - A central file keeping records of potential leaders in F.1 to F.4 to facilitate nominations - The central file also keeps records of students being nominated 	√	√	√

Other Set School Goals

1. External School Linkages - Overseas Exposure for Students and Teachers

The School, being aware of the need to expose students to different cultures, education systems and teaching / learning environments, will endeavour to arrange student exchange programmes to enhance their global views in all areas such as academic pursuit, music and sports. Students are also warmly encouraged to make the most of any opportunities opened to them through school contacts or outside-school competitions to gain overseas experience.

With the popularity of overseas trips across the whole education sector, the Headmistress, as a director of an international education board, can arrange staff exchange programmes with prestigious schools in the US, UK, New Zealand, Australia and China. Such experiences will enhance the teachers' professional development and bring multiple benefits to students.

2. Joining the Direct Subsidy Scheme

As the government through-train policy makes it necessary for the School to join the Direct Subsidy Scheme, the School Council is exploring the possibility to do so in the coming foreseeable time. With a few Staff Development sessions completed for staff to find out more about the scheme, the elected staff representatives will continue to conduct consultation exercise, to be followed by discussions involving all stakeholders and the drafting of a well-defined implementation proposal.

3. The Chinese Language Education Programme

An innovative programme to strengthen the teaching and learning of Chinese Language will continue to be implemented. Tentatively in 2005 - 06, the School plans to adopt Putonghua as the language of instruction in some of the Chinese Language classes that are more ready for the change. Academic and cultural exchange programmes will be offered to both teachers and students of our School and the Jiading No. 2 High School in Shanghai. As part of a comprehensive approach to enhance the teaching and learning of the Chinese subject, the Chinese Orchestra will be expanded and upgraded through heightened training and purchase of instruments. Chinese Literature appreciation will also become an essential component of the senior form curriculum with the production of a school Chinese novel / literary works as the end product.