



Diocesan Boys' School

School Report

2020-2021

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(1) Our School

DBS began with the acceptance of boys into the 'Home and Orphanage' in 1869. The name 'Diocesan Boys' School' was first used by the School Committee in 1913. Under the management of Sheng Kung Hui, DBS maintains its tradition of nurturing 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

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 intelligences 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*	245	243	237	218	210	202

*Number of students at 30.09.2021 including I.B groups

(2) Achievements and Reflection on Major Concerns

Priority Task 1: To enhance the effectiveness of classroom learning and teaching through the exploration and employment of appropriate teaching strategies at subject level

Achievements

- The first target stated in the Annual School Plan was a follow-up measure to the suggestions made in the last ESR Report. The school has taken the initiative to encourage teachers to explore and develop various teaching strategies over the past three years so as to enhance the effectiveness of classroom learning and teaching.
- Depending on the subject nature and the profile of classes, a wide variety of teaching strategies have been employed by subject teachers to cater for learner diversity and develop students' independent learning. More opportunities have been provided for students to interact, learn from one another and co-construct knowledge.
- Below were some examples of teaching strategies explored at subject level: case studies as learning materials in Liberal Studies; flipped classroom for high achievers in Mathematics; metacognitive strategies for high achievers and scaffolding/structuring lessons for low achievers in senior form English Language; collaborative learning for high achievers in junior form English Language; flipped classroom and use of mind maps in Geography; flipped classroom to help students develop self-learning habits in Chinese Language; flipped classroom and projects for high achievers and group class setup for low achievers in Music; use of video clips and flipped classroom for high achievers in Economics; use of video clips and news articles in Physical Education; collaborative learning and flipped classroom in History; use of past papers as practice and revision for low achievers in Business, Accounting and Financial Studies (BAFS); use of easier questions and simpler tasks for low achievers in Information and Communication Technology (ICT); use of pre-lesson tasks for high achievers in Visual Arts; use of mind map software and flipped classroom in Innovation and Design; scaffolding for low achievers in Chinese History; use of blogs to develop a discussion forum in Google Classroom for high achievers and development of guided responses for low achievers in Physics; collaborative learning and flipped classroom in Biology; flipped classroom in Chemistry; peer discussion and peer assessment in Integrated Science.
- The effectiveness of teaching strategies in enhancing classroom learning and teaching has been evaluated. Subject teachers have conducted a self-evaluation on the effectiveness of the employed teaching strategies in a total of 127 lessons by completing the standardized self-evaluation forms. After self-evaluation, subject teachers subsequently fine-tuned the employed teaching strategies or explored other teaching strategies.
- Panel heads were supposed to evaluate the effectiveness of teaching strategies employed by their panel members through appraisal in the second term. However, due to the suspension of most of the face-to-face lessons in the second term, appraisals by the panel heads were cancelled and the evaluation of teaching strategies by the panel heads had to be postponed until the next school year.

- The second target stated in the Annual School Plan was to promote professional development and sharing among teachers. Subject teachers were supposed to conduct peer lesson observation and give feedback on the teaching strategies employed by their panel members. After mutual peer observation, teachers were to share and discuss any areas for development in the employed teaching strategies. However, due to class suspension again, the promotion of professional development and sharing among teachers had to be postponed until the next school year.

Reflections:

- The ability of the teachers to meet the needs of a diverse group of learners remains an issue and has been becoming more and more pressing, needing to be tackled by frontline teachers in their daily teaching. The traditional teacher-centred mode of teaching neither motivates low achievers nor enable the high achievers to reach their potential. Teachers are required to undergo a paradigm shift from the teacher-centred to the student-centred mode of teaching so as to cater for learner diversity.
- Appropriate teaching strategies should address the needs of students and facilitate their learning. The student-centred mode of teaching emphasises students' involvement with and active participation in the learning process. Peer learning is another important strategy to further enhance the effectiveness of classroom learning and teaching.
- There is not one teaching strategy suitable for all students. Low and high achievers have different learning needs in their studies and teachers need to adopt specific teaching strategies that suit the abilities and interests of their students.
- Exploring and developing a repertoire of teaching strategies is an ongoing process. Teaching strategies need to be fine-tuned and evolve as the student profile changes over time. The school will continue to take the lead in promoting the professional development of the teaching faculty and promoting sharing among teachers, not only limited to cross-subject but broadened to incorporate cross-curricular sharing between the local and IB sections.

Priority Task 2: To nurture empathy and cultivate a respectful attitude from students.

Achievements:

- The Chief Information Officer (CIO) of the school has prepared a central management system (CMS) framework based on the needs of the students. Due to the large scale of the CMS, the CIO has divided different administrative categories into modules and all the modules are divided into 4 major developmental phases. The Counselling Module is in phase 1 and the Discipline Module is in phase 2. The CIO has invited an IT company to create the Counselling Module, which marks the development of phase 1. The Student Guidance Team has collected opinions from members about the system requirements for the Counselling Module. The Head of the Student Guidance Team and a selected member have held three meetings with IT company to thoroughly discuss workflow, user requirements and the system development of the Counselling Module of the CMS.
- Due to the COVID-19 pandemic, the Dean's sharing and two educational sessions by discipline and counselling teachers were cancelled due to the suspension of assembly.

- Two coordinators, one from the Discipline Committee and one from the Student Guidance Team, were assigned to each grade to support the class teacher in following up the attendance records and lateness of students, reinforcing discipline and offering emotional support to students.
- A meeting with class teachers of each grade was arranged by the Discipline Committee and Student Guidance Team in October to provide support to class teachers in catering for emotional needs and enhancing self-discipline and a respectful attitude among students.
- Based on the opinions collected from more than 100 teachers in teachers' survey and the result from the prefects' survey conducted in May and June 2020 respectively, a draft prefects' selection process was prepared by the Discipline Committee and Dean of Students in October 2020 for further discussion. After thorough discussion with the Prefects' Board and teachers, the Discipline Committee suggested some amendments to the existing prefect selection process. A new prefect selection process has been formulated by the Discipline Committee.
- A draft holistic value education plan has been prepared by the Discipline Committee, Student Guidance Team, Moral Education Committee, School social workers and Religious Studies Department.
- The Discipline Master and the Head of the Student Guidance Team has led a professional sharing with new teachers to promote the importance of self-discipline and the respectful attitude of students in October 2020.
- An online Healthy Life Programme for G9-G11 students was organised by the school social worker on 3 February 2021 which is a living library activity with people in recovery sharing.
- A Mindshift Programme has been carried out since September 2020. This programme consists of different types of workshops provided at least three times per month from October 2020 to May 2021. Mental health training workshops were provided to the ambassadors to introduce the attitudes, knowledge and skills to promote a well-being culture at school. Furthermore, music workshops were provided by professionals to teach the students about the relationship between music and mental health. Moreover, 3 sessions of yoga were carried out with people in recovery. Students were able to interact with those in recovery in order to eliminate the labelling effect or stigma associated with their condition in our society. Furthermore, a mental health talk for teaching staff was conducted to equip our colleagues with the ability to identify students with mental health needs and the skill to intervene to support them. Finally, the ambassadors prepared a mental health support kit for students, teachers and staff in the school so that the whole school community could gain strength from mutual support.
- A G7 life education program was organised on 30 September 2020 and 5 May 2021 respectively. The curriculum adopts the student-centered and activity-driven approaches. The students enjoyed the activities and the personality tests.
- The Student Guidance Team organized talks on 'Be Net Wise' for G7 students on 23 October 2020. This year's talk focused on the topics of cyber bullying and cybercrime and their corresponding consequences on the psychological health of students.
- 'Talk on Depression' for G12 and 'Talk on Depression' for G9 were organised on 4 November 2020 and 25 November 2020 respectively. The G12 talk aimed at facilitating students to understand the nature and signals of stress, enhancing their awareness and enabling them to identify stress during the preparation for public examinations. After the talk, they learnt various ways to manage stress from physical, psychological, behavioural and cognitive perspectives. The G9 talk mainly introduced some common mental illnesses

like depression, anxiety and schizophrenia, which let students know more about the obvious symptoms, causes and how they could support those who suffer from mental illness. Students were committed to the game which let them know the negative feeling and frustration of noises in the brain. Lastly, students were also engaged in the “Human Library Sharing” in which a volunteer shared her life experience of overcoming depression.

- ‘Talk on Cyber Bullying’ for G8 was organised on 5 May 2021. This talk focused on cyber bullying and its impact on the victim’s psychological health. A number of video clips of real victims exploring their true feelings after they were bullied on the net were shared. G8 students paid good attention while they were watching the videos, showed sympathy to the speakers and responded well in the question and answer sessions afterwards.
- ‘Talk on Traps on the internet’ for G9 was held on 12 May 2021. This talk was about the dangers of meeting friends online. During the talk, students focused on the video from the Police Report Programme and participated the Prize Quiz session actively.
- A donation programme, ‘Food and Clothing Drive’, was held in June. Over 300kgs of clothes and books were collected from students, parents and teachers. All of the collected items were donated to The Salvation Army. The importance of environmental awareness, alleviating poverty and resource reallocation was promoted.

Reflections:

- Due to the high cost of development, the Chief Information Officer (CIO) and I should seek extra financial support from external organisations for the development of the Central Management System (CMS).
- The Student Guidance Team has been invited to be involved in the developmental phase 1 in the central management system (CMS). During the development process, the Student Guidance Team requested more students’ information from various modules so as to provide a comprehensive information to counselling teachers during counselling services. A new developmental direction on the student profile report should be investigated.
- Due to the COVID-19 pandemic, only one meeting with class teachers of each grade was arranged by the Discipline Committee and Student Guidance Team in October to provide support to class teachers in catering for the emotional needs of their students and enhancing self-discipline and a respectful attitude among students.
- The Discipline Committee suggested some amendments to the existing prefect selection process. More time is required for formulating the Prefects’ Policy, preparing essential documents and reviewing other parts of the prefect system together with different related parties.
- Based on the experience of developing the Guidance Module of the CMS, the Discipline Committee should start to collect opinions from members about the workflow and user requirements of the Discipline Module and have more preparation time beforehand.
- A draft Holistic Value Education Plan has been prepared by the Discipline Committee, Student Guidance Team, Moral Education Committee, School social workers and Religious Studies Department. More time is required for related bodies to enhance collaboration among different working committee and finalise the holistic value education plan in order to cultivate in students the positive values and attitudes.

Priority Task 3: To enhance holistic education with new strategies via Diocesan Media, DBS Booster, etc.

Achievements:

- The academic year 2020-2021 again was not easy for members of the Diocesan Family. Although face-to-face interaction was restrained in light of the COVID-19 pandemic, we were grateful that we were able to continue instilling positive values and attitudes in our students. Our Moral Education Committee worked very diligently and creatively with the IT Department, Religious Studies Department, Music Department, Spiritual Education Committee, Civic Education Committee, Assembly Committee, Diocesan Media Group, School Social Workers, Prefects, and other groups to produce diversified online sharing materials for students and teachers via the Diocesan Media Facebook and Instagram page. The “DBS Booster Team” as well as the “Diocesan Media Group” regularly published lively, impressive, and professional photo galleries and videos to cultivate all-round talents throughout the school year. Materials are of diverse topics – school history and anecdotes (e.g., “拔萃快問快答” by old-boy teachers), independent thinking skills (Mr. S.H. Kong), spiritual needs (Rev. K.K. Chan, Mr. K. Tsang), civic responsibility (e.g., “Essential Elements & Funny Facts of Elections” by the Civic Education Group), moral fiber (Ms. T.W. Leung), academic endeavors (e.g., “Fun Mathematics” by Mr. Z. Yeung, “Fun Experiment at Home” by Mr. K. Leung), personal growth (by Mr. J. Lau), art appreciation, physical fitness (Mr. T. Ng), mental health (Mr. T.C. Ma), information literacy (by Ms. S.C. Chan), social services (Mr. V. Lee), and more. Through these online presentations and virtual activities, we provided our students with whole-person education and strengthened the bonding of all involved parties during such challenging times. Other highlights included the following: “品味文學”, “繪本分享”, “回家系列” (retired teachers’ sharing), etc.
- Even with the restrictions posed by the pandemic, we did our utmost to conduct different online programmes to enrich students’ learning experiences to achieve all-round education. Programmes include the Remembrance Assembly, Christmas Service, Inauguration Ceremony of the Prefects’ Board, Easter Service, Virtual Music Projects (i.e., Brass Ensemble, Saxophone Ensemble & Symphony Orchestra), Lecture Series 2021 (by Professor Yuen Kwok Yung), Virtual Field Trip (by DB Conserve), Atypical Musical (by Drama Committee), “中樂快拍 40s”, and so on. Teachers and students persevered through the pandemic to produce meaningful footages to inspire and unite members of the Diocesan Community. Our successful collaboration resulted in over 60 edited videos, including the interesting “Up the Hill Series” & “Down the Hill Series”. Our posts reached over 66,000 people on social media.
- Value education: the Moral Education Committee was set up in 2016-17, aiming to promote correct moral values among members of the Diocesan community and encourage them to care for the needy in society. G7-G9 students were usually encouraged to take part in the social services programmes to enhance their sensitivity to and awareness of the community in which they belong. However, normal school days were seriously interrupted due to the pandemic. Many activities, workshops and community services had to be postponed, and then cancelled. We really look forward to resuming our 5-hour mandatory social services program in the next school year.
- Owing to the epidemic, only a few community service programmes were organized this academic year. Nevertheless, we still strongly encouraged students to practice positive values and attitudes in their daily lives – to be humble, thoughtful, kind-hearted, and well-behaved. Our Scouts, Boarders, and Social Service Society grasped every opportunity to

serve senior citizens. In addition, the Moral Education Group was formed by senior boys, directly appointed by the teachers-in-charge upon interviews. We visited and/or cooperated with the HKSKH Lok Man Alice Kwok Integrated Service Centre, Run To Your Home, HKSKH Kowloon City Children and Youth Integrated Service Centre, SKH Holy Carpenter Secondary School, and so on to spread love and create happy moments for others. An example of an activity was a cultural tour to the Xiqu Centre's Tea House Theatre with the elderly from Wan Lam May Yin Shirley Neighborhood Elderly Centre in July. Students accompanied and took care of the 15 senior citizens to enjoy Cantonese Opera together. Guided by the teachers-in-charge, participants strictly followed the COVID-19 precautionary measures in all projects; they were carried out smoothly and successfully. Our boys were taught to be grateful and thankful for what they have in Hong Kong, and developed empathy for the underprivileged.

- G9 students were able to join the service programmes in Lok Man Sun Chuen to visit the elderly in March, in collaboration with the SKH Lok Man Alice Kwok Integrated Service Center. We brought the senior citizens gifts, food and daily necessities. These teenagers understood more about the needs of the aged, and the service opportunity improved their communication skills required in the voluntary services. Under the supervision of teachers and social workers, our boys chatted sincerely with the elderly while maintaining social distance, spreading a little cheer and hopefully helping the old feel less lonely and isolated, especially during the pandemic. We successfully enabled our boys to interact well with the needy and learn from their life experiences.
- Award System: The Social Service Awards acknowledge students based on the total number of social service hours they serve: 10-14 hours for Bronze, 15-30 hours for Silver, and more than 30 hours for Gold. Unfortunately, most voluntary services were cancelled in 2020-2021 due to COVID-19. As recommended by teachers, 3 students in the senior form were named Gold Awardees (G10G: Wong Chak Lung Andrew; G11L: Kwok Simone; G11T: Yuen Wang Chun).
- Sharing Sessions & Seminars: Due to class suspensions and the public health crisis, most face-to-face talks and activities were postponed and cancelled. Yet our Teaching Faculty grabbed each opportunity to organize meaningful sharing sessions and seminars, with an aim to promote rational thinking from multiple perspectives and foster good values among students. We addressed day-to-day issues and had in-depth and inspiring discussions with students on different topics, such as "How to be a Gentleman", "Do the Right Thing at the Right Time", "The 'Fire' Road of Tianwen-1" by Mr Sun Zezhou, Chief Designer of the Tianwen-1 Mars Rover, China's Aerospace Scientists Team, "Respect for Others", "Naked Heart in the Dark" by "Heart to Heart", and "Pandemic & Poverty" by World Vision. We hope to enable students to become responsible citizens with a sense of national identity, to develop respect for others, and abide by the law. The responses of the boys were constructive and rewarding.
- The G7 Character Building Programmes and G10 Leadership Training Camp aim to prepare our boys for a life of active and responsible citizenship. Training focuses on the dynamic combination of knowledge, social skills, critical thinking, creativity, ethics, and values to achieve whole-person development. As our school days were disrupted, only one-third of the G7 Character Building Programmes were carried out. On 19 July 2021, the "Caritas Wellness Link" conducted a 3-hour workshop for G7 students. Through role-playing and group games, we facilitated positive communication among students for effective team building. G7 students got to know one another much better, and their sense of

responsibility, interpersonal skills, problem-solving techniques, teamwork, mutual trust, class bonding, and school spirit were strengthened. The G10 Camp was sadly cancelled.

- The G7 Orientation Day was virtually held on 29 August 2020 to instill in our freshmen the excellent qualities of DBS boys. It lasted around 1.5 hours. Different groups successfully got their messages across, and the objectives of the meeting were met. It was a joyful and meaningful event, and all participants treated the virtual gathering as a promise and commitment for the coming 6 years in DBS.
- The online session started off with a warm welcome from Team 10 (Headmaster, 3 Deans, 3 Curriculum Coordinators & 3 Panel Heads). Parents and students were welcomed into the Diocesan family; the mission and vision of DBS, as well as various aspects as to why our Hill is so unique were introduced. We also emphasized the symbolic meanings of the conferral of “150 Scarves”. Moreover, G7 boys learnt the following pledge by heart: “In the name of God, We pledge our utmost in our commitment to all-round excellence. We pledge our utmost to safeguard the DBS brotherhood and to uphold our school’s undefiled heritage. We pledge our utmost to serve and to lead. We pledge our utmost to be humble and respectful, to honor our teachers and to value their teachings, and make learning a lifelong passion.” The boys committed to enriching themselves and contributing positively to the community, heritage, and legacy of the Diocesan Boys’ School. We started a new page together and conferred our blessings upon the freshmen in a grateful manner.
- Committee members of the PTA joined the virtual G7 Orientation Day and promoted Home-School Collaboration. Parents were invited to join PTA WhatsApp groups and related activities.
- At the virtual G7 Orientation Day, the class teacher and two subject teachers of each class met with the newcomers for the first time. They provided participants with administrative information, such as zoom class attendance, mobile phone policy, and the use of Google Classroom as the platform for classwork and homework submission during school suspension. Expectations for the behavior of students in zoom class were also conveyed.
- To achieve the development of all-round excellence, our ECA Committee held the Clubs & Societies Joint Recruitment Day for G7 students on 27 and 28 October 2020. Around 27 counters were set up at the School Hall to attract new blood. Social distancing measures were implemented, and we made supreme effort to ensure good indoor ventilation and maintain a disinfected environment in the Hall. Committee members and senior boys designed their booths assiduously to activate this lively multidisciplinary fun fair in a cautious, hygienic, and efficient manner. Promotion of different activities was achieved in this dynamic expo.
- According to our 3-Year School Development Plan (2018-19, 2019-20, 2020-21), we hoped to strengthen our experiential learning programmes and advance DBS culture by organizing different thematic exhibitions and participating actively in overseas training camps, competitions, performances, and study tours. However, all exhibitions (e.g., Aaron Butt’s Art Exhibition, the Project of Mars Rover) and learning tours were cancelled in 2020-2021 due to the pandemic to maintain physical well-being of the Diocesan Family. Our Arts Development Committee, Learning Tour Committee and School Museum sincerely look forward to implementing new projects outside the classroom in the coming academic years to cultivate students’ multiple intelligences and qualities in the direction of all-round excellence and leadership.
- Despite the ongoing public health crisis, Mr. Lee Moon Kee and the Diocesan Media Group continued to decorate noticeboards around the School Hall with updated snapshots, as well

as publish works online for publicity in acknowledgement of students' excellent achievements in different areas. All these allowed us to maintain our school spirit and brotherhood in spite of the chaotic and threatening COVID situation.

- Products that help with the enforcement of social distancing measures, as well as other decorations, flags, and banners were designed and made to ensure the good health of all stakeholders, and keep the strong school spirit alive, e.g.,



We received good response from students, teachers, alumni, and parents. Our educational values and unique heritage were successfully preserved and perpetuated.

Reflections:

- One of the core values of DBS can be described as follows: “The strength of our school lies, not in bricks, but in brains, in the all-round training it gives for lives and in its power to develop character.” In short, the fundamentals of our Value Education are to develop in students a sense of belonging to DBS, a sense of national identity, as well as an awareness of safeguarding our Home together. We should enable students to become rational, responsible, and law-abiding citizens. Therefore, it is very crucial for us to keep on strengthening our students' understanding of the national conditions, and facilitate their understanding and development of important concepts, such as self-discipline, rights and duties, brotherhood, commitment, nationhood, “One Country, Two Systems”, rule of law, national security and so on. In the long term, we have to enrich our students' lives with virtues, and maintain a positive, harmonious, and orderly learning environment and atmosphere in DBS.
- The COVID-19 pandemic has hit us hard. How can we show the youth more care and concern in the coming academic years? Some suggestions have been made by different stakeholders and we can adopt the multi-pronged approach to tackle the problems practically, e.g., more diversified face-to-face sharing sessions and creative online video clips like the “DBS Booster” can be made at the same time. It is beneficial for teachers to integrate different modes of learning to enhance the multiple intelligences of our students. The IT Committee and Diocesan Media Group will be crucial to further developing and enhancing these virtual initiatives, which will play a significant role in light of so many interruptions and uncertainties. Besides, we have to keep on strengthening our moral and holistic education and enhance rational analysis, critical thinking skills and whole-person development through blended teaching and learning. We also need more guidance, love, faith-based messages, support, and care for all members of the Diocesan Family.

- There were too many disruptions to normal school days in 2020-21, leading to the rescheduling or cancellation of planned social services, moral programmes and character-building activities. We will continue to plan activities for National Security Education, Moral Education, Civic Education, Spiritual Education, and Environmental Education.
- In 2020-21, many inter-school sports competitions, music activities and other cultural events were cancelled, which made it difficult for groups to recruit new blood as well as perpetuate the school spirit, culture, and traditions. In the coming years, we must work to reaffirm and restrengthen our unique heritage and school ethos. The School Museum will definitely play an important role in promoting and upholding our DBS culture.
- With God's grace, favor and kindness towards us, the G12 Graduation Ceremony was held successfully at the School Hall on 11 June 2021. Students and teachers both complied with necessary precautionary measures and enjoyed the "limited celebration" on campus. A sense of belonging and community was strengthened among the participants, as we hand down the "Diocesan Spirit" from generation to generation. Our Symphony Orchestra performed the School Hymn and added meaning to the occasion, resulting in a solemn and unforgettable event. Fond recollections of school life and memorable experiences were shared among all graduates and teachers. The smooth running of the event reminded us to be grateful and humble for what we had especially during the coronavirus pandemic.

(3) Our Learning and Teaching

Staff Development

The First Staff Development Activity was held online on Saturday, 13 March 2021. The teaching faculty was invited to join Professor David Shu-Cheong Hui and Professor Wallace Lau Chak Sing, as they presented the Diocesan School Old Boys' Association's 100th Anniversary Webinar Series event entitled '**A Fireside Chat with Experts on COVID-19**' on Zoom. The talk was moderated by Dr. Lui Siu Fai (Class of 1970), Dr. Simon Tang (Class of 1992) and Professor Anthony Teoh (Class of 1992).

The talk focused on what the medical professionals have learnt one year down the road in Hong Kong, the factors of the upsurge of cases and different types of vaccines. Professor Hui summarized the number of cases and reviewed the origins of the four waves of the coronavirus in the city. Social distancing, the wearing of masks and wearing eye protection have helped contain the virus. Gatherings in social settings appear to increase the risk of superspreading events. The potential fifth wave was also discussed.

Professor Lau discussed the possible impact of vaccination on COVID-19. The number of confirmed cases and deaths showed a very sharp drop after the vaccination programme began in the United States, the United Kingdom and Israel. Since the various vaccines were administered to different people groups, it was moot to compare them. It was also redundant to compare the vaccines since they were administered to all cases and symptomatic cases in different countries.

A listener asked whether there were medical conditions that prevented people from taking the vaccine. Professor Hui responded that there was no medical evidence that taking the vaccine would cause death. He did state that some of the vaccines created a very slight risk of anaphylaxis, but it was rare overall. Professor Hui stated that those with chronic illness should be vaccinated unless the illnesses were unstable or asymptomatic; they should be stabilized before they received the vaccine.

Professor Lau responded to a question about how we were going to live with COVID. Now we have the availability of first-generation vaccines. The concerns are the emergence of variants that reduce the effectiveness of vaccines, which means a booster will be required. The essentials are maintaining good practices in hygiene and social distancing to prevent the fifth or sixth wave.

After this inspiring and informative Webinar, all members of the Diocesan Community have learnt and experienced a lot. We all understand that there may be "a new normal way of life" affecting work and school. Hopefully the situation will improve step by step with more advanced vaccines. We are faithful and optimistic to the way forward.

Remarks: Due to COVID-19 pandemic, Staff Development Day on 24 April 2021 and HKSKH Staff Development Day on 14 May 2021 were both cancelled.

(4) Support for Student Development

- To provide multiple pathways for students to develop their potential, the school gives senior secondary students the option to study subjects under the Hong Kong Diploma of Secondary Education (HKDSE) or the International Baccalaureate Diploma Programme (IBDP). In addition to offering the fourteen HKDSE elective subjects for selection, the school also offers French as an 'Other Language', Music as an '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.
- The goal of academic support is to provide additional help to students with low academic achievement, enabling them to have a smooth progression and continuity in their learning. Through the Academic Support team (comprising 17 teachers), tutorials in English, Mathematics and Science were organised for junior form students last year. Same as the previous years, English tutorials were held for seven other groups: three for Grade 7 and two each for Grade 8 and Grade 9. The junior form tutorials were organised in smaller groups to ensure better interaction and communication between teachers with students. Due to the suspension of normal schooling in the year 2020/21, many of the scheduled tutorials had to be cancelled. It therefore affected the operation of our academic support work. Some tutorials managed to be conducted via Zoom meetings in the second term. Teachers however were on standby to offer help to those who reached out for advice and help. Built on past experiences, the academic support service will continue be on offer with better arrangements and contingency plans.
- Two full-time university counsellors supported the application process of students for overseas universities. The quality of counseling and guidance services on further studies increased. The Centre for Further Studies effectively makes use of online systems, called CIALFO and CFS portal, to strengthen the preparation, collection and organisation of further-studies information for university applicants. During the year 2021-21, more than 77 Information Talks, workshops and mock interview on local, overseas, Mainland China and Taiwan universities were held to help students thoroughly understand the variety of further study options and pathways for further studies. Most of the talks were open for free enrolment while some important talks were made compulsory for the entire grade to make sure that all students were informed of the essential information for their career planning and university applications.
- Two 'One person one colour' workshops were organised in April and May for Grade 10 students to help them understand their career aspirations. 18 activities with career-related experience including job shadowing, visits, job attachment and internships were arranged. A briefing session for a 'mentoring scheme' was organised for G11 students on 21 October 2020. A subject planning workshop for G9 was arranged in April to provide study options in Grade 10, career assessment, selection of elective subjects and connection of elective subjects with university programmes and occupations.
- The Discipline Committee and Student Guidance Team cooperated to nurture empathy and cultivate a respectful attitude among students in the school. They tried to help students at different developmental stages overcome the difficulties that they encounter.
- The Greater China Affairs Office coordinated the application processes of different universities in China and Taiwan. The Office arranged some counselling and interview training for potential applicants and the feedback has been positive. The Office continues to

explore more opportunities to apply to universities in China to provide more options for further studies to our students.

- As mentioned in the previous section, we could only finish one-third of the G7 Character Building Programs in the second term. After careful consideration and extensive coordination with different parties, all the remaining activities and workshops, as well as the G10 Leadership Training Camp, were cancelled. The decision was made prioritising the health and safety of our students, teachers, tutors, speakers, parents and alumni. Yet God's grace was sufficient for teachers and the “Caritas Wellness Link” to conduct a coherent 3-hour workshop for all G7 students on 19th July 2021. Through the role-playing and group games, we effectively facilitated positive communication and team building. This was the so-called “one-third of the Character Building Programs”. After the event, G7 students grew much closer to their classmates and teachers. Their sense of responsibility, interpersonal skills, problem-solving techniques, teamwork, mutual trust, class bonding and school spirit were gradually strengthened.
- In order to familiarise all new boys with the school and give them a taste of secondary school life, we originally intended to organise a G7 Summer School Program for all freshmen. This bridging course included lessons of core subjects, sports, music and cultural activities, as well as an overnight stay in our Boarding School. It was a great opportunity for the newcomers to learn, to build team spirit, to put into practice positive values and to develop brotherhood. Unfortunately, these bridging activities had to be cancelled due to the coronavirus pandemic. We sincerely look forward to resuming the Summer School again in the next academic year so that G7 students will have a fine time participating and preparing for the new term.

(5) Student Performance

Summary of 2021 HKDSE Results is as follows:

No. of candidates sat:	140
No. of subjects per student:	6.51
No. of Level 5* or above:	182 (1.3 Level 5* or above per student) (<i>equivalent to distinction</i>)
No. of Level 4 or above:	567 (4.1 Level 4 or above per student) (<i>equivalent to distinction and credit</i>)

Number (Percentage) of	DBS (2021)	All Candidates (2021)
Level 5**	54 (5.9%)	1.3%
Level 5* or above	186 (20.4%)	5.2%
Level 5 or above	338 (37.1%)	12.9%
Level 4 or above	567 (62.2%)	35.8%

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

Summary of 2021 IBDP Results is as follows:

	DBS IBDP Graduates (2021) 62 Graduates
45 points	19
44 points	15
43 points	9
42 points	5

	DBS IBDP Graduates (2021) 62 Graduates
40 points or above	89%
35 points or above	98%
30 points or above	100%

	DBS IBDP Graduates (2021) 62 Graduates
Average score (IBDP)	43

	DBS IBDP Graduates (2021) 62 Graduates
Bilingual Diploma awarded	48

In extra-curricular activities, we had satisfactory achievements in Olympiads, Robotics, Music, Sports and other Cultural Competitions. Apart from the cancelled events, a brief summary is as follows:

International Junior Science Olympiad (IJSO)

International Junior Science Olympiad (IJSO) – HK Screening 2021

First Class Honour	Ng Tsz Yeung	9S
Second Class Honour	Cheang Man Hin	9D
Second Class Honour	Wong Tok Shing Henry	9G
Third Class Honour	Chan Kwok Wai	9S
Third Class Honour	Hsia Yik To Ernest	9D

Physics Olympiad

Hong Kong Physics Olympiad 2020

Second Honor	leung Ho Kwan	11L
Second Honor	Lai Cheuk Yan	11L
Second Honor	Lam Myron	11D
Second Honor	Louie Chi To	11D
Third Honor	Chiu Hin Ching	11G

We also won the “Best School Award” in the competition.

51st International Physics Olympiad (Vilnius, Lithuania)

Gold Medal	Lau Sze Chun	11G
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21st Asian Physics Olympiad

Gold Medal	Lau Sze Chun	11G
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5th International Olympiad of Metropolises

Silver Medal	Lau Sze Chun	11G
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Chemistry Olympiad

5th International Olympiad of Metropolises

Silver Medal	Li Yung Chi	12D
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Biology Olympiad

International Biology Olympiad – Hong Kong Contest

Bronze	Cheang Man Hin	9D
	Ching Wai Lok	11D
	Yu Anston	10G
Honourable Mention	Kwok Chun Wang	11G

Hong Kong Biology Literacy Award 2020/2021

Heats:

Best School Award

First Class Honours	Chong Wang Fung Niklas	11D
	Ching Wai Lok	11D
Second Class Honours	Leung Ka Long Enzo	11D
	Lee Hiu Fung Jason	11D
	Wong Tsz Chun Jason	11D

Final:

First Runner-up & Best Response Award	Leung Ka Long Enzo	11D
	Lee Hiu Fung Jason	11D
	Chong Wang Fung Niklas	11D
	Ching Wai Lok	11D
	Wong Tsz Chun Jason	11D
Best Questioning Award	Tam Ho Yin	11L

Mathematics Olympiad

International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 2020

Gold Award	Cheng Nick Hang	11D
Silver Award	Kwan Yung Ho	7G
	Ko Kin Fung Nicholas	8S
	Chan Pak Hei	9D
	Wong Pak Qiu	11D
	Shum Hei Chai	11S
Bronze Award	Li Shun Hin	10D
Honourable Mention	Wong Yuen Ho	10D
	Louie Chi To	11D
	Zhou Tin Jik Chris	12G

International Mathematics Olympiad 2020 (Bath, United Kingdom)

Silver Medal	Chui Tsz Fung	7S
	Leung Harris	12S

In particular, Chui Tsz Fung is the second youngest Silver Medalist in the history of IMO (12 years and 156 days).

China Mathematical Olympiad 2020 (Changsha, China)

Silver Award	Chui Tsz Fung	7S
	Leung Harris	12S

S.T. Yau High School Science Award (Asia) 2020

Silver Prize (Mathematics)	Lam Myron	11D
Title of Project:	Towards the Problem of Grouping Coins	

American Mathematics Competition 8 (AMC) 2020

School Certificate of Honour
(Top 3 candidates with total score of 66/75 or above)

Certificate of Distinction (Perfect Scorer)	Chui Tsz Fung	7S
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Honour Roll of Distinction (Top 1% worldwide)	Chui Tsz Fung	7S
	Ho Shun Ngai	7G
	Kwan Yung Ho	7G
	Chan Long Kiu	8S
	Ko Kin Fung Nicholas	8S

Honour Roll (Top 5% worldwide)	Chavez Lucas	7S
	Leung Justin Ching-lam	7G
	Chan Heng Lucas	8G
	Leung Ngo Hei	8S
	Wang Chi Ho	8S

American Mathematics Competition 10 (AMC) 2021

Honour Roll of Distinction (Top 1% worldwide)	Chui Tsz Fung	7S
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Distinction (Top 5% worldwide)	Kwan Yung Ho	7G
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Achievement	Chui Tsz Fung	7S
(High Achiever of Grade 8 or below)	Kwan Yung Ho	7G
	Ko Kin Fung Nicholas	8S
	Wang Chi Ho	8S

American Mathematics Competition 12 (AMC) 2021

Honour Roll of Distinction (Top 1% worldwide)	Chui Tsz Fung	7S
Distinction (Top 5% worldwide)	Cheng Nick Hang	11D
Achievement	Chui Tsz Fung	7S
(High Achiever of Grade 8 or below)	Kwan Yung Ho	7G
	Ko Kin Fung Nicholas	8S
	Yang Cho Wang	10S

International Mathematical Olympiad 2021 (St Petersburg, Russia)

Gold Medal	Chui Tsz Fung	7S
Silver Medal	Leung Harris	12S

Olympiad In Informatics

Asian-Pacific Informatics Olympiad 2020

Gold Medal	Leung Harris	12S
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Harris is one of the contestants who achieved a perfect score.

International Olympiad in Informatics 2020 (Singapore)

Gold Medal	Leung Harris	12S
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He achieved a nearly-perfect score (592.62/600); ranking 3rd out of 347 contestants in 87 countries. This is also the best individual result a Hong Kong contestant has ever achieved. This is the second IOI Gold Medal captured by Diocesans since 2003.

全港中學生軟件開發邀請賽 2020

進階級：

一等獎	陳柏熹	9D
	李淳軒	10D

二等獎	李浦華	10L
	湯俊成	11L
	鄧博文	10D

基礎級：

一等獎	高健豐	8S
	王子昊	8S
二等獎	劉俊生	11S
	盧卓爾	9D
	謝易陶	9D
	吳旨洋	9S

Hong Kong Olympiad in Informatics 2020-21

Grand School Prize Champion (47 Points; 6 Golds, 7 Silvers, 3 Bronzes)

The Best First-Time Contestant (Junior Group)

Ko Kin Fung Nicholas	8S
Wang Chi Ho	8S

The Best Young Contestant

Ko Kin Fung Nicholas	8S
Wang Chi Ho	8S

Senior Category:

Gold Award	Leung Harris*	12S
	Tong Chun Shing	11L
	Lee Po Wa	10L
Silver Award	Cheng Nick Hang	11D
	Wong Yuen Ho	10D
	Lo Cheuk Yi	9D
Bronze Award	Chan Yuen Ho	12G
	Yang Cho Wang	10S

Junior Category:

Gold Award	Ko Kin Fung Nicholas*	8S
	Wang Chi Ho*	8S
	Chan Pak Hei	9D
Silver Award	Liu Zi Yu	8G
	Li Shun Hin	10D
	Tang Pok Man	10D
	Hsia Yik To Ernest	9D
Bronze Award	Sun Wai Lok Willard	9D

Students labelled with an asterisk (*) have achieved a perfect score.

Canadian Computing Competition 2021

Junior:

Group 1	Cheng Nick Hang*	11D
	Liu Zi Yu*	8G
	Tang Pok Man*	10D
Group 4	Chow Pak Yin	10G
	Leung Justin Ching-lam	7G

Senior:

Group 1	Lee Po Wa*	10G
	Ko Kin Fung Nicholas	8S
	Wang Chi Ho	8S
	Tong Chun Shing	11L
Group 3	Chan Pak Hei	9D

Students labelled with an asterisk (*) have achieved a perfect score.

全國青少年信息學奧林匹克聯賽(香港賽區) 2020

一等獎	李浦華	10L
二等獎	湯俊成	11L

Music

Western Music

The 73rd Hong Kong Schools Music Festival

First

Piano Solo – Grade 6	Lau Ka Long	7M
Piano Solo – Composer of the Year	Hou Cheuk Nam Jeffrey	10P
Violin Solo – Grade 6	Wan Xin Him	8L
Viola Solo – Senior	Tsang Yan Lik Nathan	8S
Cello Sonata	Chan Ching Wei Trevor	11P
	Li Yui Ching Enoch	11G
Flute Solo – Senior	Zhang Yiu Fu Rhythm	8J
Bassoon Solo – Senior	Tang Chun Sum	10P
French Horn Solo – Junior	Ho Ka Long	8L
Tuba Solo	Tang Shing Tin Jimmy	10G
Tom Lee Music Prize for Brass Concerto	Ng Sai Yin Andrew	11G
Hong Kong Strings Scholarship for Stringed Instruments – Hong Kong Strings	Wong Ching Ho	7G

Second

Piano Solo – Grade 6	Lam Pak Kiu	7L
Piano Solo – Tom Lee Music Scholarship	Pan Ting Yui	9P
Violin Concerto – Age 19 or under	Leung Man Him	10S
Violin Concerto – Age 13 or under	Choy Trevor	7M
Viola Solo – Senior	Wu Ho Yin Jay	10M
Viola Solo – Intermediate	Chan Long Kiu	8S
Double Bass Solo – Senior	Lo Yiu Ki Astin	8S
Trumpet Solo – Junior	Chu Tin Lok Marcus	8L
French Horn Solo – Senior	Yip Wai Yam	8P
Tom Lee Music Prize for Brass Concerto	Chung Sheung Yin Oscar	11S

Third

Vocal Solo – Male Voice – Age 16 or under	Chan Kwong Ting Dathan	8D
Cello Solo – Intermediate	Li Hong Xi	8M
Flute Solo – Senior	Wong Yiu Hang	11S
French Horn Solo – Junior	Chan Nok Yin Chris	8A
French Horn Solo – Junior	Ho Ka Hong	7S
Tom Lee Music Prize for Brass Concerto	Ho Ho Nam Angus	10S

Chinese Music**第七十三屆香港學校音樂節國樂項目成績匯報****冠軍**

柳琴獨奏 – 高級組	伍凌峰	8T
嗩吶獨奏 – 深造組	鄧閔耀	7T
嗩吶獨奏 – 高級組	孫暉洛	9D
揚琴獨奏 – 高級組	陳銘得	7S
笛獨奏 – 初級組	鄧宇希	7G

亞軍

嗩吶獨奏 – 深造組	黃升	11T
嗩吶獨奏 – 初級組	蔡培豐	7P
二胡獨奏 – 中級組	陳嘉熙	7M

季軍

中阮獨奏 – 深造組	張鏐鋒	7T
笛獨奏 – 中級組	黃天朗	7S
嗩吶獨奏 – 深造組	盧信行	11L
二胡獨奏 – 高級組	陳瑋鴻	8P
二胡獨奏 – 中級組	劉卓機	7P

Speech

全港青年學藝比賽大會演講比賽

普通話 - 中學組冠軍	吳家尚	9P
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全港青年學藝比賽大會中國古典詩詞朗誦比賽

粵語 - 初中組亞軍	吳家尚	9P
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第五屆夫子盃演講比賽

普通話 - 初級組亞軍	吳家尚	9P
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第二十二屆全港中小學普通話演講比賽 2020

初中組 - 九龍區季軍	吳家尚	9P
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第 72 屆香港學校朗誦節

冠軍

中學五、六年級詩詞獨誦（粵語）	陳子諾	11M
中學三年級詩詞獨誦（粵語）	吳家尚	9P
中學三年級散文獨誦（粵語）	陳國緯	9S
中學一年級散文獨誦（粵語）	梁逸晞	7S

亞軍

中學三年級散文獨誦（粵語）	吳家尚	9P
中學三年級散文獨誦（粵語）	馬逸然	9G
中學一、二年級詩詞獨誦（普通話）	陳銘得	7S
中學一、二年級散文獨誦（普通話）	陳銘得	7S

In the Hong Kong Schools Speech Festival (English Speech), we obtained 6 First Prizes and 4 Second Prizes, totaling 10 awards.

(6) Financial Summary

Financial Position of Diocesan Boys' School 2019/20 School Year

[Consolidated - Primary Division and Secondary Division (exclude Boarding School)]
(figures are based on audited account)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	56%	N.A.
School Fees	N.A.	37%
Donations, if any	N.A.	3%
Other Income, if any	0%	4%
Total	56%	44%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	75%	
Operational Expenses (including those for Learning and Teaching)	12%	
Fee Remission / Scholarship	4%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
Total	100%	
Surplus/Deficit for the School Year #	0.78 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	7.79 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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

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).

(7) Feedback on Future Planning

- In addition to continuing to enhance the effectiveness of classroom learning and teaching through exploring and developing appropriate teaching strategies so as to cater for learner diversity, the IT Committee has started a project to prepare the school for the implementation of Bring Your Own Device (BYOD) in around two or three years' time. Students will be allowed to bring their own devices for the full implementation of eLearning so as to foster student-teacher interactions and student-centered learning in daily teaching.
- Moreover, the school will enhance the academic support for high achievers and low achievers respectively in both junior and senior forms to boost their scholastic achievements in the coming years.
- To align with the enforcement of National Security Education (NSE) by the EDB, the school will integrate National Security Education (NSE) with learning and teaching as one of the targets in the next School Development Plan (SDP).
- The Chief Information Officer (CIO) should apply for a Quality of Education Grant to support the development of the Central Management System (CMS) and should discuss with different parties how to construct the CMS in order to develop a database of students' achievements and awards, scholarships and extra-curricular activities to support applications to overseas universities, external scholarships and awards.
- Based on the experience of developing the Guidance Module of the CMS, the Student Guidance Team have requested to obtain more students' information from various modules so as to provide comprehensive information to counselling teachers during counselling services. Teachers of each module have a need to access information from other modules. A student profile report will be introduced into the CMS in order to provide essential student information for teachers from each module.
- Due to the COVID-19 pandemic, only one meeting with class teachers of each grade was arranged by the Discipline Committee and Student Guidance Team in October. This meeting provided support to class teachers in catering for emotional needs and enhancing self-discipline and a respectful attitude among students. More meetings should be arranged in the coming academic year to provide support on a regular basis.
- Due to COVID-19, some student activities organised by the Discipline Committee and Student Guidance Team were cancelled. In light of students' developmental needs, various kinds of student development activities, preventive and counselling services should be arranged for students by the Discipline Committee and Student Guidance Team to develop students' positive values and potentials, with a special emphasis on respectful attitude, sense of community, and sound critical thinking skills based on objective analysis and a sense of empathy.
- The Discipline Committee made some amendments on the existing prefects' selection process and will formulate the Prefects' Policy and prepare essential documents. The Discipline Committee will review different parts of the prefect system with different stakeholders.
- Based on the experience of developing the Guidance Module of the CMS, the Discipline Committee will facilitate a thorough discussion with members about the workflow and user requirements of the Discipline Module.
- A whole holistic value education plan will be prepared by the Discipline Committee, Student Guidance Team, Moral Education Committee, School social workers and Religious Studies Department.

- In response to recent EDB circulars and requirements, we have to strengthen and pay more attention to our National Security Education (NSE) from this academic year onwards. In 2020-2021, we officially completed and submitted 2 detailed documents to EDB as follows: (1) Review Report of Current Situation on Measures for Safeguarding National Security and National Security Education; (2) Work Plan on Implementation of Measures to Safeguard National Security and Promote National Security Education in 2021-2022. Quite naturally, NSE will be one of our major concerns in both the Annual Plan (2021-2022) as well as the 3-Year School Development Plan (2021-2024). Under the whole-school approach, we shall make a special effort to strengthen our students' National Identity and develop their sense of belonging to the country. Therefore, we will focus on some major aspects and optimise them, e.g., staff development, curriculum planning and implementation, values education, National Anthem and raising of the National Flag.
- Like many other activities in our school and in Hong Kong, our music-making is on hold due to the current pandemic. Yet, our yearning for the musical arts has only become stronger in such challenging times. To continue with music-making in the coming academic years, our teachers and conductors will seek more virtual options to maximise students' learning experiences. In 2020-2021, teachers and students worked diligently with different virtual rehearsals and performances to maintain music activities. Please feel free to enjoy some of our video clips:
 - (1) DBS Virtual Music Projects - Diocesan Boys' School Music Department | Facebook
 - (2) 《圓》 <https://fb.watch/v/3b5Iq5ODE/>
 - (3) 《聚》 <https://fb.watch/6JZ93-fkHG/>

It is certain and obvious that all Committees and Departments in DBS will continue to explore possibilities to integrate different modes of learning in an innovative manner; and to provide our students with ample opportunities to enjoy ECAs and diversified school events in both online and face-to-face delivery formats. A blended approach to enhance holistic education is one of our major targets in future.

- In the area of extra-curricular activities, we need to keep on fine-tuning and optimising the system of “Clubs & Societies” in order to face the new challenges of a pluralistic and rapidly changing world. For example, inactive and outdated groups have to be trimmed or restructured to fully utilise our resources. Student organisations with similar natures and functions can be combined together, e.g., in recent years, the “Diocesan Media Group” has been established by merging the “Audio & Visual Team”, “Photographic Team” and “Media Production Team”. In coming years, it is clear that all our ECAs will be further developed in this direction with concrete efforts from both teachers and students.
- Furthermore, the annual “Clubs & Societies Joint Recruitment Day” provided fun and exciting experiences to G7 boys at the beginning of term. We have to further extend the scale of these activities in future and encourage upper form students to use more props, gadgets and gimmicks in the expo to attract new blood. However, in light of the COVID-19 pandemic, we must do all that we can to ensure good indoor ventilation, adopt a spatial separation seating arrangement and maintain a clean and disinfected environment in the venues when we run these promotional activities.
- In addition, we have to go on promoting and participating in more trend-setting activities like the various Academics / Science / Mathematics / Informatics Olympiads, i.e., all local, overseas and online tournaments, Robotics, Engineering, STEAM etc., to lay the groundwork for new traditions. Ideally, these ECA can interface well with the newly implemented “Innovation and Design” curriculum.

- In 2018-2019, the 150th Anniversary of DBS provided a significant milestone and a golden opportunity for all stakeholders to celebrate, reflect upon, evaluate and plan for future developments together. In 2021-2022, after 2 years' suspension and chaos, we need to keep the momentum going in order to preserve, promote and perpetuate our valuable school culture, heritage and traditions, e.g., our Garden Fete. In short, we shall spare no efforts to rejuvenate, rediscover and reconnect together with all stakeholders. Through the educational activities organised by the DSOBA, School Museum and other Departments in the coming academic years, we hope that students, teachers, parents and alumni can reaffirm our unique school history with great spirit and pride. Sincerely, in spite of the global health crisis, we shall try our hardest to continue to pass on the baton from generation to generation.
- It has been 1.5 centuries since the founding of DBS. Our School was known as the "Diocesan Home & Orphanage" before, and we have been participating actively in community services with the objective "To Serve & To Lead" for many years. Therefore, we have the obligation to keep on strengthening our moral development and enriching our students' lives and virtues. Amidst the coronavirus pandemic, our Committees and Departments will keep on organising different activities and service programmes in a safe, hygienic and cautious manner to help participants foster a sense of caring and respect for others.
- For the "Social Service Awards (Bronze / Silver / Gold)", we have to go on encouraging more sincere boys to participate with great enthusiasm and boost their morale in coming years. There is still room for improvement in the logistics and effectiveness of this programme.
- Apart from schooling, DBS emphasises the importance of whole-person development and lifelong education. Schooling means to only deliver academic knowledge; but our Hill, with its unique tradition and educational belief, encourages students and alumni to pursue their dreams in music, sports, science, robotics, art etc. We shall continue to offer students and all stakeholders reasonable freedom to chase their passion.
- In the last academic year, our learning tours vanished completely. We have drafted the policy and formed some plans for development, but it seems that it is not the right moment to further these plans, especially during the unprecedented global pandemic. Yet we shall continue to fine-tune and optimise these plans and policies. We hope to prepare well physically and mentally to reactivate these tours in the near future.
- It is not easy to stay on current with the rapid changes in society and the advancement of information technology. We encounter certain hurdles and challenges when inculcating the right values in our youth, for instance, the flood of biased and fake news on social media; the frequent yet irrational political conflicts in local, national and global contexts; the distorted moral values, illegal behaviors, violence, bullying and misconceptions etc. We shall continue to focus more on developing in all Diocesans and stakeholders the ability to examine, analyse, understand and respond to these many social problems and moral issues in a decent, objective and appropriate manner.

(8) Appendix

Report on the use of the Capacity Enhancement Grant (2020-2021) is as follows:

Item	Use	People Responsible	20-21 Approved
1.	<ul style="list-style-type: none">• Teaching assistant for Chinese & Chinese related subjects• Teaching assistant for English & English-related subjects• Teaching assistant for Liberal Studies and Humanities subjects• Teaching assistant for Mathematics and Science subjects	KKN KWC YTW	\$934,224.99
	Total:		\$934,224.99

Income: \$986,700

Expenditure: \$934,224.99

Difference:

$\$986,700 - \$934,224.99 = \$52,475.01$