Diocesan Girls’ School

School Report

2015 – 2016
Key Elements of the School Report

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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 local and overseas communities through voluntary service.

Achievements and Reflection on Major Concerns

Priority Task 1: M-learning, Self-directed Learning and Catering to Specific Learning Needs

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<th>Achievements</th>
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<td>The One-Student-One-iPad policy is now in its 4th year of implementation. All teachers and S1 to S5 students were provisioned with one iPad for use in teaching and learning within and outside the classroom throughout the academic year. The School also procured Nearpod school accounts for use by teachers to facilitate the delivery of lessons. In order to monitor student activity in use of the iPads during class time, the School deployed a Mobile Device Management (MDM) system in order that students can be focused on lesson content and be on-task during lesson time. This year, more teachers had integrated iPads into their teaching, utilizing different online learning management platforms to post teaching and learning materials, as well as adopting online tools to promote collaboration among students. Teachers used various educational apps to facilitate teacher-student interactions, as well as some productivity apps to collect and mark students’ assignments.</td>
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The IT in Education Team, comprising representatives from different key learning areas, was set up this year to plan, implement, and monitor the M-Learning project across the whole school. To this end, the team arranged in-house training workshops for various subject departments to address the specific needs of subject teachers.

From analysis of performance of students in past HKDSE examinations, it was observed that a small proportion of students at DGS failed to meet the entrance requirement of level 3 in Chinese Language subject, a requirement for entrance to Bachelor degree programmes at local universities under the JUPAS route. To help this group of students who have otherwise performed quite respectably in all other subjects apart from the Chinese Language subject, so that they may likewise continue their tertiary university studies locally, the School conducted a feasibility study into the possibility of offering the alternative GCE A-level curriculum in S5 and S6, so that these students may apply for local universities through the non-JUPAS pathway. Upon the review of the various A-level curricular by respective subject departments and the positive feedback received from various stakeholders on the desirability, plausibility and compatibility of implementing the alternative curriculum, the School submitted a formal application to the EDB. In due course it obtained approval from the EDB to offer the alternative curriculum in one class in each level of Secondary 5 and Secondary 6 starting from 2016-2017.

To cater for learner diversity and provide more individual attention to students in the preparation for HKDSE examinations, the School expanded the numbers of sets for English, Chinese and Mathematics to 11, 8 and 8 respectively in both Secondary 5 and 6.
A Creative Writing course was launched in the spring term of 2016 to cater to students from S2 to S4 who sought creative expression through writing. Conducted by a professional poet, the course culminated in recitals of selected works by student authors during morning assembly. An English pronunciation course was launched at the same time to cater to those students, particularly those from Mainland China, who had difficulty in oral delivery due to their unnatural stress pattern and intonation.

**Reflection**

The new IT in Education Team comprised members from different key learning areas so that the application of technology in education could be planned and implemented from a school-wide perspective. It also opened up more opportunities for cross-KLA collaboration.

A paradigm shift was observed among teachers in the use of iPads in the classroom, with more teachers employing the technology to enhance their teaching pedagogy. Students were more engaged in class and took more initiative in using the iPad in their learning. However, the new Mobile Device Management (MDM) system deployed in the current year was found to be unstable and lacked certain key features. In light of this, the School will change to another mobile device management system in the coming year.

To address the students’ specific learning needs, the school obtained approval from the EDB to launch the alternative GCE A-Level curriculum in S5 in the coming academic year for students who found the HKDSE Chinese Language subject too challenging. In preparation for this new curriculum, a lot of research work was carried out to review the A-level curricula offered by different UK examination boards, to familiarize our teachers with the new examination structures, and to explore the procedures of non-JUPAS application. The impacts of the introduction of a new curriculum on the current class structures, timetabling, mock examinations, etc., were also thoroughly studied. The School is well-prepared and confident in implementing the new alternative curriculum in the next academic year.

With the additional sets for English, Chinese and Mathematics in the senior secondary, the class sizes were reduced to between 12 to 20 students per class, except for Mathematics extended modules. The smaller class size proved to be very effective for subject teachers as they were able to provide more individualized attention to students and employ various teaching strategies to maximize learning outcome.

The creative writing course produced some interesting pieces. Students shared extracts of their works on stage during morning assembly, which were well received. Feedback for the creative and English pronunciation courses were very positive, and students greatly appreciated the extra efforts made by the school to improve their oral skills.
Priority Task 2: Support Network for the Emotional and Personal Needs of Students

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<th>Achievements</th>
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<td><strong>Support for S4 Students</strong></td>
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<td>APASO surveys were used as instruments to measure three domains, namely “interpersonal relationship”, “stress management” and “leadership”, among our S4 students in order to understand their various needs and concerns. On the whole, almost all items were “better” than the norm of other S4 students in Hong Kong. The results revealed that some students (about 20% to 25%) opined that it is not easy for them to form meaningful relationships with members of the opposite sex or discuss things of personal nature with their friends. For the domain of stress management, the average scores of the items under the sub-domain “self-encouragement” were the lowest among all, showing that some students (about 25%) seldom encourage themselves when they are facing difficulties or challenges. In addition, some students (about 20%) were not confident to take the leading role. Based on the above findings, activities will be arranged to address their needs.</td>
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<th>Remedial Support from School Social Worker</th>
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<td>This year, Ms Carrie Leung joined us as our school social worker. She has offered pastoral care and counselling to individual students who needed our care and attention. In May 2016, Ms Leung was also invited to give talks on promoting the girls’ emotional well-being at the Breakfast-with-Parents meetings for parents of girls from Secondary One to Three.</td>
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<th>Training Camps addressing the Social and Emotional Needs of S1–S3 Students</th>
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<td>This year 205 Secondary 1 girls took part in the self-management camp at Hong Kong Baptist Assembly in Fanling on 8th and 9th October, 2015. During the two-day camp, students learned the importance of self-discipline and individual responsibility and experienced the value of teamwork and interdependence. Under the guidance of a team of experienced camp coaches and facilitators from the Boys’ Brigade, the girls participated in a range of indoor and outdoor activities that built on their individual strengths and weaknesses and capitalized on their collective efforts to accomplish various tasks. Every activity was followed by a debriefing session - a teachable moment for the coaches and facilitators to point out life and relational skills that our girls needed to know and acquire as well as character qualities and attitudes that needed shaping and nurturing.</td>
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In mid-December 2015, the Boys’ Brigade conducted a two-day self-management camp for our S2 students, similar to the one they organized for our S1 students. However, unlike the S1 camp, this one took place at Noah’s Ark in Ma Wan. The camp aimed at challenging our girls to go beyond their comfort zone as well as cultivating important life skills and attitudes such as self-discipline, sense of responsibility and positive communication.
In April 2016, the Hong Kong Association of Youth Development in conjunction with the Hong Kong Police Force conducted a two-day life skills camp for our S3 students. The adventure-based activities consisted of drills, a night hike, tree climbing and wall climbing and were pitched at the level that challenged our girls’ intellect, character and attitudes. The discipline of making their beds and cooking meals were both fun and necessary training.

**Support for Secondary 1 Students with a Weak Foundation in English**
To cater to the specific personal needs of S1 students who may have a poor foundation in English, particularly those from CMI primary schools, the remedial English set (Set G) was divided into two separate classes, G1 and G2, each class taught by two experienced remedial English teachers. This subdivision of the Set G class enables the incorporation of tailor-made teaching curriculum adjusted to address the learning style of the class. Moreover, the smaller class size permitted more individualized attention and remedial action catering to the personal learning need of each student.

**Reflection**

The APASO surveys have helped the School find out the concerns, struggles and challenges of the S4 students as well as their academic, social and emotional needs as they began their first year as senior secondary students. Based on the survey findings, an orientation camp and leadership training programmes will be organized for the S4 girls to help them develop supportive friendships, self-encouragement and leadership skills so as to meet their specific needs.

We have been especially blessed by Ms Carrie Leung, our school social worker, who graciously gave of her time and heart to care for the emotional well-being of our girls. Ms Leung has been a great support for the emotional and personal needs of our girls.

The S1 and S2 self-management camps greatly benefitted our girls; not only did they learn much about themselves and from one another in a spirit of camaraderie and teamwork, they also acquired life skills and values that would prove beneficial in the future.

In the S3 life skills camp, the S3 girls thoroughly enjoyed the physical and mental challenges. They also acquired various life and social skills, such as motivation for personal and group goals, independent living skills, communication skills, cooperation with and empathy for others as well as conflict resolution skills.

The talks on how to promote the girls’ well-being conducted by Ms Leung were very helpful to parents of girls from Secondary One to Three. The School will therefore continue to enhance parent-daughter relationships through fun, interactive activities and events in the coming year.
As a result of the splitting the S1 remedial set into two classes, there was noticeable improvement in the performance of students in both sets throughout the course of the year. The majority of students performed better in the final exam. Because of the small class size, especially weak girls were identified quickly and were given additional extra English lessons during the year, to help them keep pace with the rest of the class.

Priority Task 3: Global Exposure, Cultural Diversity and Experience Enrichment for Teachers and Students

Achievements

To provide opportunities for teachers to enhance their professional skills through interaction with overseas partner schools, the School hosted international conferences and workshops in DGS.

In October 2015, the School hosted the 3rd Schools with Innovative Future Technology (S.W.I.F.T.) Roundtable Forum. The Forum officially opened with addresses by two keynote speakers, Professor Nancy Wong from the Center for Information Technology in Education (CITE), University of Hong Kong and Professor Wong Po Choi, Director of IT at Hang Seng Management College and developer of the HKedCity online platform. Teaching staff from Diocesan Girls’ School, Hwa Chong Institution and Nanyang Girls’ High School from Singapore, Mission Heights Junior College from New Zealand, School No 19 from Tartarstan, and Waverley College from Australia shared their experiences in the use of iPad as a learning tool and the strategies to apply technology to facilitate student learning at their schools. A visit to Shun Tak Fraternal Association Yung Yau College was also organized to see the best innovation practices by students there. On the final day of the conference, class visits to observe the implementation of IT learning pedagogy in different key learning areas at DGS were arranged.

The hosting of the 9th Humanities Research Symposium for Youth, which ran from 2nd to 8th July 2016, was a very proud moment for our school. The 7-day regional conference aimed to promote academic research in the Humanities and Social Sciences among youths and encouraged dialogue and discussion among them. The delegates were from four secondary schools from different areas of the Asia Pacific region, namely Hwa Chong Institution, Singapore, Citipointe Christian College, Brisbane, Bugil Academy, South Korea and Diocesan Girls’ School, Hong Kong. The theme for the Symposium was “Cries and Whispers”, which was intricately tied to our community, with strong roots in history, politics, society and in the arts. Professor Yuen Tsang Woon-ki, Vice President and professor at The Hong Kong Polytechnic University, Dr. Christine Loh, Under Secretary for the Environment and The Honourable Chief Justice Ma, Chief Justice of the Court of Final Appeal were invited as keynote speakers for the symposium, and they gave insightful sharing in their respective fields. Apart from tabling academic research papers and debates, there was also time for cultural exchange, for example through visits to venues which examine Hong Kong’s socio-economic status, such as Crossroads, Tsim Sha Tsui and the Peak.
Exchanges programmes were also hosted at the departmental level at DGS. On 25 March 2016, professional sharing took place between DGS Chemistry Department teachers and eight Chemistry teachers from Taipei First Girls High School on the topic of Science Education. Topics discussed ranged from good teaching and learning practices to student experiences and learning achievements in Science Education. It is hoped that such sharing will foster future academic cooperation and development in STEM between the two schools. The Discover Engineers Workshop was conducted by engineers from MIT Media Lab & IBM on 8th April 2016. The keynote speech given by the guest speaker enhanced our Secondary Three students’ understanding of the engineering field.

To provide students with more overseas exchange experience, the school has increased the number of partnership schools in the overseas exchange programme. This year, two new sister schools joined our Overseas Exchange Programme: St. Andrew’s Priory School in Hawaii, United States, and St. Aidan’s Anglican Girls’ School in Brisbane, Australia. To enhance teachers’ professional skills through overseas experiences, the School assigned interested teachers to accompany our students to attend international conferences and visit overseas partner schools. The Chinese Department organized several video conferences and exchange programmes with our partner schools in Mainland China, Taiwan and Singapore, which enriched the academic and cultural experiences of the participants.

Furthermore, overseas exchange programmes which helped students to enhance skill-specific mutual learning with international students through training, performing or competing with foreign teams and groups were organized. The programmes included a joint music performance with Singapore Chinese Girls’ School, the 2nd Oldham Cup Contest in Singapore, the Model United Nations conference in Seoul, South Korea, the 8th International Science Youth Forum at Hwa Chong Institution, Singapore, the Singapore Model United Nations conference, the Swimming Team Training Camp in Taiwan, MIT App Inventor Summit in U.S.A., the art trip to Shenzhen, the FIRST Tech Challenge Asia Pacific Invitational 2016 at Macquarie University in Sydney, Australia and the Science Camp at Tsinghua University in China.

In addition to the overseas exchanges, our school has embarked on a student exchange programme with local schools in Hong Kong starting this year. From March to May, we invited students from Queen’s College, Belilios Public School, and Heep Yunn School to come to our school for three to six days; and in turn we reciprocated by visiting theirs. It was a valuable experience for our students as they were able to immerse themselves into each other’s school environment through shadowing lessons and engaging in extra-curricular activities. To encourage sharing of global exposure with the rest of the school, post-exchange student sharing sessions and theme weeks were organized.

Reflection

The 3rd S.W.I.F.T Roundtable Forum was held successfully. It was very rewarding as the keynote speeches and the experience sharing sessions conducted by the participating schools provided
teachers with insights into innovative pedagogies and the application of technology in education to enhance learning (85% of teachers agreed with this statement in the post-activity evaluation survey). Teachers also showed much appreciation for the great learning opportunities the forum provided on topics ranging from IT application, innovative pedagogies, school culture and administration to human relationships. Some teachers found that the forum heightened their awareness of the importance of establishing professional learning communities and building relationships with students. Constructive suggestions were made for the School to consider doing action research to enhance learning and teaching. The School will continue to provide global exchange experiences for teachers on different topics.

Through research, presentations and discussions, the Humanities Research Symposium for Youth (HRSY) helped to promote greater exposure to contemporary intellectual debates, widen perspectives, and broaden the mind. All in all, the delegates of the HRSY concluded that this symposium was a resounding success. They praised the high academic rigour of the symposium and enjoyed the cultural events. The delegates have developed friendships with foreign peers despite their differing cultural upbringing, and they left feeling better-informed, better-connected and better-equipped to deal with global issues. The School will continue to offer teachers and students such a platform for exchange and sharing.

New exchange partnerships added vibrancy at DGS. After joining the exchange programmes, the participants reflected that these were eye-opening opportunities for them and that even though the classroom atmosphere and the way lessons were conducted in each school were different, every school had their own unique style which worked well and they felt lucky to have been given the opportunity to experience these different learning styles. The School will continue to work hard to jointly launch exchange programmes or collaborative projects with our partner schools to help our students gain more enjoyable and rewarding international exposure.

Through cultural exchanges with foreign students both in school and at home, our students learnt to be hospitable and be more open minded about cultural differences. The School will continue the practice of inviting students to serve as hosts to visiting students and continue to arrange students to go overseas and go on homestay with foreign families.

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Major School Events

3rd Schools with Innovative Future Technology (S.W.I.F.T.) Roundtable Forum

This year, was DGS’s turn to host the 3rd Schools with Innovative Future Technology (S.W.I.F.T.) Roundtable Forum. The theme of the SWIFT 2015 forum was ‘Igniting the spark of
teaching and learning: metamorphosing technology, pedagogy, motivation and attitudes’. The participating schools were:

Diocesan Girls’ School, Hong Kong
Hwa Chong Institution, Singapore
Mission Heights Junior College, Auckland, New Zealand
Nanyang Girls’ High School, Singapore
School No. 19, Kazan, Tatarstan
St. Edmund’s College, NSW, Australia
Waverley College, NSW, Australia

The highlights of the three-day forum were two keynotes delivered by Professor Nancy Law, Faculty of Education, University of Hong Kong and Professor Wong Po Choi, Director of Information Technology of Hang Seng Management College, Hong Kong. The School incorporated the three days of the forum as staff development days on the school calendar so that all DGS teachers could benefit from the forum. Each participating school was given 45 minutes to share good teaching practices in the application of technology within their particular school setting, followed by a 30-minute discussion with other participating schools on the implementation and effectiveness of such practices in the form of Q & A sessions. To facilitate a deeper understanding of application of technology in education at DGS, and also to enhance professional development and collaboration among the staff community, DGS as the host school arranged lesson demonstrations from 7 different subject departments.

**Humanities Symposium**

The Humanities Research Symposium for Youth (HRSY) is a 7-day regional conference for the exchange of insights on humanitarian issues faced by the world today. Through research, presentations and discussions, HRSY aims to promote greater exposure to contemporary intellectual debates, widen perspectives, and broaden the mind.

For 8 consecutive years, the HRSY has offered an invaluable platform for secondary school students from Hong Kong (Diocesan Girls’ School), Singapore (Hwa Chong Institution) and Brisbane, Australia (Citipointe Christian College) to engage in mutual learning. Hosted by Diocesan Girls’ School, the 9th HRSY witnessed 70 selected delegates from 2nd July to 8th July, 2016. In July 2016, the HRSY welcomed delegates from South Korea (Bugil Academy) for the first time.

Each year, HRSY focuses on a specific theme, with last year’s being “Cries and Whispers”. This theme is intricately tied to the community, with strong roots in history, politics, society and the arts. HRSY seeks to understand the complexities behind remarkable occurrences: a loud cry may garner much attention before fading into whispers, while whispers eventually amount to cries which cannot be ignored by leaders of society. It is through the five disciplines: Economics, Geography, History, Literature and Social Studies that HRSY delegates endeavour to explore the
relationship between Cries and Whispers in this symposium.

With the goal of enriching the learning experience and exploring multiple intellectual dimensions, distinguished guest speakers, who are thought leaders in their respective fields, were invited to speak at the HRSY. They include Prof. Yuen Tsang Woon-ki, Vice President and professor at The Hong Kong Polytechnic University, Dr Christine Loh, Under Secretary for the Environment and The Honourable Chief Justice Ma, Chief Justice of the Court of Final Appeal.

To strike the proverbial balance between work and play, delegates also participated in outings to explore the city of Hong Kong for themselves. These include a tram ride to the Peak, visiting Crossroads and city orienteering, which encompass various landmarks and famous districts, in hopes of offering delegates a spectacular perspective of Hong Kong.

Summer Concerts 2016

The final weekend of this academic year was especially eventful for the school's musicians. On the 8th and 9th July, the Summer Concerts were held successfully with choirs and instrumental ensembles performing to a full house. The first concert, "Sounds of Joy", features choirs and some ensembles. On the second night, two of the three concerto competition winners, Megan Tang (soprano) and Macy Yau (violin) performed their winning movements. Worthy of special mention is the inauguration of the DOGA orchestra, conducted by the Performing Arts Director Mr. Leung Kin Fung. The DOGA orchestra members also joined the DGS Symphony Orchestra in performing Rachmaninov's Rhapsody on a Theme by Paganini, with old girl Nicolette Wong on piano.

Events for Parents

Working closely with the PTA and knowing that parents would like to find out more about the lives of the girls at school, the School held three consecutive Breakfast-with-Parents meetings on Saturday, 28th May for parents of girls from Secondary One, Two and Three respectively. To help foster the girls’ emotional well-being and deepen loving interaction between parents and girls, Ms Carrie Leung, the school social worker, spoke to parents about her observations at school and ways to enhance the girls’ well-being and communication with parents.

Our Learning and Teaching

Various approaches are employed for the effectiveness of teaching and learning, including the flipped classroom, the investigative approach (investigative study in sciences); the task-based approach (using a school-based curriculum in S1-3 IT) and the issue-based approach (History). In the classroom, direct teaching is a usual method for most subjects but student-centred activities are employed as far as possible, for instance, in carrying out laboratory practical work and in presenting their 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 online learning management platforms 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 NSS Biology and Geography), educational trips (for HKDSE Geography and History students), educational visits, external competitions and special programmes (robotics in S2 Science and STEM education) help to provide students with a spectrum of learning experiences for their individual development. The use of iPad in class under the one-student-one-iPad policy not only encourages more student-centred activities to be adopted, but also helps break down classroom walls to increase mobility in learning. The school has implemented the one-student-one-iPad policy from Secondary One to Secondary Five, and teachers have been developing resources using different applications for teaching and learning.

For junior secondary classes, academically weak students have been provided with the opportunity to tackle the full curriculum through flexible arrangements. In the senior secondary levels, students are allocated to different classes randomly to remove the labelling effect and students who have dropped elective subjects are requested to attend supplementary classes during their free lessons to enhance their performance in the 4 core subjects (English, Chinese, Mathematics and Liberal Studies).

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

- **Cultural interest classes** on drama and different languages (Japanese, Putonghua for the National Putonghua Proficiency Test 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.
- **OLE Activity Days and Mini-summer Term** are implemented during the post-exam periods 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, ICT, music, sports and different skills training. Also various subjects launch special programmes to gauge the talents of students, including the S4 Mini-Bazaar Company Programme and Humanities Symposium.
- Students are also 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.
- An alumnus of DGS conducted a workshop on extended writing after school in May 2016.
Support for Student Development

Other Learning Experiences

School-based student support programmes were planned and implemented to align with the Senior Secondary (SS) reform. Since 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.

Election of House Captains for 2015 – 16

To provide an opportunity for students to participate in the democratic process and to arouse the awareness of their civic rights and responsibilities, the inaugural election for House Captains was conducted in early July 2016. Through their participation as either a candidate or a voter, the student body gained a stronger sense of belonging to their house and learn more about democratic election.

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

1. Moral and Civic Education activities organized by the Civic Education Team and others

   - Moral and Civic Education (MCE) is conducted adopting a whole-school approach. Learning activities on various MCE topics are incorporated in both the formal curriculum and informal curriculum. Different functional groups and teams take part in organizing learning experiences to nurture students in positive values and attitudes so as to develop them into informed citizens who care for themselves, their family, the school community, the Hong Kong community, the country, the Asian region and the world.
   - MCE related learning activities were conducted during form periods, morning assemblies, mini-summer term and on other occasions in our School.
   - Sharing on Christian values and other positive values and attitudes by the Headmistress, teachers and students in daily morning assembly.
   - The Civic Education Team and other functional groups planned and organized talks, drama shows, and visits conducted by outside organizations. School-based materials on Basic Law education were prepared and adopted.
   - On the domains of Personal Development and Family, talks and workshops on moral issues such as Dating and Marriage, Sex Education, Gender Identity and Homosexuality, Pornography, Sexual Harassment, Sexual Violence and Date Rape were arranged.
• On the domains of Community and the World, the Civic Education Team helps students probe into topics such as Legal Education, Anti-corruption, Poverty, Election and Anti-Discrimination.

• On the domain of the nation, Flag Raising Ceremonies were held at our School to celebrate the National Day and HKSAR Establishment Day. The Senior Mixed Choir was invited to sing the national anthem at the National Day and HKSAR Establishment Day celebration events. Students have also participated in other enrichment programs such as trips to China, talks on the current situation in China and external competitions to enrich their understanding of China.

2. Community Service organised by the Service Team

The School’s vision of encouraging, nurturing and cultivating the skills of students in contributing their service at home and in their families as well as the local and international communities has remained the same since its inception in 1860. From peer mentoring and offering a helping hand in the neighbourhood to volunteering in large-scale activities, we hope to direct our students’ hearts and effort towards the community and to make a positive difference in the lives of people. With this in mind, the Service Team, comprising teachers in charge of the Citizen’s Club and various community service projects and programmes, makes it its mission to provide ample and varied opportunities for students to be involved in services within and outside the School.

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

Regular Services are offered primarily through the Red Cross, Girl Guide and Citizens’ Club, with Community Youth Club (CYC) and Zonta Z Club as its subsidiaries. The Clubs liaise with various social service centres to provide ample opportunities for our students to do regular service throughout the academic year.

Special service programmes and projects provide an array of service opportunities within the School and in the local community for our students during the course of their education at our School. In 2015-16, our School organized or participated in the following service programmes and projects:

• Citizens’ Club Lunar New Year and Easter Service Projects (S2-S5)
• CYC Charity Plant Sale (S1-S5)
• Big Sister Mentoring Programme (S4 and S5)
• EQ Student Ambassador Programme for Bereaved Children (S4-S6)
• Palliative Care Programme for Terminally Ill Patients (S5)
• Poverty Care Ambassador Programme (S4)
Lunar New Year Outreach Programme for the Mentally Challenged at Fu Hong Society (S3-S5)
Kids4Kids Buddy Reading Program (S1-S4)
'Sharing Music, Sharing Love' Service Project (S1-S5)
Sandy Bay Charity Fair (S2-S5)
Sports for All 2016 (S1-S5)
Mini-Summer Term Service Learning Project (S2 and S6)
New Student Orientation Programme (S4 and S5)
Rainbow D.R.E.A.M Camp 2016 (S4)
Hong Kong Young Ambassador Scheme (S5)

3. Career-related Experiences organized by the Careers Team

The Careers team is dedicated to exposing students to a wide-range of university and career options and to advising and guiding them to make informed and appropriate choices when it comes to their post-secondary school options. As well as handling and completing supporting application materials to tertiary institutions, scholarships and summer programmes, the Careers Team also hosted visitors and held numerous workshops to help educate and prepare students. Activities held during the year include:

- Presentations by representatives from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology to students on student life and specialized field of study and career options.
- Presentations by representatives from overseas’ universities to enable students to gain first-hand knowledge of the latest admission criteria and programs of study on offer.
- Visits to the University of Hong Kong for S5 students to meet with different faculty professors and students.
- Career Talks organized by DOGA and given by DGS alumnae on specific careers.
- Interview workshops by teachers as well as mock interviews for S6 students.
- Job-shadowing programme for all S5 students
- Workshop on interests and skills’ assessment for S3 and S5 students
- Workshop on essay writing and interview preparation for S5 students.
- University application preparation workshops for S4 and S5 students.
- Introduction to university workshop for S1 and S2 students, organized by the students’ Careers Committee
- Briefing session for parents and S3 students on streaming and choice of subjects.
- Mock Results Day simulation for S6 students to prepare them for the actual HKDSE results’ day.
- JUPAS training for S6 students and parents to enable them to make better choices for university selection
4. 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

- The OLE Aesthetic Development Programme integrates drama, music and visual arts lessons leading to inter-class drama competitions and drama appreciation at the end of the programme
- Visiting the Exhibition of Secondary School Students' Creative Visual Arts Work
- Art Theme Week by Visual Arts Club
  1) interactive art knowledge board
  2) craft workshop
  3) hot craft demonstration booth
  4) teacher art jam
- Exhibition reporting on SMArt Programme run by HKU
- Exhibition of the Winning entries of Respect Teachers Comics Competition
- Guided tour in the “M+ Sigg Collection: Four Decades of Chinese Contemporary Art" exhibition organized by West Kowloon Culture District Office
- Guest talk “Developing the Potentials of Creativity”
- Guest talk “Art Therapy: the Creative Healing”
- Guest talk “Science in Art” conducted by HKU
- Art Trip in Shenzhen
- SMArt workshop guided by HKU and organized by Science Department
- Mini-bazaar Logo Design Competition for the Mini-bazaar organized by Visual Arts Club
- Fabric Pattern Design Competition organized by Food Technology Club
- Inter-class Cake Decoration Competition organized by Food Technology Club
- Inter-class Flower Arrangement Competition organized by Image Design Club
- Inter-class Display Board Design Competition organized by Counselling Team
- Various external art competitions
- Display of students’ artworks
- Decorations for the 155th Anniversary
- Festive decorations
Music
Internal events:

- PTA AGM Music Performance
- Thanksgiving Service
- Music exchange with Singapore Chinese Girls’ School Band
- Music Camps for Choirs, Concert Band, Orchestras and Chinese Orchestra
- DGS Concerto Competition
- Pre-competition Concerts
- DGS Easter Performance
- Summer Concert 2016

External events:

- National Day Flag-raising Ceremony; 19th Anniversary of the Establishment of the HKSAR
- Government House Open Day performance
- HKGNA Music Festival
- 2015 HK Youth Music Interflows
- Christmas Carolling at Kowloon Cricket Club
- “Beautiful Sunday” concert at Shenzhen Concert Hall
- DBS Pre-Competition Concert
- Youth Music Cup – Guzheng Competition
- Monthly Music service at Queen Elizabeth Hospital
- 68th HK Schools Music Festival and Prize Winners Concerts
- SEYSA Annual Award Gala Dinner
- Hong Kong Flower Show 2016
- 5th National Arts Showcase of Primary & Secondary School Students
- DBS Homecoming Concerts 2016
- 2nd School Orchestra Festival of the Four Regions Across the Straits
- 3rd Singapore International Choral Festival
- Queen Elizabeth Hospital “Baby Friendly Hospital Designation Ceremony” performance

Drama

- Drama Night
- Drama Ensemble Workshops
- Talks on theatrical art and literary study
- Literature Appreciation Project
- Makeup Course for S5 students

Technology and Living
• Competitions
  Internal competitions/projects
  1. Fabric Design Competition
  2. Inter-class Cake Decoration Competition
  3. “Vegetarian Meal” Cooking Competition
  4. QEH Breast Feeding Cape Project
  5. Glutinous Rice Dumplings Charity Sale 2016 (萬粽同心為公益 2016)

External competitions
  2016 Hong Kong Secondary School Cooking Competition

• Hospitality service
  Events:
  Swimming Gala tea reception for staff
  SWIFT forum tea reception
  Inter-house Athletics Meet tea reception
  Speech Day tea reception
  S1 interview staff lunch
  Parent’s Day tea and lunch
  Chinese New Year Pudding making for staff
  School Heads meeting tea reception
  Career Team seminar tea reception
  Humanities Symposium 2016 Tea and lunch

• S.3 Graduation Party
• S2 and S3 Runway project
• S2 & S3 Home Cooking project

5. Physical Development

Physical Education includes regular timetabled lessons as well as an array of inter-house and inter-school competitions in Archery, Athletics, Badminton, Basketball, Beach Volleyball, Cross-country, Dancing, Dodgeball, Dragon Boat racing, Fencing, Handball, Hockey, Indoor-rowing, Life-saving, Netball, Orienteering, Swimming, Squash, Table Tennis, Ten-pin Bowling, Tennis, and Volleyball. In 2015-16, the School competed in 9 division One and 14 Open division sports. Elite athletes represented the HKSAR in many inter-port and regional competitions.

6. 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 and in most cases students are required to write a blog and a reflection report.
describing their daily experiences during the exchange. 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 at the end of the trip / programme.

**Overseas Programmes :**

- Swimming team Training Camp (Taiwan)
- Model United Nations Conference 2016 (Seoul, South Korea)
- Singapore Chinese Girls’ School Model United Nations 2016 (Singapore)
- 8th International Science Youth Forum (Singapore)
- Exchange Programme with Hangzhou Foreign Language School (China)
- Cultural Exchange to Convent of the Holy Infant Jesus Secondary School (Singapore)
- Cultural Exchange to Diocesan School for Girls (Auckland, New Zealand)
- Cultural Exchange to St. Aidan’s Anglican Girls’ School (Brisbane, Australia)
- Cultural Exchange to St. Andrew’s Priory School for Girls (Hawaii, USA)
- Cultural Exchange to Methodist Ladies’ College (Melbourne, Australia)
- Shenzhen Art Trip (China)
- Exchange Programme with The Second High School Attached to Normal University (Beijing)
- Exchange Programme with High School Affiliated to Fudan University (Shanghai, China)
- FIRST Tech Challenge Asia Pacific Invitational 2016 (Sydney)
- Science Camp at Tsinghua University (China)

**Students from partner schools visiting DGS :**

- Diocesan School for Girls (Auckland, New Zealand)
- Convent of the Holy Infant Jesus Secondary School (Singapore)
- Singapore Chinese Girls’ School (Singapore)
- St. Aidan’s Anglican Girls’ School (Brisbane, Australia)
- St. Andrew’s Priory School for Girls (Hawaii, USA)
- Hangzhou Foreign Language School (China)
- Taipei Municipal Jianguo High School (Taiwan)

7. **Mini-Summer Term organised by the OLE Team**

The mini-summer term programme was held on 28th June and 4th to 8th July. It offered a wide variety of activities for students from Secondary One to Four. On the 8th July, the annual Election for House Captains was conducted as the last event of the Mini-summer Term. Through their participation as either a candidate or a voter, students came to learn more about democratic election and gained a stronger sense of belonging to their houses.

A wide variety of activities were organized for students after their final exams to provide them with a wide range of learning experiences. These were aimed at cultivating in our students a sense of volunteerism, instilling into them proper attitude towards community service and equipping them with necessary skills in participating in voluntary work.
Through the activities, we hope that their leadership, problem-solving and collaborative skills will be enhanced. A summary of the programmes is as follows:

- **S1** – SMArt Workshop, Domino toppling workshop, Drama Show, Sexual Harassment workshop, Chastity Talk, Talk on Cyber Crime & Introduction to JPC, Sports Exploration Programme on Bowling, Mathematics workshop
- **S2** – Service Learning Projects targeting the mentally challenged, the elderly and the elderly with dementia, Workshop on Community Service, Chastity Talk, Mathematics workshop
- **S3** – Leadership training workshops on resilience development, a series of Inter-class dodgeball competitions, Drama Show, a STEM Taster Programme, talk on friendship, romantic love and infatuation, talk on “impact of cyber media on Youth”, talk on “China’s diplomacy”, a visit to Life Journey Centre and Big Sister mentoring training workshop
- **S4** – talk on “Science in Art”, Life and Death Education and Introduction to Hospice Care, talk on Pornography, talk on “ways to handle romantic relationship”, “One Belt One Road One Friendship programme – Museum Tour and Inter-cultural Dialogue”, visit to Life Journey Center and Poverty, Blind, Aids X-perience Simulation Programme, University admission talk
- **S5** – job-shadowing programme

**Spiritual Nurturing organized by the Religious Education Department**

- Daily Morning Assembly – Students and teachers congregate in the Auditorium to start the day by worshipping God together.
- Christian Youth Fellowship – weekly meetings on Mondays during lunch time and regular meetings during OLE lessons organized by students under the guidance of Christian teachers
- Gospel Week – special morning assemblies led by Christian Youth Fellowship, celebration of the Harvest Festival and other religious activities
- Evangelistic meeting
- Christmas Service
- Easter Service
- Holy Communion
- S1 Bible Study Series
- S5 Retreat
- S6 Prayer Meetings

**Guidance & Counselling organized by the Guidance and Counselling Team**

Apart from helping our students with their specific needs through individual counselling, our Guidance and Counselling Team, led by the Counselling Mistress, also caters for the
developmental need of students through informative talks, interactive workshops, training camps, simulation programmes and in-house programmes. In 2015-16, we organized the following talks, programmes and workshops:

- New Student Orientation Program (S1)
- *Don’t Laugh at Me* Workshop (S1)
- “*How to get full marks*” Workshops (S1)
- Sex vs. Gender Workshops (S1)
- Sexual Harassment Workshops (S1)
- Chasity Talk (S1 & S2)
- Self-Management Camp (S1 & S2)
- Life Skills Camp (S3)
- Talk on Friendship, Romance and Infatuation (S3)
- Big Sister Mentoring Training Workshop (S3)
- Crossroads Simulation Programme: Poverty, Blindness and HIV/Aids (S4)
- Talk on Ways to Handle Romantic/Undefined Relationships (S4)
- Talk on Pornography (S4)
- Life and Death Education and Introduction to Hospice Care (S4)
- Talk on *How to prepare for the HKDSE* (S6)

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

- Swimming Gala
- Dress Special Day
- Harvest Festival
- Athletics Meet
- Speech Day
- Post-Mid-year Examinations Activity Days
- Mini-Bazaar
- Christmas Service
- Student Forum
- Parents’ Day
- Chinese Literary Club Performance
- Famine Lunch
- Easter Service
- Staff Development Days
- Teachers’ Day
- Overseas and Exchange Programmes Sharing
- Mini-summer Term
- Music Concert
Student Performance

<table>
<thead>
<tr>
<th>Public exam results</th>
<th>HKDSE:</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of students meeting the entrance requirements for local Bachelor degree programmes 126/140 = 90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage of students meeting the entrance requirements for local sub-degree programmes = 139/140 = 99%</td>
<td></td>
</tr>
<tr>
<td>JUPAS results</td>
<td>Percentage of students given an offer 120/133=91%</td>
<td>2016</td>
</tr>
</tbody>
</table>

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 students’ performance in HKDSE, the students performed outstandingly well. In the 2016 HKDSE, 90% of the cohort met the minimum university entrance requirements. The girls scored a total of 184 Level 5** (19%), 392 Level 5* or above (41%) and 857 Level 4 or above (90%).

A brief account of students’ other achievements outside of school:


Campus Development

In view of expansion of teaching staff for the enhancement of teaching and learning, the printing room was converted into a new Deputy Heads’ Office and six new working stations were added to Staff Room A. Minor work was carried out in the OLE Room to change it into a classroom setting so that it can hold lessons of the GCE A-level stream in the next academic year. The Counselling Room and Careers Room were renovated to accommodate two new staff members of the School,
respectively social work and Careers Counsellor. In addition, renovation work on Lecture Hall, Library and School Chapel are in progress and enhancement of sound proofing in classrooms will be completed in September 2016.

Under the guidance of the Building sub-committee, the project “Development of boarding facilities in-situ” are in progress. The School Council, School Management Committee and the Parent-teacher Association have indicated their full support.
# Financial Summary

## Financial Summary for the 2014/2015 School Year

<table>
<thead>
<tr>
<th>INCOME (in terms of percentages of the annual overall income)</th>
<th>Government Funds</th>
<th>Non-Government Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)</td>
<td>58%</td>
<td>N.A.</td>
</tr>
<tr>
<td>School Fees</td>
<td>N.A.</td>
<td>38%</td>
</tr>
<tr>
<td>Donations</td>
<td>N.A.</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other Income</td>
<td>N.A.</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58%</td>
<td>42%</td>
</tr>
</tbody>
</table>

## EXPENDITURE (in terms of percentages of the annual overall expenditure)

<table>
<thead>
<tr>
<th>EXPENDITURE</th>
<th>Government Funds</th>
<th>Non-Government Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Remuneration</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Operational Expenses (including those for Learning and Teaching)</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Fee Remission / Scholarship(^1)</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Repairs and Maintenance</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surplus for the School Year(^#)</th>
<th>0.76 months of the annual expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulated Surplus in the Operating Reserve as at the End of the School Year(^#)</td>
<td>7.99 months of the annual expenditure</td>
</tr>
</tbody>
</table>

\(^\#\) in terms of equivalent months of annual overall expenditure

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\(^1\) The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

\(\checkmark\) It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau’s requirements.
Feedback on Future Planning

Moving into the second year of the current development cycle, the School will continue 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: Migration Towards Mobile Learning, Support Network for Student Development, and Staff Development to Cater to the Future Needs of the School Community.

Appendix 1

The Capacity Enhancement Grant for 2015 / 16 was deployed for staff employment as outlined in the Annual School Plan 2015 / 16 with slight adjustments to the actual expenditure figures according to the difference in amount allocated to the School.

There was no application for the School-based After School Learning and Support Programmes Grant for 2015 / 16 and the full amount will be returned to the EDB.
Appendix 2  Life Planning Education and Career Guidance

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Evaluation</th>
<th>Allocation of the CLP Grant</th>
</tr>
</thead>
</table>
| A. Career Guidance Service | - The Careers & Life Planning Grant was instrumental in the academic year 2015-2016 in enabling our school to cater to the career, life and developmental needs of our student body. Using the grant, the school continued to employ an assistant to help support administrative work related to university applications and to arrange university counselling sessions for our students. She also actively assisted our Other Learning Experiences (OLE) team so as to help us provide a holistic programme for our students encompassing different areas of life development.  
- The grant was further used to purchase membership to the HKACMGM and to the UCAS application systems, which thus gave us the means to provide updated information related to HK university applications to our students and to support applications to UK universities. During the course of the year, we arranged a visit to HKU for our Secondary 5 students which proved useful to the ongoing education of our girls in terms of exploring their career options. The transportation and related sundry costs were paid for by the Grant. Our school also hosted a counsellor workshop conducted by admissions officers from prestigious universities in the US – costs related to hosting this event were paid for by the Grant.  
- The grant helped to support a S1 self-management camp that took place at Hong Kong Baptist Assembly in Fanling on October 8 and 9, 2015. During the two-day camp, students learned the importance of self-discipline and individual responsibility and experienced the value of | In 2015-2016, the CLP Grant was fully utilized. A summary of the use of the Grant is as follows:  
- Staff employment (48%)  
- Programme fees for students: Life planning camps, life journey experience programmes (48%)  
- Transportation fees (3%)  
- Other Careers related expenses (1%) |
| - 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 | | |
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- Transportation fees (3%)  
- Other Careers related expenses (1%) |
| B. Guidance and Counselling Services | - 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:  
  - (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 | | |

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  - (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 | | |
### Objectives

- 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

### Evaluation

Teamwork and interdependence. Under the guidance of a team of experienced camp coaches and facilitators from the Boys’ Brigade, the girls participated in a range of indoor and outdoor activities that built on their individual strengths and weaknesses and capitalized on their collective efforts to accomplish various tasks. The life-building camp greatly benefitted our girls; not only did they learn much about themselves and from one another in a spirit of camaraderie and teamwork, they also acquired life skills and values that would prove beneficial in the future.

- The grant also supported a Self-Management Camp for our Secondary 2 students in mid-December 2015. This camp took place at Noah’s Ark in Ma Wan. The camp aimed at challenging our girls to go beyond their comfort zone as well as cultivating important life skills and attitudes such as self-discipline, a sense of responsibility and positive communication.

- We expect the Grant to continue to be used for similar activities and events in 2016-2017. The Annual School Plan 2016 – 17 illustrates the activities and measures we expect the Grant to be used for. Together it will enable us to further build our students into confident and inquisitive life-long learners so that they can take the right career and life decisions.

### Allocation of the CLP Grant

C. Other Learning Experiences

- To groom students for their new role as student leaders
- To develop a positive attitude towards challenges they face
- To instil in students the concept of servant leadership
- To help students understand the role and mentality of a servant leader.
- To develop a supportive attitude towards their peers
- To experience the power of serving.
- To help students develop certain qualities of holistic leadership, including both skills and competencies.
- To let students discover their own talents and to sharpen students’ talents in leadership
- To remind students the importance of continual reflection of their own development and maintenance of their own learning portfolio