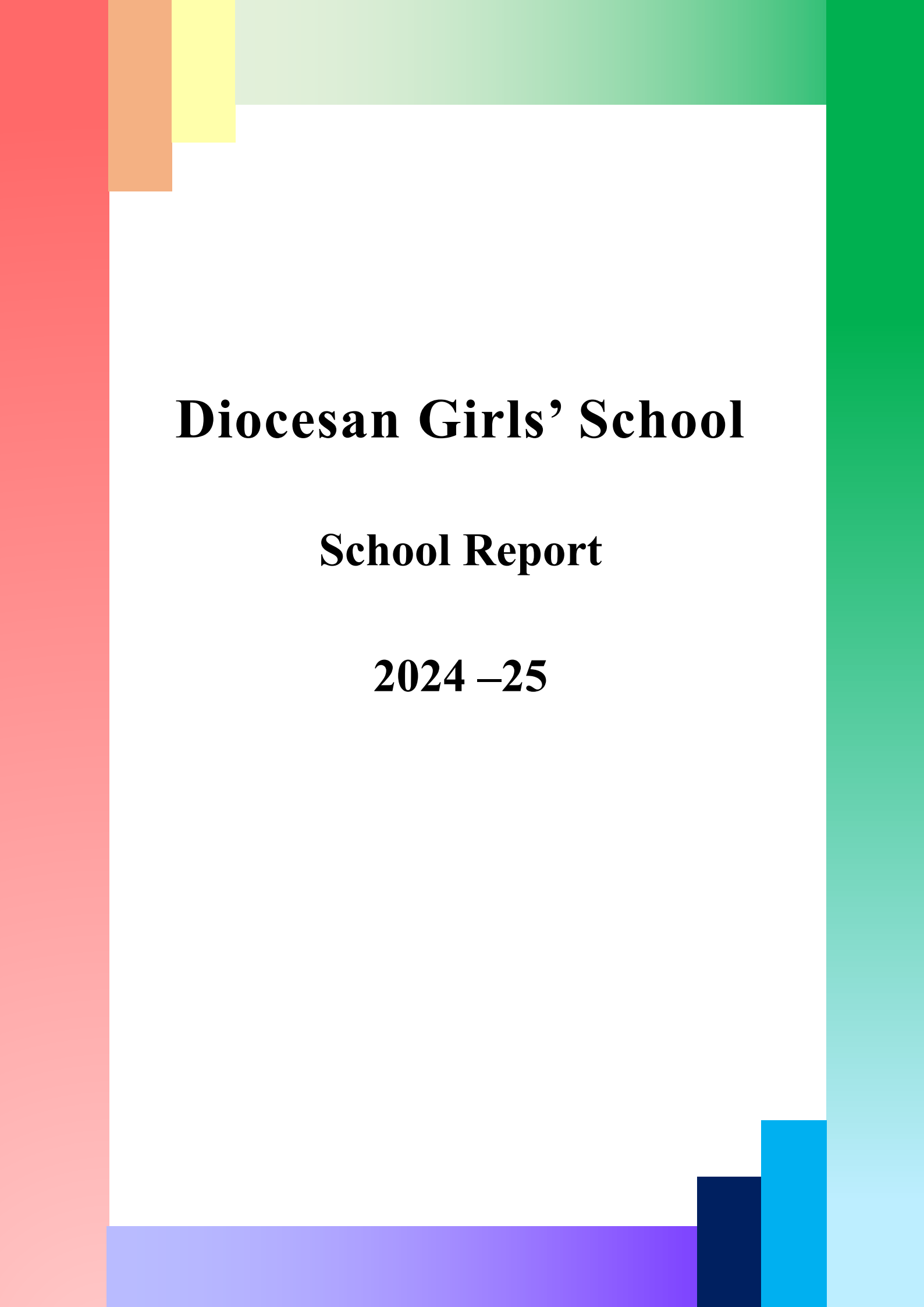




Diocesan Girls' School

School Report

2024 –25

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(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 Support for the Community's Wellbeing

Achievements

I. Whole School Level

To ensure a safe and healthy place for teaching, learning, and working, the School provided staff, parents, and students with health resources and updates from the Department of Health throughout the year. In addition, health resources, such as the “Promotion Plan for Traditional Chinese Medicine in the Prevention and Treatment of Common Diseases” booklet, prepared by the School of Chinese Medicine at CUHK, were provided to the whole community. This resource aimed to equip our community with valuable insights into health management.

This year, over 75% of students have enrolled in the student health services. To streamline the enrolment process, our school has joined the Student Health Service Online Enrolment Programme for the 2025/26 academic year.

To further refine the healthy school policies implemented, our school has participated in the Whole School Health Programme 2024-25 organized by the Department of Health. Following a review of the health measures adopted, the report indicates that our school has established a solid foundation for promoting health initiatives and has made significant progress in promoting physical activities, healthy eating, mental health, and social well-being. This demonstrates our strong commitment to developing a healthy campus. As a result of these efforts, our school has been promoted to “Action School” under this programme and will continue to strengthen and enhance health promotion efforts to further build a healthy campus.

To maintain a campus culture that values mental health, the two-year “Health in Mind” Programme (2024-26) was successfully launched to provide a series of mental health education and promotion activities for students, parents, teachers, and non-teaching staff as follows:

Student Talks

- Talk on Stress Management (S5 – S6) [18 October 2024]
- Talk on Internet Addiction (S1 – S2) [14 February 2025]
- Talk on Emotion Regulation (S3 – S4) [28 March 2025]

Student Ambassadors Training Programme

- Training workshop: 3 & 31 October 2024
- Implementation: November 2024 - June 2025

Teachers Training

- Teachers’ Training Workshop: “How to Identify and Respond to Student Emotional Issues” [7 November 2024]

Non-teaching Staff Training

- “Health in Mind” Training Workshop for Non-teaching Staff [25 April 2025]

Parents Talks

- Talk on "Navigating the Digital World with Your Teen" [15 October 2024]
- Talk on "Facing Anxiety Together" [24 January 2025]
- Talk on "Sailing with Children – Understanding Adolescent Developmental Needs and the Role of Parents and Caregivers" [11 April 2025]
- Talk on "A Balanced Approach to Parenting" [29 May 2025]
- Talk on "Self-Care for Parents and Caregivers" [11 July 2025]

Evaluation results showed that more than 75% of the respondents found the mental health activities from the “Health in Mind” Programme useful, and were satisfied with them overall.

To foster students' holistic well-being by addressing their mental, emotional, psychological, social, and physical needs, a series of healthy and holistic programmes, seminars, workshops and camps were conducted to equip students with the knowledge, skills and attitudes needed for their personal growth and development. Please refer to Part III below for details.

To enhance teachers' expertise in discerning students' problems and providing appropriate and timely guidance and intervention by appropriate professionals, professional development workshops were conducted for all teachers during the year. Please refer to Part II below for details.

Additionally, to enhance non-teaching staff's knowledge and skills in supporting their own wellbeing and that of students who have direct contact with them when necessary, the following mental health training was organized for non-teaching staff this year:

- “Health in Mind” Non-teaching Staff Training Workshop [25 April 2025]

Evaluation results showed that more than 90% of the respondents engaged in the training workshop, found it useful, and were satisfied with it overall. We are thankful that this training workshop could help equip non-teaching staff with essential mental health knowledge, enabling them to promote self-care, identify warning signs, and respond effectively when necessary, particularly in non-classroom settings where they directly interact with students.

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:

- Seminars on Parents' Day (15 February 2025)
- “Health in Mind” Talk on "Navigating the Digital World with Your Teen" [15 October 2024]
- “Health in Mind” Talk on "Facing Anxiety Together" [24 January 2025]
- “Health in Mind” Talk on "Sailing with Children – Understanding Adolescent Developmental Needs and the Role of Parents and Caregivers" [11 April 2025]
- “Health in Mind” Talk on "Self-Care for Parents and Caregivers" [11 July 2025]
- Bi-weekly DGS and DGJS Christian Mothers' Support Group [October 2024 – June 2025]
- Mothers' and Fathers' Breakfast Meetings: “From Anxiety to Action: Raising Resilient Children in an Age of Uncertainty” [12 sessions; October 2024 – June 2025]

- PTA Seminar on Narrative Therapy: Rediscovering our Children's Beauty by Dr. Lit Siu Wai [17 October 2024]
- PTA Seminar on "Compassionate Communication" by Mr. Raymond Yang [27 March 2025]
- PTA and "Health in Mind" Seminar on "A Balanced Approach to Parenting" [29 May 2025]

Feedback from participants and/or observations by teachers and school social workers indicated that the above programmes and activities conducted during the year could assist parents in nurturing their daughters' mental and emotional health and development and fostering positive relationships with them. For instance, evaluations revealed that over 90% of attendees found the 'A Balanced Approach to Parenting' seminar both engaging and useful, expressing overall satisfaction with the session.

II. Teacher Level

To support the physical and emotional needs of teachers, a Staff Development Workshop on "Creative Gallery Interpretation Experience and Printmaking" was arranged on 16 May 2025. Teacher feedback showed that over 89% of respondents found the workshop to be a meaningful respite from daily stressors, contributing to their emotional well-being. Over 70% of the respondents indicated that the workshop helped enhance their sense of connection and provided emotional recharge.

Additionally, to equip teachers with the necessary knowledge and skills to identify students who need help to deal with their personal and emotional issues at an early stage and to intervene whenever necessary, the following training sessions were arranged during the year:

- "Health in Mind" Teachers' Training Workshop: "How to Identify and Respond to Student Emotional Issues" [7 November 2024]
- Staff Development Talk on "Raising SEN Awareness & Enhancing Teachers' Well-being" [16 May 2025]

Teacher feedback showed that over 90% of the respondents engaged in the "Health in Mind" Teachers' Training Workshop, found it useful, and were satisfied with it overall. As for the "Raising SEN Awareness & Enhancing Teachers' Well-being" talk, over 80% of the respondents found the speaker's sharing on 'gratefulness as the key to well-being' helpful for their well-being, and agreed the talk contributed to their professional development. We are pleased to note that this year's teacher training could assist teachers in gaining a clear understanding of the role of a gatekeeper, strategies to support students with emotional needs and tips for promoting student wellbeing.

III. Student Level

To promote and maintain the physical well-being of students to resist different kinds of temptation and reduce health risks, students were encouraged to participate in the student health services. Health talks and workshops have also been arranged. According to the latest report from the Department of Health, our school has a high participation rate of over 50%, reflecting a strong commitment to improve health within our school community.

The following health talks and workshops were arranged during the year:

- Smoking Cessation Health Talk by Hong Kong Council of Smoking and Health (S4-S5) [2 Oct 2024]

- “Be a Fit and Healthy Person” BMI workshop by the Department of Health (S3) [28 February 2025]
- Period Pain Health Talk by NIN JIOM MEDICINE MANUFACTORY (S4-S5) [9 May 2025]
- Food Hygiene Health Talk by Food and Environmental Hygiene Department (S3) [7 July 2025]
- Anti- Space Oil Drug Health Talk by Narcotics Division of the Security Bureau (Whole School) [27 June 2025]

To help students defend against communicable diseases, on-campus vaccinations were provided this year. The Seasonal Influenza Vaccination took place on 17 Feb 2025 followed by the HPV catch-up programme on 25 Feb 2025.

To train students as health leaders who design and implement anti-drug and healthy lifestyle activities in school, various training programmes were conducted. The whole-school activities organized by the student health leaders from different programmes were as follows:

- Inter-house Drug Cheering Competition during Athletics Meet and Swimming Gala under the Beat Drugs with Sports programme [September 2024]
- Antidrug Game Booth and Interactive Drama Show under the Leadership Institute on Narcotics (L.I.O.N) programme [October 2024]
- Anti-Space Oil Drug Week Campaign [February 2025]
- Embracing Sustainability: A Path to a Healthier Lifestyle theme week [February 2025]
- No Smoking Tobacco-free Hong Kong theme week [June 2025]

To train students so that they are better aware of their emotional self and be better equipped to maintain their emotional well-being, professional workshops were conducted for students to address their personal and emotional needs as follows:

- S1 New Student Orientation Programme (all new S1 students) [28-29 August 2024]
- S1 Team Building Day Camp (all new S1 students) [30 August 2024]
- S2 – S4 New Student Orientation Programme (new S2–S4 students) [21-23 August 2024]
- S1 – S3 New Student Orientation Programme (new S1–S3 students) [13 January 2025]
- Inter-Class Display Board Competition: “Building Community” (S1–S6) [September 2024 – January 2025]
- DIY Chocolate-Making Workshop (new S2–S4 students) [12 & 13 November 2024; 2 sessions]
- Wellness Programme (S4) [October 2024 - February 2025]
- “Health in Mind” Talk on Stress Management (S5 – S6) [18 October 2024]
- Relaxation Workshop (S6) [13 December 2024]
- Presentation of encouragement and blessings for S6 graduates (S6) [28 February 2025]

- Mental Health Awareness Week (S1–S5) [7-14 February 2025]
- “Health in Mind” Talk on Internet Addiction (S1 – S2) [14 February 2025]
- “Health in Mind” Talk on Emotion Regulation (S3 – S4) [28 March 2025]
- Talk on Building Healthy Relationships (S1-S2) [28 March 2025]
- Talk on Positive Interpersonal Relationships (S1-S2) [7 April 2025]
- Talk on “You Are One of a Kind” (S1) [11 April 2025]
- Craft & Capture: A Pre-Exam De-Stress Break (Interested S1–S5 students) [23 May 2025]
- S.H.I.E.L.D. Programme: “Mind Matters” (S3) [Training: 7 & 14 May 2025; Implementation: 23 May 2025]
- ‘Angel Clothes’ Sewing Service Project (Selected S3-S5 students) [8 & 15 May 2025]
- Talk on Understanding Emotions (S1) [8 July 2025]
- Workshop on “Building Mental Resilience” (S4-S5) [8 July 2025]
- Life Education Talk: “Building Resilient Minds – Embracing Adversity with Positivity” (S3) [9 July 2025]
- Chill 'E' Sport – Breakdance Workshop (Interested S1-S6 students) [June-July 2025]
- HKUMEd "Wellness Buddy Programme" (Interested S4-S5 students) [October - November 2024]
- HKUMEd "Wellness Buddy Programme" (Interested S4-S5 students) [June-July 2025]
- Student Gatekeepers and Ambassadors for Mental and Emotional Health Programme (Counselling Committee Members only) [Training: 24, 25 & 26 June 2025; Implementation: July 2025 - June 2026]
- Talk on “Proper Use of the Internet” (Whole School) [28 March 2025]
- Life Education Talk: “Creating Safe Spaces – Addressing Bullying and Promoting Well-Being” (S3) [8 July 2025]
- Love Education Workshop: Workshop on Navigating Relationship Risks (S3) [10 July 2025]
- Talk on Future Professions (S4) [10 July 2025]

Feedback from participants, school social workers, teachers, and student gatekeepers and ambassadors of mental health showed that the various programmes conducted throughout the year were able to address their personal and emotional needs.

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:

- “Health in Mind” Student Ambassadors Training Programme (19 S3 – S5 students) [Training: 3 & 31 October 2024; Implementation: November 2024 - June 2025]
- HKUMEd "Wellness Buddy Programme" (20 S4-S5 students) [October - November 2024]
- HKUMEd "Wellness Buddy Programme" (14 S4-S5 students) [June-July 2025]
- Student Emotional Gatekeeper Training (30 S1 – S3 students) [April-May 2025]

- Student Gatekeepers and Ambassadors for Mental and Emotional Health Programme (Counselling Committee Members only) (26 S3 – S5 students) [Training: 24, 25 & 26 June 2025; Implementation: July 2025 - June 2026]
- S1 Ambassadors Training Programme (32 S1 students) [Training: 8 & 9 July 2025; Implementation: September 2025 - June 2026]

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

Reflection

According to the evaluation results, the set targets were successfully met this year. Through collaborative efforts, our school has cultivated a supportive and nurturing environment that prioritizes the holistic wellbeing of students, staff, and parents.

These collective efforts reflect our commitment to fostering a caring and resilient school community, where every member feels valued and supported in their personal growth.

At the whole-school level, we reinforced a safe and healthy campus that supports effective teaching, learning, and working. By fostering a culture that values mental health, we addressed students' diverse needs (emotional, psychological, social, and physical), supporting their overall development. Professional development initiatives enhanced teachers' ability to identify and support students in need, while non-teaching staff were equipped with skills to promote their own wellbeing and assist students when necessary. Parental engagement programmes further strengthened home-school partnerships, empowering parents to better support their daughters' wellbeing.

At the teacher level, we prioritized staff welfare by addressing their physical and emotional needs. Through targeted training, teachers further developed their capacity to recognize early signs of student distress and provide timely intervention or referrals.

For students, wellbeing initiatives focused on promoting physical health, emotional awareness, and peer support. Through structured programs, students developed healthier lifestyle habits, emotional resilience, and empathy, equipping them to support one another through challenges.

In conclusion, our experience and reflection derived from the process of planning, implementation and evaluation demonstrated that 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, teachers and non-teaching staff.

Feedback and Follow-up

With reference to the above “Achievements” and “Reflection,” continued efforts will be made towards the holistic provision of support for the community’s wellbeing in the coming years.

Major Concern 2: Broadening Knowledge of Students Beyond the Classroom

Achievements

I. Continuing to offer CCE Programmes in S4 and S5

The co-curricular enrichment (CCE) programme for Secondary 4 and Secondary 5 was first introduced in 2021-2022 and 2022-2023 respectively. The same programme was offered to S4 and S5 students this year, allocating a double lesson each week for the CCE programme. Students from 4X, 4Y and 4Z took turns to participate in activities in six different domains, namely Mathematics modelling, Visual Arts, Music and Stage, Wellness, Careers and Personal Development. Students from 5U, 5W, 5X and 5Z took turns to participate in activities in Physical Education and Exploring Cultures. On top of these two domains, students from 5U and 5W also took part in Visual Arts, and students from 5X and 5Z learnt Calculus.

Student reflection and teacher observation showed that the following aims were achieved:

- To develop girls' mathematical reasoning for prediction, problem solving /decision making

It was observed that students were able to acquire the skills in Mathematics Modelling and used them to improve their efficiency in learning Mathematics and in solving daily life problems.

- To inspire students on 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. They 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 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. Continue to prepare teaching materials in the Junior Secondary subject Citizenship, Economics and Society (CES)

Citizenship, Economics and Society (CES) was successfully implemented in S1 in September 2024. Teachers from the Citizenship and Social Development department delivered the CES lessons in S1 using the teaching materials prepared by the team of teachers in the previous school year. According to the plan, the whole curriculum of CES was deployed into a 3-year course. The team of teachers were engaged in preparing the scheme of work, lesson plan, worksheets and assessments for S2, for use in September 2025.

Being the first year of launching the subject, teachers involved also reviewed the learning and teaching in the classroom and modified the teaching materials accordingly, such as to include up-to-date social issues for students to discuss and reflect during lesson.

III. Encouraging students to participate in STEAM courses and competitions

Teachers in different departments worked together in promoting STEAM courses and competitions. In the School's Database Management System (SLP), number of entries in subcategories related to STEAM increased from 803 entries in 2023-2024 to 923 entries in 2024-2025.

Students participating in external competitions were also more often found using IT skills during their investigative work as well as in presentation of their findings.

IV. Experiential Stay Programme

In response to the 2022-2023 External School Review (ESR) recommendation to expand the boarding experience to the whole community, the boarding house committee initiated the Experiential Stay Programme (ESP) in two phases. The 2023-2024 academic year served as the first phase, a voluntary pilot program with a small group of students. This period allowed the committee to test different activities and refine the program's structure. The first phases ESP's success led to its announcement as a mandatory program for all S1 students, beginning in the second term of the 2024-2025 academic year. To ensure potential parents were notified of this arrangement, the information was shared during the S1 introductory talk.

From January 2025, the Experiential Stay Program (ESP) was mandatory for all S1 students. Students from each class took turns to board, with room assignments based on class numbers. As of May, the program had welcomed 134 students across four batches. Two additional batches are scheduled to participate in the first term of S2.

S1 Term 2	2 Jan (Thu) – 7 Feb 2025 (Fri)	35 students
S1 Term 2	17 Feb (Mon) - 14 Mar 2025(Fri)	33 students
S1 Term 3	20 Mar (Thu)- 17 Apr 2025 (Thu)	34 students
S1 Term 3	28 Apr (Mon) - 27 May 2025 (Tue)	32 students

Students' reflection and housemistresses' observation showed that the following aims were mainly achieved through the Experiential Stay Programme (ESP):

- To promote community living and social cohesion
Students effectively integrated into the boarding house community and built strong bonds with one another. The daily routine and the informal weekly activities provided a space for genuine connection and friendship.
- To cultivate personal growth, independence, and self-discipline
The structured routine of the programme, combined with the absence of daily parental supervision, encouraged students to take ownership of their schedules and responsibilities. They demonstrated a significant increase in self-discipline and independence.
- To encourage self-reflection and enhance emotional and mental well-being
Students appreciated the relaxing nature of the weekly activities and the opportunity to unwind with their peers. Evensong sessions were particularly effective in providing a safe and supportive space for personal sharing and quiet reflection, contributing to their overall emotional well-being.

Through the use of weekly journals on Google Classroom, students developed the habit of self-reflection. The journals provided a platform for them to process their experiences, articulate their feelings, and gain a deeper understanding of their personal growth throughout the programme.

Reflection

Feedback from students shows that the CCE programmes in Secondary 4 and Secondary 5 were well-received by them, especially because the programmes provided them opportunities to acquire knowledge which is not included in the academic curriculum, and aspired them to learn beyond the scope of the set curriculum.

The successful implementation of CES in S1 gave the teachers confidence in delivering the learning and teaching of this new subject. The engaging activities in class might prove an effective way in instilling concepts in students and inspiring them to express their view through discussion.

The increase in number of entries in STEAM-related activities indicated that students are well aware of these opportunities for learning beyond the classroom. With more promotion by different departments and encouragement from teachers, students would be more confident in taking parts in these activities.

ESP: Overall, the ESP initiative proved to be a resounding success, offering students invaluable opportunities for personal growth, increased independence, and the development of self-discipline. The positive feedback collected from journals, observations, and direct comments confirmed the program's effectiveness. By becoming a mandatory element of the curriculum, the ESP has established itself as a truly unique learning experience that broadens students' perspectives beyond the traditional classroom setting.

The diverse range of activities successfully promoted communal living and helped new boarders integrate into the community with remarkable speed and ease. The structured daily schedule provided a foundational routine that encouraged students to manage their time effectively, leading to a noticeable improvement in their self-discipline. Furthermore, the

practice of weekly journaling served as a powerful tool for self-reflection, allowing students to process their experiences and track their own personal development throughout the program.

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. This programme should be offered in 2025-2026 with the same combinations of components. However, the programmes should remain dynamic and be ready to introduce new activities, based on the feedback from students.

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

Despite the increased number of entries in STEAM-related activities, the participation rate among students could be raised further. Joint effort and shared information among teachers could be strengthened to engage more students to take part in these activities.

ESP: The Experiential Stay Programme (ESP) will continue to build on its success by providing a safe and supportive environment for all students. The program will continue to prioritize community building and personal growth. The core components will be retained to maintain the program's strong foundation.

To better address the diverse and often complex personal needs of our boarders, a key recommendation is to have two full-time housemistresses. Their dedicated presence would ensure a consistent level of care and guidance, allowing for more individualized support and mentorship for each student.

Finally, future planning includes the integration of more formal leadership opportunities. We will empower returning boarders to take on greater responsibility within the community.

Major Concern 3: Sustainability and Environmental Protection

Achievements

As we stand at the crossroads of a rapidly changing world, the importance of sustainability has never been more evident. At DGS, we recognize that the choices we make today will shape the future of our students, our community and our planet. Our commitment is to foster a culture of environmental stewardship within our school and beyond. This is a testament to our collective efforts to integrate sustainable practices into every aspect of school life, ensuring we contribute meaningfully to the global effort to combat climate change and preserve our natural resources.

Our sustainability initiatives throughout the 2024-2025 academic year were strategically designed to meet the ambitious targets set forth in the Annual School Plan, directly contributing to key UN Sustainable Development Goals (SDGs) and fostering a greener school culture. The following programmes and activities demonstrate our commitment to these goals.

DGS Zero2 App

To emphasize the United Nations Sustainable Development Goals (SDGs) of responsible consumption and production and climate action, we integrated these concepts into our curriculum and daily operations, with the DGS Zero2 app serving as a prime example. The app was designed by our students, with the core objective of instilling eco-conscious behaviours in our community through incentivized recycling. The primary goal is to empower students to become catalysts for sustainable changes, extending their influence beyond the school community. By actively engaging in recycling, students could reduce their carbon footprint, and the app provided a tangible way for them to track their progress, showing them the total amount of carbon footprint they had reduced throughout the school year. The initiative also aimed to cultivate a sense of intrinsic motivation towards environmental preservation, with the ultimate ambition of the school achieving a state of “Zero CO₂” emissions. The DGS Zero2 app was not just a tool for recycling, but a pedagogical instrument that helped students connect their daily actions to a broader global effort, fostering a sense of responsibility and promoting sustainable practices. This hands-on approach directly supported our goal of transforming environmental awareness into measurable actions.

Awareness into Action

Our work also extended to enhancing students’ environmental knowledge and skills to transform their awareness into actions. The integration of the DGS Zero2 app into the junior Geography curriculum served as a key initiative to raise environmental awareness by providing students with a tangible measure of their impact through carbon footprint reduction. Furthermore, the school utilized educational resources from the Environmental Protection Department (EPD), such as the “Becoming Campus Recycling Expert” programme to equip students with the knowledge to be recycling experts. We also shared the operations of our DGS Zero2 app at the 2023 Hong Kong Awards for Environmental Excellence (School Sector) cum Green School Information and Experience Session, showcasing its effectiveness in enhancing recycling awareness and engagement within our community.

Zero Solid Waste Campaign

Reducing solid waste through sustainable practices was a major focus and our efforts showed remarkable progress. We launched the Zero Solid Waste Campaign with the ambitious targets of reducing municipal solid waste disposal by 20-30% and increasing our recycling rate to about 20-30%. The 2024-2025 academic year was highly successful

with a reported 70% increase in recycling rate, as compared with the 2023-2024 academic year. This achievement was a direct result of strong student engagement, as demonstrated by a year-end survey where over 80% of students agreed to a series of positive statements about the programme. A key factor in this success is the DGS Zero2 app that was embraced by the student body. The survey results showed that the majority of students frequently used the app to log their recycled items, and they found it easy to use and navigate. The app's incentive system, which accounted for 10% of term marks in the junior-form Geography, was cited as a major motivator for students to recycle more often. The programme's educational and competitive components also played a significant role. Most students agreed that the new bin labels and posters helped them correctly identify what to recycle, reducing confusion and wish cycling. The inter-class competition was also a success, with students stating that it positively influenced their recycling habits. This effort, combined with hands-on activities like the recycling-related craft workshops, led to a more knowledgeable and engaged student community. Ultimately, the initiative extended its impact beyond the school campus. The survey revealed that a large majority of students believed their individual recycling efforts are making a positive impact on the school environment and they were more likely to recycle at home because of the programme. These results underscored that the school's recycling programme was effectively addressing waste reduction and cultivating a lasting culture of sustainability.

Jockey Club Energy Saver in School Project

Apart from recycling initiatives, we actively engaged in several key practices to reduce school energy consumption and foster eco-friendliness within our community. A core component of this effort is our participation in the Jockey Club Energy Saver in Schools Project, a five-year initiative aimed at promoting green building and energy-saving practices. This project provided us with timely support to fully adopt green measures. As part of this programme, we were undergoing energy-efficient retrofitting works, which will help us reduce our energy consumption and lower our operational costs in the long run. These efforts were a direct step toward achieving our goal of attaining BEAM Plus Existing Schools 2.0 certification in 2028. The project included a full retrofitting financial support for hardware upgrades, such as replacing air-conditioners and lighting with more energy-efficient models. Beyond the physical improvements, the project also emphasized the importance of advocating for sustainability and the green building concept to students. Through a series of interactive educational activities, students gained valuable insights into how green buildings can contribute to a better world and how to adopt a sustainable lifestyle.

School Sustainability Team

To foster student leadership and empower our students, the School Sustainability Team was newly formed this academic year as a pivotal component of our three-year School Development Plan. Comprising both teachers and students, the team oversaw a spectrum of initiatives aimed at promoting eco-conscious behaviours. Student leaders took on significant leadership roles, managing the DGS Zero2 app and verifying recycling records.

To ensure the success of these initiatives, we also recognize the importance of educating and empowering our staff members. We organized a teacher-training workshop on sustainability in November 2024, in collaboration with the WWF. The workshop focused on a whole-school approach to sustainability, aiming to equip our teachers with the knowledge and tools to integrate sustainable practices into teaching and school operations. By fostering this collaborative approach among teachers, we can further embed a culture of sustainability throughout the school community.

A wide range of programmes and activities related to sustainability and environmental protection were provided to nurture students' sensibilities and skills in appreciating the important elements of a green lifestyle. Students were also given opportunities to participate in different programmes, as organizers, volunteers, or as an audience member, such that they could have first-hand experiences in environmental stewardship.

- 2023/2024 Sustainable Development School Award Programme - Sustainable Development Participation Award and Sustainable Development Community Project Award (organized by Environment and Ecology Bureau)
- We-recycle@School Competition - Best Green and Low Carbon Action Award - Secondary School Sector (organized by Environmental Protection Department (EPD) and Ocean Park Hong Kong)
- 2024-25 Campus Decarbonization Ambassador Programme - Eco-action Champion Award - Merit (organized by Sustainability Unit - The Hong Kong Federation of Youth Groups)
- Surein Foundation (Loveramics) Environmental Education Scholarship (organized by Surein Foundation)
- 2023/2024 Sustainable Development Ambassador Programme (organized by Environment and Ecology Bureau)
- Achieving Carbon Neutrality Student Ambassador Training Scheme 2024/25 (organized by Education Bureau)
- Ocean Park Conservation Alliance - Seahorse Rangers (organized by Discovery & Education Department - Ocean Park)
- SDGs eLearn Award Scheme 2025 (organized by UNICEF)
- UNICEF Club (organized by Hong Kong Committee for UNICEF)
- Environmental Protection Department Job Shadowing Programme 2025 (organized by Environment Branch, Environment and Ecology Bureau)
- Youth Sustainability Researcher Action Scheme (organized by International Chamber of Sustainable Development)
- UrbanPlan Workshop (organized by Urban Land Institute)
- Snack Smarter Workshop (organized by The University of Hong Kong)
- Shaping Our City Tomorrow Competition (organized by Junior Achievement Hong Kong)
- The 5th Hong Kong Secondary School Student Environmental Pollution Online Quiz Competition (organized by Green Power)
- Field trip to CUHK Jockey Club Museum of Climate Change (MoCC)
- Mini Bazaar Games Stall (organized by Conservancy Club)

The above reflects the wide array of activities and experiences that the school offered both inside and outside the classroom, to allow students to be exposed to various sustainability 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 a sustainable world upon their graduation.

Reflection

Reflecting on the planning, implementation, and evaluation of our sustainability initiatives, we have identified a number of factors that helped and hindered our progress. The experience has provided us with valuable insights that will formulate our future strategies to foster a deeper, more sustainable culture of environmental stewardship within our school community.

A key insight is the significant period of time it takes to shift from extrinsic rewards to intrinsic motivation. Initially, our campaigns, especially those focused on recycling, relied heavily on incentives like term marks in Geography, small prizes and recognition in prize presentation to encourage participation. This approach was highly effective in the short term, driving immediate behavioural changes and a surge in engagement. It was a crucial facilitating factor for kickstarting our efforts and raising initial awareness. However, a major hindering factor was the over-reliance on these rewards. This highlighted a key challenge that to a certain extent, the motivation was tied to the rewards instead of a genuine understanding or desire to protect the environment. True sustainability requires a deeper, more personal commitment. To tackle this, teachers and student leaders should progress to move from “how-to” guides to a deeper exploration of the “why” behind the sustainability initiatives. By connecting actions like recycling to their positive impact on the ecosystem and our community, our students can foster a sense of purpose. It is also vital to create a positive peer culture in the long run where sustainable actions as the norm can be a powerful motivator, reducing the need for external rewards.

We have learned that monitoring is essential at the beginning of any new sustainable initiative. For example, when we first introduced additional recycling bins, consistent monitoring was a crucial facilitating factor. Our student leaders and teachers actively observed sorting practices, provided immediate feedback and corrected misbehaviours. This active guidance prevented confusion and helped students quickly adapt to the new protocols. However, a key lesson we learned is the importance of gradually lessening monitoring efforts over time. A hindering factor would be to maintain constant, vigilant oversight indefinitely. This may lead to students feeling patronized or disempowered. It may also prevent the habit from becoming self-sustaining. The goal of monitoring is not to ‘police’ behaviours but to build a habit until it becomes second nature. The ultimate goal is for the sustainable practice to be incorporated into the school’s culture that it will only require minimal to no direct monitoring in the long run. The students themselves will finally become the guardians of the policy, demonstrating true environmental stewardship.

Feedback and Follow-up

The sustainability initiatives in the 2024-2025 academic year have successfully raised awareness and established a solid foundation in recycling and energy conservation. Looking ahead, our follow-up measures will strategically build on this progress, aligning our sustainability efforts with the school’s core mission to nurture well-rounded students and achieve the seven learning goals highlighted by the Education Bureau.

Our focus in the 2024-2025 academic year has been a great starting point, but to equip our students with a comprehensive understanding of a wide range of sustainability issues, we have to expand our educational scope. We will integrate broader dimensions of environmental protection and sustainable development goals into our curriculum and extracurricular activities. This may include topics such as biodiversity, water conservation, the circular economy and responsible consumption. By exploring these complex topics and issues, students will gain a deeper, more interdisciplinary understanding of science and geography. For example, understanding issues like climate change and resource

depletion will foster a sense of responsibility not only as citizens of our own community, but as active global citizens. This will help students grasp their role in a wider context. Learning about the fragility of ecosystems and the importance of stewardship will help cultivate our students with a strong sense of care, respect and responsibility towards our planet.

While our programmes and activities in the 2024-2025 academic year have engaged a dedicated group, our next step forward is to make sustainability a shared value for a wider range of students. We will develop and implement diverse programmes and activities that appeal to a broader spectrum of students, from the junior to senior forms. This may include interactive workshops, inter-class competitions and cross-curricular collaboration. For example, event and programme organization by our students will naturally cultivate crucial generic skills such as communication, collaboration, critical thinking and problem-solving among a larger student group. Making sustainability accessible to all students will foster a collective sense of ownership and responsibility, reinforcing the school's core values and creating a more inclusive and cooperative learning environment.

To ensure the long-term success and improved organization of our sustainability programmes, a formal student-led structure is essential. We will establish a student-led sustainability committee that is responsible for coordinating, promoting and organizing sustainability programmes and activities on campus. These will provide our students with invaluable real-world experience, developing advanced generic skills in leadership, project management and teamwork. This leadership role is a tangible application of life planning. It allows our students to further explore their interests in sustainability-related disciplines, develop professional skill sets and build a portfolio of experience that will be beneficial for their future studies and careers.

These measures will be incorporated into the Annual School Plan 2025-2026 to ensure our sustainability initiatives continue to evolve, not only to protect our environment, but also to actively contribute to the holistic development of our students.

(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 that 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 2024-2025

2025 Public exam results (HKDSE and GCE A-Level)	Percentage of students meeting the entrance requirements for local Bachelor degree programmes = $153/162 = 94\%$ Percentage of students meeting the entrance requirements for local sub-degree programmes = $159/162 = 98\%$
2025 JUPAS results	Percentage of students given an offer = $116/125 = 93\%$

Judging from the students' performance in external examinations, the students performed excellently. In the 2025 HKDSE, 95% of the cohort met the minimum university entrance requirements. The girls scored a total of 111 Level 5** (14%), 313 Level 5* or above (38%) and 738 Level 4 or above (90%). For GCE A-level examinations, the percentage rate of achieving Grade A* was 41%, and for Grade A or above was 87%.

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 2023/24 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64%	N.A.
School Fees	N.A.	28%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	8%
Total	64%	36%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	70%	
Operational Expenses (including those for Learning and Teaching)	11%	
Fee Remission / Scholarship ¹	4%	
Repairs and Maintenance	6%	
Depreciation	8%	
Miscellaneous	1%	
Total	100%	
Surplus for the School Year [#]	1.60 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	10.42 months of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works:

- (a) Grandfathered Reserve: Cumulative spending was \$102 million leaving a balance of \$36 million carried forward;
- (b) Reserve for Construction, Maintenance and Upgrading of Above-Standard Facilities: Cumulative spending was \$43 million leaving a balance of \$19 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 2024/25 was deployed for staff employment as outlined in the Annual School Plan 2024/25 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 2024-2025

					HKD
Balance brought forward from 2023-2024					-
Actual Grant for 2024-2025					874,233
					<u>874,233</u>
Less:	Actual Expenditure				
<u>Teaching/ Non-teaching Staff</u>		<u>Annual Salaries</u>	<u>Annual Employer's</u>	<u>Subtotal</u>	
		HK\$	MPF Contributions	HK\$	
P.E. Dept.	Teacher - 1 post	742,380	68,052	810,432	} (1,162,888)
AV Dept.	AV Officer - 0.67 post	150,766	7,538	158,304	
School Office	Asst. Admin - 1 post	184,907	9,245	194,152	
	Officer				
		<u>1,178,053</u>	<u>84,835</u>	<u>1,162,888</u>	
Deficit for the year					<u><u>(288,655)</u></u>

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

Objectives	Evaluation	Allocation of the CLP Grant
A: 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 • 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	• The Careers & Life Planning Grant was instrumental in the academic year 2024-2025 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 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 be used for careers and life planning events in 2025-2026 such as university and enrichment workshops for students. The Grant should	In 2024-2025, 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%)

may ably assist students <u>B. Guidance and Counselling Services</u> • To nurture the social, emotional and psychological well-being of students as well as develop their character through guidance and counselling services in 3 major areas: (i) developmental, (ii) preventive, and (iii) remedial • To equip students with the skills and knowledge needed for their personal, emotional, and social growth and development • To inculcate Christian values and Christ-like attitudes towards people (self and others), society and life in general • To instill empathy and compassion in students so that they give generously of themselves to others in love and service • To empower students to become healthy, adaptable, and resilient individuals who embrace life's challenges with optimism and confidence	also be used for administrative support. Taken together, it will enable us to build our students into confident and inquisitive life-long learners so that they can make the right career and life decisions. Developmental Service The Guidance and Counselling Team conducted the following in-house programmes, workshops, events and activities and engaged with professional bodies to equip our students with skills, knowledge and attitudes needed for their intellectual, mental, social, emotional and character growth: • S1 New Student Orientation Programme (all new S1 students) • S1 Team Building Day Camp (all new S1 students) • S2 – S5 New Student Orientation Programme (S2 – S5 transfer students) • S1 – S3 New Student Orientation Programme (S1 – S3 transfer students) • Inter-Class Display Board Competition (S1 – S6) • Mental Health Awareness Week (S1 – S6) • DIY Chocolate-Making Workshop (new S2-S4 students) • “Health in Mind” Programme: Talk on Stress Management (S5 – S6) • “Health in Mind” Programme: Talk on Emotion	N.A.
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• To guide students in making wise, informed choices in life amid the many temptations and challenges they face in the world today	Regulation (S3 – S4) • “Health in Mind” Programme: Talk on Internet Addiction (S1 – S2) • “Health in Mind” In-school Activity: Capsules of Joy • S4 Wellness Programme (S4) • Presentation of Encouragement and Blessings for S6 Graduates (S6) • Talk on Building Healthy Relationships (S1 – S2) • Talk on Positive Interpersonal Relationships (S1 – S2) • Talk on “You Are One of a Kind” (S1) • Craft & Capture: A Pre-Exam De-Stress Break (S1 – S5) • Talk on Understanding Emotions (S1) • Life Education Talk: “Building Resilient Minds – Embracing Adversity with Positivity” (S3) • Workshop on “Building Mental Resilience” (S4 – S5) • S6 Relaxation Workshop (S6) • ‘Angel Clothes’ Sewing Service Project (S3 – S5) • S.H.I.E.L.D.S. (Suicide Help Intervention through Education & Leadership Development for Students): “Mind Mater” (S3) • Chill 'E' Sport – Breakdance Workshop (S1 – S6) • HKUMEd Wellness Buddies Training Programme (S4 – S5)	
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	• Student Gatekeepers and Ambassadors for Mental and Emotional Health Programme (Counselling Committee members only) • “Health in Mind” Programme: Ambassadors Training (selected Counselling Committee members) • "Health in Mind" Programme: Joint-School Volunteer Service Activity (selected Counselling Committee members only) • “Health in Mind” Programme: Visit to Kwai Chung Hospital (selected Counselling Committee members only) • “Health in Mind” Outreach Service Programme: The Wellness Centre (Yau Tsim Mong) (selected Counselling Committee members only) • Preventive Service • Guest speakers well versed in their areas of expertise and/or with a wealth of experiences were invited to address pressing issues that concern today’s youth and/or shared their personal life journeys with our students. • Talk on “Proper Use of the Internet” (Whole School) • Life Education Talk: “Creating Safe Spaces – Addressing Bullying and Promoting Well-Being” (S3) • Love Education Workshop: Workshop on “Navigating Relationship Risks” (S3) • Talk on Future Professions (S4) • Feedback from students and teachers showed that the	
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	developmental and preventive programmes could equip students with the knowledge, skills and attitudes for personal growth, helping them address their personal and emotional needs. Remedial Service The Guidance and Counselling Team also offered individual counselling to students with emotional needs and pastoral care and support to students with special needs, especially athletes who faced the challenges of balancing rigorous sports training with academic work. • Individual student's emotional health and progress were monitored and documented through continual communication with the students themselves, their parents, teachers and mental health professionals. • The academic progress of students with specific needs, such as athletes, was tracked using progress reports as a primary monitoring tool.	
C. Other Learning Experiences • To let students experience the challenges one may face at different stages of life • To equip students with the skills related to taking up leadership roles in teams/ groups	• Leadership training camp/workshop were arranged for S1, S3 and S4 students. Evaluation reports reflected that over 95% of the participating students thought that the activities had enhanced their problem-solving skills; they also agreed that the activities had trained	N.A.

• To expose students to different societal trends and equip them with the skills to handle future changes	up their communication skills and enhanced their sense of responsibility. Over 93.5% of the students had rated the activities with a score of 6 or above, implying that they were satisfied with the content and delivery of the activities. • Training workshops on a variety of topics and skills, such as enhancing resiliency, digital literacy, future professions and even image design were conducted. Students responded enthusiastically. An average rating of 7 or above were given to these activities, implying that students agreed that the workshops were useful to them.	
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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 - S4 and S5 students: Sep 2024 to Aug 2025 - S6 students: Sep 2024 to Mar 2025	- Students completed regular assignments and end of term assessments with feedback from instructors. - S6 cohort completed their HKDSE Music examination with excellent results.	HKD 109,238.07

Appendix 4: Life-wide Learning Grant

In the past year, our school organized 6 technology and innovation-related extracurricular activities (ECAs) and courses for our students that were supported by the Life-wide Learning Grant. In total, about 180 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
Virtual Production Courses and Visits	- Above 90% of student agreed that the course is useful and enjoyable.	\$97,000.00
Fintech application development courses	- Above 90% of student agreed that the course is useful and enjoyable.	\$72,000.00
Metaverse Course	- Above 90% of student agreed that the course is useful and enjoyable. - Virtual Mini Bazaar was one of the most successful events in the school this year.	\$82,000.00
iOS or Android apps development courses	- Above 90% of student agreed that the course is useful and enjoyable.	\$75,000.00
A.I. courses	- Above 90% of student agreed that the course is useful and enjoyable. - A prototype of AI Chatbot specialized in school history is created.	\$78,900.00
Training for various competitions, e.g. HKOI, IBOL, etc.	- Above 90% of student agreed that the course is useful and enjoyable.	\$43,000.00

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: 2024-2025

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 teachers and students (HKD 34661.9 = 765.6 + 18050.4 + 1359.9 + 3342 + 6228 + 4916) - My Grammarly app for writing school-based teaching materials (HKD 4371.59)	39033.49
ii.	Subsidizing students and/or teachers participate in Mainland interflow activities or study tours relating to the CS curriculum - S4 CS Mainland Study Tour from 20 to 21 March 2025 (HKD1903.78) - Hotel expenses for teacher participating in Mainland study tour (HKD 200)	2103.78
iii.	Organizing school-based learning activities relating to the CS curriculum - Ne Zha 2 Movie Appreciation Whole-School Project 2024-2025 (HKD 330) - Micro Film Sharing Session for S4 DSE girls on 4 July 2025 (HKD 3000)	3330
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 - Purchasing DGS school flags for Mainland Schools/Organizations as souvenirs (HKD 1409.55 = 752.26 + 657.29)	1409.55

v.	Others (please specify): Nil_____	0
	Total expenditure in 2024-2025:	45876.82
	Grant Balances brought forward from 2023-2024:	287,184.43
	Unspent Balance as at 31 August 2025:	241, 307.61

2. As at 31 Aug 2025, the CS Grant

	is fully spent.
√	has the unspent balance of \$ 241,307.61, which will be carried forward to returned to the EDB.

(Please put a “√” on the appropriate box)

3. Evaluation of the Actual Expenses in 2024-2025

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(i)Developing or procuring relevant learning and teaching resources • Reference books for CS teachers and students to be stored in the DGS library	34661.9	Ninety-four books (Chinese and English) about the subject were purchased as teaching and learning resources for DGS teachers and students.	Purchasing books provides more reading choices for teachers and students at DGS to learn beyond the classroom.
• My Grammarly app for writing school-based teaching materials	4371.59	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.

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(ii) Subsidizing students and/or teachers participating in Mainland interflow activities or study tours relating to the CS curriculum S4 CS Mainland Study Tour from 20 to 21 March 2025	2103.78	The S4 CS Mainland Study Tour was held from 20-21 March 2025. One hundred ninety participants, including 172 students and 18 teachers, participated in the tour. Eighteen prepaid SIM cards, 23 zipper pouches, and triangle school flags were purchased to organize the tour. During the two-day, one-night trip, participants visited Lingnan Dadi Bancaoyuan, Zhuhai Branch of Beijing Normal University, Zhuhai Aerospace Land, and a local enterprise.	The Mainland Study Tour was conducted smoothly and successfully. The materials brought for the tours helped to smooth and effectively communicate between teachers and students, among teachers, and between the school and the travel agency. The study tours successfully broadened students' and teachers' exposure.
(iii) Organizing school-based learning activities relating to the CS curriculum Ne Zha 2 Movie Appreciation Whole-School Project 2024-2025	330	For printing materials for the S.1-S.2 student display boards for the Ne Zha 2 movie appreciation projects.	The whole-school project was implemented smoothly. With the display of students' good work, students' learning experience was enriched through peer learning.
Micro Film Sharing Session during mini-summer term 2025	3000	The sharing session aims to enhance students' understanding of the needs of deaf students studying in mainstream schools, cultivate their empathy for others, and enhance their ability to deal with negative emotions, overcome difficulty, and face adversity more positively.	Students had a warm-up activity before watching a short film about deaf secondary school students to understand the different growth processes of deaf students in mainstream schools. Hence, they learnt to empathize with others and understand the needs of deaf students. After that, students

Area - Item	Actual Expenses (HKD)	Details	Evaluation
			listened to the first-hand sharing from the deaf teachers/students through the live human library session to learn more about their life experiences. The activity ended with a Q&A session. Students, in general, enjoyed and learnt from the activity.
(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 • Purchasing DGS school flags for Mainland Schools/Organizations as souvenirs	1409.55	Eighty-five triangle-shaped DGS School flags were designed and printed for the school to exchange souvenirs with partner organizations involved in organizing CS-related study tours, life-wide learning activities, and visits to and exchanges with GBA cities.	The school flags were provided to partner schools as a token of thanks, and the related learning activity was conducted smoothly.

Summary on Use of Citizenship and Social Development Grant

Report for School Years: 2021-2025

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

	Area	Actual Expenses (HKD)				
		21-22	22-23	23-24	24-25	Sub-total
i.	Developing or procuring relevant learning and teaching resources	0	0	5002.47	39033.49	44035.96
ii.	Subsidizing students and/or teachers participate in Mainland interflow activities or study tours relating to the CS curriculum	0	154	4519.1	2103.78	6776.88
iii.	Organizing school-based learning activities relating to the CS curriculum	0	0	3140	3330	6470
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	0	0	1409.55	1409.55
v.	Others (please specify): Nil	0	0	0	0	0

School Report (SR) 2024/25

	Total expenditure by school year	0	154	12661.57	45876.82	58692.39
	Unspent Balance as at 31 August 2025:	241,307.61				

2. As at 31 Aug 2025, the CS Grant

	is fully spent.
√	has the unspent balance of \$ <u>241,307.61</u> , which will be carried forward to returned to the EDB.

(Please put a “√” on the appropriate box)

2024 / 2025 學年 Appendix 6: Grant for the Sister School Scheme - Exchanges with Sister Schools on the Mainland

姊妹學校交流報告書

2024 / 2025 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. L. Chan

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.	鎮江崇實女子中學
3.	杭州外國語學校
4.	上海宋慶齡學校
5.	上海市第三女子中學
6.	上海復旦大學附屬中學
7.	廣州市執信中學

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
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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
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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
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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
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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\$875,688
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	<u>210</u> 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： 是次計劃，我校的支出金額合共 HK\$875,688。 ➤ 「姊妹學校交流計劃」的資助金額是 HK\$108,587。 ➤ 「高中學生交流活動資助計劃」的資助金額是 HK\$359,170。 ➤ 學生自付金額是 HK\$407,931。
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Appendix 7: Report on the Use of the “One-off Grant for Mental Health at School”

School Year: 2024-2025

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	48,087.12
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): _____	
	Total expenditure in 2024-2025:	48,087.12
	Grant Balance brought forward from 2023-2024:	48,087.12
	Unspent Balance as at 31 August 2025:	0

2. As at 31 August 2025, the Grant has been fully spent.

3. Evaluation of the Actual Expenses in 2024-2025

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - A mental health promotion workshop for all S6 students	10,000.00	Trainers' fees for the S6 Stress Relaxation Workshop	A workshop was successfully conducted to alleviate students' stress by helping them become aware of relaxation methods through their five senses and by engaging in Christmas decoration making.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Mental health promotion activities for new students	324.00	Materials were purchased to organize two sessions of DIY Chocolate-Making Workshop for new students	Two sessions of DIY Chocolate-Making Workshop were successfully held as part of the S2-4 New Student Orientation Programme.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Mental health promotion activities for all S1-5 students	2,427.40	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 build stronger bonds with classmates and teachers, foster a culture of care and support, and enhance their mental well-being.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - A mental health promotion activity for all S6 students	6,245.01	Materials were purchased to conduct a mental health promotion activity for all S6 students.	The activity was 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.

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Two mental health talks for all S1-2 students	4,000.00	Speakers' fees for the talk on "Building Healthy Relationships" and the talk on "Positive Interpersonal Relationships"	Two talks with engaging activities and scenario-based discussions were organized to help students develop practical social skills and conflict resolution strategies, fostering respectful relationships and a supportive community.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - Two mental health talks for all S1 students	3,600.00	Speaker's fee for the talk on "You Are One of a Kind" and the talk on "Understanding Mental Health"	The talk was informative and engaging, with students actively participating in discussions. It helped them develop a more balanced perspective on self-image in today's complex social landscape.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - A mental health promotion activity for all S3 students	1,664.00	Materials were purchased to conduct the S3 SHIELDS Programme ("Mind Matters")	The "Mind Matters" programme was successfully organized, raising students' awareness of mental health issues and suicide prevention as well as connecting them with appropriate support resources.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - A mental health promotion activity for selected S3-5 students	2,000.00	Activity expense for the 'Angel Clothes' Sewing Service Project	The project was successfully held to encourage students to reflect on the value of life and develop resilience in adversity, fostering empathy, strengthening family relationships, and inspiring compassionate action within the community.

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - A mental health promotion workshop for all S3 students	9,000.00	Trainers' fees for the love education workshop on "Navigating Relationship Risks"	The workshop was well received and offered practical content, including relevant examples and active discussion opportunities.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - A mental health talk for all S4 students	3,000.00	Speaker's fee for the talk on "Future Professions"	The talk was informative and interactive, with positive students' feedback received.
(i) Organising activities and programmes related to enhancing the mental health of students and teachers - A mental health promotion activity for all S5 students	3,835.26	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 - A mental health promotion activity for all interested S1-5 students	124.30	Materials were purchased to conduct a mental health promotion activity titled "Craft & Capture: A Pre-Exam De-Stress Break" for all interested S1-5 students.	This activity was enthusiastically received, with students actively engaging in the crafts while feeling recharged and more connected to their peers during the stressful exam period.

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(i) Organizing activities and programmes related to enhancing the mental health of students and teachers - A mental health promotion activity for all teachers	1,867.15	Materials were purchased to conduct a mental health promotion activity for all teachers	A teacher appreciation activity was organized by the Counselling Committee, giving students the opportunity to express genuine care for their teachers and contribute to a positive school environment.

Appendix 8: Report on the Use of the “One-off Grant for Mental Health of Parents and Students”

School Year: 2024-2025

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

	Area	Actual Expenses (HKD)
i.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	
ii.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	
iii.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	20,000.00
v.	Others (please specify): _____	
	Total expenditure in 2024-2025:	20,000.00
	Grant Balance brought forward from 2023-2024:	20,000.00
	Unspent Balance as at 31 August 2025:	0

2. As at 31 August 2025, the Grant has been fully spent.

3. Evaluation of the Actual Expenses in 2024-2025

Area - Item	Actual Expenses (HKD)	Details	Evaluation
(iii) Providing training programmes or activities to equip parents with the knowledge and skills related to mental health - Mothers' and Fathers' Breakfast Meetings	20,000.00	Expenses for 12 sessions of Mothers' and Fathers' Breakfast Meetings organized by the School's Parent-Teacher Association	A series of parent meetings, themed 'From Anxiety to Action: Raising Resilient Children in an Age of Uncertainty,' was led by a clinical psychologist. The sessions were highly attended and well received, inspiring parents to learn and grow with their children.

Appendix 9: Reading Grant

2024-25 School Year

Part 1: Evaluation of the Effectiveness

A stronger reading culture was observed across the school, with noticeable improvement in students' reading attitudes. While the physical book borrowing rate remained steady, library e-book borrowing increased by 30%. Student feedback indicated greater enjoyment and active participation in reading activities.

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

The strategies were effective in enhancing students' reading motivation. Diverse activities, such as thematic displays, new book introductions, and cross-curricular reading projects, successfully engaged students with varying interests. Additionally, the promotion of the e-platform has increased the usage of e-books. In the upcoming school year, efforts can focus on further enhancing the use of e-readers and organizing more collaborative reading activities with other schools.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$65,658.62
	☒ 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: _____	\$0

* Please tick the appropriate boxes or provide details.