Key Elements of the School Report

Our School ............................................................................................................... 2
Achievements and Reflection on Major Concerns ............................................ 3
Our Learning and Teaching............................................................................... 11
Support for Student Development ................................................................. 12
Student Performance ..................................................................................... 18
Financial Summary .......................................................................................... 20
Feedback on Future Planning ......................................................................... 21
Appendix 1 ....................................................................................................... 21
Appendix 2 ....................................................................................................... 22
Our School

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

Achievements and Reflection on Major Concerns

Priority Task 1: Implementation of the NSS Curriculum – Preparation for the HKDSEE

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first implementation cycle of the New Senior Secondary system has been completed successfully this year. Our students have done excellently in the first HKDSE examinations. The percentages of all subjects at level 5** and 5* are 14.5% and 24.1% respectively. The percentage of all subjects with level 4 or above is 86.0% while the percentage for level 2 or above is 99.7%. In a post-examination study on comparison between the internal examinations and the HKDSE examinations, it was revealed that the percentage of discrepancy within one level between the levels predicted by our subject teachers and the actual levels attained by our students in the HKDSE examinations are above 80% for most of the subjects (13 out of 18 subjects entered). In another survey conducted among teachers, the results revealed that more than 90% of the teachers felt comfortable with teaching the NSS subject (in terms of knowledge, skills, pedagogies). These results demonstrate that the subject teachers have already had a full grasp of the new curricula even in the first year of implementation.</td>
</tr>
<tr>
<td>SBA was a big concern to many teachers when it was first introduced two years ago. However, with the concerted efforts of the department heads and subject teachers, all the tasks were carried out in accordance with the regulations and no students failed to meet the SBA requirements. All marks were submitted to HKEAA online before the deadlines. The SBA panels did not receive any complaints nor had to intervene in the implementation of SBA in various subjects. SBA has run smoothly within the School in the past two years.</td>
</tr>
<tr>
<td>The Curriculum and Studies Team conducted an annual evaluation on our S4 curriculum and made adjustments to it in order to cater better to the needs of students. Because of the low demand of Combined Sciences, they were replaced by another Chemistry class, the third one in the whole form. As a result, about 80% of S4 students managed to get their first choices of electives. In addition, the Team had come up with two new policies to be implemented in the academic year 2012-2103. Firstly, students will be randomly assigned to S4X, 4Y and 4Z in order to remove the labelling effect of the S4Z class, which was usually perceived as the weakest. Secondly, supplementary lessons will be arranged for those students who drop an elective in S5 so as to help them build a stronger foundation in the four core subjects (English, Chinese, Mathematics and Liberal Studies).</td>
</tr>
<tr>
<td>On a staff development programme in June 2012, all subject departments conducted departmental meetings to evaluate the implementation of the NSS curricula in the past 3 years and studied the possible gaps between the junior and senior curricula of their subjects. The ideas will be reflected in the implementation plans of the subject departments for the coming years.</td>
</tr>
</tbody>
</table>

Reflection

From the study on the comparison between the results of internal examinations and HKDSE
examinations and the survey among teachers, the results revealed that generally subject teachers tended to be conservative in the prediction of students’ performances and deliver their teaching more deeply than the requirements of the HKDSE examinations. After the first HKDSE examinations, subject departments understand better the requirements of the examinations and make some adjustments in teaching and learning. Nevertheless, even though the implementation of the first cycle of NSS was very smooth, it is anticipated that there will be more “new” teachers teaching the NSS subjects and there are still challenges ahead. Adequate mentoring exercises and team effort are needed within subject departments.

From a survey on the implementation of SBA within the School, the findings showed that students of the first cohort were heavily involved in the SBA of some subjects. As the HKEAA had streamlined the requirements for some of the subjects which are currently conducting SBA for HKDSE 2014 and after, subject departments had already decided to reduce the numbers of SBA tasks or lower the requirements correspondingly. It could be observed that the workload for the second cohort has been reduced. In addition, the HKEAA has further deferred the implementation of SBA for other subjects for one more year (to be started for the 2016 cohort). In view of these, the SBA tasks will be more manageable for both staff and students in the coming year(s).

At the beginning of this academic year, the local universities announced that the third elective would not be considered in the selection process for degree courses. In response to it, more than 10% of the S6 students dropped one elective before applying for the HKDSE examinations. In S5, 10% of the students had already dropped one elective. This trend will definitely affect the future curriculum planning of the School.

Priority Task 2: Implementation of the Other Learning Experiences (OLE) Programme – Issuing the Student Learning Profile (SLP)

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NSS OLE curriculum in S4, S5 and S6</strong></td>
</tr>
<tr>
<td>The NSS OLE Curricula for levels S4 to S6 have been successfully implemented:</td>
</tr>
<tr>
<td>- Every S6 graduate has been offered more than 405 hours of exposure to various OLE components. Thanks must be given to various committees of the team for their contribution to the development and implementation of the whole Curriculum. They include members from the OLE Team, Guidance and Counselling Team, Careers Team, Civic Education Team, Mini-bazaar Team, Literature Appreciation Programme Team, Religious Education Department, Physical Education Department, Music Department, Art Department, Technology and Living Department and the drama teachers.</td>
</tr>
<tr>
<td>Here are some of the highlights in the NSS OLE Curricula:</td>
</tr>
<tr>
<td><strong>Aesthetic Development lessons (AD lessons)</strong> – One lesson in the school timetable is formally set aside for drama education and appreciation. A school-based curriculum has been developed to provide students with valuable exposure to the different domains of drama education, including music, costume design, sets and props as well as visual arts.</td>
</tr>
</tbody>
</table>
Career-related experience – University Talks for both local and overseas universities, as well as workshops jointly organised by the Careers Department and DOGA were organised throughout the year. All these activities aimed at helping students make informed choices when navigating through careers options. With the support from our alumnae, a number of students had the chance to take part in a job shadowing program, enabling them to gain insight into the intricate operations of different businesses and organisations.

Physical Education – All students were arranged to watch at least one programme in the East-Asia Games 2009.

Moral and Civic Education – A simulation of the Chief Executive Election for the HKSAR was organised to promote the sense of citizenship. Other highlights include legal talks and activities introducing the concept of fair trade which promote positive core civic values to our students. In addition, we continue to offer spiritual nurturing to our student through daily morning assembly and S5 Retreat during the post-examination period.

Services – Various opportunities were provided by the Service Team throughout the year, ranging from regular tutorial classes in social service centres to different service projects serving different target groups of our community.

Personal growth – A new programme was introduced to S4 students focusing on personal etiquette. The objective of the programme was two-fold. It serves to introduce to students social and communication skills which build self-esteem, self-respect and respect for others. It also aims to broaden students’ knowledge and understanding on hospitality management.

Provision of OLE Programmes to all students

OLE Activity Days and Mini-summer Term Programme
To meet the demand in the growth of the Senior Secondary student population, OLE Activity Days in December were introduced. Together with the Mini-summer Term, the School managed to provide more opportunities for different departments to offer our students OLE activities under different domains.

OLE Days and ECA lessons
OLE days and ECA lessons were introduced and built into the school timetable to provide students with equal opportunities to take part in the various ECA activities offered by the School.

To facilitate the implementation of OLE Days and ECA lessons, committee members of different ECA groups started their serving term in June instead of July, so that new officials could also start their planning earlier and made it possible for the ECA Orientation Programme for new students to be organized in late August, to give new students more information as they start in a new environment. As a result of this change, all the general
meetings by ECA groups started earlier in a school year.

Under the new system, more students in S5 competed for leadership posts in the existing ECA groups. In view of this, additional ECA groups were set up. Such a decision not only opened up more opportunities for S5 girls to develop their leadership skills by serving in various ECA groups, but also catered for individual differences and needs by offering students a wider spectrum of activities.

Eventually, we still managed to maintain a high percentage of students taking up at least one post of responsibility. Over 94% of the S5 students took up at least one post of responsibility whereas over 56% took up three or more posts of responsibility. About 78% of S4 students and 58% of S3 students managed to take up at least one post of responsibility in the list of ECA / functional groups.

To issue the NSS Student Learning Profile

Two workshops were conducted to help S6 students use the e-Class iPortfolio module to manage their own SLP and understand the process of submission of OEA reports through the JUPAS platform.

Concurrently, teachers-in-charge were responsible for inputting students’ school-related attainment and achievement records under the e-Class iPortfolio module. Although the process was not as smooth as expected, all the data was found correct before official submission to the JUPAS office.

We successfully transferred the SLP data from e-Class to the OEA reports of the JUPAS application platform and the first batch of DGS SLP (hard copies) were issued to all S6 graduates in March 2012.

Reflection

On the whole, the first round of work was quite successful and the NSS OLE programmes will be rerun for the coming years.

For the time being, the number of ECA groups and posts of responsibility can serve the current needs of the students, and hence there is no immediate need for change. However, the Team will continue to evaluate whether the various OLE activities can meet the demands and needs of students and make immediate changes whenever necessary.

Due to the modification of the submission process of OEA reports, the School will no longer have to transfer data to the JUPAS platform. The iPortfolio module of e-Class will then serve the production of DGS SLP only in the near future. The running of data preparation for SLP may have to be revised for the coming year.
Priority Task 3: Completion of the Redevelopment Project – Enhancing the Environment while Operating at 1 Jordan Road

1. Enhance and facilitate school activities with effective and efficient use of the school campus and facilities

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School year commenced in September 2011 with activities rolled out as scheduled on the school calendar. Daily activities such as morning assembly, classroom teaching and OLE activities as well as annual special events, including the PTA-AGM, Mini-Bazaar, Speech Day, Chinese Literary Club performance, and the DGS Auditorium Inauguration Concert took place in different parts of the redeveloped campus.</td>
</tr>
<tr>
<td>The School procured additional equipment and furniture for use in the redeveloped premises, while worn out and obsolete equipment and furniture were written off. Some of this was donated to a charitable organization. To chart the equipment and furniture stocks, the School installed a new e-Inventory system, involving the use of a module in the e-Class, for use by all department and unit heads. Each subject department also scrutinized their equipment and material stocks and procured additional items necessary for the implementation of their subject curriculum. In addition, a new booking system, involving another module in the e-Class, was installed to maximize the use of the venues. To support the wide variety of student activities and the increased demand on administrative work on the much-expanded school campus, the team of supporting staff was enlarged. As a result, the shift system adopted also proved swift and smooth.</td>
</tr>
<tr>
<td>Students were provided with energy-saving guidelines and rules for the use of classrooms and various big venues, such as the gymnasium, assembly hall and auditorium. Signage was posted up where necessary to indicate to users the location of rooms, direction of movement as well as any restriction to entry etc. The signage was particularly helpful to visitors.</td>
</tr>
<tr>
<td>The builder carried out rectification works throughout the year. After the handover, the Defect Liability Period tasks were carried out under the supervision of the Architect, Project Manager</td>
</tr>
</tbody>
</table>
with the assistance of the Facility manager and the School. The rectification works were well monitored causing minimal disturbance to classroom teaching.

Reflection

At the beginning of the school year, classes were disrupted a number of times by frequent false fire alarms and the breakdown of the air-conditioning systems. Overtime, the systems became stabilized.

At the conclusion of the Defect Liability Period in July 2012, the School tendered out the following Services and Maintenance Contracts to Contractors, i.e. Fire Services, Emergency Generator Set, Lifts, Aerial Work Platform, Tank Cleansing, Filtration Plant, MVAC/DDC, Stage Lighting, CCTV & ELV, and Heat Pump for Swimming Pool Ventilation and Landscaping.

A suggestion box was placed in the reception counter at the General Office to collect the views of various stakeholders and so far there was no adverse comment received.

Regarding safety issues, fire drills and evacuation drills were conducted with satisfaction. The clinic and treatment room served the students well.

The campus, being the only school building out of the ten finalists in the non-residential group of the Quality Building Award 2012, has proved itself an outstanding school structure.

2. Coordination between the Facility manager (FM) and RPO

Achievements

The RPO played an important role in the handover of the redeveloped site to the School. A Facility Management Team was commissioned, in June 2011, providing security service and technical support to the many E & M systems while the cleaning of common areas and big venues was also outsourced to another contractor.

During the defect liability period, the School identified defects for rectification by the Builder mediated by the RPO and Architect. The final lists of defects were consolidated in July 2012 by the Architect for follow-up works by the Builder. The process of defect rectification is still in process.

At the same time, minor improvement works, requested by venue users, were carried out by the technical staff of the Facility Management Team assisted by the janitor fitters.
The building & system documents and records were handed over to the Facility Management Team by the RPO.

**Reflection**

As there were defect rectification works to be done, the RPO acted as a bridge of communication in the early stage after the handover between the Builder and the Architect & School. Towards the end of the Defect Liability Period, the Facility Management Team took up a more active role in initiating communication between the Builder and the Architect.

---

### 3. Provide support to the Redevelopment Project Office (RPO)

**Achievements**

The Redevelopment Project Office (RPO) as well as its filing system were efficiently maintained with the incoming and outgoing documents handled within two weeks of occurrence. The payment settlement method was implemented efficiently between the School Accounts Office and the RPO.

**Reflection**

Upon the completion of the Re-development project, the role of the RPO as a school representative in negotiating with the architects, builders and government began to fade out. However, the RPO would continue to serve the School until after the settlement of the final accounts.

---

### 4. Provide support to the Building Sub-Committee

**Achievements**

Almost all meetings were organized according to schedule or the Project Manager’s instruction and agenda. The papers and minutes were delivered before and after the meetings for the Building
Sub-committee (BSC) members’ reference. Comments were collected from the BSC members and conveyed to the architects for further action.

**Reflection**

Members of the BSC continued to give advice to the School through communicating with the users and facility management team. Some BSC members were invited to serve in the Building and Repairs sub-committee headed by Mr. Marco Wu, Honorary Advisor of the BSC and School Council member. While defects rectification and improvement works were still in progress, the Building and Repairs sub-committee and the School Campus Development, Maintenance and Improvement team would continue to monitor and assist with the works.

### 5. Co-ordinate between the Development Office (DO) and the RPO

**Achievements**

Information concerning defects rectification was supplied to the Development Office (DO). Updates on the campus in use were provided to the DO regularly to be incorporated in the publication, The DGS Kaleidoscope. On the whole, the information flow and communication between the DO and RPO were maintained efficiently.

**Reflection**

Information concerning the building progress requested by the DO was supplied immediately and updates were provided proactively to the DO. Completion works of the Alumni Wall and Celebration Wall would need to be monitored more closely.

### 6. Establish and maintain archive material

**Achievements**

The electronic system continued to be employed to record the progress of work and milestone events as well as keep the archive material for permanent storage. The archive folder was duly
updated and presented periodically in the DGS Kaleidoscope.

<table>
<thead>
<tr>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archive material e.g. photographs and documents were collected from the architects, contractors, teaching staff and PM. The electronic system employed to record and keep the archive material would continue to be used. The archive was updated regularly and presented in a slide show using FipAlbum®6 suite and in publications. This area of work will continue in future.</td>
</tr>
</tbody>
</table>

Our Learning and Teaching

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

Various approaches are employed for the effectiveness of teaching and learning, including the investigative approach (investigative study in senior secondary Sciences); the task-based approach (using a school-based curriculum in F.1-3 IT); the issue-based approach (History) and the enquiry approach (Mathematics). In the classroom, direct teaching is a usual method for most subjects but 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 e-Class classrooms and sharing of self-developed teaching materials across the form and for the purpose of team teaching. There are also extended learning opportunities in various subjects outside the classroom. Field work (in NSS Biology and Geography), educational visits, external competitions and special programmes (robotics in S2 Science) help to provide students with a spectrum of learning experiences for their individual development.

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

- **Cultural interest classes** on drama and different languages (French, Japanese, Putonghua for National Standard and Spanish) are provided.
- **OLE and ECA lessons** are scheduled throughout the year with unique focuses for each level and adjustments are made according to the latest development of education needs as well as student needs through a continuous evaluation of the activities offered.
- **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 informed and encouraged to participate in various programmes organised by local external organisations e.g. gifted programmes, leadership programmes, competitions and services, as well as overseas programmes within and outside Asia.

**Support for Student Development**

- Provide a brief account of the salient features of student support beyond the scope of your school’s major concerns especially those priority tasks and supporting services which nurture students’ healthy development, and report the progress of the implementation of Integrated Education.

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

**Learning experiences that cater for students’ personal development needs**

1. **ECA lessons**

The previous practice of ECA clubs conducting their general meetings during lunchtime was changed after ECA lessons were officially incorporated into the timetable. This new policy is to ensure equal opportunity for all students to arouse their interests and develop their own potential in a wide range of areas. There are other ECA clubs, mainly under the domains of sports, music and service groups, which still conduct their general meetings during lunchtime or after school. These clubs are essential for fully developing the potential of students with special talents and helping them to reach higher echelons. All S3 students participated in a leadership training programme during the Mini-summer Term. Each student was limited to at most three posts of responsibility in their respective ECA groups.

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:

2. **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 the formal 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 have been conducted during form periods, morning assemblies, mini-summer term and other occasions in our School.

• Daily morning assembly - Sharing on Christian values and other positive values and attitudes by the Headmistress, teachers and students

• Form period and mini-summer term: The Civic Education Team and other functional groups have planned and organized talks, drama shows, visits conducted by outside organizations

• On the domains of Personal Development and Family, talks and workshops on moral issues such as Sex Education, Pornography, Gender Identity, Homosexuality and Single-parent families have been arranged.

• On the domains of Community and the World, the Civic Education Team have spanned topics such as Legal Education, Anti-corruption, Poverty, Election, Media and Fair Trade.

• 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.

3 Community Service organised by the Service Team

Our School’s vision of encouraging, nurturing and cultivating the skills of our 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 a large-scale activity, 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 our mission to provide ample and varied opportunities for our students to be involved in services within and outside the School.

4 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, Citizens’ Club, Zonta Z Club and CYC. The Clubs liaise with various social service centres to provide ample opportunities for our students to do regular service in our neighbourhood throughout the academic year.
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 2011-12, our service programmes and projects include:

- Joint School Service Projects (S1 –L6)
- Mini-Summer Term Service Learning Programmes (S2 and S4)
- Mini-Bazaar Service Project for Fresh Fish Traders’ School primary one to three students (S2 – L6)
- Christmas Outreach Programme for the Mentally Challenged at Fu Hong Society (S4)
- Lunar New Year Outreach Programme for Low-Income Families in the Wanchai District (S4)
- EQ Student Ambassador Programme for Bereaved Children (S4, S5 and L6)
- Palliative Care Programme for Terminally Ill Patients (S5)
- Big Sister Mentoring Programme (S4 and S5)
- New Student Orientation Programme (S4 and S5)
- Hong Kong Youth Ambassador Scheme (S5)
- Youth Service Learning Conference & Community Awareness Project (S4)

5 Career-related Experiences organized by the Careers Mistress

- Presentations by representatives from Hong Kong University and Hong Kong University of Science and Technology to S6 and U6 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.
- Career Talks organized by DOGA and given by DGS alumnae on specific careers.
- Interview workshops by Oxford University for S6 and U6 students.
- Careers’ Week focused on future possible careers and university choices for S1 to S5 students; included sharing by teachers who had worked in other professions prior to teaching, from alumnae and from representatives of the Chinese University and Hong Kong University.
- Workshop on interests and skills’ assessment for S3 and S5 students; workshops on interviews, essay writing and personal statement writing for S5 students.
- 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.

6 Aesthetic Development organized by various Departments

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

**Visual Arts**

- The OLE Aesthetic Development Programme integrates drama, music and visual arts lessons leading to a drama production and drama appreciation at the end of the programme
- Artist-in-school workshops
- Tours and workshops at HK Academy of Performing Arts
- Art workshops for exchange students from Singapore and India
- Art workshops for the elderly in the Mini-summer Term
- Inter-Class Display Board Design Competition organized by the Counselling Team
- Photography competition organized by Photography Club
- Product designs for Mini Bazaar
- Design projects in the RE Department
- Art Visits at Jockey Club Creative Arts Centre, EDB and Osage Gallery

**Music**

- 2011 Hong Kong Youth Music Interflows
- 64th Hong Kong Schools Music Festival
- 2012 World Choir Games at Cincinnati, USA
- Senior Mixed Choir performing “The World Is For All” (「天下為公」) with the Hong Kong Chinese Orchestra Concert
- Winterfest 2011
- DGS Auditorium Inauguration Concert
- DGS Summer Concert 2012
- Senior Mixed Choir singing at the Flag-raising Ceremony at the 62nd Anniversary of the Founding of the PRC and the 15th Anniversary of the Establishment of the HKSAR
- School Orchestra performing at the BOCHK Bauhinia Bowl Award Prize Presentation Ceremony

**Drama**

- Literature Appreciation Project
- School Drama shows
- Talks on theatrical art and literary study
- Chinese Literary Club Performance
- Drama Ensemble Workshops
- Drama Course
- Drama Day

**Technology and Living**

- Flower Arrangement Competition
- Fabric Pattern Design Competition
- Cake Decoration Competition
- S4 Etiquette Programme (Makeup & Skincare Workshop and Hospitality & Dining Skills Workshop)
7 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, Fencing, Golf, Hockey, Indoor-rowing, Life-saving, Netball, Orienteering, Swimming, Squash, Table Tennis, Ten-pin Bowling, Tennis, and Volleyball. In 2011-12, the School competed in 9 division One and 13 Open division sports. Elite athletes represent the HKSAR in many inter-port and regional competitions.

8 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 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

- Stanford Model United Nations Conference 2011
- Geography Field Trip to Taiwan
- International Science Youth Forum 2012 (ISYF 2012) (Singapore)
- 5th Humanities Research Symposium for Youth (Brisbane, Australia)
- 18th Student Leaders Convention (Singapore)
- Singapore Mathematical Modelling Forum and Challenge 2012
- European History Tour
- Asian Young Leaders Convention 2012 (Singapore)
- Cultural Exchange to Diocesan School for Girls in Auckland, New Zealand
- Cultural Exchange with Methodist Ladies College (Melbourne, Australia)
- OISCA Japan summer school programme
- 2012 World Choir Games (Cincinnati, USA)

Students from partner schools visiting DGS

- Convent of the Holy Infant Jesus Secondary School (Singapore)
- Singapore Chinese Girls’ School, (Singapore)
- Diocesan School for Girls in Auckland (New Zealand)
- J.B. Petit High School for Girls (Mumbai, India)
9 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 organized by students under the guidance of Christian teachers
- Gospel Week – celebration of Harvest Festival and religious service projects
- S5 Retreat
- S2 Gospel Camp
- S1 Bible Study
- Evangelistic Meetings

10 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 in-house programmes, workshops, training camps and talks. In 2011-12, we organized the following programmes, workshops and talks:

- “My First Year at DGS” workshops (S1)
- Sex Education workshops (S1)
- Stress Management workshops (S1)
- Conflict Management workshops (S2)
- Blind X-perience Simulation Programme (S2)
- Urban Poverty Simulation Programme (S4)
- Talk on Eating Disorder and Perfectionism (S1)
- Talk on Gender Identity and Homosexuality (S2)
- Talk on Refugees and Asylum Seekers in Hong Kong (S4)
- Talk on Pornography (S4)
- Life and Death Education and Introduction to Hospice Care (S4)

11 Mini-Summer Term organised by the OLE Team

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

- S1 – Talk on Eating Disorder and Perfectionism & Sex Education workshops, Inter-class Indoor rowing relay competition, Dominoes toppling workshop, Mathematics Workshop
- S2 – Service Learning Projects targeting the physically challenged, elderly and mentally challenged, Conflict Management workshop, a Talk on Gender Identity and Homosexuality & a Mathematics workshop
- S3 – Leadership Skills Programme
- S4 – Urban Poverty Simulation Programme, Etiquette Programme (Makeup & Skincare workshops as well as Hospitality & Social Dining Skills workshops), Careers workshops, Life and Death Education and Introduction to Hospice Care, Talk on Refugees & Asylum Seekers in HK
• S5 - Retreat

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

- Overseas and Exchange Programmes Sharing (S1 – 3, S4 – U6)
- Annual Parents’ Day
- Annual Speech Day
- Annual Mini-Bazaar
- Annual Healthy Lunch (Health Education Group)
- Annual Famine Lunch
- Annual Teachers’ Day
- Annual Dress Special Day
- Annual Activity Days after the Mid-year Examinations
- Annual Mini-summer Term
- Drama Night
- The DGS Auditorium Inauguration Concert

Student Performance

• Provide a brief account of students’ academic performance (In using and reporting the data, schools must not publish their data on Territory-wide System Assessment and Academic Value-added Performance for public reference. If schools choose to release their public examination results to the public, they should abide by the protocol with the Education Bureau). Relevant items for reporting (which may vary according to primary, secondary and special schools) are suggested as follows:
  ♦ Territory-wide System Assessment (For IMC’s/SMC’s reference only. Please refer to KPM 15 for the content and format of reporting).
  ♦ Public Examination Results (Please refer to KPM 16 for the content and format of reporting).
  ♦ Academic Value-added Performance (For IMC/SMC’s reference only. Please refer to KPM 17 for the content and format of reporting).

<table>
<thead>
<tr>
<th>Public exam results</th>
<th>HKALE: Percentage of students awarded the minimum entrance requirements for local degree courses 68/70 = 97.1%</th>
<th>HKDSE: Percentage of students awarded the minimum entrance requirements for local degree courses 134/152 = 88.2%</th>
<th>2012</th>
</tr>
</thead>
</table>

School Report 2011/12 (SR)
The School is proud of our students’ performance in every facet of their school life which testifies to the School’s emphasis on the all-round development of each individual student. Learning in and out of School is seen as a coherent whole. Both academic and non-academic achievements are outstanding and our students succeed as leaders, or leaders-to-be, in the many contexts of their choice.

Judging from the figures of student performance in external public examinations, such as the HKALE, HKDSEE and TSA, the performance of students has been consistently outstanding. E.g. in 2012 HKDSE, there were, in total, 162 Level 5** (14.6%), 439 Level 5* or above (39.5%) and 964 Level 4 or above (86.7%).

E.g. in the 2012 HKALE / HKASE, there was a 50-100% distinction and credit rate in 4 of the 7 AS-Level subjects entered and 9 of the 11 AL-Level subjects entered. All students passed Use of English (AS) (95.7% with distinctions and credits) and Chinese Language and Culture (AS) (50.0 % with distinctions and credits). The scores of our students in the Territory-wide System Assessment (TSA) are found to be consistently higher than corresponding territory means in the three core subjects.

• Provide a brief account of students’ non-academic performance.

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

INCOME AND EXPENDITURE FOR THE SCHOOL YEAR 2011 – 2012

<table>
<thead>
<tr>
<th></th>
<th>Income ($)</th>
<th>Expenditure ($)</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Government Subsidy</td>
<td>53,543,000.00</td>
<td>59,168,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>53,543,000.00</td>
<td>59,168,000.00</td>
<td>(1)</td>
</tr>
<tr>
<td>II. Non-Government Funds</td>
<td>40,163,000.00</td>
<td>12,006,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>40,163,000.00</td>
<td>12,006,000.00</td>
<td></td>
</tr>
<tr>
<td>Total surplus for the school year</td>
<td>93,706,000.00</td>
<td>71,174,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Remarks

(1) During the school year 2011 – 2012, funding received from government subsidy was HK$53,543,000. An amount of $59,168,000 was spent on government related items. It included the capacity enhancement grant ($549,464.00), expenditure for government rent & rates ($250,962.00) and employee benefit expenses ($53,553,000.00) etc. The total surplus for the school year was HK$22,532,000.00

(2) The correctness of the above figures is subject to the confirmation of the auditor.
Feedback on Future Planning

In alignment with the completed cycle of school development and annual school plans, the current cycle of school development and annual school plans capitalize on our latest achievements to consolidate teaching and learning, enrich school life and learning and to deliver a quality education outlined in our mission statement through our three major concerns: 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 2011 / 12 was deployed for staff employment as outlined in the Annual School Plan 2011 / 12 with no adjustments to the actual expenditure figures.

The School-based After School Learning and Support Programmes Grant for 2011 / 12 was partially spent on helping one U6 girl with financial needs prepare for the Graduation Dinner.
## Part A: Implementation of the funded enhancement measures

<table>
<thead>
<tr>
<th>Measures</th>
<th>(I) Extent of completing the measures [Please rate from 1 to 3] (refer to Note (i) below, and put the figure in the brackets)</th>
<th>(II) Extent of attaining the objective(s) stated in the approved proposal [Please rate from 1 to 4] (refer to Note (ii) below, and put the figure in the brackets)</th>
<th>(III) When any of the ratings awarded to (I) or (II) is below “3”, please explain briefly why so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating an English-rich language environment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Procurement of video conferencing facilities in the Modern Language Room to allow teachers and students to engage in collaborative teaching and learning activities and sharing ideas with their counterparts in other parts of the world</td>
<td>(4)</td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

*The relevant evidence or documents, e.g. samples of students’ work, schemes of work, teaching/learning packages, etc. should be kept for inspection and review purposes.*

Note (i) 3 = Measures completed 2 = measures partially completed 1 = Measures not yet started
Note (ii) 4 = Objective(s) well met 3 = Objective(s) satisfactorily met 2 = Objective(s) marginally met 1 = Objective(s) not met
<table>
<thead>
<tr>
<th>Measures</th>
<th>(I) Extent of completing the measures</th>
<th>(II) Extent of attaining the objective(s) stated in the approved proposal</th>
<th>(III) When any of the ratings awarded to (I) or (II) is below “3”, please explain briefly why so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Hiring a teaching assistant to organize, prepare teaching resources and run the various video conferencing projects as well as administer other related teaching duties within the English Department</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The relevant evidence or documents, e.g. samples of students’ work, schemes of work, teaching/learning packages, etc. should be kept for inspection and review purposes.

Note (i): 3 = Measures completed 2 = measures partially completed 1 = Measures not yet started
Note (ii): 4 = Objective(s) well met 3 = Objective(s) satisfactorily met 2 = Objective(s) marginally met 1 = Objective(s) not met
Part B: Experience(s) gained from the implementation

In the academic year 2011-2012 we held 4 separate video conference exchanges with our partner schools in Singapore, Raffles Girls’ School (RGS) and the Convent of the Holy Infant Jesus Secondary School (CHIJ). We involved Secondary 2, Secondary 3, Secondary 4 and Secondary 5 students as well as Literature in English and English language teachers to take part. We rolled out a Literature in English Collaborative Project between DGS and CHIJ to draw comparisons of two of Shakespeare’s plays, Midsummer Night’s Dream and The Merchant of Venice. We held Video conferencing forums on topics which included similarities and differences in the education system in Hong Kong and Singapore, the issue of gambling in the two cities, and idolization of pop stars, social networking and eating disorders. After using Skype in the past, we have installed the video conferencing from Cisco system in the MLC this August with the plan to implement more programmes with partner schools in Singapore and elsewhere in the Academic year 2012-2013 using Cisco equipment. Feedback from teachers from all schools have been positive, with all three schools wishing to continue the project of video conferencing through forums and using video conferencing to develop the Literature in English Project in the year 2012-2013. We feel that there is scope to increase the number of video conferencing events, the number of partner schools that can be involved, and room for improvements in the pedagogy of shared teaching and learning experiences, as well as quality of the video conferencing experience itself. At present, the conferences occur for the most part after school. It is hoped that the events can be scheduled during lesson time so that classes can benefit wherein opportunities are provided for the whole classes to engage in discussion using English as a medium to communicate with their counterparts in other schools.

Part C: Sharing of good practices

<table>
<thead>
<tr>
<th>Measure(s)</th>
<th>Brief description of the implementation process</th>
<th>Features that effectiveness is hinged</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Literature in English Collaboration Project with</td>
<td>Students in Secondary 3 arranged a joint Literature in English project with their under the supervision of</td>
<td>Collaboration between Literature teachers of the two schools meant that the logistics of the</td>
</tr>
<tr>
<td>Convent of the Holy Infant Jesus Secondary School, Singapore</td>
<td>their Literature teachers in respective countries. They used Video Conferencing to coordinate their project, which was presented in November 2011 to S3 Literature students with some students from CHIJ in attendance during class time. This project is being repeated in November 2012 as it was found to be productive for both schools.</td>
<td>project, including video-conferencing could be ironed out. Suitable students from the two schools were chosen as project leaders to conduct the project. The video conferencing platform enabled students of the two schools to exchange ideas, conduct research on their project, and ultimately present their project simultaneously in November 2012. Evaluation report by teachers in charge of the project.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2) Forums on Education, Gambling and Teenage Idolization and related phenomena</td>
<td>Forums were held on different topics between S2, S4, S5 students and their counterparts in Singapore schools on topics ranging from education, gambling and other issues related to being teenagers in their respective cities. These forums were held in throughout the year, in November 2011, February and April 2012.</td>
<td>Collaboration between teachers of the two schools where video conferencing takes place. Collaboration between students-in-charge between the two schools to establish protocols and define the topics for discussion during the forums. Evaluation of video conferencing by teachers-in-charge in the respective schools.</td>
</tr>
<tr>
<td>3) Installation of Cisco equipment</td>
<td>Equipment was installed in the Modern Language Centre after due process and tendering. This was the first year of the school resuming at 1 Jordan Road after occupying the Sham Shui Po campus, and there</td>
<td>Use of Cisco equipment to provide seamless high-quality video-conferencing experience with other partner schools. Evaluation of technical performance of the system.</td>
</tr>
</tbody>
</table>

*The relevant evidence or documents, e.g. samples of students' work, schemes of work, teaching/learning packages, etc. should be kept for inspection and review purposes.

Note (i): 3 = Measures completed 2 = measures partially completed 1 = Measures not yet started
Note (ii): 4 = Objective(s) well met 3 = Objective(s) satisfactorily met 2 = Objective(s) marginally met 1 = Objective(s) not met
**Part D: Overall rating** [Please refer to Part D of the *Notes on Completing the Progress Report.*]

Parts A to C above being all taken into consideration, the overall rating on my school’s implementation of the Project so far is:  ( 2 )

[3 = Good   2 = Satisfactory   1 = Can be improved]

**Part E: Information for stakeholders** [Please refer to Part E of the *Notes on Completing the Progress Report.*]

*Please put a”✓” in the appropriate box*

(1) Has your school included the Strategy and implementation Plan of the Project in the English Department plan?

☐ Yes.

☐ No.  [Please give reason(s)]:

(2) Has your school included the report(s) on the progress and evaluation of the Project in the English Department annual report?

☐ Yes.

☐ No.  [Please give reason(s)]:

Signature of Principal: 

Name of Principal:  

Date:  12/10/2012