



# **Diocesan Boys' School**

**School Report**

**2016-2017**

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## **(1) Our School**

DBS began with the acceptance of boys into the “Diocesan Home and Orphanage” in 1869. The name “Diocesan Boys’ School” was first used by the School Committee in 1913. Under the management of Shing Kung Hui, DBS maintains its tradition to nurture children of both Chinese and Western origin. More information is available from:

[http://ssp.proj.hkedcity.net/chi/parser.php?file=chi/schbasic.htm&school\\_id=1109](http://ssp.proj.hkedcity.net/chi/parser.php?file=chi/schbasic.htm&school_id=1109)

### **Vision**

The vision of our school is to equip our students with the sound knowledge, worthy qualities, dynamic social and technical skills they need to become contributors to society and leaders with integrity in a diverse and ever-changing world.

### **Mission**

The mission of the school is to provide a liberal education based on Christian principles.

To realize this stated mission, the school has set the following objectives:

- To offer a well-balanced education for the development of the WHOLE person.
- To maintain well-established school traditions.
- To nurture a unique cultural identity.
- To achieve self-respect and self-esteem so that each student can be a man of integrity, discipline, devotion, industriousness, courage and gratitude.
- To promote multiple intelligence so that students can fully develop their talents.
- To equip our students to become life-long learners with a solid foundation of knowledge, essential qualities of good character and proper social and technical skills in order to achieve success in the future.

### **Class structure and number of students**

	G7/S1	G8/S2	G9/S3	G10/S4	G11/S5	G12/S6
Number of classes	6	6	6	6	6	6
Number of students*	246	244	232	233	225	221

\*Number of students at 30.09.2016 including I.B groups

## **(2) Achievements and Reflection on Major Concerns**

**Priority Task 1:** To espouse the teaching faculty's pedagogical goals and the school's holistic educational mission through an augmented effort in continuous and purposeful professional development

### **Achievements**

- The Staff Development Team consisting of Headmaster, Deans and teachers (MCT, EW, SL, AK and LWT) was formed to oversee teachers' continuing professional development by adopting a whole-school approach. Regular meetings were held to discuss the themes and logistic arrangements for the three Development Days. The Team also coordinated teachers' enrolments for seminars/workshops/training courses, etc., so that teachers were set up to receive relevant training relating to the major concerns of the school with appropriate number of teachers from each subject panel/Key Learning Area (KLA).
- Two sharing sessions with professional organizations on specific pedagogical methods were organized as one of the programmes on our Staff Development Days in November 2016 and August 2017 respectively. The first sharing session was about eLearning. Two guest speakers from the Centre of Excellence, IT in Education Section, Education Bureau were invited to share with our teachers their experience and insights into the implementation of eLearning in secondary schools. Following the talk was a showcase of eLearning lessons conducted by our teachers. Through watching videos of selected eLearning lessons, good practices and pedagogical methods were shared among teachers so as to promote professional development. The second sharing session was about STEAM Education. Director of Strategic Initiatives at the MIT Innovation Node and the registered Architect and Founding Partner at UPSOP accepted our invitation to give a talk entitled "The Next 20" to the teachers from both the Primary Division and the Secondary Division. As the next 20 years will be characterised by unprecedented changes for businesses and society, the two speakers shared with us how education could position itself in light of rapid developments and where STEAM could fit in.
- As a pilot scheme, a one-year induction programme for beginning teachers was launched at the beginning of the school year. A total of eight beginning teachers (one Physics teacher, two Mathematics teachers, two English teachers, one LS teacher, one Putonghua teacher and one Chinese teacher) were assigned an experienced teacher of their respective subjects as mentors. The induction programme kicked off in August in the form of a casual lunch gathering for beginning teachers, mentors and beginning teachers in the preceding year during which mentors and mentees familiarized with each other and the beginning teachers in the preceding year shared their first-year experience in DBS and how they overcame the difficulties they encountered in the course of the year. The Induction Tool Kit developed by the Advisory Committee on Teacher Education and Qualifications was adapted and used by the mentors to provide integrated professional guidance and support to beginning teachers. At least one mutual lesson observation between mentors and beginning teachers was conducted in each term to help beginning teachers reflect on and self-evaluate their teaching performance.

## Reflections

- The Staff Development Team has greater representation to provide more constructive opinions for formulating the teachers' professional development programmes in alignment with the developmental direction of the school. The Staff Development Team could assume a more proactive role in the future by formulating medium-term and long-term staff development plans.
- More sharing sessions and exchange activities with professional organizations, tertiary institutions and other schools should be arranged to further enhance learning and teaching.
- Teachers' enrolments for seminars / workshops / training courses were well-coordinated. Training was received by appropriate teachers whose scope of work was relevant to the training. Under the coordination by the Staff Development Team, there was a significant increase in the number of teachers receiving training and also in the diversity of age groups of teachers receiving training.
- We received positive feedback from both mentors and beginning teachers on the induction programme. Mentors expressed the opinion that mutual lesson observation could provide timely comments on the teaching performance of beginning teachers and suggestions for improvements. Beginning teachers reflected that they received very useful advices and learned a lot about classroom management, teaching strategies and pedagogies from their mentors. The induction programme will be continued next year.

**Priority Task 2:** To enrich the effectiveness of classroom learning and teaching through catering for learner diversity and developing independent learning skills

## Achievements

- The eLearning Team consisting of KKN, CKT, YLL, QL, CL, CKC and IY as core members and one teacher from each subject / KLA as coordinators was formed to promote eLearning. The teaching faculty was divided into two groups, Chinese Language, English Language, LS, and Sciences being the first group to receive training in the first term, and Mathematics, Economics, BAFS, Geography, RS, Chinese History, History, PE, Putonghua, VA, DT and Music being the second group to receive training in the second term. The first training was a demonstration on the usage of Nearpod, i-Class, Google Form, etc. After the first training, subject panels needed to decide the topic they would like to try for eLearning. The eLearning Team then provided customized (subject-based) training on how to prepare teaching materials for the chosen topic and how to conduct lesson with the prepared teaching materials respectively. Finally, every teacher in each subject panel took turns conducting a prepared eLearning lesson with peer observation for mutual sharing and reflection.
- All Subject Panels continued to maintain the culture of peer lesson observation so as to explore and employ specific teaching strategies to cater for learner diversity. In addition to conducting peer lesson observation between teachers of the same subject panel, peer lesson observation was further extended to cross-subject and cross-curriculum observation. A pilot scheme was launched for the science teachers teaching the DSE curriculum and those teaching the IB curriculum to have mutual lesson observation, e.g., IB Physics teachers observed the lesson

conducted by a DSE Physics and vice versa. Teachers were required to complete a peer lesson observation to give comments on and suggestions for the observed lesson and wrote a self-reflection. Peer lesson observation in other subject panels mainly focused on specific pedagogies such as questioning techniques or interactive learning activities.

- The senior management of the school (Dean and Curriculum Coordinator) continued to observe the lessons of beginning teachers and teachers who had not been observed last year, accounting for around one-third of the teaching faculty. Good teaching practices of some teachers were identified and the senior management gained a deeper understanding of the performance of the teaching faculty in general and the temperament of individual teachers. This would be beneficial to the future deployment of teachers in enhancing the provision for learner diversity. While the senior management will be continuing to observe the remaining one-third of the teaching faculty and search for suitable candidates to be master teachers, another four teachers have been selected as mentors for beginning teachers for the school year 2017-2018 in the meantime. The mentors serve as a prototype for the future master teachers before all teachers have been observed.

### **Reflections**

- eLearning training enriched the effectiveness of learning and teaching through catering for learner diversity. By means of eLearning, teachers could arrange more interactive activities in their teaching, engaging less motivated students in hands-on learning experiences and keeping them on task during the lessons. eLearning also enabled teachers to provide feedback on students' performance and boosting the learning momentum of high achievers by giving timely praises to them. Depending on the grade level and the subject nature, the merits of eLearning seemed to be less obvious in some subjects. Both teachers and students benefitted to a less extent than that in many other subjects. In view of the differential effectiveness of eLearning in various subjects, the school would continue to promote eLearning next year, with the flexibility of allowing subject panels to decide whether they would continue to develop eLearning or employ other teaching strategies.
- After conducting peer lesson observation for two years, the culture of professional development through mutual sharing within the teaching faculty had become mature. Classroom teaching was basically open for observation, not just for teachers of the same subject panel, but also teachers from other subject panels or other curriculum. It was hoped that teachers could do more self-reflection after peer lesson observation so as to improve their teaching by adopting different teaching strategies that suit the needs of their students.
- This was the second year running of lesson observation by the senior management. Approximately two-thirds of the teaching faculty was observed in the past two years. The lesson observation will be completed next year and the school will then review the overall performance of the teaching faculty. The review results will be used as reference to formulate the medium-term and long-term planning for teachers' professional development.

**Priority Task 3:** To streamline the life planning framework to cater for students' developmental needs

**Achievements:**

- Life planning education for Grade 7 was organized during the second term using the activity periods. A school-based G7 Life planning curriculum was revised for our students to understand oneself and the impact of external influences. In particular, self-understanding is the very first step and building block for the commencement of this entire life journey development. Specifically, building one's own aspiration, cultivating one's own interests and strengths, sorting out one's own beliefs and values, and establishing emotional quotients are significant contributing factors in enhancing self-understanding at this stage. To this end, Grade 7 students were divided into 18 groups, each group consisting of around 14 students supervised by a class teacher, subject teacher or member of Student Guidance Team as the advisor to the group. The objective of life planning education for Grade 7 is as follows:

1. To build up classroom regulations and build up aspiration
2. To understand the undesirable consequences of inappropriate expression of negative emotion during social interactions
3. To understand how to express negative emotions in appropriate manner
4. To figure out one's own interests by analyzing multiple intelligence
5. To set up a realistic interest cultivation plan and understand the importance of obtaining support from family
6. To understand three types of character
7. To understand the impact of character on interpersonal relationships
8. To embody the experience of achievement
9. To recall achievement experience from the past
10. To understand self-efficacy in academic and social abilities as well as appearance and living habits
11. To explore the ideal self
12. To have self-encouragement and to assure one's own beliefs and values

- Life planning education for Grade 8 was organized during the second term using the activity periods. A school-based G8 Life planning curriculum was developed for our students to understand oneself and the impact of external influences. In particular, self-understanding is the very first step and building block for the commencement of this entire life journey development. Specifically, building one's own aspiration, cultivating one's own interests and strengths, sorting out one's own beliefs and values, and establishing emotional quotients are significant contributing factors in enhancing self-understanding at this stage. Besides, goal-setting also plays an important role in this induction period. Particularly, to be able to

maintain goal and resist the temptation is vital in realizing goal achievement. To this end, Grade 8 students were divided into 18 groups, each group consisting of around 14 students supervised by a class teacher, subject teacher or member of Student Guidance Team as the advisor to the group. The objective of the life planning education for Grade 8 is as follows:

1. To build up classroom regulations and build up aspiration
  2. To explore one's own strengths
  3. To figure out one's own strengths through different perspectives and methods
  4. To explore the ideal self
  5. To have self-encouragement and to assure one's own beliefs and values
  6. To revise the principle of goal setting
  7. To reset one's own life goals
  8. To understand the importance of reinforcement in relation to goal achievement
  9. To learn how to design an effective reward system
  10. To realize the significance of persistence on goal achievement
  11. To bring forth positive outcomes through successful resistance to temptation
- CFFS and Careers Office prepared the life planning framework for G7 to G12 to cater for the students' developmental needs.

**Reflections:**

- After collecting opinions from teachers' evaluation, the Grade 7 life planning curriculum of 2015-16 has been revised. A new curriculum and related teaching materials for grade 8 were prepared. Students of both grades actively participated in the lessons. As teachers concerned the effectiveness of implementation, the level of difficulty and operational arrangement for the Grade 7 curriculum. A new G7 life planning curriculum should be developed.
- Students and parents show interest in applying to US universities but they are not familiar with the application process. Training on writing reference letters for teachers should be arranged to support overseas university application. More information session and workshops should be arranged for students and parents.
- In order to ensure students are able to understand the application processes of overseas universities, the operation of information session and the allocation of a senior university counsellor to students should be revised.
- There is a need to build up a database of students' achievements and awards, scholarships and extra-curricular activities to support the applications of overseas universities, external scholarships and awards.

- The efficiency of the preparatory process of transcripts for students and alumni in the Centre for Further Studies (CFFS) should be improved to cater for the increasing trend of requests for transcripts each year. A record system of transcripts should be established.

**Priority Task 4:** To foster the holistic development of the students with special emphasis on moral education

### **Achievements**

- The Moral Education Committee was set up in this academic year, with the objectives to promote correct moral values among Diocesan members (students / teachers / parents / alumni) and to encourage them to care for needy people in society. All G7-G9 students were invited to take part in a 5-hour mandatory social services program to enhance their sensitivity to and awareness of the community in which they belong. Students were also encouraged to take the initiative to participate outside of school. Certificates or other evidence provided by organizations had to be submitted to teachers-in-charge before June 2017 (G7: Miss Hung Siu Man & Miss Tong Chui Mei; G8: Mr. Ken Leung & Miss Lam Siu Kit; G9: Miss Emily Tam & Miss Or Wing Lam).
- Students with high devotion and good performances in this social services program were acknowledged on their report cards. The criteria were as follows: Bronze for 6-15 hours; Silver for 16-30 hours; Gold for 31 hours or above. In the academic year of 2016-17, we had 42 Bronze Awardees, 3 Silver Awardees & 3 Gold Awardees.
- Apart from the prize winners, the highlights of the activities are as follows: G8 and G9 boys took part in serving the local community organized by Sheng Kung Hui Children & Youth Integrated Centre Kowloon City as well as SKH Lok Man Alice Kwok Integrated Service Centre. During the several training sessions conducted by social workers, students were divided into groups and learnt to be responsible for playing their roles and conducting some games and activities which were run on the actual day. They were also equipped with the proper communication skills for visiting the elderly. "Blessing Gift Bags" were distributed to senior citizens on the serving days. We successfully instilled positive values in students and enabled them to interact well with the needy.
- Grade 7 boys joined the "Struggle for Survival" program organized by the "Crossroads Foundation". This simulation activity allowed students to put themselves in the shoes of those who were underprivileged. They were divided into "family units" and eked out an existence by making paper bags out of newspaper and homemade glue. Each family had to earn enough to pay for rent, food, sanitation, medical needs, education, etc. These tasks threw the participants into the challenges and intricacy of the poverty web. After the events, most of the students sincerely developed compassion for the poor and needy.
- To echo with our main theme "Care For Others, Be Considerate!", numerous sharing sessions and talks were conducted during Morning Assembly, Activity Periods and Post Examination Periods. The topics included "sense of belonging", "be thoughtful", "children in war",

“experiences of community services”, “poverty”, etc. We emphasized and focused on the identity, conduct, self-discipline, social awareness and proper behaviors of a real DBS boy, and the responses of the students were constructive and rewarding.

- Moreover, our R.S. Department, Civic Education Committee, Social Services Society, Orbis Group, Boarding School, Scouts, etc., also organized different volunteering programs to help participants foster a sense of caring and respect for others. Students were able to know the reality and problems of their community. They also learnt how underprivileged families coped with their struggles and thus gained valuable experience from these activities. Sometimes these events or visits allowed students to develop their organizational skills and creativity. For example, students were asked to plan and devise indoor games for senior citizens at the adult day center. They gradually gained a sense of accomplishment through designing these well-liked interactive games.
- In addition to the social services activities, the G7 Character Building Programs and G10 Leadership Training Camp also prepared our boys for a life of active responsible citizenship. This training focused on the dynamic combination of knowledge, social skills, critical thinking, creativity, ethics and values, in order to achieve targets for whole-person development. More details of the programs are elaborated in the following section (Support for Student Development).
- In accordance with the educational goal of all-round excellence, the Green School Committee continued to boost recycling activities during school functions, e.g., Sports Day, Garden Fete, etc. Homemade recycling bins were installed in the School Field and Wan Chai Sports Ground by the Green School Action Group to collect plastic bottles and aluminium cans. Through these self-initiated projects, we tried to nurture students’ environmental awareness and sense of responsibility, thereby cultivating the core value of “Cherish What We Possess” in the earth.
- Focusing on the effective promotion of different activities organized by our Clubs & Societies, the ECA Committee held a Joint Recruitment Day for all G7 students during period 5 and 6 on 2nd September 2016. Around 23 counters were set up inside the School Hall to attract new blood. Most of the committee members and senior boys designed and decorated their booths devotedly to activate this first-ever multidisciplinary fun fair.
- In order to stimulate students’ interest in, and ability to appreciate different art forms, the Arts Development Committee specially organized “**Diocesan Boys’ School Old Boys’ Artworks Exhibition 2016: Diocesan d’Art: a remix of the timeless pieces (藝萃傳承拔萃男書院舊生藝術作品展二零一六)**” as well as the “**Tugo Cheng (Class 2000) Photography Exhibition**” in November 2016 and July 2017 respectively. The joint exhibition displayed a collection of 69 items including photography, painting, graphic designs, calligraphy, poems, architectural designs and others; which were created by twenty old boys from Class 1975 to Class 2016. This multicolored carnival really cultivated our students’ aesthetic senses and knowledge. Similarly, Tugo’s award-winning series “**Coastal Geometries**” captured the abstract patterns of the aquaculture activities of Fujian province on the southeast coast of China. His inspiring

masterpieces received worldwide recognitions which definitely enriched DBS culture. For more details, please visit our website (<http://www2.dbs.edu.hk/departments/artdev/>).

- Furthermore, we also strengthened our experiential learning programs and advanced DBS culture by participating actively in various overseas training camps, competitions, performances, study tours etc., e.g.,

World Robot Olympiad Final in New Delhi, India (November 2016)

辛亥革命一百零五週年紀念之武漢歷史文化考察團 (December 2016)

International Youth Choir Festival in London, UK (April 2017)

Social Services Program (Teaching English) in Sichuan, China (April 2017)

新加坡歷史文化考察團 (July 2017)

Volleyball Team Training Camp in Taipei, Taiwan (July 2017)

IB Chinese Language & Literature Learning Tour in Scotland & England (July 2017)

Chinese Orchestra Nanyang International Music Competition Tour in Singapore (July 2017)

IT Education Tour in Tokyo & Yokohama, Japan (July 2017)

Handball Team Training Camp in Hanno & Fuefuki, Japan (August 2017)

Basketball Team Training Camp in Dongguan, China (August 2017)

PD-SD Joint Training Camp (Table Tennis & Athletics; Summer Universiade Games) in Kaohsiung & Taipei, Taiwan (August 2017)

Through these valuable learning opportunities outside classrooms, students cultivated their multiple intelligence and worthy qualities in the direction of all-round service and leadership. They maintained the highest level of achievements and were empowered to succeed in school and in life.

- In order to promote House spirit, newly designed polo shirts of the 8 Houses were produced by Mr. Charles Yip (Class 1996) for all teaching staff. Teachers wore them together during the Sports Day to strengthen the House System. The feedback is positive and encouraging.



- Our House System is an integral part of the DBS heritage which provides an internal breeding ground for budding athletes, scholars and leaders. We greatly appreciate the efforts of Old Boys and House Teachers to rejuvenate and perpetuate our traditional system. These polo shirts were also sold during the Garden Fete and we finally contributed more than \$30000 to the Stall on 13th November 2016.

- Apart from polo shirts, a new set of files of the 8 Houses and many different souvenirs were also designed for the House Meetings and School Fete to foster the sense of belonging of all stakeholders.
- With the support of Class 1985, we continued to organize our Inter House Singing Contest as a key post-examination activity on 29th June 2017 to strengthen the internal cohesion among all House members. Goodban House got the new “T. L. Kiang Shield” with a high level of participation. Our Student Council, Modern Music Club, Auditorium Department all cooperated well with the House Teachers to promote this meaningful cultural event.
- As usual, Mr. Lee Moon Kee and the Photographic Team regularly decorated and updated the noticeboards around the School Hall with plenty of colorful snapshots. Impressive publicity work was done continuously to promote and appreciate students’ excellent achievements in different areas.
- A series of products was designed and made to keep the strong School Spirit alive, e.g.:



We bolstered our morale to enhance outstanding performance in academics, sports, music, robotics and other cultural competitions. We received positive feedback from students, teachers, old boys and parents.

## Reflections

- Facing a diverse and ever-changing world, it is increasingly important for us to teach students how to identify, maintain and put into practice positive values and attitudes. We need to further facilitate students’ moral development, character building, leadership training, and personal growth in the coming years. We shall focus more on the promotion of social services, sex education, global citizenship, etc., to strengthen values education. The Green School Committee, Civic Education Committee, Moral Education Committee and Spiritual Education Committee will continue to collaborate and communicate with each other so as to achieve the goals of holistic education. Moreover, we have to explore the possibilities to fine-tune and utilize well the Activity Periods on Tuesday, Wednesday and Friday to organize different programmes that best fit the needs of the students.
- The Green School Committee and its Green School Action Group take on the role to promote recycling during the major events of the School. The response from participants is quite positive, although it should be noted that quite a number of people see all bins (recycling or not) as rubbish bins. This is due to a mindset problem that needs to be tackled and improved in the future.

- In order to further diversify and optimize the overseas educational programs, the Learning Tours Committee has been formed in 2016-17 to plan and implement these projects in a more balanced and systematic manner. However, due to time constraints and tight schedules, the Committee has not yet performed at full capacity. There is still room for improvement concerning the contents, logistics and administrative works of the overseas activities. We have learnt from experiences and hopefully can make it better in the coming academic year.
- In order to further optimize the Inter House Activities, we have to keep on improving the House Bonding as well as the quality of House Meetings. After adding some new posts to put the House Affairs in order, e.g., Music Captain & Scholar Captain, the overall efficiency and effectiveness of the House Committees have been raised a bit.

### (3) Our Learning and Teaching

#### Staff Development

	Date	Programmes
1st Staff Development Day (PD &SD)	24 August 2016	Talk on "Improving Communication and Mediation Skills"
2nd Staff development Day	25 November 2016	eLearning
3rd Staff Development Day	9 June 2017	Cultural Activities at Jao Tsung-I Academy in Mei Foo

With the aim of enhancing communication and collaboration among students, teachers and parents, the teaching faculty of the SD and PD, along with school committee members as well as PTA members attended the first Staff Development Day on the theme of "Improving Communication and Mediation Skills", held at the Concert Hall of Yunni & Maxine Pao Auditorium in DBS. The first programme was a talk on the effective communication skills and basic mediation skills to resolve conflicts, conducted by Mr. Alan M.B. Lam and Mr. Simon S.M. Yeung. The audience gained a basic understanding about three major strategies in mediation and learned how to resolve conflicts in the school.

Following the talk was a tea break during which the guest speaker, school committee members, PTA members, SD and PD teachers had the chance for casual chats and exchange of ideas and opinions. A workshop was held after the tea break. Teachers were divided into 15 groups and attended a workshop to practice mediation skills.

"The Year in Pictures" was screened as the last programme to highlight the school culture, major events and achievements in the last academic year.

The first Staff Development Day for nearly 250 staff members from both the PD and SD was a successful event once again and the school was grateful to the staff members who worked diligently over the summer holidays in making this annual event a reality.

The second Staff Development Day was held in November for the SD targeting eLearning. Mr Daniel Cheung Ka-ki and Stephen Li Tien-man, representatives from the Centre of Excellence, IT in Education Section of the Education Bureau gave us a talk and shared various tools: 4D Anatomy and Photo Math, Kahoot, Nearpod, Apple Classroom App and Google Classroom. Their talk also covered related security issues, using Google Network Security as an example to illustrate the safety and reliability of these tools for teaching.

The talk was followed by a showcase of eLearning lessons from our teachers. Two exemplary classes conducted by Miss Leung Tsz Wan (Chinese Language) and Miss Mimi Chuk Kwan Wing (English Language) were screened for the teaching faculty showing how eLearning could motivate our students and enhance their learning effectiveness. Mr Lau Yu Lun and Mr Ivan Yiu Tsan Hang then shared on security and classroom management skills for eLearning. The Staff Development Day drew to an end as our staff aptly responded via a Google Form, giving evaluations and suggestions for future development days.

The third Staff Development Day was held at the Jao Tsung-I Academy in Mei Foo on 9th June 2017. This was an outdoor cultural program consisting of several activities: e.g., “Guided Tours”, “Sharing Sessions”, “Interest Courses”, “Thematic Exhibitions” etc. All teachers were divided into 7 Groups from “A” to “G”. Two Group Leaders were assigned to take care of the members throughout the trip. Another Group “S” (Supporting Staff) was also formed to arrange lunch, transportation, logistics, venues, souvenirs, etc., and made the event a great success.

The objectives of this outing activity are as follows: (1) Strengthening unity, friendship and mutual trust among colleagues and PTA core members; (2) Relaxation at the end of an academic year; (3) Understanding local history, heritage conservation and different cultures. We organized three “Interest / Cultural Courses” for colleagues: “Tea Appreciation”, “Balloon Fun” and “Paper Art” which they learnt and enjoyed much. As the instructors and docents were knowledgeable and skillful, so the workshops, exhibitions and guided tours were quite fun and informative. Besides, IB teachers also attended their own seminars and group meetings for curriculum planning simultaneously. The activities were diversified and tailor-made.

Lunch Buffet was provided at the Yi’s Kitchen of the Jao Tsung-I Academy. A group of enthusiastic members from the PTA joined us to celebrate together. We had a wonderful relaxing moment to gather and share. The tremendous support of the PTA is highly appreciated. Special thanks must be given to Mr. Albert Wong and Mrs. Irene Tak-Lee for their great efforts to promote Home-School Cooperation.

Generally speaking, through these leisure activities, we fostered a sense of comradeship across the board. Based on the returned questionnaires, there was quite a bit of good feedback from colleagues: “Tea Appreciation was probably one of the seminars that I found cultural and educational. We were able to learn more about Chinese tea from different regions, how to brew a cup of Chinese tea and appreciate different types of tea.” “Blowing balloons – it helps to relieve stress for the teachers and perhaps this could be taught to students so that they can perform social service for the unprivileged later.” “This Staff Development Day certainly strengthened the friendship among us, which is particularly beneficial to us when we collaborate and share

responsibilities at work.” Teachers of different disciplines communicated more with each other in an open and effective manner. It was clear that unity, team spirit and mutual trust among colleagues had been strengthened.

Last but not least, of course there is still room for improvement: “The time for the main activity (balloon) is too tight. There wasn’t enough time to learn and digest but there was too much time allocated for the tour.” “The dining venue might not be a good choice for accommodating more than 100 people.” We appreciate all the comments and suggestions from colleagues as these definitely motivate us to do better next time for the sake of the whole Diocesan Community!



#### **(4) Support for Student Development**

- To provide multiple pathways for students to develop their potential, the school gives the senior secondary students the options to study subjects under the Hong Kong Diploma of Secondary Education (HKDSE) or the International Baccalaureate Diploma Programme (IBDP). In addition to offering the thirteen HKDSE elective subjects for selection, the school also offers French as "Other Language", Music as "Other Programme" and Applied learning courses offered by outside professional institutions to further cater for the specific needs of some students. Students can also opt to study Liberal Studies and Physical Education in Chinese or English.
- For academic support outside regular class hours, a team comprising fifteen teachers was formed to conduct English, Mathematics and Science Tutorials for junior form students. Another team that consists of ten teachers was formed to conduct Tutorial Lessons for senior form students: "Top-notch English Tutorial Class", "Remedial English Tutorial Class", "Drop Subject Period (DSP) Tutorial Class", "中文扶中班" and "中文補底班" for Grade 11 and Grade 12 students. Academic support was also provided to sportsmen and musicians who had been absent from school because of overseas training and competitions.
- A full-time university counsellor supported the application process of students for overseas universities. The quantity and quality of counseling and guidance services on further studies increased. The Centre purchased an online system called NAVIANCE. This system strengthened the preparation, collection and organization of further studies information for university applications. Students and parents have access to NAVIANCE through a website called "Family Connection" (<https://connection.naviance.com/diocesan>) where students can upload their own application documents, set goals and tasks, and check the status of their university applications. During the year 2016-17, more than 33 Information Talks on local, overseas, Mainland China and Taiwan universities were held to help students thoroughly understand variety of further study options and pathways for further studies. Most of the talks were open for free enrolment via NAVIANCE and other means while some important talks were made compulsory for the entire form to make sure that all students were informed of the essential information for their career planning and university applications.
- Three electronic profile workshops were held in November and January for Grade 7 students to establish an electronic record of their OLEs. Grade 8 students attended the same workshop when they were in Grade 7 last year. Three "One person one colour" workshops were organized in September, October and November for Grade 10 students to help them understand their career aspirations. Twenty-four activities with career related experience including job shadowing, visit, job attachment and internships were arranged. Seven career information sessions and four career intervention workshops were organized for 1,188 participants from Grade 7 to Grade 12 throughout the year to provide them with opportunities

for gaining work experiences. Three career inclination workshops were organized in January for Grade 11 students. One career planning workshop was organized for G9, G10 and G11 respectively in the second term. With support from the CUHK, the G10 workshop was arranged during the post-exam period to offer students a better understanding the requirements of the admission processes of local universities. Positive comments were given by students and teachers. Three visits to a tertiary institution, one mock interview for local university, three further studies talks, seven JUPAS workshops, one Non-JUPAS workshop, three UCAS workshops and one US, Canada and Common Applications Workshops were organized during the year. A career planning workshop for G9 was arranged to provide study options in Grade 10, career assessment, selection of elective subjects and connection of elective subjects with university programmes and occupations.

- Through the provision of preventive and remedial counseling services in light of students' developmental problems and needs, the self-management skills of students gradually improved. The Discipline Committee and Student Guidance Team cooperated to promote the respects, self-discipline and acceptance attitude of students in the school. They tried to help students at different developmental stages to overcome difficulties they encounter. The respectful atmosphere maintained by chaplaincy committee and the teachers' sharing during assembly helped train students to maintain concentration in a solemn environment and nurtured their positive attitude and good behavior at school. The Leadership Training Camp program and the passing-out ceremony in front of their parents and peers served the same purposes but added one thing extra – the leadership skills of our young men.
- A Global Career Forum was arranged to help students understand the significance of pursuing further studies and various career pathways, and helped them develop their personal goals. A hundred alumni and guests shared with more than a hundred students and parents information about university application, interview technique and future career development.
- The Greater China Affairs Office coordinated the application processes of different universities in China and Taiwan. Some information session and two visits related to further studies in China were arranged to increase the awareness of students and parents about further studies in these regions. The Office arranged some counselling and interview training for potential applicants and the feedback is positive. Experience sharing by alumni is particularly welcomed by students as they are unfamiliar with the university culture and life of China. The Office continues to explore more opportunities in universities application in China to provide more options for further studies to our students.
- Most of the students consider mainly further studies after graduation but do not give career-oriented activities a high priority. This kind of activity provides students opportunities in career exploration and obtains insight in different industries. In order to match the interest of students with the potential industries, the selection process of potential students for career-oriented activities should be revised.

- A database of SEN students was established. SEN students were categorized according to the nature of education need and their distribution. More support should also be given to assist SEN students in facing different challenges in life. For teachers, a 3-years plan on the professional development of teachers for SEN training has also been implemented. Representatives from each Key Learning Area will be sent to receive SEN training in stages over three years. After the professional training, teachers are able to understand the needs of SEN students and provide additional support.
- The G7 Character Building Program was held successfully to cultivate the virtues and good personalities of our kids. There were three sessions altogether throughout the academic year: (1) Cooperative Tasks & Mass Games on 20th August 2016; (2) Classrooms Cleaning Activities on 19th December 2016; (3) Life Planning Soci-Game on 7th July 2017. After a series of meetings for training, G7 students got closer to their new classmates and teachers, and came to know each other better. Their sense of responsibility, interpersonal skills, problem-solving techniques, team work, mutual trust, class bonding and school spirit were strengthened gradually. They were willing to explore and experience more themselves in an open and active manner. Some of them became more mature and communicated / got along well with others. Moreover, they also learnt how to make correct choices for themselves and valued the different elements in life. The debriefing sessions after the activities made self-reflections possible and meaningful.
- G10 Leadership Training Camp was held on 25th – 28th April 2017 at the PLK Jockey Club Tai Tong Holiday Camp in Yuen Long. We had a series of challenging activities including team building tasks, mass games, ropes courses, foot drill training, hiking, orienteering, etc. The sense of belonging, discipline, brotherhood, and school spirit were fostered tremendously among these future leaders. They also benefited in the areas of leadership, social skills, problem-solving techniques, EQ, physical fitness etc. The Passing Out Ceremony was held on Friday at the School Field with Mr Jerome Leung, the Vice President of DSOBA, as our guest of honour. Parents, teachers, trainers, students and alumni all enjoyed and shared pride and happiness together.
- In order to familiarize all new boys with the school and give them a taste of secondary school life, we organized a G7 summer school program which lasted for ten days, from 17th July to 28th July 2017. This bridging course included lessons of core subjects, sports and cultural activities, as well as an overnight stay in our Boarding School. Kids all had a fine time participating and got prepared for the coming academic year.

## (5) Student Performance

Summary of 2017 HKDSE Results is as follows:

No. of candidates sat:	162
No. of subjects per student:	6.5
No. of Level 5* or above:	174 (1.1 Level 5* or above per student) ( <i>equivalent to distinction</i> )
No. of Level 4 or above:	687 (4.2 Level 4 or above per student) ( <i>equivalent to distinction and credit</i> )

Number (Percentage) of	DBS (2017)	All candidates (2017)
Level 5**	46 (4.4%)	(1.3%)
Level 5* or above	174 (16.5%)	(5.0%)
Level 5 or above	359 (34%)	(12.4%)
Level 4 or above	687 (65.1%)	(35.0%)

Percentage of students met the entrance requirements for Bachelor degree programmes  
= 85.5%

Percentage of students met the entrance requirements for sub-degree programmes and other further studies pathways  
= 14%

Most of the students were admitted by local universities in the main round. Most of them were accepted by HKU, CUHK and HKUST followed by CityU and HKPoly. There is a significant proportion of graduates being admitted to different professional programs.

In the extra-curricular activities, we had excellent achievements in Olympiads, Robotics, Music, Sports as well as other Cultural Competitions. A brief summary is as follows:

### International Junior Science Olympiad (IJSO)

#### **13th International Junior Science Olympiad 2016**

One student represented Hong Kong:

Silver Medal	Tong Karon James	10D
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### **International Junior Science Olympiad – Hong Kong Screening**

First Class Honour	Lee Adrian Ming Fung	9D
Second Class Honour	Tang Jun Xiang Patrick	9S
	So Ka Long Justin	9D
Third Class Honour	Tong Harris Tak On	9D
	Cheng Chung Kwan	9D
	Cheung Ho Marcus	9G

### **Australian Big Science Competition**

#### **Paper Level: Intermediate**

High Distinction	Chow Yick Hin	11G
High Distinction	Ma Chin Fung Aiden	11L
High Distinction	Mak Chi Hang Christopher	11L
High Distinction	Yuen Tsz Kin	11D

### **Physics Olympiad**

#### **13th Pan-Pearl River Delta & Chinese Elite Schools Physics Olympiad**

Third Class (三等獎)	Yuen Wai Yan	11P
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#### **Hong Kong Physics Olympiad 2017**

First Class Honour	Mann Sean	10L
Second Class Honour	Lau Hoi Pak	10S
Honourable Mention	Lam Yik Ki	9G

#### **47th International Physics Olympiad**

Two students represented Hong Kong:

Silver Medal	Lam Shun Leung Frankie	11L
Bronze Medal	Yang Brian	11D

## **17th Asian Physics Olympiad**

Two students represented Hong Kong:

Bronze Medal	Lam Shun Leung Frankie	11L
Honourable Mention	Yang Brian	11D

## **Australian National Chemistry Quiz (ANCQ)**

### **Paper Level: Year 10**

High Distinction Excellence	Mak Chi Hang Christopher	11L
High Distinction Excellence	Yuen Tsz Kin	11D
High Distinction Excellence	Yuen Wai Yan	11P
High Distinction	Chow Yick Hin	11G
High Distinction	Lau Yan Ho Jeffrey	11L

## **Biology Olympiad**

### **Hong Kong Biology Olympiad for Secondary School**

First Class Honour	Chow Bak Yue	10D
	Yuen Tsz Kin	11D
	Fung Hin Pok Cyrus	11D
	Lam Frederick	11D
	Mak Chi Hang Christopher	11L
	Chong Ho Lun	12D
	Yum Hin Hei Samson	12D
	Chiu Long Hei	12D
	Tam Sampson Shum Yin	12D
	Hsu Benson	12D
	Wong Wai Yin	12D
	Leung Hei Tsun	12S
	Second Class Honour	Lui Kwan Lok
Third Class Honour	Fong Asa Sergei	10P
	Lam Kin Hang	11D

Wong Ting Hei	11D
Wong Chun Yui	11D
Lau Yan Ho Jeffrey	11L
Chan Yiu Sum	12M

### **Mathematics Olympiad**

#### **16th Pui Ching Invitational Mathematics Competition**

Gold Award	Cheng Nick Hang	7D
	Leung Harris	8G
	Tang Jun Xiang Patrick	9S
	Leung Yui Hin Arvin	12D
Silver Award	Wong Pak Qiu	7D
	Lai Shun Him Godwyn	9S
Bronze Award	Shum Hei Chai	7D
	Leung Chun Yu	8P
	Chow Bak Yue	10D
	Kwok Chin Hin	10P
	Lam Chun Hei	12D

Group: Overall Champion

#### **34th Hong Kong Mathematics Olympiad**

Second Class Honour	Kwok Chin Hin	10P
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### **Olympiad In Informatics**

#### **Hong Kong Olympiad In Informatics**

##### **Senior**

Lam Shun Leung Frankie	G12L	Gold
Koo Nga Leong	G11L	Silver
Gao Dapeng	G12L	Silver

### **Junior**

Leung Harris	G8G	Gold
Li Kwing Hei	G10D	Gold
Li Yung Chi	G8G	Silver
Zhou Tin Yik Chris	G8S	Silver
Tong Chun Shing	G7G	Bronze
Chan Yuen Ho	G8M	Bronze
Lam Wai Chung	G8D	Bronze

### **National Olympiad In Informatics In Provinces**

#### **Senior**

			<b>Overall</b>
Lam Shun Leung Frankie	G12L	一等獎	5th
Koo Nga Leong	G11L	二等獎	8th
Li Kwing Hei	G10D	二等獎	9th

#### **Junior**

			<b>Overall</b>
Leung Harris	G8G	一等獎	1st
Zhou Tin Jik Chris	G8S	二等獎	8th
Lam Wai Chung	G8D	二等獎	10th

### **Canadian Computing Competition**

#### **Senior**

Li Kwing Hei	G10D	Certificate of Merit
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#### **Junior**

Li Yung Chi	G8G	Certificate of Distinction
Chan Yuen Ho	G8M	Certificate of Distinction
Zhou Tin Yik	G8S	Certificate of Distinction
Ng Tsz Hin	G8S	Certificate of Merit
Lam Wai Chung	G8D	Certificate of Merit
Tong Chun Shing	G7G	Certificate of Merit
Lau Chun Chi	G8S	Honourable Mention

### **Robotics**

#### **World Robot Olympiad (WRO) Hong Kong Regional Selection 2016 (GEN II Football)**

Champion & 2nd Runner-up

## **WRO India 2016**

17th out of 34 teams

## **Hong Kong First LEGO League (FLL) Robotics Tournament**

Champion's Award 2nd place

## **WRO 2017 Hong Kong Robot Challenge (Sumo Challenge)**

Champion

## **Music**

### **The 69th Hong Kong Schools Music Festival**

The Most Outstanding Secondary School Choir of the Year

Best Boys Choir of the Year

Best Mixed Choir of the Year

Best Junior Choir of the Year

DBS & DGS Senior Mixed Choir

DBS Senior Choir

DBS & DGS Senior Mixed Choir

DBS Treble Choir

#### **First:**

Wind Orchestra

Senior Choir – Foreign Language

Senior Choir – Chinese

Senior Mixed Choir – Foreign Language

Senior Mixed Choir – Chinese

Intermediate Mixed Choir – Foreign Language

Treble Choir – Foreign Language

Treble Choir – Church Music

Junior Mixed Choir – Foreign Language

Junior Mixed Choir – Chinese

String Ensemble – Senior

Woodwind Ensemble – Senior

Erhu Ensemble

Madrigal (with DGS)

#### **Second:**

String Orchestra

Chinese Orchestra

Intermediate Choir – Foreign Language

Intermediate Choir – Chinese

Intermediate Mixed Choir – Chinese

Piano Ensemble

Pipa Ensemble

Madrigal (with DGS)

Third:

Symphony Orchestra

String Ensemble – Senior

Woodwind Ensemble – Junior

**Others**

Our Chinese Orchestra participated in the Nanyang International Music Competition held in Singapore in July 2017, and was awarded the Gold Medal.

Our Senior Choir participated in the International Youth Choir Festival at the prestigious Royal Albert Hall and Royal Festival Hall in London. Our performances in both venues were extremely successful, receiving standing ovations and compliments from audiences, organizers, and fellow choristers in other choirs. Moreover, the choir held a Reunion Concert for old boys and friends of DBS, and was also very well-received.

Sports

**2016-2017 Inter-School Sports Competitions Results**

<b>BOCHK Bauhinia Bowl: Champion (347 points)</b>				
	<b>A Grade</b>	<b>B Grade</b>	<b>C Grade</b>	<b>Overall</b>
<b>Athletics</b>	Champion	2nd	2nd	Champion
<b>Badminton</b>	2nd	2nd	2nd	2nd
<b>Basketball</b>	Champion	3rd	Champion	Champion
<b>Cross Country</b>	2nd	Champion	Champion	Champion
<b>Fencing</b>	Epee: Champion	Foil: Champion	Sabre: Champion	Champion
<b>Football</b>	Champion	5th	2nd	Champion
<b>Handball</b>	4th	Champion	Champion	Champion
<b>Hockey (Div. II)</b>	-	-	-	2nd
<b>Life Saving</b>	2nd	Champion	-	Champion
<b>Softball</b>	-	-	-	2nd
<b>Squash</b>	-	-	-	Champion
<b>Swimming</b>	Champion	Champion	Champion	Champion
<b>Table Tennis</b>	2nd	Champion	Champion	Champion
<b>Tennis</b>	-	-	-	Champion
<b>Volleyball</b>	Champion	Champion	3rd	Champion

<b>BOCHK Rising Star Award: 2nd (95 points)</b>				
	<b>A Grade</b>	<b>B Grade</b>	<b>C Grade</b>	<b>Overall</b>
<b>Archery</b>	3rd	4th	2nd	2nd
<b>Beach Volleyball</b>	Champion	Champion	-	Champion
<b>Indoor Rowing</b>	Champion	2nd	Champion	Champion
<b>Rugby Sevens</b>	3rd	11th	9th	-
<b>Tenpin Bowling</b>	-	-	-	4th

<b>Outstanding School Award in Jing Ying Team Sports Competitions: Champion (35 points)</b>				
<b>Badminton</b>	<b>Basketball</b>	<b>Football</b>	<b>Handball</b>	<b>Volleyball</b>
2nd	2nd	3rd	3rd	Champion

## Speech

### 第六十八屆香港學校中文朗誦節得獎名單

班別	姓名	項目	名次
10P	李梓睿	中學四年級散文獨誦男子組—粵語	冠軍
10L	朱宏懿	中學三、四年級散文獨誦男子組—普通話	冠軍
8D	譚智鈞	中學一、二年級散文獨誦男子組—普通話	冠軍
7D	鄭貝浠	中學一、二年級散文獨誦男子組—普通話	冠軍
7G	仇仲希	中學一年級詩詞獨誦男子組—粵語	冠軍
7M	陳子雍	中學一年級散文獨誦男子組—粵語	冠軍
7A	鍾尚延	中學一年級散文獨誦男子組—粵語	冠軍
10P	李梓睿	中學四年級詩詞獨誦男子組—粵語	亞軍
10L	朱宏懿	中學三、四年級詩詞獨誦男子組—普通話	亞軍
8A	黎卓譽	中學二年級詩詞獨誦男子組—粵語	亞軍
7T	陳子諾	中學一年級詩詞獨誦男子組—粵語	亞軍
8L	黎逸熙	中學一、二年級詩詞獨誦男子組—普通話	季軍
8L	黎逸熙	中學一、二年級散文獨誦男子組—普通話	季軍
7G	陳子朗	中學一年級詩詞獨誦男子組—粵語	季軍
7M	陳子雍	中學一、二年級散文獨誦男子組—普通話	季軍

In the Hong Kong Schools Speech Festival (English Section), we obtained 5 First Prizes, 8 Second Prizes and 1 Third Prizes, totaling 14 awards.

## (6) Financial Summary

### Financial Position of Diocesan Boys' School 2015/16 School Year

[Consolidated - Primary Division and Secondary Division (exclude Boarding School)] - Audited

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	55%	N.A.
School Fees	N.A.	42%
Donations, if any	N.A.	1%
Other Income, if any	0%	2%
<b>Total</b>	55%	45%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	71%	
Operational Expenses (including those for Learning and Teaching)	11%	
Fee Remission / Scholarship <sup>1</sup>	8%	
Repairs and Maintenance	2%	
Depreciation	8%	
Miscellaneous	0%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year #</b>	0.54 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b>	7 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

<sup>1</sup> 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).

## **(7) Feedback on Future Planning**

- Learner diversity and Special Educational Needs continue to be our major concerns. In order to address the needs of our students, teachers should refine their pedagogical approach and teaching strategies in their daily teaching. Continuing professional development of teachers is crucial in raising the effectiveness of learning and teaching. At the school level, the senior management will continue to conduct lesson observation on the remaining one-third of the teaching faculty. It is anticipated that a team of master teachers would be formed after one year for teaching quality assurance and also mentoring the beginning teachers. At the teacher level, cross-subject and cross-curriculum peer lesson observation will be continued, so as to form an internal learning hub to enhance the professional development of teachers through mutual learning and professional exchanges within the teaching faculty. On the curriculum side, a new curriculum named Innovation & Design (I&D) will be launched in Grade 7 starting 2017/2018 school year and it will be successively implemented in Grade 8 and Grade 9 by 2018/2019 and 2019/2020 respectively. The new curriculum aims at preparing our students for the future, equipping them with the five key dispositions relevant for the 21st century: communication, collaboration, creativity, critical thinking and a sense of community. The curriculum will adopt the approach of problem-based learning in the spirit of entrepreneurship and empathy. Subject panels will continue to explore and develop eLearning or other teaching strategies to maximize the learning outcomes of our students.
- After the implementation of a Grade 7 life planning curriculum, teachers were concerned about the effectiveness of implementation, the level of difficulty and operational arrangement for the Grade 7 curriculum. A new Grade 7 life planning curriculum should be designed to replace the existing Grade 7 curriculum. This curriculum helps students to have self-understanding and self-reflection.
- A 3-year plan for sending teachers from each KLA to receive professional training has been designed and implemented. After enhancing the professional capacity of teachers in catering for students with diverse learning and emotional needs, teachers should be able to accommodate learners' diverse learning needs and provide support accordingly. Furthermore, additional support from professionals to enhance teachers' understanding on the special needs of learners and cater for the developmental needs of the students is necessary.
- In the area of extra-curricular activities, we need to further fine tune and optimize the system of the "clubs and societies" in order to face the new challenges of a pluralistic and rapidly changing world. The first-ever "Clubs & Societies Joint Recruitment Day" provides fun and exciting experiences to G7 boys. We can further extend the scale of these activities in the next academic year. Moreover, we have to promote and participate in more trend-setting activities like the various Academic Olympiads (both local and overseas tournaments),

Robotics, Engineering, STEAM, etc., to lay the groundwork for new traditions. Besides, the Learning Tours Committee will also be strengthened to plan and organize more diversified overseas study / training programs for the well-balanced development of the whole person, e.g., “One Belt One Road”, Environmental Protection, Social Services Programs, etc. By pursuing multiple interests and new learning experiences outside classrooms, we aim to enrich our students with more creative ideas, better critical thinking skills and international-mindedness.

## (8) Appendix

Report on the use of the Capacity Enhancement Grant (2016-2017) is as follows:

Item	Use	People responsible	16-17 Approved
1.	Coaching fee for junior music ensembles and salary for part-time instrumental instructors	FS	32,000
2.	Salaries of Athletics coach and Water Polo coach	PC KY	52,900
3.	Salary of tutor(s) and fees of advisor(s) for Chinese Recital	CC	5,000
4.	Salaries of conductors, tutors and helpers for Chinese Orchestra	KWC WKL	43,200
5.	Salaries of tutors for Chinese Remedial Teaching	LYC FYC	24,000
6.	Salaries of tutors for Advanced Chinese Writing Course	LYC CMT	9,000
7.	Salary of Teacher-Teaching Assistant (TTA)	LHT	318,165
8.	Salary of workshop assistant	CW	153,628.8
9.	Salary of AV supervisor	CKT KKY	266,073.6
	Total:		903,967.4

Income (2016-2017):

$\$664 \times 1393 = \$924,952$

Difference (Surplus):

$\$924,952 - \$903,967.4 = \$20,984.6$