Diocesan Girls’ School

School Report

2016 – 2017
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 to serve not only the school but to reach out to local and overseas communities through voluntary service.

Achievements and Reflection on Major Concerns

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

<table>
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<th>Achievements</th>
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<td><strong>One-Student-One-iPad Policy</strong></td>
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<td>To foster M-learning and self-directed learning the School implemented the One-Student-One-iPad Policy in stages, beginning with S1 and S4 back in 2012. The School is currently in its 5th year of implementation of this policy, and this is the first year in which all staff and students from S1 to S6 are fully equipped with iPads. This year, the School continues to fine-tune and enhance its learning and teaching using this technology and novel teaching pedagogy. The deployment of Nearpod as a platform for organizing educational materials for lesson activities has proven effective in many departments. Some departments explored different learning management platforms such as iTunes U, E-class and Google Classroom to cater to the specific content requirements of different subjects. Students on the whole benefitted from this mode of learning, and were able to engage in extended learning with teachers’ guidance in a systematic and well-organized manner.</td>
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To properly manage the full deployment of the One-Student-One-iPad policy, the School subscribed to the Mobile Device Management (MDM) system offered by eSchooliPad. This MDM system allowed the setup of the School Apps Store, which comprises a list of educational Apps that are suggested by teachers and students. The MDM allowed teachers to control students’ access to the iPad during lesson time, which enabled teachers to monitor and guide students in their learning. This technical solution enabled students to concentrate more on the material being taught without undue distraction. The new deployment of this MDM addressed concerns raised by teachers and parents concerning the use of these iPads, which are on loan to students by the school, and which students are able to take home. To help new students and parents prepare for this new learning strategy, two introductory talks were held before the start of the school year to introduce to them to the school’s policy for the use of iPads as well as to offer guidelines for the setup and use of the iPads.

The above measures came about as a result of the successful collaboration between the IT Department and the IT in Education Team, a team set up to oversee the rollout of M-learning across different key learning areas. The team expanded this year to include more members from different KLAs. The formation of the new IT in Education Team provided a platform for various KLAs teachers to exchange and consolidate new pedagogies and technologies. Together with the Staff Development Team, the IT in Education Team organized talks to all teaching staff about the new technology and new pedagogy (including Flipped Classroom). Members of the IT in Education Team also shared their pedagogy and teaching practices. The broad coverage of good practice across different KLAs stimulated active thought and discussion within the school community on pedagogy using technology. Individual members gained insight from the
Alternative Curriculum

To cater to specific learning needs of students in the Senior Secondary years, the School introduced the two-year GCE A-level stream in the 2016-17 academic year. A briefing session for parents and student was conducted in S4 to help both parents and students understand the new curriculum and to provide them with information about non-JUPAS application. The first cohort applied to the school in February 2016 while they were in S4 through a parent’s letter, expressing their daughter’s interest to pursue the A Level curriculum. They were asked to indicate the choice of A Level subjects they preferred. The results of their request were released in April 2016. The first cohort began their A Level studies in Secondary 5 in September 2016. The alternative curriculum was offered to students who may wish to apply to local universities through the non-JUPAS pathway. A-level subjects offered includes Biology, Chemistry, Economics, Geography, History, Mathematics and Psychology. In total eleven Secondary 5 girls applied to switch to the GCE A-level stream and all of them were accepted. Throughout the year, the Careers Department made frequent contacts with local universities to understand the requirements of non-JUPAS applications and our School Examination Officer (A-level examinations) liaised with personnel from the Hong Kong Examinations and Assessment Authority and the two AL examination boards, namely Cambridge International Examinations (CIE) and Edexcel to help our girls apply for various external examinations. The School had fully subsidized the A-level teachers to attend local or overseas training courses to equip them to teach the subjects. Meetings were held regularly during the term to collect feedback from both subject teachers and students and the implementation plan were adjusted in response to the opinions collected. In May 2017, the A-level students took the CIE and Edexcel examinations on some of the A-level papers and also the IELTS English language Test and IGCSE Chinese (first language) examination. The results of the girls in the external examinations released in August were very good on the whole.

Revamp of Other Learning Experiences (OLE)

To better cater to the specific learning needs of students in the non-academic domain, the Other Learning Programmes (OLPs) were revamped to accommodate a broader scope of interests with the support from local universities and experts from various disciplines. Formerly there were 14 sessions of ECA lessons in a year, each taking up a 45-minute period. This year these ECA lessons were revamped into 5 Other Learning Programme (OLP) sessions, from September to February, each with a duration of 2.5 hours. They were built into the School timetable for ECA groups which offer activities for the whole school. Students from S2 or above had the opportunity of choosing OLP Courses during the five sessions on top of the existing 23 ECA groups.

Different university staff and experts were invited to bring their professional expertise into the classroom to enhance the quality of learning. A series of OLP Courses were introduced with the aim of laying a solid foundation on a particular topic for students. They are as follows:
Under the new system, existing ECA groups had greater flexibility to conduct their activities. They were not only given more time but also enjoyed the flexibility of conducting their activities outside the school campus. This opened up more opportunities for students to organize their activities. Some ECA groups sought help from professional experts to enrich the quality of learning in the activities they organized.

After the revamp of the OLPs, the feedback from our stakeholders was encouraging. The following are extracts of the feedback collected from the students.

A. OLP Courses

The OLP courses were generally well received by students. In most OLP courses (16 out of 17), over 91.5% of the students taking OLP courses think that the revamping of OLP opened up more learning opportunities to them. More than 75% of them agree that the OLP course could meet their expectation. After taking the courses, most students (over 85% of the respondents) think that they have become more interested in the area related to the courses.

B. ECA Activities

Amongst the students taking part in various ECA groups, about 50% of committee members and 91% of members taking part in ECA groups have answered the survey. The following are extracted from the feedback collected from the students.
- About 85% of the respondents taking part in ECA activities think that the activities can meet their expectation.
- About 89.6% of them agree/strongly agree that they’ve gained a better understanding of the area related to the ECA group.
- About 79.3% of them agree/strongly agree that they’ve become more interested in the area related to the ECA group.
- About 80.8% of them agree/strongly agree that the members were actively engaged in the activities.
- About 80.7% of them agree/strongly agree that the duration for the activities was appropriate.
- About 89.6% of them agree/strongly agree that they’ve gained a better understanding of the area related to the ECA group.
- About 85.3% of them agree/strongly agree that the knowledge acquired in the activities was useful to them.
- About 86.6% of them agree/strongly agree that the revamping of OLP opened up more learning opportunities to students.

Reflection

One-Student-One-iPad Policy

The deployment of new MDM service provided effective technical solution to the current obstacles of iPad management during school hours. In addition, parents also had the option of using the MDM to control the use of the iPad outside school hours. To this end, the School organized a parent workshop on the Parent MDM trial service, which allows parents to control students’ iPad at home. This proved to be a very popular option as they were able to apply the MDM thereby enabling them to assist their daughters in forming good time management habits. Evaluations of this MDM were made for appropriate adoption in the next academic year.

With the support of members of IT in Education Team, different KLAs were able to apply teaching pedagogies using iPads more effectively in the classroom, and some whole staff discussions on the use of this mode of learning were conducted. Flipped classrooms using the iPad were tried out in certain subjects, allowing avenues for self-directed learning. With deeper cooperation among the academic departments and functional teams, we expect more in-depth discussion and collaborations in the near future. To this end, the IT in Education Team is always ready to help with departmental strategies to ensure long-term sustainable development.
**Alternative Curriculum**

To address students’ specific learning needs, the school had obtained approval from the EDB to launch the alternative GCE A-Level curriculum in S5 this academic year for students who found the HKDSE Chinese Language subject too challenging. The learning atmosphere of the class was good although some felt a bit nervous about the new curriculum.

Although there were a few hiccups in this first year of implementation, the School responded quickly to feedback and advice of teachers and students throughout the course and made necessary timely adjustments to the implementation plan. On the whole, the implementation was smooth and the results of the external examinations taken this year were in general excellent. However, the biggest challenge at this point is to change the perception of students and convince them that the A Level course offered at DGS, although relatively untested, is a viable and successful option. At present, the enrollment for the second year is still low as some students opined that it would be risky to take up a new curriculum without any track record or proof of success. We hope that students will have a better understanding of the new system once the first cohort completes their examinations in 2017-18.

**Revamp of Other Learning Experiences (OLE)**

The rollout of the revamped OLP did pose some challenges to our existing ECA groups. Committee members of some ECA groups expressed that they were short of manpower and time to prepare for the activities that would last for a 2.5-hour session. It was found that 41% (33 out of 81) of the Committee member respondents expressed the view that they need more support from the School (e.g. through offering training courses from external parties), about 36% of the respondents expressed that they need more support from the teacher-in-charge (management-wise) and about 27% of the respondents expressed that they need more support from the teacher-in-charge (knowledge-wise).

In response to the needs of the students, the School plans to adjust the duration of the OLP in the coming year. To address the call for support from the school, near the end of the academic year, a three-half-day “Train-the-trainers” programme was organized to provide support to the Committee members of the ECA group by enriching their knowledge in an area they planned to work on. We hope that all students can benefit from the programmes as an organizer or participant.
Priority Task 2: Support Network for the Emotional and Personal Needs of Students

Achievements

I. Support for S4 Students

Secondary 4 is a transitional year for our first-year senior girls both academically and relationally. We have observed that the anticipation of impending changes, especially socially, is challenging for most of our S4 students; classmates they have befriended in the last 3 years may no longer be in the same class due to different choices of electives. Hence, we believe additional help for our S4 students in the form of peer and parental support will orient them to face different challenges in their first year as senior students.

Senior Secondary Orientation Camp

The Senior Secondary Orientation Camp was launched at the beginning of the school year with the aim of creating a cordial environment for our S4 students to be better acquainted with their classmates in hopes that they will bond and support one another in the lead-up to the DSE. Under the guidance and leadership of experienced coaches from the Boys’ Brigade, our S4 students took part in various group activities and discussions designed to help them get to know one another. Feedback from students in the form of verbal interviews and written evaluation showed that the camp had provided a natural platform for them to be better acquainted with some of their classmates. To this end, the camp has achieved its purpose of being a launch pad for developing closer friendships.

Talk for S4 Parents

In conjunction with the camp, a talk for S4 parents was held on Parents’ Day. Our school social worker, Ms. Carrie Leung, spoke about the indispensable role that parents play in the mental and emotional developments of their daughters and the importance of attending to their emotional needs apart from academic studies. The talk was well-attended and fostered stronger home-school partnership and cooperation.

II. Enhancement of Mother-Daughter Relationships

As part of our school’s efforts in cultivating better understanding and closer relationships between mothers and their daughters, the PTA invited Mrs. Shirley Loo, the General Secretary of the Family Development Foundation as well as a renowned speaker and writer on family and women’s education, to share her knowledge and insights on how to raise happy children. The talk was well-attended and the responses from parents were exceedingly positive.

The talk by Mrs. Shirley Loo spawned such positive response from the mothers in particular that it led to the following events and activities aimed at helping our girls and their mothers develop better understanding and stronger ties.
**DGS Mother Support Group**

Our school social worker, Ms Carrie Leung met with a small group of 10-12 DGS mothers to lend her lent support on a bi-weekly basis. The gathering lasted for approximately 1.5 to 2 hours each time, with the mothers sharing the challenges of relating to their teenage daughters and Ms C. Leung imparting knowledge and skills on how to build closer relationships with their teenage daughters. Responses from the mothers were positive and keen, with all of them having benefitted greatly from the support group.

**Mother-Daughter Night**

In April, a special mother-daughter event was held to allow for more bonding time for our girls and their mothers. Through fun and games, an individual art project which involved doing a drawing on a tote bag based on the theme “My Dream” and a candid mother-daughter sharing session afterwards, 20 pairs of mothers and daughter had an enjoyable evening of hilarity and went away with a deeper understanding of each other’s needs, desires, hopes and expectations. Ms. C. Leung wrapped up the evening’s event by urging mothers to listen to their daughters’ dreams and aspirations and nudging them to help their daughters realize their hearts’ desires.

**Parent-Teacher Breakfast Meeting**

At a parent-teacher breakfast meeting in May, Ms C. Leung spoke to over 180 Secondary 1 to 3 parents on the importance of attending to their daughters’ emotional needs. Using video clips, research-based data, and her own personal stories of raising her two teenage daughters, Ms. C. Leung highlighted the common misunderstanding between parents and their children, expounded on the emotional needs of teenagers and the indispensable role of parents in their healthy development into adulthood. The informative and interactive talk was well-received by parents.

**Reflection**

**I. Support for S4 Students**

Based on verbal interviews with some S4 students and the post-camp evaluation conducted by the Boys’ Brigade, the Senior Secondary Orientation Camp was a welcome event to kick-start the school year. The camp has served as a springboard for developing closer friendships among our S4 students. However, we will need to observe and monitor closely if our S4 students are adequately supported by their peers as they proceed to S5 and S6. Similarly, the school will need to continue to garner support from our parents by reminding and empowering them to attend to their daughters’ emotional and academic needs. A close, trusting partnership between the school and parents is instrumental in helping our students face the pressure in the lead-up to the DSE.

**II. Enhancement of Mother-Daughter Relationships**

Much thought and effort was put into helping our girls and their parents, especially mothers develop better understanding and strong ties. Various events and activities such as the DGS...
mother support group, the special Mother-Daughter Night and the parent-teacher breakfast meeting held at different times throughout the year have proven to be successful in cultivating mutual understanding and better communication between our girls and their mothers. Not only did the mothers gain much parenting skills and knowledge, they also derived much joy engaging in fun and creative activities with their daughters. We believe we are moving in the right direction in terms of enhancing mother-daughter relationships, and we hope to provide more platforms and opportunities for our students and their parents to take part in leisure activities as a way of fostering deeper, more meaningful parent-child relationships.

**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 and global outlook, the School invited interested teachers to attend international conferences and visit our overseas partner schools. Last year, more teachers accompanied the students as chaperones to our sister schools in Mainland China as the number of sister schools and exchange programmes were increased. Two Humanities teachers went with 20 student delegates to Singapore to join the 10th Humanities Research Symposium for Youth.

Teachers from different subject departments (Technology and Living, Art, Chinese History and History) arranged subject-focused overseas trips that enabled both students and teachers to acquire subject-specific global knowledge outside the classroom. With the support from the School, IT and music teachers led students to join training sessions, performances and competitions with foreign teams and other groups to help students enhance their skills through mutual learning with international students.

The School also subsidized teachers to take courses that would benefit teaching and learning. A wide range of courses were taken by our teachers, for example, the GCE A-Level assessment, the GSA Google at School Conference Hong Kong 2017 and a discussion session on the influence of technology on schools.

There was an increase in the number of programmes with sister schools in Mainland China this year, which provided students with more overseas exchange experience. In April, over one hundred S4 students were offered the opportunity to reside in boarding schools and to attend classes in our sister schools in mainland China, namely Zhenjiang Chongshi Girls’ High School in Zhenjiang, Hangzhou Foreign Language School in Hangzhou, Zhixin High School in Guangzhou and High School Affiliated to Fudan University in Shanghai. During the stay, students sat in classes and participated in various extra curriculum and cultural activities, including traditional martial arts, Chinese calligraphy, Chinese music, etc.
To broaden students’ horizon through cultural exchanges with overseas students both in school and at home, we played host to 128 foreign students this year, coming from Singapore, the United States, Denmark, Indonesia, Australia and New Zealand. Through attending classes and extra-curricular activities with their buddies, our young guests were able to sample school life at DGS, including our academic curriculum and pedagogy, as well as being introduced to Chinese culture through music, dance, and visual arts. Over a hundred DGS students benefited through serving as school buddies and student helpers as they played host and organized special cultural programmes for the foreign students during their visits.

The number of subject-focused overseas trips expanded this year to foster acquisition of subject-specific global knowledge acquisition outside the classroom. The Technology and Living department led a group of students on a study tour to Japan where they attended cookery classes at the Ecole de Patisserie de Tokio, one of the most renowned culinary schools in Tokyo. There were also tours around local wet markets, supermarkets, food stores and fabric stores which enabled the students to learn more about food, crafts and fashion as well as Japanese culture. In July, the Visual Arts department and Chinese department co-organized a study trip to Taiwan. A team of students went on to a field study trip to Korea and Japan with the History department in August.

The school also encourages students to enhance skill-specific mutual learning with international students through training, performing or competing with foreign teams and groups. A team comprising five girls from the DGS Programming Team was selected as one the 12 world finalists in the Technovation Challenge, a worldwide competition that encourages girls to identify a problem within their community and to address it by creating a mobile app and implementing a business plan. The girls were invited to travel to Google's main campus in Mountain View, California, to pitch their app for the Grand Prize award in August 2017. Finally, their app Dementia Care Companion (DCC), an app which helps dementia patients and their family members, won the Grand Prize in the Junior Division.

After the first two festivals in Macau and Guangzhou respectively, our musicians hosted the Third School Orchestra Festival of Four Regions Across the Straits on 14th and 15th July 2017, on a programme that not only includes performances by instrumental ensembles from Macau, Guangzhou, Taipei and Tainan, but also a joint performance with choristers from Diocesan Boys’ School, Wah Yan College Kowloon, and Sacred Heart Canossian College English Section (Macau).

**Reflection**

The exchange programmes, overseas visits, international conferences and courses offered our teachers various platforms for exchange and sharing with overseas teaching staff, allowing them to gain enjoyable and rewarding international exposure and broadened their horizon in teaching and learning.
The new exchange programme with sister schools in Mainland China was a great success. Students gained the invaluable opportunity to fully immerse themselves in a different learning atmosphere and experience the authentic culture of different cities within Mainland China. The participants reflected on how they were able to get a glimpse of the daily life of a typical Chinese student and to set foot in the places which they learnt about in Chinese History lessons. Our girls appreciated the intense learning passion of the Chinese students they witnessed and felt that they had learnt a lot from the visit.

In response to the positive feedback and enthusiastic interest from students towards overseas exchange programme, the School will continue to make concerted efforts to extend opportunities for students to gain first-hand overseas experience through joining at least one outbound exchange programme during their course of studies at DGS.

When our students serve as hostesses or school buddies to overseas students, they learn to be generous and hospitable as they assist these foreign visitors in adapting to family life and school life in Hong Kong. The School will continue to deepen this partnership with foreign schools and invite students to visit DGS and as well as encourage homestays with our hosts. All these opportunities enable students of both participating schools to learn about different culture in ways more effective than any book can convey.

**Annual Whole-school Events & Projects**

- 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

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Alongside Annual Whole-school Events recorded above, other Major School Events implemented this year are as follows:

1st Summer School Fair
The first Summer School Fair, organized by the Careers Team, was successfully hosted after school on 9th February. Representatives from four local universities - The Chinese University of Hong Kong, The Hong Kong Polytechnic University, The University of Hong Kong, and Hong Kong University of Science and Technology - showcased their exciting summer programmes to our students.

Students enjoyed interacting with university representatives and student ambassadors as they learnt about the many summer learning opportunities on offer. We are grateful for this partnership with local tertiary institutions that enables our girls to extend their learning beyond the classroom.

Careers Fair
The first DGS Careers Fair was successfully held in the Assembly Hall on the afternoon of Saturday, 8th April 2017. With the support of over 50 Old Girls and other representatives from various industries, students learnt about different career paths from experienced professionals through informal conversations and discussions.

Despite it being a Saturday afternoon, the participation rate was high, with eager students crowding the different booths to talk to accomplished individuals from sectors ranging from business, healthcare and media to law, science and many more. The fair gave students a better idea of the different careers opportunities available, and enabled them to discover new exciting occupations that they had not been exposed to. We like to especially thank the Diocesan Old Girls’ Association (DOGA) and all participants for helping to organize this event and for sharing their experiences and expertise with our students.

The Third School Orchestra Festival of Four Regions Across the Straits
After participating in the First and Second School Orchestra Festivals of Four Regions Across the Straits at Macau and Guangzhou respectively, DGS hosted the Third School Orchestra Festival held in Hong Kong from 14th to 15th July, 2017. Two concerts involving over five hundred musicians from nine secondary schools from Hong Kong, Macau, Taiwan and Guangzhou took place at Tsuen Wan Town Hall Auditorium, where young musicians of the region converged for an exciting and inspiring musical exchange. The DGS Symphony Orchestra anchored both evening performances, and together with the DGS Senior Choir and choristers from Wah Yan College Kowloon, Diocesan Boys’ School and Macau Sacred Heart Canossian College sang Mendelssohn’s *Hymn of Praise* to give thanks for the many blessings to our home.

Parent/Daughter Relationship
The Counselling Team has worked closely with the PTA in supporting DGS parents. One of the highlights of our joint efforts this year was a well-attended talk given by Mrs. Shirley Loo in the first term on how to raise happy children. Another jointly organized event was the parent-teacher breakfast meeting held on 20th May. Our school social worker, Ms Carrie Leung, spoke to our Secondary 1 to 3 parents on the importance of attending to their daughters’ emotional needs. Support for our parents, especially mothers, also came in the form of a DGS mother support group, which started this year in response to an overwhelming need for more guidance from our mothers on how to relate to their teenage daughters. Ms Carrie Leung lent her support to a small group of 10-12 mothers who met regularly to share parenting challenges and to learn ways to build closer relationships with their daughters. Last but not least, a special mother-daughter event was held in April to allow for more bonding time for our girls and their mothers.

Another event which fostered bonding between parent and daughter is the Charity Sale of Dumplings in May 2017, an event which involved parents, girls and the Diocesan Old Girls’ Association making dumplings using the facilities provided by the Technology and Living department. The dumplings were delicious and a large sum of money was raised for charity.

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 (History, Chinese History and Visual Arts), 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 in all forms, 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. To keep track of the various learning needs of students in Junior Secondary a progress report system is set up to identify students who may have difficulty in different academic subjects. The students are requested to ask for their subject teachers’ comments on a monthly basis, so that their progress can be effectively monitored.
by their form teachers.

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.
- **Other Learning Programmes (OLP)** are scheduled throughout the year with unique focuses 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.

**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. This year, the revamped OLP accommodated a broader scope of interests through the support from local universities and experts from various disciplines. Different university staff and experts had been invited to bring a wealth of professional expertise into the classroom to enrich the quality of learning.

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. A Basic Law week was held in March 2017, in which a talk on the constitutional relationships between the central government and the SAR and a mock CE election were held.
- On the domains of Personal Development and Family, talks and workshops on moral issues such as sexual harassment, gender identity, homosexuality and the hazards of social media were organized. Various camps on self-management, teambuilding and peer relationships were also conducted.
- 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. To reinforce the cultivation of students’ values and attitudes in democracy, a House Captain election was held during the Mini-summer term.
- 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 program 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 2016-17, our School organized or participated in the following service
programmes and projects:

- Citizens’ Club Lunar New Year and Easter Service Projects (S1-S5)
- CYC Charity Plant Sale (S1-S5)
- Big Sister Mentoring Programme (S4)
- ‘Best Buddies Hong Kong’ Movement (S3-S5)
- EQ Student Ambassador Programme for Bereaved Children (S4-S6)
- Palliative Care Programme for Terminally Ill Patients (S5)
- Poverty Care Ambassador Programme (S4)
- Kids4Kids Buddy Reading Programme (S1-S5)
- Music for the Growing Mind Service Programme (S3-S5)
- 'Sharing Music, Sharing Love' Service Project (S1-S5)
- Family Concert for New Sight 2017 (S2-S5)
- Sandy Bay Charity Fair (S3 and S4)
- Mini-Summer Term Service Learning Project (S2 and S6)
- New Student Orientation Programme (S4 and S5)
- Rainbow D.R.E.A.M Camp 2017 (S4)
- UNICEF Young Envoys Programme (S4 and S5)
- 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, the Hong Kong University of Science and Technology and Hong Kong Polytechnic University 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.
- University lectures in school from visiting professors on topics such as Brain Sciences, Mergers & Acquisitions and general science.
- Visits to the University of Hong Kong for S5 students to meet with different faculty professors and students.
- Careers Fair and Summer School Fair organized alongside the DOGA and local universities respectively.
- Interview workshops by teachers as well as mock interviews for S6 students.
- Job-shadowing programme for all S5 students
- Workshop on essay writing and interview preparation for S5 students.
- University application preparation workshops for S4 and S5 students.
- Briefing session for parents and S3 students on choice of subjects and university implications.
- 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 Aesthetic Development in the NSS curriculum helped students develop a heightened awareness of and appreciation for art and beauty through an exploration of the creative processes involved in music, drama and visual arts:
  - In Secondary Four, students experimented with script-writing and producing a ten-minute play. Students from 4W, X, Y and Z were divided into twelve groups,
out of which the best three English and Chinese groups of the year were selected to perform their plays on stage in a finale performance.

- In Secondary Five, students could opt to specialize in one of the following five areas: English Drama, Chinese Drama, English Musical, Stage Make-up (conducted by an external guest tutor), and Set and Prop Design. Through these workshops, students were introduced to practical skills that were essential to producing an effective play. To put the theories which they learned into practice, students embarked on a long collaborative process to produce five twenty-minute long plays – two English plays, two Putonghua plays, and an English musical. The plays were showcased on Drama Night, which was held on 12th May 2017, so that parents, teachers, and other students could come and celebrate the fruits of the Secondary Five students’ labour.

- In Secondary Six, students had the opportunity to learn to read documentary films through a critical lens.

- Taipei Study Tour for Visual Arts and Chinese History
- Visual Arts Club:
  - Art Theme Week: 2 workshops and 2 exhibitions
  - visiting the “Fashion + Paper, Scissors & Rocks” Exhibition of local fashion designers
  - visiting the Rafael Moneo’s architecture exhibition
  - visiting the Konstantin Grcic’s product design exhibition
  - visiting the graphic design exhibition of the University of Art and Design in Lausanne
  - an artist-in-school workshop of making the tape art mural outside our swimming pool
  - workshops run by the Committees on the OLP days
- Workshop run by our Teachers:
  - A series of jewellery design workshops for preparing layout entries with the idea of using Fei Cu to a competition organized by the HK Jewellery and Jade Manufacturers Association.
- External exhibition: A large-scale mural displayed at the annual “Arts in the Park” Mardi Gras, organized by the Standard Chartered Bank, in the Victoria Park
- Talk: A drama illustrating the interactions between different roles in a drama production was performed in our School by the HK Art Centre. It was followed by a sharing session.
- Internal competitions:
  - Mini-bazaar Logo Design Competition for the Mini-bazaar organized by Visual Arts 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 in the School
- Festive decorations in the School

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Music

Internal events:

- PTA AGM Music Performance
- Music exchange with Joho High School (Kagoshima); Victoria Junior College, Tanjong Katong Girls’ School, and Mayflower Secondary School (Singapore)
- Music Camps for Choirs, Concert Band, Orchestras and Chinese Orchestra
- 2017 Concerto Competition
- Pre-competition Concerts
- Easter Concert
- Summer Concert 2017

External events:

- Yau Tsim Mong District National Day Celebration
- National Day Flag-raising Ceremony
- 43rd Kagoshima Prefecture Wind Festival
- 2016 Hong Kong Youth Music Interflows
- Christmas Carolling at Kowloon Cricket Club
- St. Andrew’s Church 110th Anniversary Concert
- “Beautiful Sunday” Concert at Shenzhen Concert Hall
- DBS Pre-Competition Concert
- Monthly music service at Queen Elizabeth Hospital
- 69th Hong Kong Schools Music Festival and Prize Winners Concerts
- SEYSA Annual Award Gala Dinner
- Zonta Club of Hong Kong East 2017 Luncheon
- 1st Shenzhen-Hong Kong Art & Culture Exchange Festival
- Variety Show in Celebration of the 20th Anniversary of the HKSAR Reunification by Guangdong and Hong Kong Schools
- 20th Anniversary of the Establishment of the HKSAR
- Joint School Chinese Orchestra Concert
- DBS Homecoming Concerts 2017
- 3rd School Orchestra Festival of Four Regions Across the Straits

Drama

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

- Education Tour
  Tour to Ecole de Patisserie de Tokyo

- Competitions
  Internal competitions/projects
  1. Fabric Pattern Design Competition
  2. Inter-class Cake Decoration Competition
  4. Inter-class Cooking Competition (20th Anniversary of Hong Kong handover to China)

External competitions
  2017 Hong Kong Flower Show – Floral Art by School Children section

- Hospitality service
  Events:
  - Swimming Gala tea reception for staff
  - Inter-house Athletics Meet tea reception
  - S1 interview staff brunch
  - Speech Day tea reception
  - Parent’s Day tea and lunch
  - Chinese New Year Pudding making for staff
  - Hospitality service for School Heads meeting
  - Hospitality service for Career Fairs

- S3 Graduation Party
- S3 Molecular Gastronomy workshop for S3 students
- 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 2016-17, 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:
- International Independent Schools Public Speaking Championships (Vancouver, Canada)
- 9th International Science Youth Forum (Singapore)
- Technology and living study tour to Ecole de Patisserie de Tokio (Tokyo, Japan)
- Kagoshima Band Festival (Japan)
- Basketball training camp (Taipei, Taiwan)
- 10th Humanities Research Symposium for Youth (Singapore)
- Science Camp at Tsinghua University (China)
- FIRST Tech Challenge Asia Pacific Invitational 2017 (Sydney)
- Technovation Challenge (California, USA)
- Art and Chinese History joint study tour (Taiwan)
- Horseshoe Crab Conservation Tour (Guangxi, China)
- Cultural Exchange to Hangzhou Foreign Language School (Hangzhou, China)
- Cultural Exchange to High School Affiliated to Fudan University (Shanghai, China)
- Cultural Exchange to Zhenjiang Chongshi Girls’ High School (Zhenjiang, China)
- Cultural Exchange to Zhixin High School (Guangzhou, China)
- Cultural Exchange to Convent of the Holy Infant Jesus Secondary School (Singapore)
- Cultural Exchange to Diocesan School for Girls (Auckland, New Zealand)

Students from partner schools visiting DGS:
- Convent of the Holy Infant Jesus Secondary School (Singapore)
- Singapore Chinese Girls’ School (Singapore)
- Miss Porter's School (Connecticut, USA)
- Oregard Gymnasium Upper Secondary School (Denmark)
- Santa Laurensia Senior High School (Indonesia)
- Methodist Ladies’ College (Melbourne, Australia)
- Diocesan School for Girls (Auckland, New Zealand)
- Hangzhou Foreign Language School (China)
- Tanjong Katong Girls' School Choir (Singapore)
- The Third School Orchestra Festival of Four Regions Across the Straits (Macau, Guangzhou, Taipei and Tainan)
7. **Mini-Summer Term organised by the OLE Team**

The mini-summer term programme was held on 30th June, 5th – 7th July and 10th July. It offered a wide variety of activities for students from Secondary One to Four. On the 7th July, the annual Election for House Captains was conducted.

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** – Domino toppling workshop and Domino Show, Flight Crime Campaign, Sexual Harassment workshop, Talk on “Suicide News and its Impacts on Youth” and Mathematics workshop
- **S2** – Service Learning Projects targeting the mentally challenged, the elderly and the elderly with dementia, Training Workshop on Voluntary Service, Mathematics workshop
- **S3** – Leadership training workshops on resilience development, a series of Inter-class dodgeball competitions, talk on friendship, romantic love and infatuation, talk on “Gender Identity and Homosexuality”, a Musical production “the DGS Girl”, a visit to Life Journey Centre and Big Sister mentoring training workshop
- **S4** – talk on “Life and Death Education and Introduction to Hospice Care”, talk on “ways to handle romantic relationship”, a leadership workshop, a Musical production “the DGS Girl” and “Struggle for Survival” Poverty 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 conducted by 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
• S3 Gospel Camp
• S5 Retreat
• S6 Prayer Meeting

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 to the developmental need of students through informative talks, interactive workshops, training camps, simulation programmes and in-house programmes. In 2016-17, we organized the following talks, programmes and workshops:

• New Student Orientation Program (S1-S4 new students)
• Self-management Camp (S1)
• Don’t Laugh at Me Workshop (S1)
• Cultivating a Positive Attitude Workshops (S1)
• Sex vs. Gender Workshops (S1)
• Sexual Harassment Workshops (S1)
• Talk on Suicide News and Its Impacts on Youth (S1)
• Teambuilding Camp (S2)
• Exploring Emotions Programme (S2)
• Healthy Relationships Workshops (S2)
• Talk on the Hazards of Social Media (S2)
• Big Sister Mentoring Training Workshop (S3)
• Talk on Gender Identity and Homosexuality (S3)
• Talk on Friendship, Romance and Infatuation (S3)
• Senior Secondary Orientation Camp (S4)
• Crossroads Simulation Programme: Poverty, Blindness and HIV/Aids (S4)
• Talk on Ways to Handle Romantic/Undefined Relationships (S4)
• Life and Death Education and Introduction to Hospice Care (S4)
• Talk on How to prepare for the HKDSE (S6)
### Student Performance

<table>
<thead>
<tr>
<th>Public exam results</th>
<th>HKDSE:</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of students meeting the entrance requirements for local</td>
<td></td>
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<tr>
<td></td>
<td>Bachelor degree programmes</td>
<td></td>
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<tr>
<td></td>
<td>112/129 = 87%</td>
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<tr>
<td></td>
<td>Percentage of students meeting the entrance requirements for local</td>
<td></td>
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<tr>
<td></td>
<td>sub-degree programmes = 128/129 = 99%</td>
<td></td>
</tr>
<tr>
<td>JUPAS results</td>
<td>Percentage of students given an offer 104/118=88%</td>
<td>2017</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 very well. In the 2017 HKDSE, 87% of the cohort met the minimum university entrance requirements. The girls scored a total of 143 Level 5** (16%), 304 Level 5* or above (35%) and 753 Level 4 or above (86%).

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


### Campus Development

To meet the educational needs of students, several works were added in the current academic year to provide support for additional teaching personnel and for the implementation of the new A level curriculum in Senior Secondary 5 and 6. Works for the current year include:

**Boardroom:** A lockable storeroom was fitted inside the Boardroom in order to provide additional storage capacity for documents and examination papers.
Secretary’s Office: A partition and 2 workstations were installed to provide space for two secretaries to share work and offer support to the Headmistress’ Office.

Chapel: The Chapel underwent major renovation to make it more spacious and airy. Two large-scale projectors were recalibrated.

Library: Two rooms of the library were renovated, with partition installed together with additional lighting fixtures, electrical sockets and projectors and screens were installed to create two additional venues for small-class teaching which doubles as a study area for students.

Storeroom: An additional storeroom was added under the staircase beside the DGS Plaza for the storage of desks and chairs (e.g. for tests and examinations).

**Boarding Facility**

Under the guidance of the Building sub-committee, the project “Development of boarding facilities in-situ” is currently in progress. The plan involves renovating the 9th, 10th and 11th floor of Main Block to provide boarding facilities for up to 60 boarders. The impetus for this project came about from the observation that many girls have had a sheltered upbringing and as a result may not have acquired important life skills. Through boarding, these girls will develop the ability to interact socially as well as to acquire the skills of living independently. Also it was observed that some students attending school come from other parts of China and may wish to board within the safe and secure surrounding of the school campus. Planning for the boarding facilities is now at an advanced stage and upon advisement of the consulting architect, construction of the facilities is expected to commence in March 2018. It is projected to be completed by January 2019. The School Council, School Management Committee and the Parent-teacher Association have indicated their full support.
# Financial Summary

## Financial Summary for the 2015/2016 School Year

<table>
<thead>
<tr>
<th></th>
<th>Government Funds</th>
<th>Non-Government Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME (in terms of percentages of the annual overall income)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)</td>
<td>60%</td>
<td>N.A.</td>
</tr>
<tr>
<td>School Fees</td>
<td>N.A.</td>
<td>34%</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>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

| **EXPENDITURE (in terms of percentages of the annual overall expenditure)** |                  |                      |
| Staff Remuneration             | 71%              |                      |
| Operational Expenses (including those for Learning and Teaching) | 3%               |                      |
| Fee Remission / Scholarship\(^1\) | 9%               |                      |
| Repairs and Maintenance        | 5%               |                      |
| Depreciation                   | 12%              |                      |
| Miscellaneous                  | 0%               |                      |
| **Total**                      | 100%             |                      |

| **Surplus for the School Year\(^#\)** | 0.60 months of the annual expenditure |
| **Accumulated Surplus in the Operating Reserve as at the End of the School Year\(^#\)** | 7.29 months of the annual expenditure |

\(^1\) 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.

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Feedback on Future Planning

Moving into the last 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: 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 2016 / 17 was deployed for staff employment as outlined in the Annual School Plan 2016 / 17 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 2016 / 17 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>
<tbody>
<tr>
<td><strong>A. Career Guidance Service</strong></td>
<td></td>
<td>In 2016-2017, the $500,000 CLP Grant was fully utilized. A summary of the use of the Grant is as follows:</td>
</tr>
<tr>
<td>• Expose students to a wide-range of university options</td>
<td>• The Careers &amp; Life Planning Grant was instrumental in the academic year 2016-2017 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 applications and to arrange various Fairs and workshops 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 school also employed a full-time Careers Counselor who provided invaluable assistance to girls with their university applications, mentoring them through the process, maintaining relationships with external organizations and also with helping to organize Fairs.</td>
<td>• Staff employment (99%)&lt;br&gt;  o Full-time Careers &amp; OLE Administrative Officer x1  o Full-time Careers Counsellor x1  • Transportation and other careers related expenses (1%)</td>
</tr>
<tr>
<td>• Advise and guide students to make informed and appropriate choices when it comes to tertiary education options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prepare students for the university application process</td>
<td>• 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. Part of the fund was used to support administrative and set-up costs for our inaugural Careers and Summer School Fairs.</td>
<td></td>
</tr>
<tr>
<td>• Handle and complete supporting university application material, external scholarship material and summer programmes material, for students</td>
<td>• The School also enabled every S3 student to take part in an innovative and interactive programme. Most students found the Life Journey programme inspiring</td>
<td></td>
</tr>
<tr>
<td>• Inform students of different career paths and opportunities</td>
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<tr>
<td>• Enable students to make informed choices when it comes to career options</td>
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<td></td>
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<tr>
<td>• Prepare students for the workplace</td>
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<tr>
<td>• Provide customized careers’ related advice to students with unique talents or needs such as athletes, musicians and artists.</td>
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<td></td>
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<tr>
<td>• Facilitate careers-related requests from past students</td>
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<td></td>
</tr>
<tr>
<td>• Train teachers and counsellors so that they may ably assist students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Guidance and Counselling Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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:</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>(i) developmental,</td>
<td>(i) developmental,</td>
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<tr>
<td>(ii) preventive, and</td>
<td>(ii) preventive, and</td>
<td></td>
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<tr>
<td>(iii) remedial</td>
<td>(iii) remedial</td>
<td></td>
</tr>
<tr>
<td>• To equip students with the skills and knowledge needed for their personal, emotional, and social growth and development</td>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>

In 2016-2017, the $500,000 CLP Grant was fully utilized. A summary of the use of the Grant is as follows:

- **Staff employment (99%)**
  - Full-time Careers & OLE Administrative Officer x1
  - Full-time Careers Counsellor x1
- **Transportation and other careers related expenses (1%)**
### 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

- and were guided carefully to visit different stages of life. They all had a good time to reflect upon their life journey and were benefited from it greatly.

### Allocation of the CLP Grant

- We expect the Grant to continue to be used for similar activities and events in 2017-2018. Taken 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.

---

### Other Learning Experiences

- 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