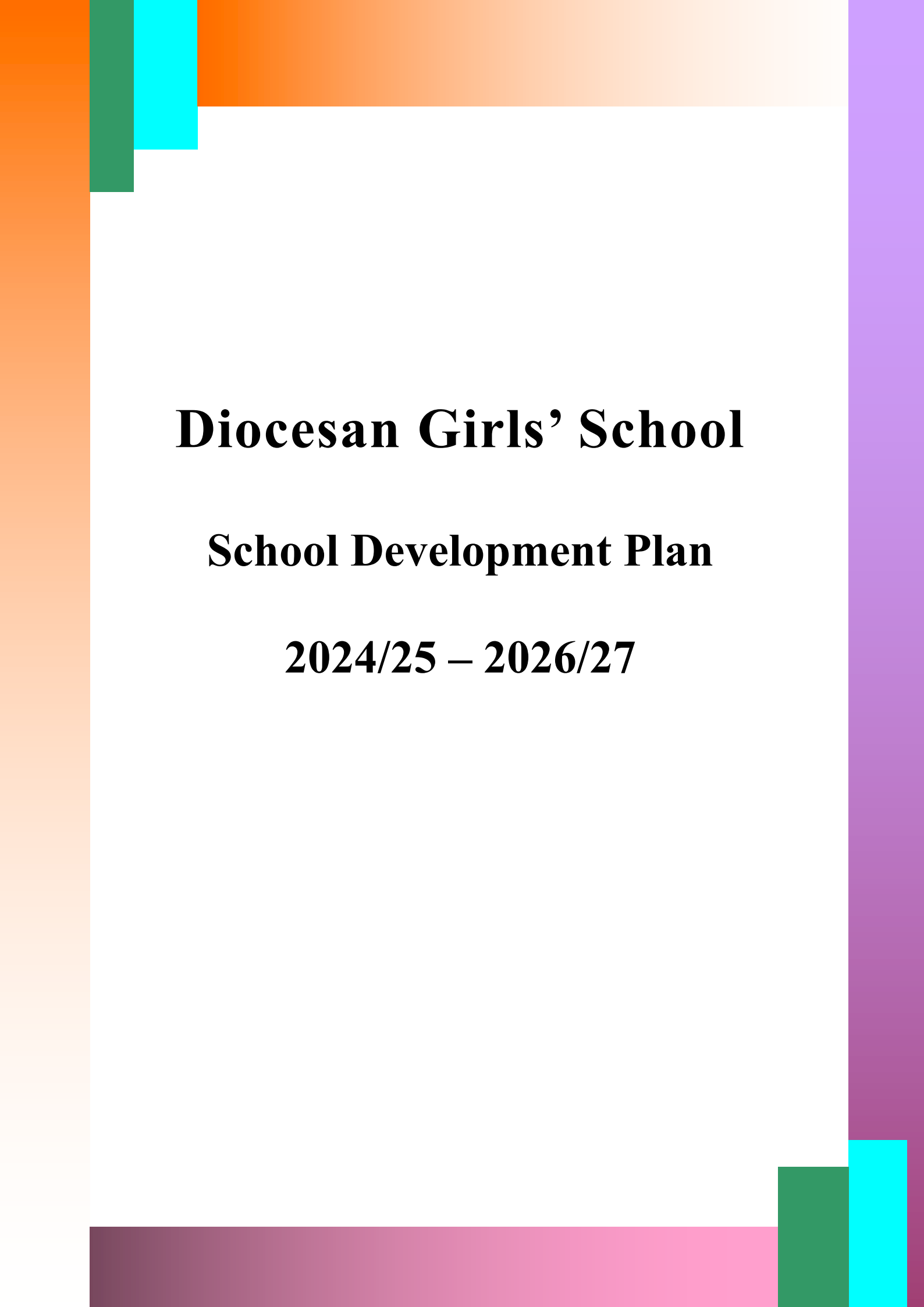




Diocesan Girls' School

School Development Plan

2024/25 – 2026/27

Diocesan Girls' School

1. School Vision & Mission

Vision

It is our vision to be a leading school in China and the Asia-Pacific region, producing female graduates of noble mind, who blend naturally Christian values, Chinese traditions and culture, and democratic ideals, to contribute proactively in the international and local communities as well as their homes and families.

Mission

Building on a legacy of distinction, it is our mission to serve as a model for effective teaching and learning in a dynamic educational environment where students achieve their maximum potential and gain a love of lifelong learning; and teachers excel in pedagogy, stimulating young minds and encouraging them to extend excellence beyond the classroom.

We aim to provide each student with an ideal environment to grow and excel from the time she begins her education journey with us. We pledge to do the utmost possible to offer our students a vibrant and enjoyable education opportunity that equips them for lifelong challenges.

2. School Goals

We focus on:

- Promoting a holistic development based on Christian principles and sound moral values;
- Building a community of young women who are conscious of their identity as Chinese nationals as well as global citizens, being fully aware of their current and future roles in the society and family
- Offering a liberal arts, science and technology curriculum spanning all eight key learning areas to enable students to master competent language and IT skills, to cultivate a spirit of intellectual exploration and to develop analytical, creative and critical thinking skills;
- Providing a wide range of OLE (other learning experiences) to acquire international exposure and a healthy lifestyle as well as life, social and communication skills;
- Recruiting and retaining a team of teaching professionals who are well-qualified, committed and caring; and
- Providing quality facilities to fulfil the current and future needs of students.

3. School Motto

Starting as an orphanage, the School educates her girls in offering 'Daily Giving Service' to the school, local and overseas communities through material support, creative talents and active service.

4. Holistic Review

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern	Extent of targets achieved	Follow-up action	Remarks
1. Holistic Provision of Students' Emotional Support	Achieved with further streamlining for continuous improvement	Widening the scope to offer more community support	
2. Streamlining the Junior Secondary and Senior Secondary Curriculum	Achieved	Incorporated as routine work	
3. National Education	Achieved	Incorporated as routine work	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

Students demonstrate a strong grasp of the nine generic skills in lessons. Most possess native competency in English and Chinese, while many opt for Putonghua in their study of the Chinese Language subject. These core tri-literate and bilingual competencies are evidenced through student involvement in external speaking, debating and writing competitions and programmes. Students demonstrate strong creativity and critical thinking skills through taking part in various projects and competitions, with many achieving outstanding awards in fields such as mathematics, informatics, robotics and science-related disciplines, while some developed apps and procured patents for their inventions. Strong emphasis is made to equip students with the technological skillset for the 21st century, for example through digital literacy and computational thinking courses in JS curriculum and mathematical modelling in SS curriculum. Equipped with i-Pads for school-based and self-directed learning, students are well read, and they read to learn. They show good time-management skills while balancing their academic, sports, music and service commitments. Academically, students perform exceptionally well in matriculating examinations, both locally and non-locally (DSE and A Level) with the vast majority attending renown tertiary institutions of their choice.

Students have a good understanding of their national identity, and they participate in various activities, programmes and competitions that reinforce their national and global identity. Exposed to Christian morning worship during assemblies daily and through RE and other lessons, they acquire values and attributes that enable them to become good, morally upright and socially responsible citizens. Students recognize the importance of physical and mental wellbeing through PE lessons and programmes arranged by the Guidance and Counselling team. Through various initiatives of the conservancy group, students are aware of their role and responsibilities as custodians of the planet and modify their behaviour accordingly to create a more environmentally friendly world.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Our school leaders inspire, challenge, motivate and empower teachers to work harmoniously towards the agreed school targets, with the Planning-Implementation-Evaluation cycle well embedded at different levels for the school's continuous development. Middle managers are able to maintain good communication and provide collegial support among teachers in their respective subjects departments and functional teams, enabling constant refinement to the curriculum and programmes that cater to student learning diversity and needs. Pedagogical aspects of teaching and learning are constantly reviewed through conspicuous lesson observations and peer sharing. The curriculum is streamlined to enhance students' whole-person development. The School caters to the diverse learning needs of students through offering the DSE curriculum and the alternative pathway of A Levels.

Whole person development is fostered through the huge array of Life Wide Learning activities offered covering the five essential learning experiences, involving 68 clubs and teams ECAs that enable students to pursue diverse activities of their choice. Many opportunities are created for students to develop and hone their inter-personal, social and leadership skills, from Prefects Board to Chairladies and Captains of the different clubs and teams. Different functional teams offer students support services and programmes to foster students' all-round development and emotional wellness.

The school has in place a well-coordinated and customized approach to life planning education and career guidance, which significantly helps students make the right decision for themselves and become personally successful. The school is well supported by a strong network of parents and alumni from a diverse range of professions who offer career talks and workshops. The school partners with tertiary organizations in organizing related training courses and workshops to further strengthen students' knowledge base and enhance their general interest.

The School collaborates with many NGOs to conduct joint programmes and activities that serve the community at large throughout the academic year. As a result, students develop strong empathy for the underprivileged and less fortunate, and possess a strong sense of social responsibility, adhering to the school motto of Daily Giving Service.

- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and life-long learning?

A whole-school approach is adopted in the implementation of various school policies, with clear leadership and guidance on the direction of development from senior management. Correspondingly, development plans are clearly formulated which align with the school's direction. Regular staff meetings are held to discuss, formulate and implement policy and direction. The school has worked continuously to refine and improve programmes through the use of the PIE cycle and the use of appropriate assessment data such as APASO & KPI surveys, questionnaires, observations etc., to evaluate student learning and wellbeing across different domains. Peer lesson observations are practiced for conspicuous refinement of teaching and learning pedagogy.

The Headmistress inspires, challenges, motivates and empowers all teachers to work harmoniously towards the agreed school targets. The deputy heads, subject heads and teachers all have an amicable working relationship, and there is a strong sense of collaboration across the various departments/teams/functional groups to achieve the school's goals. There is enhanced transparency with respect to promotion for capable staff members, with the establishment of SGII in addition to SG rank, based on past performance and the need of the school.

c. How Can My School Be Better

◆ What are my students' needs?

With the focus on holistic provision of students' emotional support over the past three years, there is room to expand the scope of provision of care such that stakeholders of the school can be more directly involved in the promotion of mental health and wellness of students within the campus. These include stakeholders who directly or indirectly play a part in maintaining a good healthy relationship with their students, thereby promoting students' health and wellbeing. They include parents, teaching and non-teaching staff. To this end, the school will expand the scope of concern to holistic support for the community, and provide programmes that cater to their need. Furthermore, there is room to enhance the promotion of a healthy lifestyle further amongst students, for example campaigns on healthy diets and ways to resist drug use. These concerns remain pertinent in light of the outbreaks of contagion a few years ago.

Additionally, in order to enhance the development of knowledge and skills beyond the classroom, with the completion of the streamlining of the junior and senior curriculum, there is scope to further refine the offering of the Co-curricular Enrichment Programmes in SS and Citizenship, Economics and Society in JS, to further develop students' generic skills. As mentioned earlier, given the relative strengths of our students in the English and Chinese languages, the streamlining of the JS and SS curriculum with respect to these language subjects will allow other generic skills to be developed through offerings made via these newer subjects, such as Calculus, for example. Moreover, with the rapid development in technology today, the school will continue to refine the STEAM courses on offer to keep students abreast of latest technological trends. In anticipation of this demand, the school plans to overhaul its IT infrastructure substantially to cope with this demand. The school will continue to explore ways to broaden students' learning beyond the classroom.

Finally, there is scope to formalize and further enhance the delivery of the message of sustainability and environmental protection in the community. Climate change is increasingly evident, and students can act as immediate agents for change for a sustainable future. Prioritizing sustainable practices is essential so that students can become ambassadors of this change in behaviour within the wider community. Moreover, measures to save energy and resources will also save money for the stakeholders involved, so that it can be better utilized elsewhere.

◆ What is my school's capacity for continuous improvement and development?

The School is well equipped both in terms of human and financial resources to implement the plans under the three major concerns, and teams have been set up to pursue these goals. It has regularly conducted the APASO and stakeholders surveys to ascertain their views towards the school. In the latest stakeholder survey conducted in April 2024, students, parents and teachers have indicated that they hold in high regard the effectiveness of school management and the policy and direction of the school.

The broad aims of the 3 major concerns have been disseminated during school staff meetings. Key subject areas affected through the broadening of the curriculum beyond the classroom have been discussed in depth during Senior and Middle Management (SMMT) meetings as well as staff meetings, and department heads concerned will continuously monitor and update SMMT on the progress. External providers from the Hospital Authority will collaborate with the school on the 2-year Health in Mind programme for students, parents, teachers and non-teaching staff. The PIE cycle will be used to monitor these and other programmes. A School Sustainability team has been established to spearhead the campaign on sustainability and environmental protection, which includes a Staff Development program on this topic for teachers in early November 2024.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

The rank order prioritization is done to acknowledge that health and wellbeing is paramount and should be safeguarded first. In terms of focus, the school is confident that each major concern can be prioritized simultaneously as part of the three year plan, without compromising the other two. The school sees no clash of resources or manpower with respect to these three major concerns throughout the three years.

Major Concerns of the 2024/25-2026/27 School Development Cycle

- 1. Holistic Provision of Support for the Community's Wellbeing**
- 2. Broadening Knowledge of Students beyond the Classroom**
- 3. Sustainability and Environmental Protection**

School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Holistic Provision of Support for the Community's Wellbeing	<u>Whole school</u> - To ensure a safe and healthy place for teaching, learning, and working - To maintain a campus culture that values mental health - To address students' mental, emotional, psychological, social, and physical needs to foster holistic well-being <u>Teachers</u> - To enhance teachers' expertise in discerning students' problems and providing appropriate and timely guidance and intervention by appropriate professionals	✓	✓	✓	- Provide staffs, parents, and students with information on health resources and updates from Department of Health - Launch the two-year “Health in Mind” Programme (2024-26) to provide a series of mental health education and promotion activities for students, parents, teachers, and non-teaching staff - Conduct a series of healthy and holistic programmes, seminars, workshops and camps - Conduct Professional Development workshops for teachers to develop their skills in identifying and addressing students with emotional needs	Healthy lifestyle

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Broadening Knowledge of Students beyond the Classroom	• Offer CCE Programmes in S4 and S5 • Prepare teaching materials in the Junior Secondary subject Citizenship, Economics and Society (CES) • Encouraging students to participate in STEAM courses and competitions	✓	✓	✓	• Arrange 2 lessons per week for the enrichment programmes in S4 and S5 • Collaborate with teachers of different subjects to work on the curriculum on each component of the programmes • Organize inter-disciplinary learning activities • Offer courses in IT-related and STEAM-related domains	Breadth of knowledge Generic skills Information Literacy Life Planning

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
3. Sustainability and Environmental Protection	• To emphasize the two United Nations Sustainable Development Goals (SDGs): responsible consumption and production, and climate action • To implement sustainable practices aimed at reducing school energy consumption and promoting eco-friendliness among various stakeholders • To facilitate the green building movement and energy-saving practices through a bottom-up approach • To reduce solid waste through sustainable practices	✓	✓	✓	• Implement cost-effective energy-efficient retrofitting projects on campus • Incorporate sustainability topics into the curriculum across subjects by integrating sustainability practices into lesson plans, classroom activities and assessments • Arrange sustainability-related educational activities, inter-class competitions and leadership training programmes • Organize dramas, seminars workshops and field trips related to the recent trend in sustainable development • Encourage students to engage in sustainability-focused competitions and award schemes	National and global identity Breadth of Knowledge Generic skills