Diocesan Girls' School

School Report

2023 - 24

Key Elements of the School Report

(1) Our School 2
(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
Major Concern 1: Holistic Provision of Students' Emotional Support 3
Major Concern 2: Streamlining the Junior Secondary and Senior Secondary Curriculum 6
Major Concern 3: Life-wide Learning 8
(3) Annual Whole-school Events & Projects 18
(4) Student Performance 19
(5) Financial Summary 20
(6) Appendix: Reports on the Uses of EDB Grants
Appendix 1: Capacity Enhancement Grant 21
Appendix 2: Career and Life Planning Grant 22
Appendix 3: Diversity Learning Grant 23
Appendix 4: Life-wide Learning Grant 24
Appendix 5: Citizenship and Social Development Grant 26
Appendix 6: Grant for the Sister School Scheme 30
Appendix 7: One-off Grant for Mental Health at School 37
Appendix 8: Reading Grant 40

(1) Our School

Founded in 1860, DGS is an Anglo-Chinese School that 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.

More information is available on our School's homepage: http://www.dgs.edu.hk or the respective section under "School Profiles" for public reference (http://www.chsc.hk/main.php?lang_id=1).

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1: Holistic Provision of Students' Emotional Support**

Achievements

I. Whole School Level

To enhance teachers' expertise in discerning students' problems so as to provide appropriate and timely guidance and intervention by appropriate professionals, the Guidance and Counselling Team and the Staff Development Team co-organized a film screening of "Time Still Turns the Pages" (年少日記) and a pre-screening talk by Ms. C. Leung (school social worker) for all teachers in February 2024.

Teacher feedback showed that such events raised teachers' awareness about the importance of students' mental health, highlighted potential signs of distress, emphasized the need for early intervention and support, and fostered a compassionate and supportive community.

Additionally, to create time for the provision of personal and emotional support to students, Form Teachers' periods were incorporated into the school timetable periods during school hours to facilitate closer interaction between students and teachers.

Feedback from Form Teachers suggested that the above arrangement allowed them more time to individually get to know and support students under their care.

Furthermore, to support parents in maintaining good relationships with their daughters, the School's Parent-Teacher Association and Guidance & Counselling Team organized a variety of programmes and activities as follows:

- Bi-weekly DGS and DGJS Christian Mothers' Support Group [October 2023 – June 2024]
- Mothers' and Fathers' Breakfast Meetings: "Positive Education in the age of AI" [12 sessions; October 2023 – June 2024]
- PTA Seminar on "AI and the Future of Learning" by Professor Erwin Huang [6 December 2023]
- PTA Seminar on "Essence of the DGS Education" by Mrs. Stella Lau, SBS, JP [18 March 2024]
- DGS Seminars on Parents' Day (3 February 2024)
- DGS Parent-Daughter Fun Day (24 February 2024)

Feedback from participants and/or observations by teachers and school social workers indicated that the above programmes and activities conducted during the year could enhance parents' understanding of their daughters' needs, assisting them in nurturing their daughters' personal development and fostering positive relationships with them.

II. Teacher Level

To equip teachers with the necessary skills to identify students who need help to deal with their personal and emotional issues at an early stage and to intervene whenever necessary, a film screening of "Time Still Turns the Pages" (年少日記) and a pre-screening talk by Ms. C.

Leung were organized for all teachers in February 2024 (see above for details). During the year, information on appropriate mental health courses conducted by external organizations was also sent to teachers, enabling them to enroll based on their needs and availability to enhance their knowledge and skills in supporting students with emotional challenges.

Additionally, to set clearly defined roles and expectations of Form Teachers in their provision of individualized guidance to students under their care, the School continued to implement the mentor-mentee arrangement under which each Form Teacher was assigned a group of students throughout the year, enabling more individualized supervision and counselling. Detailed guidelines were issued to Form Teachers to delineate their pastoral roles and responsibilities, offer suggestions on how to effectively respond to students with emotional needs, and provide advice to enhance students' mental well-being.

Feedback from teachers suggests that the above arrangements could support them in offering care and guidance to students.

III. Student Level

To address students' personal and emotional needs, a series of programmes, workshops and talks were conducted during the year:

- S1 New Student Orientation Programme (all new S1 students) [29 & 30 August 2023]
- S1 Team Building Day Camp (all new S1 students) [31 August 2023]
- S2 – S4 New Student Orientation Programme (new S2 – S4 students) [23-25 August 2023]
- S1 – S4 New Student Orientation Programme (new S1 – S4 students) [January – April 2024]
- Inter-Class Display Board Competition: "Unity in Diversity" (S1 – S6) [September 2023 – January 2024]
- DIY workshops on "Chocolate and Greeting Card Making" (new S2 – S4 students) [24 & 27 November 2023; 4 sessions]
- Form Period Activity on Self-Care (S1 – S5) [S1-2 and S4-5 on 24 November 2023; S3 on 1 December 2023]
- Wellness Programme (S4) [October 2023 - February 2024]
- Crafting Kindness: Gifts and Cards Making (S4) [8 November 2023]
- S.H.I.E.L.D. Programme: "Mind Matters" (S3) [24 November 2023]
- Talk on Building Mental Resilience (S6) [1 December 2023]
- Relaxation Workshop (S6) [December 2023 – January 2024]
- "Recharging Station" Activity (S6) [23 February 2024 – 30 April 2024]
- Presentation of encouragement and blessings for S6 graduates (S6) [5 March 2024]
- Mental Health Awareness Week (S1 – S5) [5-8 March 2024]
- Mother's Day Origami Activity (S1 – S3) [3 May 2024]
- Harmonious Friendship Activity (Interested S1 – S5 students) [16, 19 & 26 April 2024]
- Talk on Understanding Emotions (S1) [10 July 2024]

- Talk on Peer Support (S2) [11 July 2024]
- Sharing Session on A Journey to Resilience: Insights from DGS Old Girls on Mental Wellness (S4 – S5) [10 July 2024]
- Student Gatekeepers and Ambassadors for Mental and Emotional Health Programme (Counselling Committee Members only) [Training: 24 & 26 June 2024; Implementation: July 2024 - June 2025]
- Talk on "Say No to Cyberbullying" (S1) [26 January 2024]
- Talk on "Real life vs. Online life?" (S2) [8 November 2023]
- Talk on "Building Healthy Relationships: A Sex Education Perspective" (S2) [4 July 2024]
- Talk on Future Professions (S4) [4 July 2024]

Feedback from participants, school social workers, teachers, and/or student gatekeepers and ambassadors of mental health showed that the various programmes conducted throughout the year were able to help students become more aware of their emotion and better equipped to maintain their emotional well-being.

Additionally, to train students to provide emotional support to their peers that come their way during their secondary school years, various training programmes were implemented throughout the year:

- Student Gatekeepers and Ambassadors for Mental and Emotional Health Programme (Counselling Committee Members only) (38 S3 – S5 students) [Training: 24 & 26 June 2024; Implementation: July 2024 - June 2025]
- Peer Counsellor Training Workshop (7 S2 – S4 students) [Training: 10 January 2024 – 6 March 2024; Implementation: January – February 2024]
- HKU MBBS-DMS "Wellness Buddy Training Programme" for Secondary School Students (30 S4 – S5 students) [16, 23 & 30 March 2024]
- S2 – S4 Peer Counselling Training Programme (44 S2 – S4 students) [Training: 10 April 2024, 24 April 2024 and 8 May 2024; Implementation: August 2024 - June 2025]
- S1 – S4 Buddies Training Programme (52 S1 – S4 students) [Training: 25 June 2024, 4 July 2024 and 10 July 2024; Implementation: August 2024 - June 2025]
- S1 Ambassadors Training Programme (33 S1 students) [Training: 8 & 11 July 2024; Implementation: September 2024 - June 2025]

Feedback from participants, teachers, and school social workers indicated that these training programmes effectively prepared participants to serve as gatekeepers and ambassadors, equipping them with the knowledge and skills to understand the needs of new students, support the emotional well-being of their peers, and foster a caring and inclusive school culture.

Reflection

According to the evaluation results, the set targets were successfully met, with students and parents actively engaging in the programmes held during the year. The success of the programmes was attributed to a tailored approach meeting participants' specific need, the dedication and empathy of all involved parties (including counsellors, teachers, student

gatekeepers/ambassadors, peer counsellors, and buddies), and the supportive role of the Parent-Teacher Association.

In response to feedback from the previous year, additional resources were allocated to activities and programmes with high demand to accommodate more participants, including the Parent-Daughter Fun Day, S1-S4 Buddies Training Programme, S2-S4 Peer Counselling Training Programme, and S1 Ambassadors Training Programme. Moreover, an additional buddy training initiative, the HKU MBBS-DMS "Wellness Buddy Training Programme" for Secondary School Students, was introduced to offer training in mental health and well- being support to a broader group of interested students.

In summary, based on the experience and reflection derived from the process of planning, implementation and evaluation, the strategies were successfully implemented and proven effective in achieving the set targets, as well as in addressing the specific needs and concerns of students, parents, and teachers.

The following conclusions could be drawn from the experience and reflection derived from the process of planning, implementation and evaluation:

- The strategies were successfully implemented and proven effective in achieving the set targets, and in addressing the specific needs and concerns of students, parents, and teachers.
- Additional resources could continue to be allocated to activities, events, or programmes in high demand to allow more participants to benefit from them, facilitating the holistic provision of students' emotional support in school.

Feedback and Follow-up

With reference to the above "Achievements" and "Reflection" and the importance of maintaining students' emotional health, continued efforts will be made towards the holistic provision of emotional support for students in the coming years.

- **Major Concern 2: Streamlining the Junior Secondary and Senior Secondary Curriculum**

Achievements

<u>I. To streamline the senior secondary curriculum (Phase 3 – Secondary 4 & Secondary 5)</u>

The co-curricular enrichment (CCE) programme for Secondary 4 was first introduced in 2021-2022, and the same programme was offered to S4 students this year, with the Technology and Living component being replaced by Wellness and Personal Development. The CCE programme for Secondary 5 was first introduced in 2022-2023, and the same programme was offered to S5 students this year, with the Technology and Living component being replaced by Exploring Cultures. A double lesson each week was set for CCE classes in Secondary 4 & Secondary 5 classes. Students from 4X, 4Y and 4Z took turns to participate in activities under different domains, namely Math modelling, Visual Arts, Music & Stage, Wellness, Careers and Personal Development. As for students from 5U, 5W, 5X and 5Z, they took turns to participate in domains including Physical Education and Exploring Cultures. Students from 5U and 5W also learnt Visual Arts and students from 5X and 5Z learnt Calculus.

Student reflection and teacher observation showed that the following aims were mainly

achieved:

- To develop girls' mathematical reasoning for prediction, problem solving /decision making
  - It was observed that students acquired the skills in Mathematics Modelling and used them to improve their efficiency in learning Mathematics and in solving daily life problems.
- To inspire students in life planning and broaden their career horizons
  - Students showed a better understanding of topics such as university applications, writing CVs and university essays, the importance of developing their interests beyond academic pursuits, the expectations of universities, the timeline for university application, and managing their own expectations for tertiary studies.
  - Students were engaged in self-directed learning time, during which they actively explored their own career options.
- To cultivate students' creativity through the creation of art
  - Students learnt the design thinking process through enjoyable activities. Students also acquired skills in appreciating works of renowned artists, and expressing their ideas through different art forms.
- To enhance students' social and emotional wellbeing
  - Students enjoyed the relaxing activities arranged by the school social workers. The also acquired skills in handling stress and building self-esteem.
- To inspire students' aesthetic experience and instill a sense of appreciation of nature
  - Students gained knowledge of the relationship between music, stage and movie effects, and were able to use music to express their different moods.
- To enrich students' culture in relation to language learning
  - Students gained in-depth exposure to different cultures, through the English language enrichment and Chinese language enrichment lessons.
- To empower students in data handling skills through learning the fundamentals of Calculus
  - Students gained exposure to the concept of Calculus, which for many students was outside their curriculum as they only studied the compulsory part of DSE Mathematics.
- To expose students to different cultures around the world and encourage them to compare different cultures
  - Students gained exposure to the different cultures in the world, and learnt to appreciate the differences among different cultures, and showed respect to other cultures.

II. To prepare the teaching materials in the Junior Secondary subject Citizenship, Economics and Society (CES), which will be introduced in Secondary 1 in September 2024

Teachers from the Citizenship and Social Development department and the Economics department were engaged to prepare teaching materials for S1 CES lessons, which will begin in September 2024. The curriculum was carefully deployed into a 3-year course. The scheme of work and the worksheets for use in class were produced as scheduled, which include activities for students to reflect on their learning in each lesson. Teachers from the CS

department, who will be responsible of delivering the CES lesson in S1 and S2 classes, found the material well prepared, which give them confidence in teaching the subject.

Reflection

The feedback from students reflects that the CCE programmes in Secondary 4 and Secondary 5 were well-received by students. They find the programmes provide them opportunity to acquire knowledge outside the curriculum and beyond classroom learning and teaching.

Introduction of the Wellness and Personal Development components in Secondary 4 allows students to gain a better understanding of themselves and helps them cope with stress in their hectic school life. Introduction of the Exploring Cultures in Secondary 5 allows students to have a global perspective.

Feedback and Follow-up

The CCE programmes provided opportunity for students to learn in a relaxing way, and empowered students to lead a healthy lifestyle. Students also acquired necessary knowledge and skills to plan for their future, including data collection and analysis, presentation skills, and generic skills that can be applied to decision-making in daily life.

The CCE programmes will be continued in 2024-2025, retaining the current components. The programmes will remain dynamic and responsive to students' feedback in the future, and introduce suitable activities when necessary.

The teaching materials for S1 Citizenship, Economics and Society (CES) has been prepared. Teachers teaching the subject were well-informed about the scheme of work, lesson plans and assessment criteria. The departments involved in the preparation of this subject will continue to work on the teaching materials for S2 and S3 topics, while seeking feedback from teachers and students on how the S1 materials might be modified to facilitate learning and teaching of the subject.

- **Major Concern 3: Life-wide Learning**

Achievements

It has always been the School's mission to provide a broad spectrum of activities inside and outside of the curriculum, to enable our students to develop lifelong learning capabilities and achieve whole-person development. To achieve these, various programmes and events were implemented during the academic year. These are detailed below.

<u>I. To provide of Leadership Training for Students</u>

In order to facilitate the development of leadership skills, as well as an all-around development, students of different forms were given training workshops and camps centering on various skills. Students of higher forms were also encouraged to take up posts of responsibility, to put their learning into actions.

(a) Student Committees

With a total of more than 70 ECA groups, functional committees and Houses, students were given abundant opportunities to take up posts of responsibility in school. Some students were even given the opportunity to take up more than one post, allowing them

to experience both being the head of a team and a collaborative member at the same time. Students are required to be a member of an ECA group in order to be chosen to be a committee member in years to follow. This allows them to acquire skills relevant to the nature of the group, as well as to experience the role of a member, before they move on to serving the group with their own insights and charisma.

(b) Leadership Training Workshops/Camps

To cater to students' needs at different stages of their growth, various leadership training workshops and camps were arranged for different year groups. This year, S1 students attended a Team Building Camp to equip them with basic communication skills that would facilitate their collaboration with their peers and in group work. S3 students were given leadership training workshops, to prepare them to take up leadership roles in the coming academic year. S4 students, who are more likely to be the captains and chairladies of an ECA group in the coming year, have been arranged to attend a Leadership Training Camp, during which they were given various tasks which required them to challenge themselves, as well as to guide and lead the group in completing them.

II. To facilitate intellectual development with enriching experiences related to and beyond regular academic learning

(a) Self-paced Learning Group

The School has been dedicated in providing abundant learning opportunities for students to extend their learning beyond classrooms. It has also come to our attention that students sometimes present great ideas of topics of learning that they are interested in. In order to facilitate these learning, students were given the opportunity to form a Self-paced Learning Group (SPLG) to engage their learning in a self-directed manner.

(b) STEM courses

In the past year, our school organized 11 technology and innovation-related extracurricular activities (ECAs) and courses for our students. These aim to broaden students' knowledge and skillset beyond the classroom, so as to enable them to thrive in the technology ecosphere. Instructors from the commercial and tertiary sectors were recruited to deliver these courses.

III. To promote value education that benefit students' character formation

To facilitate value education, the School adopts religious education as an approach, which aims to help students lead a fruitful and satisfying life by building a closer relationship with God and cultivating Christian values and Christ-like attitudes towards people (self and others), society and life in general. Various activities were arranged in 2023-2024:

- Daily Morning Assembly – Students and teachers started the day by worshiping God together
- Christian Youth Fellowship – Weekly meetings for all students on Mondays conducted by the Youth Fellowship
- Gospel Week – Special morning assemblies led by Christian Youth Fellowship
- Whole-school evangelistic meeting
- Harvest Festival
- Christmas Service
- S6 Prayer Meeting

- Famine Lunch
- Lenten Bags
- Easter Service
- Holy Communion
- S5 Retreat
- End of Year Service

IV. To cultivate empathy and a mission of service amongst students, through community service

The School's vision of encouraging, nurturing, and cultivating students' skills in service to their home, their families, and to 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 aim to direct our students' hearts and efforts towards the community and to make a positive difference in people's lives.

With this in mind, ECA groups such as the Citizens' Club, Red Cross, Girl Guides, under the leadership of the Service Team, and various community service projects and programmes, make it their mission to provide ample and varied opportunities for students to be involved in services within and outside the School.

(a) Regular services

Regular services are offered primarily through the Red Cross, Girl Guides, and the 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 and irregular service to serve people in need in our community, including local and ethnic minority primary school students from low-income families and senior citizens in Hong Kong.

(b) Special service programmes and projects

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 in our School. In 2023-2024, our School organized or participated in the following special service programmes and projects:

- 'Sharing Music, Sharing Love' Service Project (S1 – S5 students)
- "Angel Clothes" Sewing Service Project 2024 (S1– S6 students)
- "Best Buddies Hong Kong" Movement (S1 – S4 students)
- CUHK Jockey Club Myopia Prevention Programme (S4 – S6 students)
- Egg-cellent Hunter 2024 (S3 – S4 students)
- GX Foundation Humanitarian Education Talk (S1– S5 students)
- Hong Kong Young Ambassador Scheme (S3 – S6 students)
- Rainbow DREAM Camp 2024 (S3 – S5 students)
- Receiving students from Christian Alliance SC Chan Memorial College (S3 students)
- S2 Mini-Summer Term Service Learning Project (S2 & S6 students)
- Sandy Bay Charity Fair (S1 – S5 students)
- Sewing Service Project for the Queen Elizabeth Hospital 2023-2024 (S1 – S5 students)
- Student Helpers for S1 Admission Interviews 2023-2024 (S5 students)

- Student Helpers for Making Dummy Certificates for DGS Speech Day 2023-2024 (S3 – S4 students)
- Student Helpers for DGS Mini Bazaar Pre-ordering (S1 – S5 students)
- Student Helpers for DGS S1 Admission Interviews (S5 students)
- Youth Impact Award 3.0 (S2 – S5 students)

V. To raise students' awareness towards physical health by promoting physical development

To arouse students' interests and discover their potential in activities facilitating their physical development, a total of 23 sports teams were formed in School. Students were encouraged to take part in various sports, such that they are exposed to the fun and joy of sports.

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, Rugby Sevens, Swimming, Squash, Table Tennis, Ten-pin Bowling, Tennis, and Volleyball were organized and arranged. In addition, Cricket was introduced for some interested members as a trial. In 2023-24, the School competed in 9 Division One and 14 Open Division sports. Elite athletes also represented the HKSAR in many inter-port and regional competitions.

VI. To facilitate students' aesthetic development through cultivating a sense of and the skill of aesthetic appreciation

A wide range of activities related to Music, Arts and Drama were provided, to nurture students' sensibilities and skill in appreciating important elements of artistic beauty in life. Students were also given opportunities to participate in different performances, as organizers, performers and/or as an audience member, such that they could have first-hand experiences in aesthetic appreciation.

(a) Music

- Internal Events:
  - 2023/24 DGS Concerto Competition
  - Music Training Camps
  - Masterclasses with local and overseas artists
  - PTA Annual General Meeting, Speech Day reception, Chinese Literary Club performances and Mini Bazaar Christmas caroling
  - Pre-Competition Concert
  - Instrumental Ensemble Concert
  - Spring Concert
  - Summer Concert
  - Concerto Competition Winners' Concert
- External Performances:
  - HKSKH Thanksgiving Service
  - "Beautiful Sunday at Shenzhen Concert Hall" concert
  - Hong Kong Inter-School Choral Festival Opening Showcase Concert
  - 76th Hong Kong Schools Music Festival Winners' Concert
  - World Choir Games Pre-Tour Performance

- Diocesan Boys' School Pre-Competition Concert
- Diocesan Boys' School Homecoming Concerts
- Diocesan Alumnae Orchestra Inaugural Concert
- St. Paul's College Summer Concert

- External competitions
  - 2023 Hong Kong Youth Music Interflows
  - 5th Hong Kong Percussion Competition
  - 2024 Hong Kong Inter-School Choral Festival
  - 76th Hong Kong Schools Music Festival
  - GalaMusica School Creative Works Competition 2024
  - "Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition 2024
  - Joint School Music Competition 2024
  - 13th World Choir Games at Auckland, New Zealand
  - 15th International Zheng Contest - Hong Kong Regionals and Finals

(b) Arts

- Art courses, talks and workshops
  - Talk on Qipao by Dr Liao Su Lan
  - "QR Code Art" Workshop
  - Faux Finish Mailbox Painting Workshop
- Competitions and Visits
  - Guided tour of "PolyU Design Show 2024"
  - "East Meets West X Norse Mythology" fashion show watching in Hong Kong Design Institute
  - "New Fashion Force" fashion show watching in Hong Kong Design Institute
  - The 24th JQA International Environmental Children's Drawing Contest (Japan)
  - The 13th annual Ocean Awareness Contest (USA)
  - International Children's Art/Poetry Contest (USA)
  - The 45th The International Fine Arts Competition for Children and Youth (Poland)
  - FLOW International Drawing Competition (Germany)
  - The 8th International Art Competition For (Romania)

(c) Drama

- Drama Ensemble: Hong Kong School Drama Festival
- DGS Drama Night: Online Radio Drama Competition, Drama exchange with Diocesan Boys' School and Kowloon True Light School, Drama Ensemble showcase cum dance and multimedia music performances.
- Workshops, talks and courses:
  - Drama Ensemble Workshops
  - Audio Visual Team Workshops
  - Talks on theatrical art and literary study
  - Literature Appreciation Project
  - Makeup Course for S5 students

VII. To cultivate a sense of citizenship through promoting national education

Moral and Civic Education (MCE) is implemented using a whole-school approach. Learning activities covering various MCE topics are integrated into both the formal and informal curricula. Various functional groups and teams contribute to organizing experiences that promote positive values and attitudes, aiming to develop students into informed citizens who care about themselves, their families, the school community, the country, the Asian region, and the world.

- In the area of community and the world, the Civic Education Team assists students in exploring topics such as the Rule of Law, National Security, Poverty, Elections, Justice, Social Media, Anti-corruption, Intellectual Property, and others.
- In terms of the nation, Flag Raising Ceremonies were held at our School every Friday. Speeches under the National Flag were arranged for the National Day, Constitution Day and HKSAR Establishment Day.
- To enhance students' understanding of the Constitution and the Basic Law, training for Constitution and Basic Law Student Ambassadors was organized. Additionally, students have taken part in enrichment programmes, including exchange programmes with Mainland schools and different visits, to deepen their understanding of and engagement with our nation.

VIII. To enhance global exposure and cultivate a sense of global identity

Through exchange activities with other schools, effort was made to expose our students to different cultures, develop their leadership, investigative, presentation and social skills, and imbue in them an appreciation for cultural diversity. Written and verbal reports were produced by groups of students after each exchange and in most cases, students were required to write a reflection report describing their daily experiences during the exchange. Students are either elected to participate in overseas exchange programmes with partner schools based on their merits or they may be invited to participate. The following is a list of overseas and exchange programmes organized in 2023-2024:

- Miss Porter’s School Global Seminar Series: Empowering Tomorrow’s Innovators, Navigating the AI Frontier (online/US)
- International Blockchain Olympiad: IBCOL in Amsterdam (Netherlands)
- International Science Youth Forum (Singapore)
- Singapore Chinese Girls’ School Model United Nations Youth Conference 2024 (Singapore)
- Exchange programme with Wah Yan College Kowloon
- Exchange programme with St. Paul’s College
- China Young Physicists’ Tournament (Beijing)
- 2024 FIRST Lego League Championships (Texas, USA)
- Literary study tour (Tokyo, Japan)
- 16th Humanities Research Symposium for Youth (Brisbane, Australia)
- International Young Physicists’ Tournament (Budapest, Hungary)
- World Choir Games (Auckland, New Zealand)

- Student exchange programme with Methodist Ladies' College (Melbourne, Australia)
- Student exchange programme with Covent of the Holy Infant Jesus Secondary School (Singapore)
- Centennial Schools Mathematics Competition (Beijing)

IX. To provide all-round development and life planning with the exposure to career-related experiences

To provide students with exposure to career and life-planning related choices, various activities were arranged:

- In-person presentations were held by representatives from Cambridge University, UCL, King's College (KCL), Imperial College and University Arts London. We also hosted over 30 universities from the UK as part of the U.K. Unifest Roadshow, and welcomed a representative from UC Berkeley to share details about their Dual Degree Programme with the University of Hong Kong. These were well-attended, with for instance over 200 students attending the UK Unifest Roadshow. These were open to S1 to S6 students.
- Workshops and summer courses specifically for DGS students were held by the Chinese University of Hong Kong, University of Hong Kong, Hong Kong University of Science and Technology and City University. These were in-person, and were generally over-subscribed.
- Interview workshops and mock interviews by teachers for S5 and S6 students.
- Job-shadowing programme for S5 students – over 95% of S5 girls engaged in a job-shadowing this past year.
- Oxbridge preparation workshops for S5 and S6 girls, with support from DGS old girls currently studying in Oxford or Cambridge.
- Workshops 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 and Non-JUPAS training for S6 students and parents to enable them to make better choices for university selection.
- Enrichment Classes were organized to give our students insights into real-life careers knowledge and to also offer advice on choosing career paths. Knowledge and advice relevant to a variety of careers such as Finance, Sociology, Medicine, Occupational Therapy and Biomedical Sciences were shared with the girls this year. Over 400 girls and parents attended the Enrichment Forum on pursuing medical-related careers, with very positive feedback received in our post-forum survey.

X. To keep students abreast of the latest trends and skills needed in society

It is essential that we increase our students' awareness of the latest trends and skills that their future employers might be looking for, and in turn to equip them with these skills. The establishment of a Technology School and the revamp of IT lessons into Digital Literacy and Computational Thinking, have proven to enhance students' learning in technology:

(a) Innovative Technology

Digital Literacy and Computational Thinking classes in our S1 to S3 junior secondary curriculum, continue to develop students' proficiency and passion for technology. The lesson content of the two subjects has been evolving to fit the newest technological trend, such as the inclusion of AI and IoT content.

In addition to the curriculum enhancements, the establishment of the Innovation and Technology Team since last academic year has enabled students to continue to strive in various competitions. In 2023-2024, this team represented the school to compete in 5 categories of the International Youth Tech Olympics 2024; the results were outstanding and the teams captured the Overall Champion award of the whole competition. These 5 categories were AI, AR, IoT, robotics, and drone coding.

Furthermore, students had the opportunity to participate in extracurricular activities to learn the latest technologies, such as blockchain, artificial intelligence, metaverse, apps development, and more. These activities not only provided a platform for students to equip themselves for the future but also fostered a spirit of collaboration and camaraderie among the participants.

(b) STEM

A wide array of internal and external STEM-related programmes were arranged in 2023-24, to cultivate students' interest in STEM topics.

During the annual mini-bazaar in December 2023, a virtual mini-bazaar was established on the DGS Metaverse platform. Students collaborated to construct and manage the Metaverse, and maintain an e-commerce platform. The platform processed over 1500 orders with around $379,000 in income received, which provided students with a valuable experience of operating one of the newest online business models.

The above reflects the wide array of activities and experiences that the School has offered, both inside and outside the classroom, to allow students to be exposed to various opportunities, discover their potential and deepen their learning. It is hoped that with these extensive programmes, students would be able to develop themselves fully, achieving whole-person development with the confidence to contribute to the world upon their graduation.

Reflection

I. Student Leadership Development

- In the 2023-2024 academic year, more than 500 posts were granted, constituting about half of the student population. Amongst the post granted, around 20% were Captain or Chairlady posts.
- The proportion of students granted a post of responsibility reflects the abundance of opportunities made available for students. It also shows that students are eager to take up a post to learn about planning and implementation of activities, as well as to take up leadership roles in school. The high involvement rate as well as the progressive participation in student committees suggests that students have ample opportunities to develop, as well as the provision of a good ladder for them to learn in a progressive, step-by-step manner.
- For the Leadership Training Camps and Workshops, more than 90% of the students agreed that the activities have equipped them with problem-solving and communication skills. They also agreed that the camps and workshops have developed their sense of responsibility. As a whole, the leadership training programme has proven to be effective in enhancing students' leadership skills. Students claimed to have learnt more about

themselves and their peers, facilitating the division of work within committees.

II. Enrichment of Learning Experiences

- A total of 26 OLPs were offered in the 2023-2024 academic year. The provision of a wide range of activities allowed students to choose themes/topics of their interest to extend their learning beyond the classroom. As a whole, the majority of the student population acknowledged the learning opportunities that they were given and gave positive feedback on the OLP sessions. They agreed that they have gained more interest in the topic introduced and believe that the knowledge they acquired in the OLP can be applied to their daily life.
- In terms of self-directed learning, three Self-paced Learning Groups (SPLGs) were formed this year, focusing on “Astronomy”, “Soccer” and “Entomology”. The groups were invited to present their learning to the whole school at the end of the academic year and students were inspired by their learning outcomes. In the coming academic year, Astronomy Club and Football Club will be established as new ECA groups, to allow more students with similar interests to engage their learning together.
- Overseas exchange programmes will continue to expand to provide students with more experiences and exposure to different cultures.

III. National Education and Global Identity Cultivation

- Through the weekly flag-raising ceremonies, both the teaching staff and students learned to honor the national flag, national emblem, and national anthem, all of which symbolize our country.
- The regular Flag-raising Ceremony consists of two segments: "Flag-raising" and "Speech under the National Flag." The "Speech under the National Flag" provides a valuable opportunity for students to learn about recent developments in our country, covering areas such as culture, technology, and the economy. This sharing experience is a key part of DGS students' journey to foster a strong connection with our nation.
- Teacher training is a fundamental approach to support and ensure quality teaching in schools. In the 2023-2024 academic year, a national security talk was organized to promote a positive national culture.

IV. Career-related Experiences

- Students and parents are keen to learn more about different careers and universities. Attendance at most events was very encouraging (e.g. Lecture Hall and Recital Hall venues were often filled) and suggested their desire to learn more.
- Feedback from girls and parents specified that they particularly enjoyed the enrichment classes and forums, which were more tailored to their specific interests. They also featured old girls and so was often an engaging workshop for students. Students expressed their interest in exploring other careers in-depth, to help them learn more about their preferred career paths, or whether it might be better to explore other paths.
- Parents gave feedback that they appreciated being invited to certain careers events, and that they would like dissemination of more information.
- Athletes have indicated their interest in gaining more information about specific pathways for them to gain entry to local universities.

Feedback and Follow-up

I. Student Leadership Development

- It was observed that after the pandemic, students in general struggled more with time management. Feedbacks from teachers-in-charge seemed to conclude that it was getting more difficult to have student leaders complete their tasks on time. In light of this, a bigger focus of the leadership training activities in the coming year will be placed on time management, and an enhanced sense of responsibility.
- Students leaders will also be invited to meetings and regular reminders will be disseminated through the ECA committee to facilitate the timely handling of important administrative matters of ECA groups. Teachers-in-charge will also be invited to these meetings to allow them to provide relevant guidance accordingly.

II. Enrichment of Learning Experiences

- In view of students' demonstration of interest in newer areas and topics, the School will continue to look into the students' suggestions and bring in new programme when deemed necessary and suitable.
- To continue to keep students abreast of latest trends and skills, the provision of courses will be regularly reviewed. Visits and workshops that may enrich acquisition of academic knowledge will be organized by various departments.

III. National Education and Global Identity Cultivation

- A student survey was conducted in July 2024. More than 90% of the student respondents indicated that they have cultivated their national and global identity through participating in the related activities.
- A diverse array of activities enhances students' self-esteem and fosters connections within the community. This amalgamation includes widely accepted international standards, perspectives, behaviours, and actions.
- In addition to engaging students, it is recommended to regularly strengthen training for teachers and parents on topics related to Moral and Civic Education.

IV. Career-related Experiences

- The Careers Team will hold more enrichment classes and forums with old girls in 2024-2025 that help students explore certain career paths in-depth.
- University workshops will generally be open to students from S1 to S6, so that junior level girls can participate and learn. When possible, parents will be invited to join university and careers workshops.
- The Careers Committee will help with information dissemination, publicizing of events and with logistics for events.
- Specialized workshops for athletes and for those interested in applying to Oxford or Cambridge, will be held in 2024-2025.
- Other events and workshops will generally continue in 2024-2025 like they have in the past.

(3) Annual Whole-school Events

- Swimming Gala
- Dress Casual Day
- Speech Day
- Gospel Week
- Harvest Festival
- Athletics Meet
- School Excursion Day
- Mini-Bazaar
- Christmas Service
- Chinese Literary Club Performance
- Parents' Day
- Famine Lunch
- Easter Service
- Staff Development Days
- Music Concerts
- Overseas and Exchange Programme
- Mini-summer Term

(4) Student Performance

Overall our student body displayed a great desire to learn, improve and enhance their understanding of academic concepts and skills across multiple disciplines. The students come prepared to lessons ready to learn, while many take the initiative to seek out teachers outside of the classroom to further clarify their knowledge. The attitude inside the classroom is good, with students on-task, taking notes and asking questions. While there is room to further develop, teachers actively embrace different pedagogies which enable students to express themselves and realize their maximum potential. The strategies and feedback outlined in the three Major Concerns also contribute to creating a healthy learning environment where students can thrive.

Public examination results for 2023-2024

2024 Public exam results (HKDSE and GCE A-Level)	Percentage of students meeting the entrance requirements for local Bachelor degree programmes = **137/141 = 97%** Percentage of students meeting the entrance requirements for local sub-degree programmes = **140/141 = 99%**
2024 JUPAS results	Percentage of students given an offer = **95/98 = 97%**

Judging from the students' performance in external examinations, the students performed excellently. In the 2024 HKDSE, 97% of the cohort met the minimum university entrance requirements. The girls scored a total of 130 Level 5** (19%), 324 Level 5* or above (48%) and 603 Level 4 or above (89%). For GCE A-level examinations, the percentage rate of achieving Grade A* was 52%, and for Grade A or above was 79%.

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

Details of our students' achievements outside of school are available from our School Homepage. Please access: http://www.dgs.edu.hk/index.php/achievements/scholarships-and-outstanding-student-awards.

(5) Financial Summary

Financial Summary for the 2022/23 School Year

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64.5%	*N.A.*
School Fees	*N.A.*	28%
Donations, if any	< 1%	*N.A.*
Other Income, if any	*N.A.*	7%
Total	65%	35%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	72%	
Operational Expenses (including those for Learning and Teaching)	10%	
Fee Remission / Scholarship[1]	4%	
Repairs and Maintenance	4.6%	
Depreciation	9%	
Miscellaneous	< 1%	
Total	100%	
Surplus for the School Year [#]	1.05 months of the annual expenditure	
Accumulated Surplus~~/Deficit~~ in the Operating Reserve as at the End of the School Year [#]	9.18 months of the annual expenditure	
[#] *in terms of equivalent months of annual overall expenditure*		

Details of expenditure for large-scale capital works:

(a) Grandfathered Reserve: Cumulative spending was $99 million leaving a balance of $39 million carried forward;

(b) Reserve for Construction, Maintenance and Upgrading of Above-Standard Facilities: Cumulative spending was $37 million leaving a balance of $25 million carried forward.

[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%.*

☑ *It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).*

(6) Appendix 1: Capacity Enhancement Grant

The Capacity Enhancement Grant for 2023/24 was deployed for staff employment as outlined in the Annual School Plan 2023/24 with slight adjustments to the actual expenditure figures according to the difference in amount allocated to the School.

Diocesan Girls' School

Income and Expenditure - Capacity Enhancement Grant for 2023-2024

						HKD
Balance brought forward from 2022-2023						-
Actual Grant for 2023-2024						830,298
						830,298
Less: Actual Expenditure						
Teaching/ Non-teaching Staff		Annual Salaries	Annual Employer's MPF Contributions	Subtotal		
		HK$	HK$	HK$		
P.E. Dept.	Teacher - 1 post	697,280	34,864	732,144		
AV Dept.	AV Officer - 0.67 post	231,306	11,565	242,871		(1,163,507)
School Office	Clerk - 1 post	179,516	8,976	188,492		
		1,108,102	55,405	1,163,507		
				Deficit for the year		(333,209)

Appendix 2: Career and Life Planning Grant - Life Planning Education and Career Guidance

Objectives	Evaluation	Allocation of the CLP Grant

Career Guidance Service
• Expose students to a wide-range of university options
• Advise and guide students to make informed and appropriate choices when it comes to tertiary education options
• Prepare students for the university application process
• Handle and complete supporting university application material, external scholarship material and summer programmes material, for students
• Inform students of different career paths and opportunities
• Enable students to make informed choices when it comes to career options
• Prepare students for the workplace
• Provide customized careers' related advice to students with unique talents or needs such as athletes, musicians and artists.
• Facilitate careers-related requests from past students
• Train teachers and counsellors so that they may ably assist students
	• The Careers & Life Planning Grant was instrumental in the academic year 2023-2024 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 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 Counsellor 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 workshops.
	• The grant was further used to purchase membership to the HKACMGM and to the UCAS application system, 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.
	• We expect the Grant to continue to be used for similar activities and events in 2024-2025. Taken together, it will enable us to further build our students into confident and inquisitive life-long learners so that they can make the right career and life decisions.
		In 2023-2024, the 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
		• Other careers related expenses (1%)

Appendix 3: Diversity Learning Grant

DLG funded programme: Other Programmes – Network Programme (HKDSE Music)				
Name of Programme / Course & Provider	**Target Students**	**Duration**	**Evaluation of student learning / success indicators**	**Annual Expenditure**
Network programme with Diocesan Boys' School, Maryknoll Convent School and La Salle College Service Provider: Institute of Hong Kong Senior Secondary School Music Education	S4 to S6 students electing the subject	• Weekly lessons on Saturday mornings at host schools for each respective cohort o S4 and S5 students: Sep 2023 to Aug 2024 o S6 students: Sep 2023 to Mar 2024	• Students completed regular assignments and end of term assessments with feedback from instructors. • S6 cohort completed their HKDSE Music examination with excellent results.	HKD 63,900

Appendix 4: Life-wide Learning Grant

In the past year, our school organized 11 technology and innovation-related extracurricular activities (ECAs) and courses for our students that were supported by the Life-wide Learning Grant. In total, over 200 students participated in these aforementioned ECAs/courses. According to our Student Surveys, it was found that more than 90% of the students enjoyed the ECAs/courses they joined. It is very encouraging to see that many students applied the skills they learned in these ECAs/courses to participate in various competitions and achieved excellent results. Below is the summary of these ECAs/courses.

Course	Evaluation	Allocation of Grant
Microfilm Production Course - To provide students with the necessary skills and knowledge to create high-quality microfilms, so that they can help the school to produce video highlights for various events and participate in various video competitions especially those related to National Education.	- >90% of students agreed that the course is useful and enjoyable. - Students won 最喜愛短片獎 in 香港古蹟導賞 KOL 一普通話古蹟導賞短片製作比賽	$61,000.00
PolyU FinTech Course - To provide students with a comprehensive understanding of financial technology and its applications, such as Web 3.0, NFT, generative AI, blockchain, smart contract, decentralized finance, etc.	- >90% of students agreed that the course is useful and enjoyable. - Students won multiple awards in the applications of Generative AI in Web 3.0	$32,000.00
Virtual DGS Course - To teach students how to creating a virtual campus that will be used in the Virtual Mini Bazaar.	- >90% of students agreed that the course is useful and enjoyable. - Virtual Mini Bazaar was a very successful event in the school this year.	$40,000.00
Virtual DGS management Course - To teach students how to maintain the Virtual Mini Bazaar platform for adding new products and producing various reports regarding e-commerce.	- >90% of students agreed that the course is useful and enjoyable. - Virtual Mini Bazaar was one of the most successful events in the school this year.	$60,000.00
Mini-Summer Term 3D Course - To teach S1 students the basic concepts of 3D modelling and scanning so that they may add their own avatar into the virtual campus.	- >90% of students agreed that the course is useful and enjoyable.	$90,000.00
Drone Course - To learn how to program a drone and prepare students for various drone competitions.	- >90% of students agreed that the course is useful and enjoyable. - Students came 2nd in a drone coding competition.	$10,800.00

Adobe Exam Course - To provide students with the necessary skills and knowledge to become proficient in digital design using Adobe software. Students were encouraged to take part in the Adobe Certified Professional exams to acquire professional qualification.	- >90% of students agreed that the course is useful and enjoyable. - 6 students were awarded the ACP certificate.	$38,070.00
Digital Arts Course - To provide students with the necessary skills and knowledge to become proficient in digital arts using Adobe Photoshop. Students were encouraged to take part in the Adobe Photoshop design competition.	- >90% of students agreed that the course is useful and enjoyable. - Some designs produced in the class were used as a product in the virtual mini bazaar.	$41,790.00
DGS Programming Team Course - To equip students with the necessary programming skills and strategies to excel in competitive programming challenges, such as HKOI and other related competitions.	- >90% of students agreed that the course is useful and enjoyable. - Students won multiple awards in various competitive programming competitions.	$32,400.00
Quantum Computing Course - To introduce students to the principles and applications of quantum computing and prepare students to take part in global quantum computing challenges.	- >90% of students agreed that the course is useful and enjoyable.	$32,000.00
International Blockchain Olympiad Course - To provide advice for students to complete and enrich their blockchain projects for participating in the International Blockchain Olympiad competition.	- >90% of students agreed that the course is useful and enjoyable. - 3 teams were finalists in the International Blockchain Olympiad in Amsterdam. One team was placed in the top 5 teams in the Finals.	$41,000.00

Appendix 5: Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development

Report on Use of Citizenship and Social Development Grant (CS Grant)

School Year: 2023-2024

1. Our school has spent the Citizenship and Social Development Grant (the CS Grant) for the following use:

	Area	Actual Expenses (HKD)
i.	Developing or procuring relevant learning and teaching resources - Reference books for CS teachers - My Grammarly app for writing school-based teaching materials	5002.47
ii.	Subsidizing students and/or teachers participate in Mainland interflow activities or study tours relating to the CS curriculum - Beijing Ningxia Tour 2024 - S5 CS Mainland Study Tour (15 Nov 2023) - S4 CS Mainland Study Tour (30 April 2024) - School flags for Mainland Schools	4519.10
iii.	Organizing school-based learning activities relating to the CS curriculum - Aberdeen Land-Sea Guided Tour - Transportation service for the Legislative Council Guided Tour	3140
iv.	Organizing or subsidizing students to participate in joint-school/cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	0
v.	Others (please specify): Nil_____ _____	0
	Total expenditure in 2023-2024:	**12661.57**
	Grant Balances brought forward from 2022-2023:	**299,846**
	Unspent Balance as at 31 August 2024:	**287,184.43**

2. As at 31 Aug 2024, the CS Grant

	is fully spent.
√	has the unspent balance of $ 287184.43, which will be carried forward to the next school year 2024-2025.

(Please put a "√" on the appropriate box)

3. Evaluation of the Actual Expenses in 2023-2024

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(i) Developing or procuring relevant learning and teaching resources - Reference books for CS teachers	690	Five copies of the reference book titled "公民係咁考" and published by Hong Kong Educational Publishing Company LTD were purchased for CS teachers' reference.	Teachers found the reference book helpful for lesson preparation and designing internal assessments.
(i) Developing or procuring relevant learning and teaching resources - My Grammarly app for writing school-based teaching materials	4312.47	Three accounts were subscribed for teachers to help compile school-based teaching materials for the subject.	Teachers found the app helpful in compiling teaching materials and designing internal assessments.
(ii) Subsidizing students and/or teachers participate in Mainland interflow activities or study tours relating to the CS curriculum - Beijing Ningxia Tour 2024	2200	Out of her financial need, a student was fully subsidized to participate in the study tour titled "國策班 2024-北京寧夏之旅" organized by the Hong Kong Student Activity Committee from 28 March to 3 April 2024.	The student enjoyed and learned from the study tour, according to the report the student submitted to the school upon completing the study tour.

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(ii) Subsidizing students and/or teachers participate in Mainland interflow activities or study tours relating to the CS curriculum - S5 CS Mainland Study Tour (15 Nov 2023) (989.4) - S4 CS Mainland Study Tour (30 April 2024) (1020) - School flags for Mainland Schools (309.7)	989.40	The S5 CS Mainland Study Tour was held on 15 November 2023 (Wednesday). One hundred thirty-four participants, including 122 students and 12 teachers, participated in the tour. Ten prepaid SIM cards and 16 zipper pouches were purchased to organize the tour. The school we visited was Guangzhou Middle School Students Labor Technic School（廣州中學生勞動技術學校）.	The Mainland Study Tours were conducted smoothly and successfully. Communication between teachers and students, among teachers, and between the school and the travel agency was generally smooth and effective with the help of the materials brought for the tours. Students' exposure was successfully broadened by the study tours.
(ii) Subsidizing students and/or teachers participate in Mainland interflow activities or study tours relating to the CS curriculum - S4 CS Mainland Study Tour (30 April 2024)	1020	The S4 CS Mainland Study Tour was held on 30 April 2024 (Tuesday). One hundred sixty-five participants, including 149 students and 16 teachers, participated in the tour. Sixteen prepaid SIM cards, twenty black ball pens, six zipper pouches and one box of mixed butterfly bookies from the Royal Garden (souvenir for the GZ school) were purchased to organize the tour. The school we visited was Guangzhou Middle School Students Labor Technic School（廣州中學生勞動技術學校）.	
(ii) Subsidizing students and/or teachers participate in Mainland interflow activities or study tours relating to the CS curriculum - School flags for exchanging souvenirs	309.70	Ten triangle-shaped School flags (12.20x45cm) were designed and printed for the school to exchange souvenirs with partner organizations involved in organizing CS-related study tours (mainly) and life-wide learning activities.	

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(iii) Organizing school-based learning activities relating to the CS curriculum - Aberdeen Land-Sea Guided Tour	2500	Based on the theme "A Life Journey", the Aberdeen Land-Sea Guided Tour was held on 23 March 2024 (Saturday) by the Fisher (漁家嚮導）. This tour aimed to give students insight into the unique fishermen's culture in Hong Kong.	The guided tour was successfully organized. It took students through the past and present of the Aberdeen Typhoon Shelter, recreating the important historical moments of Aberdeen. Students heard the story of fishermen in the Southern District and the evolution of the community, allowing students to experience first-hand the straightforward life of the fishermen.
(iii) Organizing school-based learning activities relating to the CS curriculum - Transportation service for the Legislative Council Guided Tour	640	The Legislative Council Guided Tour was held on 8 May 2024 (Wednesday). This tour aims to enhance our students' understanding of the Legislative Council of the HKSAR.	The guided tour was successfully organized. Students were taken to the conference and education facilities in the Complex, where they had the opportunity to conduct a mini-debate on a heated issue inside the Chamber.

Appendix 6: Grant for the Sister School Scheme - Exchanges with Sister Schools on the Mainland

姊妹學校交流報告書

2023 / 2024 學年

學校名稱：	拔萃女書院		
學校類別：	*~~小學~~ / *中學 / *~~特殊學校~~ *(*請刪去不適用者)*	負責老師：	Mrs. K.Y. Lam

本學年已與以下內地姊妹學校進行交流活動：	
1.	北京大學附屬中學
2.	清華大學附屬中學
3.	上海市第三女子中學
4.	鎮江崇實女子中學
5.	杭州外國語學校
6.	廣州市執信中學
7.	珠海市第一中學

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（*已舉辦 / *未有舉辦） *(*請刪去不適用者)*

交流項目			預期目標		
編號	**☑**	**描述**	**編號**	**☑**	**描述**
A1	☑	探訪/考察	B1	☐	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☐	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明) :	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明) :

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到

乙. 教師層面（*已舉辦 / *~~未有舉辦~~）*(*請刪去不適用者)*

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☐	探訪/考察	E1	☑	增進對內地的認識和了解
D2	☑	觀課/評課	E2	☑	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☑	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☑	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☑	提升教學成效
D6	☐	專業發展日	E6	☑	擴闊視野
D7	☐	其他(請註明) :	E7	☑	建立友誼/聯繫
			E8	☐	其他(請註明) :

教師層面 達至預期目標程度	F1 ☑ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到

丙. 學生層面（*已舉辦 / ~~*未有舉辦~~） *(*請刪去不適用者)*

交流項目			預期目標		
編號	**☑**	**描述**	**編號**	**☑**	**描述**
G1	☑	探訪/考察	H1	☑	增進對內地的認識和了解
G2	☑	課堂體驗	H2	☑	增加對國家的歸屬感/國民身份的認同
G3	☑	生活體驗	H3	☑	擴闊視野
G4	☐	專題研習	H4	☑	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☑	促進文化交流
G6	☑	文化體藝交流	H6	☑	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☑	提升自理能力/促進個人成長
G8	☐	其他(請註明) :	H8	☑	豐富學習經歷
			H9	☐	其他(請註明) :

學生層面 達至預期目標程度	I1 ☑ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到

丁. 家長層面（*~~已舉辦~~ / *未有舉辦） *(*請刪去不適用者)*

(註 :學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	**☑**	**描述**	**編號**	**☑**	**描述**
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明) :	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明) :

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到

監察/評估方法如下：		
編號	☑	監察/評估方法
M1	☐	討論
M2	☐	分享
M3	☑	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☐	觀察
M7	☑	報告
M8	☐	其他(請註明) :

全年財政報告：			
編號	☑	交流項目	支出金額
N1	☑	到訪內地姊妹學校作交流的費用	HK$683,304
N2	☐	在香港合辦姊妹學校交流活動的費用	HK$
N3	☐	姊妹學校活動行政助理的薪金 *(註:不可超過學年津貼額的 20%)*	HK$
N4	☐	視像交流設備及其他電腦設備的費用	HK$
N5	☐	交流物資費用	HK$
N6	☐	在香港進行交流活動時的茶點開支*(註:不可超過學年津貼額的 2%)*	HK$
N7	☐	老師的一次入出境簽證的費用*(註:不可超過學年津貼額的 1%)*	HK$
N8	☐	其他(請註明) :	HK$
N9	☐	學年總開支	HK$
N10	☐	沒有任何開支	不適用

反思及跟進：			
編號	☑	內容	
O1	☐	有關交流活動的層面 *[如適用，請註明]*	
O2	☐	有關交流活動的形式/內容 *[如適用，請註明]*	
O3	☐	有關交流活動的時間安排 *[如適用，請註明]*	
O4	☐	有關交流活動的津貼安排 *[如適用，請註明]*	
O5	☐	有關承辦機構的組織安排*[如適用，請註明]*	
O6	☐	其他(請註明) :	
交流參與人次：			
編號	☑	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_____人次
P2	☑	本校學生到訪內地與姊妹學校交流的人次	135 人次
P3	☐	本校學生參與交流的總人次	_____總人次
P4	☐	本校教師參與交流的總人次	_____總人次
P5	☐	本校學校管理人員參與交流的總人次	_____總人次

備註：

Appendix 7: Report on the Use of the "One-off Grant for Mental Health at School"

School Year: 2023-2024

1. Our school has spent the Grant on the following:

	Area	Actual Expenses (HKD)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	11,912.88
ii.	Providing support services related to enhancing the mental health of students and teachers	
iii.	Designing and producing school-based learning and teaching resources related to mental health	
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	
v.	Others (please specify): _____	
	Grant Balance available for 2023-2025 (two years):	**60,000.00**
	Total expenditure in 2023-2024 (1st year):	**11,912.88**
	Unspent Balance as at 31 August 2024:	**48,087.12**

2. As at 31 August 2024, the Grant has the unspent balance of $ 48,087.12, which will be carried forward to the next school year 2024-2025.

3. Evaluation of the Actual Expenses in 2023-2024

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Mental health promotion activity for all S5 students	5,201,46	Dry flower DIY material packages were purchased to organize a mental health promotion activity for all S5 students.	The activity was very well received, allowing students to express themselves creatively in a calming and relaxing environment, as well as fostering social connections as they engaged in the process of arranging flowers with their classmates.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Mental health promotion activities for all S6 students	1,140.48	Materials were purchased to conduct two mental health promotion activities for all S6 students.	The activities were also very well received, enabling the school community to convey their love and support for the S6 graduates as they prepared for the upcoming public exams.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Mental Health Awareness Week for all S1-5 students	3,230.74	Materials were purchased to conduct a series of mental health promotion activities during the Mental Health Awareness Week.	A series of fun and meaningful activities were successfully organized for S1-5 students, helping them cultivate bonds with their schoolmates and teachers, spread love to one another, and learn ways to alleviate stress and promote their mental health.
(i) Organising activities and programmes related to enhancing	250.00	Materials were purchased to organize the S1-4 Buddies Training Workshop for interested S1-S4 students.	Students' participation in this program was enthusiastic and encouraging. Fifty-two interested students enrolled and were trained as buddies for new students, fostering

Area - Item	Actual Expenses (HKD)	Details	Evaluation
the mental health of students and teachers - S1-4 Buddies Training			supportive relationships that contribute to overall mental wellbeing.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Talk on "Building Healthy Relationships: A Sex Education Perspective" for all S2 students	1000.00	Speaker's fee	The talk was informative, interactive, and uplifting, and was well-received by students. It equipped students with a deeper understanding of healthy relationships, thus contributing to better mental wellbeing among students.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Student Gatekeepers & Ambassadors for Mental and Emotional Health Programme	278.50	Materials were purchased to organize the S1-4 training workshop for the Student Gatekeepers & Ambassadors for Mental and Emotional Health Programme.	The training workshop was successfully held, equipping all students on the upcoming Counselling Committee with the necessary knowledge, skills, and attitudes to be mental and emotional health ambassadors and gatekeepers to their peers.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - New Student Orientation Programmes for all S1 and S2-5 new students	811.70	Materials were purchased to conduct two New Student Orientation Programmes for S1 and S2-5 new students respectively.	Feedback from participants indicated that these programmes were highly beneficial, facilitating successful academic, social, and emotional adaptation for new students.

Appendix 8: Reading Grant

2023-24 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

Students' perspectives on reading have shown remarkable improvement. An increasing number of students are enthusiastic about exploring a variety of genres. The notable rise in book borrowing rates—from 1,673 to 3,214 between the 2022/23 and 2023/24 academic years—further demonstrates the success of initiatives promoting reading and book purchases.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

In the 2023/24 academic year, the library focused the use of current resources and encouraging reading across the curriculum, particularly in the arts and mathematics. However, there was a gap in e-book promotion and collaborative reading initiatives with external service providers. In the upcoming school year, we plan to acquire more e-books and organize reading activities with external partners.

Part 2: Financial Report

	Item*	Actual expenses ($)
1.	Purchase of Books	$52978
	√ Printed books	
	√ e-Books	
2.	Web-based Reading Schemes	$0
	□ eRead Scheme	
	□ Other scheme: _____	
3.	Reading Activities	$0
	√ Hiring writers, professional storytellers, etc. to conduct talks	
	√ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	√ Paying the application fees for students to participate in reading activities and competitions	
	√ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: Materials for Thematic Book Display	$399

* Please tick the appropriate boxes or provide details.