



Diocesan Girls' School
Annual School Plan

2017 / 18

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 and local communities as well as their homes and families.

Our 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. We pledge to do the utmost possible to offer our students a vibrant and enjoyable education opportunity that equips them for lifelong challenges.

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Major Concerns

- 1. M-learning, Self-directed Learning and Catering to Specific Learning Needs** **P. 3 – 6**

- 2. Support Network for the Emotional and Personal Needs of Students** **P. 7 – 8**

- 3. Global Exposure, Cultural Diversity and Experience Enrichment for Teachers and Students** **P. 9 – 10**

- 4. Appendix 1** **P. 11**
- Appendix 2** **P. 12 – 15**
- Appendix 3** **P.16**

1. Major Concern: M-learning, Self-directed Learning and Catering to Specific Learning Needs

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. To promote m-Learning through a whole-school approach</p> <p>2. To enhance learning and teaching using innovative teaching and learning methodologies</p> <p>3. To extend learning and teaching beyond the classroom.</p>	<ul style="list-style-type: none"> Implement the One-Student-One-iPad policy. Every student and teacher will be provided with an iPad for learning and teaching. The IT in Education Team introduces latest pedagogical material to different subject departments. The IT in Education Team discuss possible cross-curriculum development to facilitate learning beyond classroom. A mobile device management system, namely eSchoolPad , operated by teachers is installed to monitor students' iPads use to prevent them from being easily distracted from their learning. Allow students to recommend Apps to be put on School Apps Store. Continue to offer Parents MDM subscription service to parents for iPad control during non-school hours. 	<ul style="list-style-type: none"> Every teacher and student is provided with an iPad by the School Academic departments have devised plans for promoting M-Learning and e-Learning. The eSchoolPad system can effectively monitor students' iPads Review meeting on students' recommendation to be held bi-monthly. One parent briefing on Parents MDM to be held 	<ul style="list-style-type: none"> The usage of iPad in class activities will be collected and evaluated. It will be evaluated at the meetings of the IT in Education Team. It will be evaluated in departmental meetings. Parents evaluation survey at the end of the service cycle. 	<ul style="list-style-type: none"> September 2017 – June 2018 	<ul style="list-style-type: none"> IT Department Curriculum and Studies Team IT in Education Team All teachers 	<ul style="list-style-type: none"> More than 1000 iPads Air 2 Nearpod school accounts Various educational apps and productivity apps eSchoolPad system Parents MDM Apps Recommendation Form

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
4. To promote self-directed learning	<ul style="list-style-type: none"> • Departments are requested to incorporate self-directed learning in their schemes of work. • The IT in Education Team organizes self-directed learning materials of different subject topics in Nearpod or other appropriate platforms. • The IT in Education Team explores various learning platforms and tools which can facilitate self-directed learning and introduce them to various departments. 	<ul style="list-style-type: none"> • Students take a more active role in learning through class observation. • One self-directed learning package of each member KLA to be organized. • More student-centred activities will be adopted in lessons. 	<ul style="list-style-type: none"> • It will be evaluated in the meetings of the IT in Education Team. • It will be evaluated in departmental meetings. 	<ul style="list-style-type: none"> • September 2017 – June 2018 	<ul style="list-style-type: none"> • IT Department • Curriculum and Studies Team • IT in Education Team • All teachers 	
5. To provide teacher training programmes	<ul style="list-style-type: none"> • To promote m-learning and e-learning among teachers, the IT in Education Team will work collaboratively with the Staff Development Team to provide training workshops and opportunities for peer sharing among teachers. • The IT in Education will collect the common needs of various subject departments so that some common platforms are deployed across subjects. It would be more effective to prepare training programmes for teachers. • Workshops on self-directed learning will be organised to bring about a paradigm shift among teachers. 	<ul style="list-style-type: none"> • At least 3 workshops and sharing sessions on the use of Apps on iPads will be arranged. • 1 external subject-based training to every KLAs to be introduced. • 1 or more workshops on self-directed learning will be arranged. 	<ul style="list-style-type: none"> • Surveys will be conducted among teachers 	<ul style="list-style-type: none"> • September 2017 – June 2018 	<ul style="list-style-type: none"> • Staff Development Team • All subject departments • IT in Education Team • All teachers 	
6. To provide IT technical support to teachers	<ul style="list-style-type: none"> • The IT Department purchases and maintains iPads, Educational Apps and related-items. • The IT Department provides user support to all teachers. 	<ul style="list-style-type: none"> • Teachers and students can get support from the IT Department whenever necessary. 	<ul style="list-style-type: none"> • It will be evaluated at the meetings of the IT in Education Team. 	<ul style="list-style-type: none"> • September 2017 – June 2018 	<ul style="list-style-type: none"> • IT Department • Curriculum and Studies Team • IT in Education Team 	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>7. To implement an alternative curriculum, GCE A-level curriculum, to complement the HKDSE curriculum</p>	<ul style="list-style-type: none"> • To implement an alternative curriculum, GCE A-level in Secondary five and Secondary Six. • To put all students taking the alternative curriculum in one class for easy management. • To assign two teachers, who are teaching A-level classes, to oversee the implementation. • To offer Secondary 4 preparatory class to students who intend to switch to A-level stream in Secondary Five. • To assign a School Examination Officer for GCE examinations to oversee the matters related to examinations. • To send subject teachers to attend training workshops provided by CIE and Edexcel, courses to be paid by the School. • To adjust the periods of internal examinations to fit in the external examination timetables. 	<ul style="list-style-type: none"> • The alternative curriculum is implemented smoothly. • Concerns of teachers and students collected and properly addressed 	<ul style="list-style-type: none"> • Regular meetings will be conducted among subject teachers • Collecting feedback from both subject teachers and students through questionnaires and / or interviews 	<ul style="list-style-type: none"> • September 2017 – June 2018 	<ul style="list-style-type: none"> • Subject Departments • Staff Development Team • Careers Team • Curriculum and Studies Team 	<ul style="list-style-type: none"> • Staff development fund, • Teaching resources for various subjects

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>8. Revamp of Other Learning Experiences (OLE)</p> <ul style="list-style-type: none"> To broaden the horizon of students by opening up more learning opportunities To foster in-depth learning in subjects / areas of interest to students To develop students' leadership skills through organising OLE activities 	<ul style="list-style-type: none"> Introduce a series of OLE courses conducted by qualified members from local universities to provide in-depth learning opportunities on specific topics for students with special interest or talent. Introduce a wide spectrum of sports-related ECAs with support from professional coaches to arouse students' interests in physical development. Provide additional resources to existing ECA groups to seek help from professional expertise from outside organisations to enrich the quality of learning. To balance the workload of ECA groups by fine-tuning the duration of OLP sessions. 	<ul style="list-style-type: none"> Teachers, student leaders and students (more than 75%) agree that fine-tuned OLE sessions can improve the quality of OLE activities. Students (more than 75%) agree that the courses can widen their horizon. Student leaders (more than 75%) agree that the new OLE arrangement can provide them opportunities to sharpen their leadership skills. 	<ul style="list-style-type: none"> Questionnaires will be used to collect the feedback from teachers, student leaders and students. The leadership domain of APASO survey will be used to measure the leadership skills of students. 	<p>Sep 2017 – Apr 2018</p>	<p>OLE Team All teachers Student leaders Partner Organisations</p>	<p>IT facilities</p>

2. Major Concern: Support Network for the Emotional and Personal Needs of Students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. Wellness for Youth Programme for S2 students</p> <p>To identify at-risk students and engage them in a wellness programme</p>	<ul style="list-style-type: none"> Conduct a student needs survey to identify at-risk students in S2 during Form Period Hold a talk for S2 parents on Parent' Day on how to support their daughters' mental and emotional health and development Engage at-risk students (20 maximum) in a 6-session wellness programme 	<ul style="list-style-type: none"> Students show progress/improvement in certain areas of mental/emotional health such as increased confidence and motivation, feeling happier and more positive etc. Continued observation and monitoring is needed to ensure sustainable positive changes 	<ul style="list-style-type: none"> Evaluation forms to be completed at the end of the programme Face-to-face follow-up with at-risk students over the course of their schooling at DGS 	September 2017 – July 2018	<ul style="list-style-type: none"> School Social Worker Counselling Teachers Social Worker from Hong Kong Federation of Youth Groups (HKFYG) Programme Assistants from HKFYG S2 Form Teachers 	Quality Education Fund \$200,000
<p>2. Support for S1 Students with a Weak Foundation in English and Chinese (from Sept 2017 onwards)</p> <p>To provide a tailored English and Chinese language curricula to develop and consolidate the rudimentary skills of listening, speaking, reading and writing in English and Chinese</p>	<ul style="list-style-type: none"> Identify S1 students who have a weak foundation in English and Chinese through the placement tests (and through the English Bridging programme) Place them in the 1G2 class with a tailored curriculum that emphasizes the development of the 4 basic Language skills. 	<ul style="list-style-type: none"> Students show good progress and attain good results in the mid-year and final exams. Students show increased confidence and motivation as demonstrated by their participation and engagement in the language in and outside class. 	<ul style="list-style-type: none"> Mid-year exam and Final exam as the determinants of students' progress and attainment. 	September 2017 – July 2018	<ul style="list-style-type: none"> 1G2 language teachers Head of the English Department Head of Chinese Department 	<ul style="list-style-type: none"> Specially prepared materials for 1G2 classes

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>3. Student Ambassadors for Mental and Emotional Health</p> <p>To educate and train student leaders on the importance of mental and emotional health among youth such that they will promote mental and emotional wellness among the student body</p>	<ul style="list-style-type: none"> • Hold training sessions and a service programme for 24 committee members of the Counselling Team • Guide them into conducting a whole-school activity/event to inform students in the school about the importance of attending to their mental and emotional wellbeing and to engage them in healthy, meaningful activities that promote their mental and emotional health 	<ul style="list-style-type: none"> • All 24 student leaders complete the training and service programme • Student leaders successfully conduct a whole-school activity/event to promote mental and emotional wellness among the student body 	<ul style="list-style-type: none"> • Evaluation forms to be completed at the end of the programme • Verbal interviews with the 24 student leaders who have completed the programme 	<p>September 2017 – July 2018</p>	<ul style="list-style-type: none"> • School Social Worker • Counselling Teachers • Social Worker from Hong Kong Federation of Youth Groups (HKFYG) • Programme Assistants from HKFYG 	<p>Quality Education Fund \$200,000</p>

3. Major Concern: Global Exposure, Cultural Diversity and Experience Enrichment for Teachers and Students

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To continue to provide opportunities for teachers to enhance their professional skills through overseas experiences or interaction with overseas partner schools	<ul style="list-style-type: none"> School to assign interested teachers to attend international conferences or visit overseas partner schools to broaden their horizon in teaching and learning School to join the 11th Humanities Research Symposium for Youth which is to be held in Australia to offer teaching staff a platform for exchange and sharing School to subsidize committed and devoted teachers to take courses that would benefit teaching and learning according the school staff development policy 	<ul style="list-style-type: none"> Overseas visits for teachers Teachers joining international conferences Teachers taking overseas study programmes 	<ul style="list-style-type: none"> Number of teachers who have participated in such programmes Feedback from the teachers who have participated in such programmes 	<ul style="list-style-type: none"> September 2017 – August 2018 	<ul style="list-style-type: none"> Staff Development Team All teaching staff 	<ul style="list-style-type: none"> School resources
<p>2. To deepen the partnerships with sister schools in Mainland China and foreign countries</p> <p>3. To continue extending opportunities for students to have first-hand overseas experience through joining at least one outbound exchange programme before graduating from DGS</p>	<ul style="list-style-type: none"> co-organise cultural exchange programmes and collaborative projects with foreign partner schools organize and continue with the China study tour for S4 students 	<ul style="list-style-type: none"> Provide students with more opportunities for overseas exchange experience Students gain more international exposure which is enjoyable and rewarding 	<ul style="list-style-type: none"> Number of students who have participated or have been involved in exchange programmes organized by the School Feedback from participating students will be collected 	<ul style="list-style-type: none"> September 2017 – August 2018 	<ul style="list-style-type: none"> Overseas and Exchange Programme Team Chinese department (or with the support of other subject departments) 	<ul style="list-style-type: none"> School subsidy / government subsidy

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>4. To continue to foster the acquisition of subject-specific global knowledge inside or/and outside the classroom with international students</p> <p>5. To keep developing skill-specific mutual learning with international students through training, performing or competing with foreign teams and groups</p>	<ul style="list-style-type: none"> Keep on incorporating discussion of subject-related global issues in the classroom Continue to participate in subject-specific forums and conventions Continue to organize training camps in foreign countries, perform at or compete in international festivals and tournaments 	<ul style="list-style-type: none"> Students become more globally aware and gain new perspectives from field trips Students can learn from their overseas peers 	<ul style="list-style-type: none"> Teachers-in-charge to observe and monitor students' response during and after the activities. Students' verbal and / or written feedback on the evaluation forms or during the post-activity debriefing sessions 	September 2017 – August 2018	<ul style="list-style-type: none"> Subject Departments Music Department Sports Teams MUN Team 	<ul style="list-style-type: none"> School resources
<p>6. To keep on broadening students' horizon through cultural exchanges with foreign students both in school and at home</p> <p>7. To continue to encourage sharing of global exposure with the school</p>	<ul style="list-style-type: none"> Continue to invite students to serve as hosts to visiting students and arrange students to go overseas and homestay with foreign families Keep on arranging whole-school post-exchange student sharing sessions 	<ul style="list-style-type: none"> Students learn to be hospitable and be more open minded about cultural differences. Students develop friendships with foreign peers 	<ul style="list-style-type: none"> Students are asked to submit reflection reports. Local and visiting students' written feedback on evaluation forms will be collected. 	September 2017– August 2018	<ul style="list-style-type: none"> Overseas and Exchange Programme Team 	<ul style="list-style-type: none"> School resources

Appendix 1

Diocesan Girls' School

Estimated Income and Expenditure - Capacity Enhancement Grant for 2017-2018

	- HK\$ -
Balance brought forward from 2016-2017	-
Grant for 2017-2018	<u>745,377.00</u>

745,377.00

Less: Estimated Expenditure

<u>Teaching/ Non-teaching Staff</u>	<u>Annual Salaries</u>	<u>Annual Employer's PF Contributions</u>	<u>Subtotal</u>	
	HK\$	HK\$	HK\$	
P.E. Dept. Teacher - 1 post	382,260.00	19,113.00	401,373.00	} (777,021.00)
AV Dept. AV Officer - 0.67 post	208,000.00	10,400.00	218,400.00	
School Office Clerk I - 1 post	<u>149,760.00</u>	<u>7,488.00</u>	<u>157,248.00</u>	
	<u>740,020.00</u>	<u>37,001.00</u>	<u>777,021.00</u>	
			Deficit for the year	<u><u>(31,644.00)</u></u>

Diocesan Girls' School
Life Planning Education and Career Guidance
Policy Statement

Life Planning and Career Guidance at Diocesan Girls' School aims to provide a holistic educational platform to support the developmental needs of all our students. It recognizes the varying needs of our students amongst different year groups as well as within individual classes, which necessitates the provision of a customized approach to Life Planning and Career Guidance.

Through a coordinated approach involving the Careers, Counselling, Other Learning Activities (OLE), Scholarship and other related teams, the School aims to empower all students to make informed and responsible choices with respect to their life choices and career goals, and to nurture their social, emotional and psychological well-being.

The life decisions our students make should match their own personal interests, strengths and character so that they may reach and ultimately surpass their potential. To this end, the Life Planning and Career Guidance at School encourages our students to become active and life-long learners, to uphold Christian values, to develop character, to be able to reflect and discover themselves, and to become empathetic and compassionate members of society.

**Life Planning Education and Career Guidance Work Plan
2017-2018**

A. Career Guidance Service

Objectives	Strategies	Monitoring/Evaluation	Allocation of the CLP Grant
<p>A. <u>Career Guidance Service</u></p> <ul style="list-style-type: none"> • Expose students to a wide-range of university options • Advise and guide students to make informed and appropriate choices when it comes to tertiary education options • Prepare students for the university application process • Handle and complete supporting university application material, external scholarship material and summer programmes material, for students • Inform students of different career paths and opportunities • Enable students to make informed choices when it comes to career options • Prepare students for the workplace • Provide customized careers' related advice to students with unique talents or needs such as athletes, musicians and artists. • Facilitate careers-related requests from past students • Train teachers and counsellors so that they may ably assist students 	<ul style="list-style-type: none"> • S1: Introductory presentation to S1 students and parents about Careers and what students should expect to do at DGS. • S3: Presentation for S3 students & parents to enable them to appropriately select HKDSE subjects based on interests and career objectives • S4 & S5: Organize visits to different faculties at local universities • S5: Implement and run a Job-Shadowing programme for S5 students • S5 and S6: Hold Mock Interview sessions and essay writing workshops for S5 and S6 students • S4, S5 and S6: Support students for the university application process through a series of workshops e.g. on JUPAS and non-JUPAS and overseas applications. A special workshop for parents will also be held for S6 parents. • S4, S5 and S6: Hold workshops for S4, S5 and S6 students specifically tailored to Oxbridge applications • S4 and S5: Host visiting university lecturers who run university-level style classes • All students: Hold a Careers Fair and a Summer School Fair to enable students to learn about and discover their careers interests and develop their skills • All students: Hold a workshop tailored to students wishing to be an athlete at university such as through the NCAA or local Sports Scholarship scheme. • All students: Invite university visitors to come to DGS to speak to students • All students: Invite DGS Old Girls to come back to DGS to share their experiences and offer careers' related advice • All students: One-to-one counselling to help students make informed choices. • Teachers: Teachers to enrol in appropriate counselling workshops; teachers to attend sharing sessions by university 	<ul style="list-style-type: none"> • Evaluate feedback from students after workshops and programmes • Periodic discussions with university admissions' officers to evaluate our applications from the previous year • Review acceptance rates from a range of universities to determine how qualified and prepared our students are • Evaluate feedback from other stakeholders such as job mentors, DOGA, parents, summer course programme providers and teachers 	<ul style="list-style-type: none"> • Employment of a Careers / OLE Executive Officer: <ul style="list-style-type: none"> • Assist with administrative work to support the Careers department such as preparation of transcripts, liaising with external partners, database management, organizing activities for students, promoting events etc. • Employment of a Careers Counselor: <ul style="list-style-type: none"> • Mentor and guide students through the university and scholarship application process; organize careers and summer school Fairs, build and maintain relationships with external organizations; support with other careers related work etc. • Various administrative and transportation expenses e.g. annual fees for UCAS, bus hiring for university visits etc.

Objectives	Strategies	Monitoring/Evaluation	Allocation of the CLP Grant
	admission officers and faculty members; internal training workshops to be held of relevant teachers		
<p>B. <u>Guidance and Counselling Services</u></p> <ul style="list-style-type: none"> • To nurture the social, emotional and psychological well-being of students as well as develop their character through guidance and counselling services in 3 major areas: <ul style="list-style-type: none"> (i) developmental, (ii) preventive, and (iii) remedial • To equip students with the skills and knowledge needed for their personal, emotional, and social growth and development • To inculcate Christian values and Christ-like attitudes towards people (self and others), society and life in general • To instil empathy and compassion in students so that they give generously of themselves to others in love and service • To empower students to become healthy, adaptable, and resilient individuals who embrace life's challenges with optimism and confidence • To guide students in making wise, informed choices in life amid the many temptations and challenges they face in the world today 	<p>➤ Developmental</p> <ul style="list-style-type: none"> • The Guidance and Counselling Team conducts in-house programmes, workshops, events and activities and engage help from professional bodies to equip our students with skills, knowledge and attitudes needed for their intellectual, mental, social, emotional and character growth. <p>S1-S4 new students: New Student Orientation Programme S1: Self-management camp, <i>Don't Laugh At Me</i> workshop, <i>Cultivating a Positive Attitude</i> workshop, <i>Sex vs. Gender</i> workshop, sexual harassment workshop S2: Teambuilding camp, <i>Exploring Emotions</i> Programme, <i>Healthy Relationships</i> workshops S3: Big Sister Mentoring Programme S4: Senior Secondary Orientation Camp, Crossroads Simulation Programme: Poverty, Blindness and HIV/Aids</p> <p>➤ Preventive</p> <ul style="list-style-type: none"> • Guest speakers well-versed in their areas of expertise are invited to address pressing issues that concern today's youth in the form of talks and seminars. <p>S1: Suicide News and Its Impacts on Youth S2: The Hazards of Social Media S3: Gender Identity and Homosexuality, Friendship, Romance and Infatuation S4: Ways to Handle Romantic/Undefined Relationships, Life and Death Education and Introduction to Hospice Care S5: How to Prepare for the HKDSE</p> <p>➤ Remedial</p>	<p>➤ Developmental & Preventive</p> <ul style="list-style-type: none"> • Evaluate feedback from students and teachers after workshops, programmes, talks, forums and form period discussions and activities • Meet with teachers in the counselling team to review and evaluate guidance and counselling services in the previous year in order to plan for the coming year <p>➤ Remedial</p> <ul style="list-style-type: none"> • Monitor and document individual student's emotional health and progress through continual communication with parents, teachers, mental health professionals and the student concerned • Gauge the academic progress of students with special needs e.g. athletes using progress reports as a monitoring tool 	

Objectives	Strategies	Monitoring/Evaluation	Allocation of the CLP Grant
	<p>The Guidance and Counselling Team also offers individual counselling to students with emotional needs and pastoral care and support to students with special needs, especially athletes who face the challenges of balancing rigorous sports trainings with academic work.</p>		
<p>C. <u>Other Learning Experiences</u></p> <ul style="list-style-type: none"> • To let students experience the challenges one may face at different stages of life • To experience what aging is like and to reflect on the meaning of life • Through acquiring deeper understanding about life, students are reminded to treasure their time as well as to care and respect for the elderly 	<ul style="list-style-type: none"> • S3 Life Journey Programme (LJP) • S3 leadership training workshop – resilience development • S4 Leadership Training workshop • S1 to S5 students are asked to submit a reflection of their learning goals near the end of each academic year. 	<ul style="list-style-type: none"> • Evaluate feedback from students after workshops and programmes • The SLP Team monitors students to complete their SLPs. • Form Teachers help check if students will have completed the reflection. 	

Appendix 3

Three-year plan – Measure to broaden students’ choices of elective subjects and provision of gifted education programmes for the ninth cohort of senior secondary students (from 2017-18 to 2019-20 school year)

The following programme is adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded Programme	Strategies & benefits anticipated	Name of Programme / Course & Provider	Duration of the Programme	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					17/18	18/19	19/20		
Other programmes: Network	In view of the small number of students opting for HKDSE Music, this network programme with Diocesan Boys’ School, Maryknoll Convent School and La Salle College can help to cater for students’ diverse needs	HKDSE Music; Provider: Institute of Hong Kong Senior Secondary School Music Education	3 years	S4-6 students of this cohort of students	2	2	2	Students will take the HKDSE Examination	Jointly-organised with Diocesan Boys’ School, Maryknoll Convent School and La Salle College