



**Diocesan Girls' School  
School Development Plan**

**2009/10 – 2011/12**

# Diocesan Girls' School

## 1. School Vision & Mission

### **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 and local communities as well as their homes and families.

### **Mission**

Building on a legacy of distinction, it is our mission 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.

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

## 2. School Goals

We focus on:

- Promoting a holistic development based on Christian principles and sound moral values;
- Building a community of young women who are conscious of their identity as Chinese nationals as well as global citizens, being fully aware of their current and future roles in the society and family
- Offering a liberal arts, science and technology curriculum spanning all eight key learning areas to enable students to master competent language skills, to cultivate a spirit of intellectual exploration and to develop analytical, creative and critical thinking skills;

- Providing a wide range of OLE (other learning experiences) to acquire a healthy lifestyle as well as life, social and communication skills;
- Recruiting and retaining a team of teaching professionals who are well-qualified, committed and caring; and
- Providing quality facilities to fulfil the current and future needs of students.

### **3. School Motto**

Starting as an orphanage, the School educates her girls in offering ‘Daily Giving Service’ to the school, local and overseas communities through material support, creative talents and active service.

### **4. Core Values of Education**

The School aims to build respect, self-discipline among the students by providing them with an environment where they are respected and expected to exercise self-discipline. Christian values of love, containment, diligence, shouldering responsibility, self-management, self discipline and self-sacrifice\* are inculcated through Morning Assembly, the formal curriculum and all aspects of school life. It is hoped that these values will mould the students into women of excellence who are mature, sensible and sensitive to others’ needs.

\*Other core values include integrity, appreciation, perseverance, confidence, social justice, responsibility, flexibility, adaptability cherishing life and opportunities as well as discernment

## Holistic Review

### Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action,	Remarks
1. Preparation for the NSS Curriculum	Fully Achieved	Incorporated as routine work and continue to be a major concern in the next SDP	
2. School Adjustment after the Implementation of the New Timetable and Student Card System	Fully Achieved	Incorporated as routine work	The New Timetable and Student Card System are both currently adopted and have improved the teaching and learning of the School as well as school life for all
3. The School Redevelopment Plan	Partly Achieved	Continue to be a major concern in the next SDP until the completion of the project	

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>The School has a clear direction of development</li> <li>She strategically formulates her development plans in line with her direction of development</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing the transparency of the School's decision-making process</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>The Headmistress provides effective guidance to the continuous development of the School and oversees school work effectively</li> <li>Subject / Committee heads and teachers have an amicable working relationship</li> </ul>	<ul style="list-style-type: none"> <li>Deployment of staff to optimize their potential</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>This is in line with the trend of the Education Reform</li> <li>The School strategically arranges different learning modes and opportunities for students in the light of their abilities, interests and needs</li> </ul>	<ul style="list-style-type: none"> <li>Application of data on Student Learning and Teaching to evaluate the implementation of the curriculum</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>The students are highly interested and confident in learning</li> </ul>	<ul style="list-style-type: none"> <li>Variation of teaching strategies according to student interests, needs and abilities</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>The School's OLE Programme can help extend students' learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Further refinement of the OLE Programme</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>Parents are informed of school affairs and her development</li> <li>Adequate channels for parents to express their views to the School</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be more actively engaged in school and PTA activities</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>Teachers and students have a harmonious relationship</li> <li>Students get along well with their schoolmates</li> </ul>	<ul style="list-style-type: none"> <li>More actively respond to student comments</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>The School provides adequate opportunities to foster student leadership</li> <li>Students actively participate in the OLE Programme</li> <li>The School actively helps students to develop correct values</li> </ul>	<ul style="list-style-type: none"> <li>To more closely monitor student needs in their growth process</li> </ul>

## **SWOT Analysis**

### **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 a period of 3 school years (in order of priority)**

- 1. Implementation of the NSS Curriculum**
- 2. Implementation of the OLE Programme**
- 3. Completion of the School Redevelopment Project**

## School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1.Implementation of the NSS Curriculum	<ul style="list-style-type: none"> <li>• To implement the NSS curriculum</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• The Curriculum and Studies Team to oversee the implementation</li> <li>• Subject departments to monitor the implementation</li> </ul>
	<ul style="list-style-type: none"> <li>• To explore and evaluate the teaching pedagogies employed for the new curriculum</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Subject departments to hold meetings to evaluate the effectiveness of the pedagogy</li> <li>• Subject departments to hold experience sharing meetings to enhance members' teaching</li> <li>• Staff development team to organize professional development programmes related to teaching pedagogies</li> </ul>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> <li>To enhance the smooth running of the School-based Assessment</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Curriculum and Studies Team to coordinate the school-based assessment time frame across subjects to avoid overloading of work on the students</li> <li>Subject departments to hold meetings to monitor the running of the SBA</li> </ul>
	<ul style="list-style-type: none"> <li>To explore and evaluate the assessment methods adopted for the new curriculum</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Subject departments to hold meetings to evaluate the effectiveness of the assessment methods</li> <li>Subject departments to hold experience sharing meetings to enhance members' understanding of the pros and cons of different assessment methods</li> <li>Staff development team to organize professional development programmes related to assessment methods</li> </ul>
	<ul style="list-style-type: none"> <li>To assess the elective subject combinations offered to SS students</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Curriculum and Studies Team to conduct surveys on the junior secondary forms to collect their priorities of subject combinations</li> </ul>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> <li>To facilitate students' taking of the Fourth elective subject</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Curriculum and Studies Team to oversee the ways to facilitate students' taking of the Fourth elective subject such as Other Languages and Music</li> </ul>
	<ul style="list-style-type: none"> <li>To assess the S4 streaming method</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Curriculum and Studies Team to assess the S4 streaming method</li> </ul>
	<ul style="list-style-type: none"> <li>To enhance a smooth interface between the junior secondary and senior secondary curriculum</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Curriculum and Studies Team to coordinate a junior secondary curriculum audit to identify strengths and possible gaps and suggest ways to fill the gaps</li> </ul>
2.Implementation of the OLE Programme	<ul style="list-style-type: none"> <li>To implement the NSS OLE curriculum in S4 to S6</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The OLE Curriculum Coordinating Team is to design and oversee the implementation of the NSS OLE curriculum in S4 to S6.</li> <li>The S4 to S6 curricula are to be designed.</li> <li>The various components of the NSS OLE curriculum are to be implemented by respective departments.</li> <li>Some of the OLE activities are timetabled and some are provided outside school hours.</li> </ul>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> <li>To provide OLE programmes to all students (S1 to U6)</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>OLE Days and ECA lessons are built into the school timetable to encourage all students to participate in ECA groups.</li> <li>The sixty ECA groups are to provide ample opportunities for all students to arouse their interests and develop their skills in different areas.</li> <li>ECA groups provide opportunities for students to enhance their leadership skills by taking up posts of responsibility.</li> <li>Whole-school functions and form activities of various components of OLE will be arranged to broaden students' horizon.</li> </ul>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> <li>To offer exchange programmes, overseas trips and outside school programmes to all students</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Overseas and Exchange Programmes Team is to oversee the provision of overseas and exchange programmes to students.</li> <li>Other programmes organised by local institutes or organisations will be coordinated by various internal departments according to the nature of the activities.</li> <li>Students will be encouraged to share their learning experiences with other members of the School.</li> </ul>
	<ul style="list-style-type: none"> <li>To implement the Student Learning Profile</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The SLP Team is to oversee the implementation of the SLP.</li> <li>i-Portfolio of e-Class is installed to manage the data and provide a platform for students to develop their own SLP.</li> <li>Training workshops will be provided to teachers and students.</li> <li>The SLP reports will be distributed to students annually in S4 to S6.</li> <li>A final SLP report will be distributed to students at the end of S6.</li> </ul>

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
3.Completion of the School Redevelopment Project	<ul style="list-style-type: none"> <li>• Fund-raising</li> <li>• Refinement of the new school design</li> <li>• Processing of the procurement procedure and preparation for returning to the Jordan site</li> <li>• Completion of the construction of the new buildings</li> <li>• Follow-up on defects after handover of the new school building</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• To co-ordinate all parties involved and provide support to facilitate the completion of the School Redevelopment Project</li> </ul>