

**Diocesan Girls'
School
School Report**

2008 – 2009

Key Elements of the School Report

- Our School
- Achievements and Reflection on Major Concerns
- Our Learning and Teaching
- Support for Student Development
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Our School

Founded in 1860, the School aims to provide an all-round education for its students. The Christian heritage of the School is upheld in daily whole-school assembly during which worship is conducted and spiritual qualities and moral values nurtured. Apart from encouraging students to strive for overall academic excellence, the School works towards the development of students' language competence as well as their talents and potential through active participation in a wide variety of activities ranging from robotics and drama to music and sports. The school motto, 'Daily Giving Service', has inspired students not only to serve the School but also the local and overseas communities through voluntary service.

More information is available on our School's homepage at <http://www.dgs.edu.hk> or the respective section under "School Profiles" for public reference (Secondary School Profiles <http://chsc.edb.hkedcity.net/secondary>)

Achievements and Reflection on Major Concerns

Priority Task 1: Preparation for the NSS Curriculum

Achievements

- The following tasks have been completed from 2006-2009 as planned:
 - Design of NSS curriculum
 - ◆ Three rounds of survey amongst the Form 1 2006 cohort and F1 2007 cohort were done and upon analysis of the data, the elective subjects to be offered under the NSS curriculum and the subject combinations available to students were decided upon and introduced to parents of both the 2006 F1 cohort and 2007 F1 cohort in May 2008.
 - ◆ The method of streaming into S4 was finalized in 2008-09. A new online subject selection form was designed and introduced to facilitate students' submission of their choices and the School's streaming.
 - ◆ A talk was arranged for F3 parents and students in January 2009 to help them better understand the design of the DGS NSS curriculum, the different elective subjects offered and the streaming method to facilitate their selection of subjects and the subject combinations. A talk was also organized for F3 students to familiarize them with the online subject selection process.
 - ◆ To ensure smooth interface between the junior and senior secondary curricula, the junior secondary curriculum for Liberal Studies was worked out. Liberal Studies was gradually introduced to all junior secondary forms (F1:2004-05; F2 2006-07; F3 2007-08) and continually polished throughout the years. Besides, Economics & Commerce was introduced to F3 in 2006-2007 to facilitate a smooth transition for students opting to take NSS Economics and NSS Business, Accounting & Financial Studies. Course evaluation forms completed from students showed that the courses had helped most of them to better their understanding of the various content areas and thinking skills in the two newly introduced subjects.
 - ◆ To enrich the Other Learning Experiences of the students, a number of activities, projects and courses in different domains were introduced. (I) Aesthetic Development: Literature Appreciation Project, Drama courses (Elementary & Intermediate), Piano Master Classes, Lunch-time Music Performances, etc. (II) Physical Development: Tennis training, Beijing Olympic tour, etc. (III) Community Service: Service trips to Qingyuan to teach English, F2 Service Learning Project during the min-summer term, etc. (IV)

Moral & Civic Education e.g. 30 years of Reform and Opening up Project Learning for F1 to F4 (07-08), 60th Anniversary of the Founding of the People's Republic of China Project Learning for F3 (08-09), etc.

- ◆ A more diversified curriculum was explored with a number of programmes introduced and expanded. Around 20 Other Languages classes were introduced during these 3 years, including French, Spanish, Japanese, Putonghua (National standard) and Arabic. A great variety of exchange and overseas programmes were arranged for the students, which included both academic and cultural exchanges, as well as competitions. Students had gone to places such as Shanghai and Beijing, Qing Yuan, Singapore, Australia, New Zealand, Austria and the United States for exchange.
- Time-tabling arrangement
 - ◆ A block system has been designed for students to choose their elective subjects. The time-table for all classes in relation to the time for the elective subject lessons has been carefully worked out.
 - ◆ Students will have parallel lessons for Liberal Studies to enable them to form sets of smaller sizes (around 28 students) to facilitate teaching and learning.
- Arrangement for the offering of Other Languages as a fourth subject
 - ◆ Student surveys have been done to find out the number of students who would like to take Other Languages as a fourth elective subject.
 - ◆ Bridging courses have been provided for S3 students to prepare them to take up Other Languages in S4 and ultimately sit the Cambridge AS-level examination in S6.
- Exploration of different OLEs and the NSS OLE curriculum framework
 - ◆ An OLE team has been established to coordinate the various Other Learning Experiences in school. Teachers-in-charge of the various domains have submitted proposals regarding the design of the formal and informal curriculum of their respective domain.
 - ◆ A working group has been especially set up to coordinate and draft the S4-S6 Aesthetic Development curriculum, putting most of what we have long been doing in the informal curriculum into the formal curriculum.
 - ◆ Different Other Learning Experiences elements have been explored and added, examples of which have been mentioned in the earlier part.
- Revisiting of the teaching pedagogy

- ◆ Departments had re-visited and shared their teaching pedagogies in their departmental meetings, departmental sharing sessions, peer observation, etc.
- ◆ Sharing of teaching pedagogies by teachers e.g. Content Area Reading have been arranged on Staff Development Days so that teachers from different departments can learn from one another's teaching pedagogies.
- ◆ All teachers have been attending various NSS Professional Development seminars (e.g. on the domain of Teaching and Learning) organized by EDB or other tertiary institutions these few years, updating themselves on the latest pedagogies and getting stimulations in working out strategies that best suit our student needs.

Reflection

- Generally speaking, the preparation work for NSS Curriculum and Pedagogy was completed successfully.
- The DGS curriculum has been designed with most of the students getting their first choice combination of elective subjects that they would like to take in S4.
- The streaming method devised turned out to be smooth in streaming the students, though more time will be needed see how well this is in streaming students to take what is most suitable for them.
- Preparation work has been laid down for students to take Other Languages as a 4th elective subject. Bridging courses have been provided to ensure that students are up to the standard of taking the AS level Language subject in S4. Despite attempts made to look into the possibility of setting up the language classes in school, it was finally decided that students will be encouraged to take the subject outside school and enter the exam as private candidates, for the Diversity Learning Grant cannot adequately cover all the expenses students need to complete the specific language programmes e.g. some students' tuition fee for Spanish is \$400 per hour. Bridging courses will also be provided for S3 (09-10) to prepare them to take Other Languages as a private candidate in S4.
- A very substantial OLE curriculum in the domain of Aesthetics Development has been worked out with the joint effort of the Visual Arts Department, Music Department and the Home Economics Department, together with teachers in charge of Drama in the school. This is an entirely new curriculum and a new way of developing students' aesthetics through a formal curriculum. With the wealth of experience of these teachers, it is anticipated that students will acquire a lot through this learning experience. This has posed a challenge in terms of time-tabling arrangement as well as staff deployment. We will still need to assess the success of the programme in its implementation stage and evaluation will be carried out in the process.
- Peer observation between members of the same department has been active, enhancing one

another's teaching. It is hoped that inter-departmental peer observations can be arranged to widen teachers' scope of understanding as to the similar and different pedagogies adopted across subjects, which in turn will also enhance their understanding of their students' learning.

Assessment

Achievements

- The following tasks have been completed from 2006-2009 as planned:
 - Re-visiting assessment
 - ◆ A sharing session on assessment for learning was organized and a teacher survey on assessment was conducted during the Staff Development Day on 8th June 2006.
 - ◆ Different subject departments were requested to continue to review their assessment methods regularly in departmental meetings.
 - ◆ A survey on current practices at DGS, including assessment practices was conducted in May 2009.
 - Re-developing school assessment policy
 - ◆ The school assessment policy was discussed at Senior and Middle Management Team meetings and the School has put together an assessment policy for distribution in the staff handbook.
 - Teacher training
 - ◆ Reflection log was introduced in 2006-07 to strengthen the culture of self-reflection on teaching and assessment practices.
 - ◆ Check lists and relevant articles on SBA and formative assessment were uploaded to the elcass 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 in June and August 2008 to facilitate teachers' understanding and design of their assessment.
 - ◆ Departmental staff development sessions on preparation of NSS assessment were arranged.
 - ◆ Teachers have been attending various NSS development programmes on assessment organized by EDB or other tertiary institutes these few years.
 - Student training
 - ◆ SBA has been introduced.

- ◆ Student self-assessment and peer assessment have been done through different kinds of learning activities such as project work.
- ◆ Some subject departments have asked students to develop learning portfolios in order to help them become active learners.
- ◆ Some subject departments have included practices of formative assessment as components in the calculation of marks for the Term Mark.

Reflections

- Generally speaking, the preparation work for NSS Assessment was completed successfully.
- The staff development programmes on formative assessment arranged have helped to instill into teachers the concepts of assessment for learning. However, it is noted that more follow-up sessions on staff development programmes should be arranged in order to help teachers internalize formative assessment practice.
- The introduction of reflection log could help teachers document their practice of assessment for learning and continuously adjust their classroom teaching and learning strategies based on the feedback of classroom assessment. It is hoped that more opportunities could be given to teachers to share their views on how to use the assessment data to improve learning and teaching.
- The inclusion of formative assessment practices as components for the Term Mark by some subject departments has encouraged continuous assessment for learning.
- With a diversity of assessment modes introduced, students are acquainted with the nature of assessment in NSS curriculum to enhance their learning.
- However, from the survey data on current assessment practices collected in May 2009, it is noted there are still some areas for improvement. They are:
 - to suggest ways to further encourage teachers to try out assessment for learning;
 - to explore if there is a need to devise school policies to further promote assessment for learning;
 - to suggest the recording and reporting mechanisms for assessment for learning;
 - to suggest ways to evaluate the effectiveness of assessment for learning;
 - to review the components of assessing the yearly performance of a student; and
 - to review the reporting of student performance in the School Report.

Student Learning Profile

Achievements

- The NSS Student Learning Profile (SLP) Working Group, set up since 2006, completed the following tasks:
 - The Group negotiated with different departments of the School and designed the DGS SLP. A proposal was drafted and basically approved by the School.
 - The Group studied several electronic platforms for managing student data and generating reports for SLP. It was suggested to the School that the iPortfolio module of e-Class from BroadLearning was the best option.
 - The Group designed and conducted training workshops for junior form students. The following objectives were achieved:
 - ◆ To help students understand the concepts of whole-person development and how this can be reflected in a student learning profile.
 - ◆ To instill into students the importance of incorporating evidence and artifacts in their learning profile.
 - ◆ To promote students' self-awareness towards charting and planning their own personal development.
 - ◆ To help students understand the various areas of learning experiences.
 - ◆ To encourage students to reflect on their own learning experiences.
 - ◆ To help students design their learning profiles.
- As the preparation work for NSS SLP was successfully completed, the NSS SLP Working Group was dissolved in November 2008. A new Team called Student Learning Profile Team has been set up to monitor and complete all the work involved in the preparation of the NSS SLP. Since then, the Team has completed the following tasks:
 - The Team has purchased the iPortfolio module, e-Report module and e-enrollment module of e-Class for the preparation of the NSS SLP.
 - The Team has trial run the iPortfolio module of e-Class and written a user manual for students for using the iPortfolio module of e-Class.
 - The Team continues to provide training workshops for students. In addition to the objectives set by the NSS SLP Working Group, the following objective has been added to the training workshops:
 - ◆ To help students design their learning portfolio using the iPortfolio module of e-Class.
 - The Team has explained the design of the DGS SLP to Department Heads. Teachers reflected that the design of the SLP is clear and easy to follow.

Reflection

- Generally speaking, the preparation work for the NSS SLP has been successfully completed.
- The outline of the SLP has been designed and well received by different Department Heads.
- The electronic platform for the generation of the SLP has proved to be quite user-friendly.
- The training workshops for junior form students are very useful. Some learning profiles prepared by students are very appealing.
- However, there are still some immediate tasks for the SLP Team. They are:
 - to devise a full implementation plan for the SLP (should be done before Sept 2009).
 - to write a user manual for teachers using the iPortfolio module of e-Class (should be completed before Sept 2009)
 - to explain to all staff the design of the DGS SLP (in 2009-2010).
 - to provide training to all staff on using the iPortfolio module of e-Class (in 2009-2010).
- There are some teachers who are really worried about the extra workload in the coming years, including entering and checking the student data for the SLP or adjusting to a new electronic platform. In view of this, the SLP Team is prepared to offer technical support to teachers. Actually it will be a very challenging task for the SLP Team.

Priority Task 2: Adjusting to New Teaching and Learning Needs - OLE

Achievements

- This year, the ECA Team was renamed the OLE (Other Learning Experiences) Team. Its scope of work has expanded. In addition to providing a wide variety of ECAs for students, it coordinates and works collaboratively with other departments and co-curricular teams to provide various learning experiences to students.
- The NSS OLE Sub-group, set up three years ago and previously named as NSS ECA Sub-group, was to study the impact of the NSS system on ECA within the School and prepare for the implementation of the NSS system. It had successfully introduced the assessment system for assessing the performances of chairladies / captains / vice-chairladies / vice-captains of ECA groups. It had introduced the ideas of OLE days and ECA lessons and monitored its implementation.
- The NSS OLE Curriculum Coordinating Team (originally named as OLE Curriculum Liaison Group) was set up this year to coordinate the implementation of NSS OLE in School starting from September 2009. Its membership includes, but is not limited to, representatives from the OLE Team, Counselling Team, Careers Team, Civic Education Team, Physical Education Department, Music Department, Visual Arts Department, Drama Ensemble, Mini-bazaar, Mini-summer Term, Religious

Education Department, Literature Appreciation Programme, Service Team and Exchange Programmes. This year, three meetings were called. Year plans of various OLE components of NSS OLE for 2009-2010 were drafted.

- This year, the number of ECA groups increased from 48 to 60. Students were provided with a wider variety of learning opportunities.
- With the introduction of ECA lessons, the following objectives were achieved:
 - It reduced the number of activities during lunch time so that lunch was less disrupted.
 - It reduced clashes of ECA activities, especially during lunch time.
 - It encouraged a more balanced participation in ECAs among students. About one-third of students joined more ECA groups than previous years. The participation rate in ECA clubs averaged about 4.0 clubs per student (about 3.2 clubs per student in 2007-2008).
 - The quality of general meetings improved from previous years. From the results of the surveys, more than 50% of the teacher respondents perceived that members participated more actively in the general meetings and the committee members had been more serious in preparing for the general meetings. In addition, nearly two-thirds of the student respondents claimed that they had participated actively in ECA lessons.
 - Nearly 60% of the teachers agreed that the introduction of ECA lessons enabled them to give closer supervision to their committee.
- More than 98% of F.1 to F.4 and F.6 students participated in at least two ECA groups and more than 80% of them participated in at least three ECA groups. The participation rate in ECA clubs averaged about 4.0 clubs per student (about 3.2 clubs per student in 2007-2008). All Lower 6 students were assigned with at least one ECA post of responsibility. About 72% of F.4 students and 75% of F.5 students took up at least one post of responsibility. Even in Form 3, nearly half of the students joined at least one committee.

Reflection

- As NSS will be implemented next year, the major tasks of the NSS OLE Sub-group have been completed successfully. The Sub-group was dissolved at the end of the year.
- The NSS OLE Curriculum Coordinating Team has drafted the NSS OLE curriculum for S4. Next year, the major task of this Team is to monitor the implementation of the NSS OLE curriculum in S4 and design the curricula for S5 and S6 for the coming years. In the future, the Team will investigate how to coordinate OLE for the junior forms.
- Throughout the year, the OLE Team conducted two teacher surveys and one student survey to evaluate the ECA lessons. The results were very encouraging. They revealed that about two thirds of the teacher respondents and more than half of the student respondents were satisfied with this new

arrangement. Actually the ECA lessons have been successfully implemented and no major changes in its implementation are needed next year.

- Another major change about ECA groups this year was to revise the term of office of officials of different ECA groups, which was from July to June (next year). Unfortunately due to a confirmed case of H1N1 influenza which led to the closure of the School, the application and selection period for posts of responsibility had to be postponed to after mid-August. Hence the evaluation of this new policy will be done in the next academic year.
- All success criteria for students' participation in ECA and posts of responsibility taken up by students have been achieved this year. All these figures were also higher than that of previous years. It further supported that the introduction of ECA lessons had encouraged a higher participation rate of students in ECAs. Besides, the high percentage of students taking up at least one post of responsibility supported that most students were provided with the learning opportunities to sharpen their leadership skills through organising ECAs and conducting general meetings.

Priority Task 3: The School Redevelopment Plan

Task 1: Provide support to the Redevelopment Project Office (RPO)

Achievements

The Redevelopment Project Office (RPO) as well as its filing system were efficiently maintained with the incoming and outgoing document filing completed within 2 weeks of occurrence. Clerical and administrative support was also provided to RPO staff in relation to the Government, which facilitated the approval of our submission to the Public Works Subcommittee (PWSC) in February 2009. The new payment settlement method was also devised as a result of the coordination between the accounts office and the RPO. Communication channel between teachers, office staff and architects was established. The school layout design was presented to the parties concerned and comments were collected and conveyed to the architects for further revision of the design.

Reflection

School layout plans and information submitted by the architects were presented to the parties concerned and comments were collected and conveyed to the architects. They will continue to be made available to all staff so as to keep them better informed of the latest

progress of the school redevelopment project. Face to face meetings between users (e.g. teachers and office staff) and architects will be arranged to establish more direct communication channels for immediate exchange of ideas, collection of comments and explanation of constraints involved in fulfilling the requests made.

Task 2: Provide support to the Building Sub-committee (BSC)

Achievements

Most meetings were organized according to schedule or Project Manager's instruction and agenda, papers and minutes were delivered before and after the meetings for the Building Sub-committee (BSC) members' reference. Comments were collected from BSC members and conveyed to the architects to be incorporated into the latest school design.

Reflection

Some meetings were cancelled at a short notice while some ad hoc meetings were held out of urgent needs. If possible, a confirmed meeting schedule for the year will be requested from the Project Manager and disseminated to all BSC members for better planning for all parties.

Task 3: Preparation of the hotel school

Achievements

Site visits for staff were organized for detailed measurement and utilization of the space. The school layout plan was devised to optimize the use of existing resources without affecting teaching and learning effectiveness and efficiency. Requests for repair work including building services, mechanical and electrical works as well as other additional requests were gathered and conveyed on behalf of all departments and parties concerned. Liaison with the Education Bureau (EDB) and Architectural Services Department (ArchSD) was carried out. Some urgent repair work was completed before decanting. Due to the suspension of school in late June as a result of H1N1, repair and renovation works

originally scheduled in summer was advanced to June and will be completed before the commencement of the new school term.

Reflection

Repair and renovation work was efficiently carried out with the full support of EDB and ArchSD. Further work will be coordinated upon request and liaison with EDB and ArchSD will continue.

Task 4: Decanting of the School

Achievements

While the planning of the decanting project started in September 2008 and lasted for almost eight months, the whole moving process was completed in about 10 working days (from 26th March to 8th April 2009). With the help of some expert advisors, e.g. Mr. Ranky Pang for providing advice on logistics and Mr. Conrad Fung for the provision of floor and lift protection service, the whole decanting project was carried out smoothly.

Three written quotations for supply of transportation and removal services were obtained according to the Standard Tendering and Purchasing Procedures and the lowest order from Chung Pong Transportation Co., Ltd. was recommended to the School for moving furniture, musical instruments as well as sports equipment. Some special vendors like Ricoh was employed for the moving of IT facilities; Alandas Ltd was hired to move chemicals and Poon's for transporting school records and documents.

Guidelines and procedure notes during the moving process were disseminated to all teaching and administrative staff and the moving logistics was shared with all the persons-in-charge. All persons-in-charge attended a briefing session on how to compile an inventory list, the in/out record of items to be retained and a master record of all items. Some items were recycled e.g. shelves and furniture while some unwanted items were disposed. Some items e.g. electric fans, fences etc. were donated to charitable organizations e.g. homes for the elderly and youth centres. On the day of moving, students helped by moving their chairs down to the Hall to lessen

the mover's work. The cleaning of the basketball court and ground floor of the Hotel School was taken care of by the social enterprise while the thorough cleaning of classrooms and special rooms was done by our own janitors.

Reflection

A qualified and reliable furniture moving company, Chung Pong Transportation Co. Ltd. was selected for the moving of furniture and equipment of the whole School. Other special vendors were also chosen for the moving of chemicals, IT facilities, AV systems, PA systems, the phone system, security system and fire alarm system. The moving process was carried out smoothly and efficiently, which enabled the school term to commence successfully on 14th April 2009.

Communication and coordination among all persons-in-charge was maintained effectively throughout the whole process but more manpower may be required to oversee the daily operation during the period.

A master inventory list and in/out records of items were compiled. Memorable school properties were kept in the hotel school or the gymnasium, which serves as a temporary storage place. All unwanted items were either disposed properly or donated to charitable organizations. Such practice will be continued to contribute to the well-being of the underprivileged in society.

The whole school population including teaching and non-teaching staff, janitors, students and even some parents have all taken part in the decanting project which has surely built stronger ties among all parties and a deeper sense of belonging to the School.

Task 5: Coordinate between the Development Office (DO) and the RPO

Achievements

Information concerning the building progress was supplied to the Development Office (DO) for dissemination to the public, e.g. Speech Day and the DOGA dinner. Updates of the building progress and amendments of the school layout plan were also provided to the DO regularly to be incorporated in the publication of the DGS Kaleidoscope and sales

brochures. On the whole, the information flow and communication between the DO and RPO were maintained efficiently.

Reflection

Information concerning the building progress requested by the DO was supplied immediately and updates were provided proactively to the DO. Close coordination will continue to be maintained.

Task 6: Establish and maintain archive material

Achievements

Archive items were collected from all parties concerned and recorded. An electronic system was devised to record and keep the items for permanent storage. The archive folder was duly updated and presented periodically in the DGS Kaleidoscope. The interviews of Mrs. Doris Ho and Mr. M. Y. Wan were published in the January and July issues of the DGS Kaleidoscope respectively for the school community's better understanding of the rationale, planning and latest progress of the project.

Reflection

Parties possessing archive materials were successfully identified e.g. Mr. Lo, Mr. Chu, the architects etc. Archive materials such as photographs and documents were collected from parties concerned. An electronic system was devised to record and keep the archive materials and will continue to be used in future. The archive was updated regularly and presented in a slide show using FipAlbum® 6 suite and in publication, which will also continue in future.

Our Learning and Teaching

- Provide a brief account of the salient features of learning and teaching beyond the scope of your school's major concerns, especially those which are responsive to the key tasks and measures linked to the education reform.

Various approaches are employed for effectiveness of teaching and learning, including the investigative approach (using data-logging system in senior secondary Sciences); the task-based approach (using a school-based curriculum in F.1-3 IT); the issue-based approach (History) and the enquiry approach (Mathematics). In the classroom, direct teaching is a usual method for most subjects but individual attention is given as far as possible, for instance, in doing Mathematics class work and in carrying out laboratory practical work. In Liberal Studies, various methods such as discussion, peer tutoring and jigsaw learning are also employed. Teachers deploy a range of teaching resources to facilitate learning, including the use of textbooks supplemented by handouts / notes, dissemination of teaching materials through e-Class classrooms and sharing of self-developed teaching materials across the form and for the purpose of team teaching. There are also extended learning opportunities in various subjects outside the classroom. Field work (in A-level Biology and Geography), external competitions (Thinkquest project in F.1 IT, video project in F.3 IT) and special programmes (robotics in F.2 Science) help to provide students with a spectrum of learning experiences for their individual development.

Outside class time, students are provided with a range of special programmes to extend their learning interest.

- **Cultural interest classes** on drama and different languages (Arabic, French, Japanese, Putonghua for National Standard and Spanish) are provided.
- **OLE and ECA lessons** are scheduled throughout the year with unique focuses for each level and adjustments are made according to the latest development of education needs as well as student needs through a continuous evaluation of the activities offered.
- **Mini-summer Term** is implemented during the post-exam period each school year with structured programmes for different form levels.
- **Elite/ Gifted programmes** are offered to develop students' talents at the general and special levels in PTH, Mathematics, CIT, music, sports and different skills training. Also various subjects launch special programmes to gauge the talents of students, including the F.4 Mini-Bazaar Company Programme and Humanities Symposium.
- Students are also informed and encouraged to participate in various **programmes organised by local external organisations** e.g. gifted programmes, leadership programmes, competitions and services, as well as **overseas programmes** within and outside Asia.

Support for Student Development

- Provide a brief account of the salient features of student support beyond the scope of your school's major concerns especially those priority tasks and supporting services which nurture

students' healthy development, and report the progress of the implementation of Integrated Education.

School-based student support programmes are planned and implemented to align with the New Senior Secondary (NSS) reform. In September 2008, the School introduced the **Other Learning Experiences (OLE) system** to complement academic learning in place of the Extra-curricular Activities system (ECA) and encompasses a significantly larger variety of activities, giving students more diversity in choosing from the range of clubs, teams, activities, events and programmes in which they wish to participate.

Learning experiences that cater for students' personal development needs

1 ECA lessons

Previously ECA clubs have their general meetings during lunchtime and these have been replaced by the ECA lessons assigned in the timetable. This new policy is to ensure equal opportunity for all students to arouse their interests and discover their own potential in a wide range of areas. There are other ECA clubs, mainly sports, music and service groups, which have their general meetings during lunchtime or after school. These clubs are essential for fully developing the potential of students with special talents and helping them to reach higher echelons. All F.3 students participate in a leadership training programme during the mini-summer term. Each student is limited to at most three posts of responsibility in their ECA groups.

Apart from ECA Clubs, OLE are also offered beyond lesson time to encompass the 5 areas of student development laid down by EDB: Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development as follows:

2 Moral and Civic Education activities organized by the Civic Education Team and others

- Talks on national education and citizenship organized by the Civic Education Team have spanned topics such as the Basic Law, the Election Process, the Global Financial Crisis and Intellectual Property Protection.
- Talks on morals issues (ranging from Homosexuality, Relationships to Internet and Media Ethics) have been arranged.
- Senior Mixed Choir singing the national anthem at the National Day and HKSAR Establishment Day celebration events.
- Flag Raising Ceremony at our School on National Day and SAR Establishment Day.
- Hong Kong Military Summer Camp

- Daily Morning Assembly – sharing by teachers and students from different forms.

3 Community Service organised by the Service Team

Through serving others within the School as well as people in local and overseas communities, the Service Team aims to cultivate social awareness and responsibility amongst students as well as develop their social and communicative skills and personal qualities of compassion, empathy and care for others.

Regular Services are offered primarily through the Red Cross, Girl Guide, Citizens' Club, Zonta Z Club and CYC. The Clubs liaise with various social service centres to provide ample opportunities for our students to do regular service in our neighbourhood throughout the academic year.

4 Special Service Projects are offered to cater to the needs of different form levels:

- Form 1 – Site visits to various social service centres.
- Form 2 – Intensive training on the proper attitude and prerequisite skills to serve the young, elderly, blind and mentally challenged during our mini-summer term.
- Form 3 – Teach English at He Yun No. 3 Junior High School in rural Qingyuan, Guangdong Province a few times a year.
- Form 4 – Help and care for Form 1 students under the guidance and supervision of teachers, social workers and Form 6 facilitators (Big Sister Programme).
- Form 5 – Organize and monitor activities designed to provide opportunities for Form 2 students to relate to and communicate with the elderly, the blind and the disabled; Christmas Party for Ethnic Minority Children.
- Form 6 – Facilitate the Big Sister Programme as well as supervise and mentor Form 4 students; Hong Kong Young Ambassador Scheme; Care groups for different people with special needs.

5 Career-related Experiences organized by the Careers Mistress

- Presentations by representatives from Hong Kong University and Chinese University to Lower and Upper 6 students on student life and specialized field of study and career options.
- Presentation by representatives from overseas universities to enable students to gain first-hand knowledge of the latest admission criteria and programs of study on offer.
- Career Talks organized by DOGA and given by DGS alumnae on specific careers.
- Careers Day for Lower and Upper 6 students – tour of Hong Kong University and Chinese University.
- Special Guest Speakers (e.g. Dame Patricia Hodgson, Principal of Newnham College, Cambridge was invited to talk to our students about Cambridge University and the place of women's college in the 21st century last year.)
- Information sessions on streaming and choice of subjects.
- CEO visits

- On-site job experiences

6 Aesthetic Development organized by various Departments

Apart from visual arts and music lessons that are part of the curriculum, activities and events in these three areas are also part of the learning experiences our School offers her students. These are meant for exposure and awareness, to provide training opportunities for basic skills, for acquiring competence at the professional level and for specialized performance of the talented.

Visual Arts

- Annual Inter-Class Christmas Card Design Competition
- Annual Inter-Class Flower Arrangement Competition
- Photography Competition (organized by the Media Production Team)
- Art Day (co-organized with DOGA)

Music

- Annual Hong Kong Schools Music Festival
- Easter Concert
- Christmas Performances outside School
- Charity Concerts

Special Music Events

- 145th anniversary celebration musical, “The DGS Girl”
- Master classes conducted by renowned maestros
- The Diocesan Philharmonic Orchestra concerts
- The Elderly Academy Percussion Programme
- Musical Performances by overseas schools such as the Cornell University Glee Club, Wells Cathedral School
- Any special functions in response to invitations, such as the Senior Mixed Choir (with DBS) singing the theme song “We are Ready” at the Launching Ceremony of the Olympic Games as part of the Beijing 2008 Olympic Torch Relay programme.
- World Choir Games – Senior Choir & Senior Mixed Choir competing in different places outside Hong Kong (Graz, Austria in the summer of 2008).

Drama

- Hong Kong Schools Drama Festival
- Literature Appreciation Project
- Drama shows
- Talks on theatrical art and literary study

- Inter-house Drama Competition
- Chinese Literary Club Performance

8 Physical Development

Physical Education includes regular timetabled lessons as well as an array of inter-house and inter-school competitions on Athletics, Badminton, Basketball, Bowling, Cross-country, Dancing, Fencing, Gymnastics, Hockey, Life-saving, Netball, Orienteering, Swimming, Squash, Table Tennis, Tennis, and Volleyball. In 2008-09, the School competed in 8 division One and 12 Open division sports with archery and bowling as new additions. Also 134 athletes and 10 teachers in charge of Sports Team went to Beijing for the 2008 Olympic Games. Elite athletes represent the HKSAR in many inter-port and regional competitions.

9 Overseas Programmes & Overseas Exchange Programmes

These programmes aim to give our students greater cultural exposure, develop their leadership, investigative, presentation and social skills and imbue in them an appreciation for cultural diversity. There are written and verbal reports from the groups of students after each trip. Planning is made with interested overseas partner schools and students are either elected based on their merits or invited to participate. When there are more participants than available places, the School selects those who can most benefit from the programmes. Each student/ teacher participant has to complete an evaluation form.

Overseas Programmes

- Model United Nations Conferences at Princeton and Cornell Universities, USA
- Humanities Research Symposium for Youth
- Student Leaders' Convention, Singapore
- International Science Youth Forum
- School Talent Programme for Enhanced Enrichment,
- World Choir Games
- Hong Kong Military Summer Camp jointly organized by the Chinese People's Liberation Army Forces of Hong Kong, People's Liberation Army Camp Visiting Committee of Hong Kong and Moral Education Concern Group, China
- Qing Yuan Service Project, Quandong, China

Overseas Exchange Programmes

- Methodist Ladies' College Exchange Programme, Melbourne, Australia

- Diocesan School for Girls Exchange Programme, Auckland, New Zealand
- Exchange Programmes with High School attached to Fudan University and Second High School attached to Beijing Normal University in China, Shanghai and Beijing, China

10 Spiritual Nurturing organized by the Religious Education Department

- Daily Morning Assembly – students and teachers congregate in the School Hall to start the day by worshipping God.
- Christian Youth Fellowship – weekly meetings organized by students under the guidance of Christian teachers.
- Gospel Week – celebration of Christian festivals and religious service projects.
- Lower 6 Retreat
- Carol Singing

11 Guidance & Counselling organized by the Guidance and Counselling Team

Apart from helping our students with their individual needs through individual counselling, our **Guidance and Counselling Team**, led by the Counselling Mistress, also caters for the developmental need of students through in-house programmes, workshops, training camps and talks (on Eating Disorder, Gender Identity & Homosexuality, and Dating & Sex)

- Form 1 – “My First Year at DGS” workshops
- Form 2 – “Conflict Resolution” workshops
- Form 3 – “Community Building” workshop & day camp
- Form 4 – Big Sister Mentoring Programme
- Form 6 – Big Sister Mentoring Programme
- Form 7 – “Developing Healthy Boundaries” workshop

12 Mini-Summer Term organised by the Mini-Summer Term Team

Special programmes, events and activities are organized for students after their final exams to provide them with a broad range of learning experiences to develop their creativity as well as their leadership, problem-solving and collaborative skills.

- Form 1 – “My First Year at DGS” workshops & Domino Toppling
- Form 2 – Service Learning Projects targeting the blind, elderly and physically disabled
- Form 3 – Leadership Skills Programme
- Form 6 – Legal Education
- Whole School – Inter-house Quiz

Annual / Special Whole-School Events & Projects organized by various groups and departments

- 145th anniversary celebration: “The DGS Girl”
- Family Walkathon Day (May 2008)
- Farewell Service cum Ceremony
- Easter Concert
- “China’s Thirty Years of Reform and Opening Up” Project – to enable students to gain more awareness and a better understanding of the developments in China over the past 30 years on issues covering politics, economics, social life, education and diplomacy.
- OLE Sharing Day – Winning teams of the “China’s Thirty Years of Reform and Opening Up” Project presented their research findings with the rest of the School, parents and visitors.
- Annual Parents’ Day
- Annual Speech Day
- Annual Mini-Bazaar
- Annual Healthy Lunch (Health Education Group)
- Annual Teachers’ Day
- Annual Dress Special Day

Student Performance

- Provide a brief account of students’ academic performance (*In using and reporting the data, schools must not publish their data on Territory-wide System Assessment and Academic Value-added Performance for public reference. If schools choose to release their public examination results to the public, they should abide by the protocol with the Education*

Bureau). Relevant items for reporting (*which may vary according to primary, secondary and special schools*) are suggested as follows :

- ✧ Territory-wide System Assessment (*For IMC's/SMC's reference only. Please refer to KPM 15 for the content and format of reporting*).
- ✧ Public Examination Results (*Please refer to KPM 16 for the content and format of reporting*).
- ✧ Academic Value-added Performance (*For IMC/SMC's reference only. Please refer to KPM 17 for the content and format of reporting*).
- ✧

Pre-S1 HK Attainment Test (Raw scores for Chi, Eng and Math)	64.74 Chinese (52.52 HK) 86.75 English (45.80 HK) 78.86 Math (54.53 HK)	2008-09
TSA	99 percent attaining Basic Competence in Chinese 100 percent attaining Basic competence in Eng and Math	2008
Public exam results	HKCEE: Percentage of students awarded 14 points or more in the best 6 subjects 135/142 = 95% HKALE: Percentage of students awarded the minimum entrance requirements for local degree courses 52/53 = 98%	2008
Academic value-added performance	Core 3 (stanine 9) Best 6 (stanine 9) Chinese language (stanine 7) English language (stanine 9) Maths (stanine 8)	2008

The School is proud of our students' performance in every facet of their school life which testifies to the School's emphasis on the all-round development of each individual student. Learning in and out of School is seen as a coherent whole. Both academic and non-academic achievements are outstanding and our students succeed as leaders, or leaders-to-be, in the many contexts of their choice.

Judging from the figures of student performance in external public examinations, such as CE, AL, and TSA, the performance of students has been consistently outstanding.

E.g. in 2008 **HKCEE**, there was a 50-100 % distinction and credit rate in 18 of the 19 subjects

entered, with a total of 207 distinctions and 541 credits (excluding Chinese language and English language). There was a 50-100 % distinction and credit rate in 20 of the 21 subjects entered, with a total of 307 distinctions and 666 credits (including Chinese language and English language using the previous way of calculation: Chinese Language with 26 distinctions and 60 credits; English Language with 74 distinctions and 65 credits).

E.g. in 2008 **HKAL/HKAS**, there was a 50-100% distinction and credit rate in 6 of the 8 AS-Level subjects entered and 7 of the 10 AL-Level subjects entered. All students passed Use of English (AS) (92.5% with distinctions and credits) and Chinese Language and Culture (AS) (35.8 % with distinctions and credits). The scores of our students in the **Territory-wide System Assessment (TSA)** are found to be consistently higher than corresponding territory means in the three core subjects. For **Value-addedness for S1 to S5 in 2008**, 18 subjects (including core 3 and best 6) measured with negative value addedness in only one subject.

- Provide a brief account of students' non-academic performance.

The full list of prizes and awards received by our students each year can be found in the Speech Day booklet and the School Homepage.

Financial Summary

• **INCOME AND EXPENDITURE FOR THE SCHOOL YEAR 2008 – 2009**

	Income (\$)	Expenditure (\$)	Remark
I. Government Subsidy	46,393,000.00	48,621,000.00	(1)
<i>Sub-total</i>	46,393,000.00	48,621,000.00	
II. Non – Government Funds	25,992,000.00	4,998,000.00	
<i>Sub-total</i>	25,992,000.00	4,998,000.00	
Total surplus for the school year	72,385,000.00	53,619,000.00	

Remark

(1) During the school year 2008 – 2009, funding received from government subsidy was HK\$46,393,000. An amount of \$48,621,000 was spent on government related items. It included the teacher professional preparation grant (\$741,000.00), capacity enhancement grant (\$1,451,000.00), expenditure for government rent & rates (\$884,000.00) and employee benefit expenses (\$42,703,000.00) etc. Total surplus for the school year was HK\$18,766,000.00

(2) The correctness of the above figures is subject to the confirmation of the auditor.

Please refer to the related Circular Memorandum issued by EDB.

Feedback on Future Planning

In alignment with the completed cycle of school development and annual school plans, the current cycle of school development and annual school plans capitalize on our latest achievements to consolidate teaching and learning, enrich school life and learning and to deliver a quality education outlined in our mission statement through our three major concerns: the implementation of the NSS Curriculum, the implementation of the OLE Programme and the completion of the Redevelopment Project.

Appendix 1

DIOCESAN GIRLS' SCHOOL					
<u>Re: Teacher Professional Preparation Grant - Actual Expenditure for the year 2008/2009</u>					
Grant for the year 2008 - 2009					HK\$500,000.00
<u>Less :</u>	Actual Expenditure				
	Payment to Ms. Christine Portman:	Salary in 2008-09		HK\$580,800.00	
		Special allowance in 2008-2009		155,400.00	
		Insurance expenses		5,000.00	
					(741,200.00)
Outstanding balance for the year of 2008/2009					<u>(HK\$241,200.00)</u>

Appendix 2

The Capacity Enhancement Grant for 2008 / 09 was deployed for staff employment as outlined in the Annual School Plan 2008 / 09.

The School-based After School Learning and Support Programmes Grant for 2008 / 09 was not spent at all because of school suspension towards the end of the school year.