



拔萃女書院 Diocesan Girls' School

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http://www.dgs.edu.hk

School 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 love of lifelong learning; and teachers excel in pedagogy, stimulating young minds and encouraging them to extend excellence beyond the classroom.

We provide each and every 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 to offer our students a vibrant, enjoyable education opportunity that equips them for lifelong challenges.

School Information

Supervisor / Chairman of School Management Committee	Ms. Yu Ka Po, Benita		
Principal (with Qualifications / Experiences)	Mrs. Lau Kun Lai Kuen, Stella ((SBS, JP) BA, PCEd, MEd, Hon. Fellows)		
School Type	DSS	Student Gender	Girls
School Motto	Daily Giving Service: 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.		
Name of Sponsoring Body	The Council of the Diocesan Girls' School		
Area Occupied by the School	About 13088 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	-	Whole School Health Programme	

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	-	
Total Number of Teachers in the School	101	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	89%	
Bachelor Degree	99%	
Master / Doctorate Degree or above	56%	
Special Education Training	35%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
21%	20%	59%

Year of Commencement of Operation		1860
Protestantism / Christianity		
Yes	Student Union / Association	-
Chairperson and Members of School Tools Fulfilling the Training Targets		Not Applicable
	Action School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua
	English as the Medium of Instruction	English Language, English Literature, Mathematics, Science, History, Geography, Economics and Commerce (S.3 only), Exploration-based Learning (S.3 only), Religious Education, Visual Arts (S.3 only), Art of Living, Music, Physical Education, Information Technology (Digital Literacy & Computational Thinking) and Citizenship, Economics and Society (S.1 & S.2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	HKDSE classes: Chinese Language, Chinese Literature, Chinese History, Chinese Language Enrichment (S.4 only) GCE AL classes: Chinese Language
	English as the Medium of Instruction	HKDSE classes: English Language, Mathematics, Citizenship & Social Development, Literature in English, ICT, BAFS, Economics, Geography, History, Biology, Chemistry, Physics, Religious Education, Music, PE (HKDSE), PE, Aesthetic Development, English Language Enrichment (S.4 only), Co-curricular enrichment (S.4 & S.5) GCE AL classes: Mathematics, Further Mathematics, Biology, Chemistry, Physics, Economics, Geography, History, English Language, Religious Education, Music, PE and General Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua
	English as the Medium of Instruction	English Language, English Literature, Mathematics, Science, History, Geography, Economics and Commerce (S.3 only), Exploration-based Learning (S.3 only), Religious Education, Art of Living, Music, Physical Education, Information Technology (Digital Literacy, Computational Thinking) and Citizenship, Economics and Society
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	HKDSE classes: Chinese Language, Chinese Literature, Chinese History, Chinese Language Enrichment (S.4 only) GCE AL classes: Chinese Language
	English as the Medium of Instruction	HKDSE classes: English Language, Mathematics, Citizenship & Social Development, Literature in English, ICT, BAFS, Economics, Geography, History, Biology, Chemistry, Physics, Religious Education, Music, PE (HKDSE), PE, Aesthetic Development, English Language Enrichment (S.4 only), Co-curricular enrichment (S.4 & S.5) GCE AL classes: Mathematics, Further Mathematics, Biology, Chemistry, Physics, Economics, Geography, History, English Literature, English Language, Religious Education, Music, PE and General Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	\$42,000	\$42,000	\$42,000	\$42,000	\$42,000	\$42,000
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	-					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will not participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026). Admission Criteria: Academic performance and conduct (25%); Academic / non-academic exposures in or outside school (25%); Performance in interviews and skills tests (50%)
Orientation Activities and Healthy Life
The New Student Orientation Programme is held in summer. The School exercises vigilant monitoring to prevent infectious diseases. The premises are disinfected regularly. Sick students are treated according to set procedures. To cater to individual needs, the school keeps a confidential record of the students' health condition. Various talks, workshops, and activities are arranged regularly by the Healthy School Team, Health Education Group, Physical Education Department, Guidance and Counselling Team, and Religious Education Department to raise students' awareness of the importance of a healthy lifestyle and to promote students' physical, mental, emotional, social, and spiritual wellbeing.

拔萃女書院

Diocesan Girls' School

School Characteristics
School Management
School's Major Concerns: 1. Holistic Provision of Support for the Community's Wellbeing. 2. Broadening Knowledge of Students beyond the Classroom. 3. Sustainability and Environmental Protection.
School Management Organisation: The School Council leads the School through five sub-committees focusing on matters relating to finance and human resources, building and facility management, legal issue, information technology and education quality assurance. The Headmistress manages the School with the assistance of her deputies and heads / coordinators of departments, the Office-in-Charge and the Development and Public Relations Office.
Incorporated Management Committee / School Management Committee / Management Committee: Please refer to following webpage for details: https://www.dgs.edu.hk/school-profile/school-management
School Green Policy: The School has established a School Sustainability Team tasked with overseeing sustainable practices within the campus. This team coordinates the recyclable collection efforts on a regular basis and manages the availability of recycling bins across the school campus to encourage students to recycle useful materials effectively. The DGS Zero2 app, designed by our students, is used to monitor the recycling efforts of students. The team integrates sustainability principles into the formal curriculum of various subjects. They also organize and promote environmental conservation initiatives through Other Learning Experiences (OLEs) and territory-wide competitions. This team serves as a pivotal force in fostering a culture of sustainability and environmental awareness among the whole school community.
Learning and Teaching Plan
Whole-school Language Policy: Being bi-literate and trilingual is the basic aim of every student, who works continually for language enrichment. English is acquired through whole-school immersion while Chinese Language is taught and further enhanced through teaching and learning in Putonghua.
Learning and Teaching Strategies: We aim to provide each student with an ideal learning environment to allow them to grow and excel in learning and thinking, as well as to harness their creativity so that they possess self-learning and problem-solving skills. We also endeavour to offer our students a unique, vibrant and enjoyable education that prepares them for lifelong challenges. Curriculum tailoring is practiced by all teachers, who set teaching objectives, adapt resources and strategies and then assess the learning outcomes of students in view of their specific needs and competence. Both formal and informal curricula are flexibly employed for student life building through STEAM, moral, sex, civic, environmental, health and national education. Reading is an integral part of the curriculum and a natural activity in the life of students. The Library encourages reading through a series of programmes and activities. The School devotes resources to developing reading as a lifelong habit with the support of parents.
School-based Curriculum: 1. Electives: 3X. All students select 3 electives. They choose from a total of 12 electives, divided into 3 blocks. Students can choose music or another language for a 4th elective. 2. Curriculum highlights: - Students can alternatively opt to study the GCE Advanced level curriculum offered in S5 and S6. Students select 3 A level electives. They choose from 8 A level electives, divided into 3 blocks. Mathematics is a compulsory A level subject. - Chinese Language, English Language and Mathematics are taught in sets to cater for learning diversity. - Exploration-based learning is offered in S3 to cultivate information literacy. - Economics and commerce is offered in S3 to expose students to introductory economics, business, accounting and finance. - Chinese Language Enrichment and English Language Enrichment are offered in S4 for language and cultural immersion. - Co-curricular Enrichment is offered in S4 and S5 to provide opportunities for learning outside the curriculum. - A range of OLE activities, both inside and outside the school timetable, are offered to students to implement values education, community service, career-related experiences, aesthetic development and physical development.
Major Renewed Emphases in the School Curriculum: Values education is strengthened with a wide range of activities including morning assembly, flag raising, Form Periods, talks by professionals from different areas and external competitions. Learning of Chinese History and Chinese culture is reinforced, both inside and outside class time, including a whole-school Chinese Literary Club performance. Language Enrichment lessons are built-in to extend “Reading to learn” to “Language across the Curriculum”. STEAM education and IT education are promoted through extra-curricular activities and participation in various external competitions. Entrepreneurial spirit is fostered through the S.4 Company Programme and the annual Mini-bazaar. The S.5 Job Shadowing Programme, and the university talks and career talks open to all students give diversified life-wide learning experiences to students.
Life Planning Education: Life Planning and Career Guidance at Diocesan Girls’ School aims to provide a holistic educational platform to support the developmental needs of all our students. It recognizes the varying needs of our students amongst different year groups as well as within individual classes, which necessitates the provision of a customized approach to Life Planning and Career Guidance. Through a coordinated approach involving the Careers, Counselling, Other Learning Experiences (OLE), Scholarship and other related teams, the School aims to empower all students to make informed and responsible choices with respect to their life choices and career goals, and to nurture their social, emotional and psychological well-being. The life decisions our students make should match their own personal interests, strengths and character so that they may reach and ultimately surpass their potential. To this end, the Life Planning and Career Guidance at School encourages our students to become active and life-long learners, to uphold Christian values, to develop character, to be able to reflect and discover themselves, and to become empathetic and compassionate members of society.
Student Support
Whole School Approach to Catering for Learner Diversity: From Secondary One to Three, students are streamed into sets for English, Chinese and Mathematics according to their competence, allowing them to develop their basic language and numeracy skills in a non-threatening but nonetheless challenging environment. The set system continues in the senior forms, enabling students to attend English, Chinese and Mathematics lessons in smaller classes.
Whole School Approach to Integrated Education: The Student Support Team of the School is responsible for looking into the needs of students with SEN and devising specific measures in support of their learning, such as examination accommodation, assignment adjustment etc. Each SEN student is under the supervision of one team member. He/she meets the student regularly and maintains contact with her parents to evaluate the effectiveness of the plan / support provided. Subject teachers are informed of the special needs and specific measures required by each student with SEN at the beginning of the school year. Feedback on the performances of the students is collected at the end of each term.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: A range of valid and effective assessment techniques are employed according to the nature of different subjects. Assessment tasks are designed as tools for and of learning. Thus, formative assessments help reflect the effectiveness of teaching and learning while summative assessments reflect the results of these activities.
Fee Remission: Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Please visit the web-link in our school’s website for details of school fee remission scheme, including the family income limits.

Home-School Co-operation and School Ethos
Home-School Co-operation: At regular intervals, parents are invited to meetings during which issues such as the school curriculum design, policies and parents’ concerns are addressed. Professional workshops are also organized for interested parents.
School Ethos: We help students build moral values based on Christian principles and stress the need for respect, modesty and self-discipline. Support for students is abundantly provided through different school schemes.
Future Development
School Development Plan: The three areas of concern for 2024/25 - 2026/27 are: School's Major Concerns: 1. Holistic Provision of Support for the Community’s Wellbeing. 2. Broadening Knowledge of Students beyond the Classroom. 3. Sustainability and Environmental Protection.
Teacher Professional Training and Development: The Staff Development Team makes yearly plans for the professional development of teachers to heighten their teaching effectiveness and apply the different strategies shared by experts throughout the years.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
The School offers 67 extra-curricular clubs, including those that focus on music, sports, academic work, community service and a range of interests. The Aesthetic Development Programme is implemented for S.5 to S.6 while Other Learning Programme Days are incorporated into the school calendar throughout the year.
School Facilities
Number of Classroom(s): 36
School Facilities: Auditorium, Recital Hall, Assembly Hall, Library, Chapel, Music Practice Rooms (5), Lecture Hall, Lecture Theatre, Boarding House, Multi-media Production Room, AI Lab, Computer Rooms (2), Project Rooms (6), Teacher Resource Centre, Students' Resources Room, General Education Centre and General Education Resource Room, Chinese Culture Centre, Modern Language Centre, Mathematics Room, Science Laboratory (5), Science Project Laboratory, Visual Arts Room, Home Management Centre, Student Activity Centre (Drama and Dance Studio), Sports Field, Gymnasium, Fitness Centre, Indoor Swimming Pool, Tennis Court, Netball Court, Archive Room, Counselling Room, Careers Room, Sixth Form Common Room.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet and visual fire alarm system.
Others
Scholarships and exhibitions are awarded annually to girls who have outstanding academic ability, who show strong leadership qualities, who demonstrate strength in services to the School and other communities and who contribute substantially to the sporting, music, cultural and social life of the School, whilst maintaining good conduct and behaviour. Entrance scholarships are offered to S.1 students who excel in specific areas (academic, music and sports). Overseas student exchange programmes are conducted with schools in Mainland, Australia, Singapore and New Zealand to enhance academic exchange and cultural awareness.
Direct Public Transportation to School
The School is accessible by the MTR (Jordan Station) and served by many buses and mini-buses.