



Diocesan Boys' School

**Annual School Plan
2021 - 2022**

School Vision & Mission

Vision

The vision of our school is to equip our students with the sound knowledge, worthy qualities, and 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.

Diocesan Boys' School

Annual School Plan 2021 - 2022

Major Concerns

1. To boost the scholastic achievements of students
2. To review the existing life planning framework and enhance students' understanding of own qualities, aptitudes and abilities.
3. To promote holistic education and the development of moral and civic values through blended teaching and learning.

1. Major Concern: To boost the scholastic achievements of students

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|--|---|--|--|--|--|--|
| <ul style="list-style-type: none"> To enhance the academic support in senior forms. | <p>For high achievers:</p> <ul style="list-style-type: none"> Extend enhancement classes to G11 Provide predicted grades as reference to evaluate their study plans Offer more personalized care through small group coaching Coordinate tutorials for various subjects to avoid scheduling conflicts and overloading students Evaluate the academic support by analyzing their academic performance <p>For low achievers in senior forms:</p> <ul style="list-style-type: none"> Offer new combinations of elective subjects with more lesson time and greater flexibility in the selection of elective subjects Offer Chinese, English and Mathematics catch-up support to help students attain the minimum requirements for university admissions Provide predicted grades as reference to evaluate their study plans Evaluate the academic support by analyzing their academic performance | <ul style="list-style-type: none"> Progress in the academic performance of high achievers and low achievers | <ul style="list-style-type: none"> Analyze the academic performance in internal and public examinations Analyze the value-added scores Analyze the stakeholder survey (SHS) results | <ul style="list-style-type: none"> One year | <ul style="list-style-type: none"> Dean Curriculum coordinators Panel heads | <ul style="list-style-type: none"> School funds |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|--|---|---|--|--|--|--|
| <ul style="list-style-type: none"> To enhance the academic support in junior forms. | <p>For high achievers:</p> <ul style="list-style-type: none"> Allocate top one-third students to DSG classes to enhance synergy Offer extra Chinese, English and Mathematics practices to stretch their potential Evaluate the academic support by analyzing their academic performance <p>For low achievers:</p> <ul style="list-style-type: none"> Allocate students of mixed academic abilities to PMLAJT classes to enhance peer learning Offer Chinese, English and Mathematics catch-up support to help students lay the foundation for studies in senior forms Evaluate the academic support by analyzing their academic performance | <ul style="list-style-type: none"> Progress in the academic performance of high achievers and low achievers | <ul style="list-style-type: none"> Analyze the performance in internal examinations Analyze the stakeholder survey (SHS) results | <ul style="list-style-type: none"> One year | <ul style="list-style-type: none"> Dean Curriculum coordinators Panel heads | <ul style="list-style-type: none"> School funds |
| <ul style="list-style-type: none"> To optimize the academic support. | <ul style="list-style-type: none"> Set up a Big Data Team to evaluate the academic support Conduct timely analysis of students' academic performance for evaluation Fine-tune/revise the academic support if necessary to raise the effectiveness of the academic support | <ul style="list-style-type: none"> The Big Data Team has been set up Analysis conducted on a regular basis Academic support fine-tuned/revise and additional/new academic support devised if necessary | <ul style="list-style-type: none"> Evaluation by Dean and Curriculum Coordinators | <ul style="list-style-type: none"> One year | <ul style="list-style-type: none"> Dean Curriculum coordinators | <ul style="list-style-type: none"> School funds |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|---|---|--|--|--|--|--|
| <ul style="list-style-type: none"> To integrate National Security Education (NSE) with learning and teaching. | <ul style="list-style-type: none"> Adopt a whole-school approach to deliver NSE in a coherent way Incorporate NSE into each subject curriculum by respective Panel Heads Set up a monitoring committee consisting of Dean, Curriculum Coordinators and Panel Heads to ensure that NSE is implemented properly and appropriately Evaluate the implementation of NSE to optimize/revise/fine-tune the implementation of NSE | <ul style="list-style-type: none"> Implementation of NSE coordinated by the Academic Committee NSE incorporated into each subject curriculum Implementation of NSE monitored by the committee Implementation of NSE evaluated yearly | <ul style="list-style-type: none"> Evaluation by Dean, Panel Heads, Academic Committee and the monitoring committee | <ul style="list-style-type: none"> One year | <ul style="list-style-type: none"> Dean Curriculum coordinators Panel heads | <ul style="list-style-type: none"> School funds |
| <ul style="list-style-type: none"> To foster student-teacher interactions and student-centered learning by the implementation of BYOD. | <ul style="list-style-type: none"> Upgrade infrastructure and WiFi network Gather user requirements Compare devices and platforms Formulate BYOD policy Conduct pilot testing Organize training for teachers Evaluate the implementation of BYOD | <ul style="list-style-type: none"> Infrastructure and WIFI network upgraded User requirements gathered Devices and platforms chosen after comparisons Policy formulated Testing conducted Training organized Evaluation conducted | <ul style="list-style-type: none"> Evaluation by Panel Heads, IT Committee and eLearning Team | <ul style="list-style-type: none"> One year | <ul style="list-style-type: none"> Dean Curriculum coordinators Panel heads IT Committee eLearning Team | <ul style="list-style-type: none"> School funds |

2. Major Concern: To review the existing life planning framework and enhance students’ understanding of own qualities, aptitudes and abilities.

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|--|---|---|--|------------|--|---|
| <ul style="list-style-type: none"> • To provide more support to students, parents and teachers so as to enhance the life planning education in the school. • To enhance students’ understanding of own qualities, aptitudes and abilities. • To increase efficiency of further studies and careers counselling. | <ul style="list-style-type: none"> • Design a Further Studies and Careers Module in the central management system (CMS) to allow appropriate personnel to access students’ information to support university applications and careers counselling. • Review and design a website for Centre for Further Studies and Careers (CFC) to provide students with information about multiple pathways available for further studies and enhance students’ understanding of own qualities, aptitudes and abilities. • Review the guideline and handbook for the CFC to prepare students and parents to make informed choices for further studies and future careers. | <ul style="list-style-type: none"> • A Test Version of the Further Studies and Careers Module in the Central Management System (CMS) is developed. • A school website for Centre for Further Studies and Careers (CFC) is established. • A guideline and a handbook for the Centre for Further Studies and Careers (CFC) are prepared. | <ul style="list-style-type: none"> • Feedback from students • Feedback from teachers | 1 year | <ul style="list-style-type: none"> • YTW • CFC | <ul style="list-style-type: none"> • Financial support from school • Technical support from IT department • Existing guideline and handbook for the Centre for Further Studies (CFS) |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|--|--|--|--|------------|--|---|
| <ul style="list-style-type: none"> • To enhance careers-related elements in the further studies guidance services in a coordinated way. • To review the existing life planning framework. • To enhance students' understanding of own qualities, aptitudes and abilities. | <ul style="list-style-type: none"> • Restructure the Centre for Further Studies (CFS) and Careers' Office into the Centre for Further Studies and Careers (CFC) to coordinate comprehensive life planning education and career guidance service in a systematic way. • Set up a sub-committee in the Centre for Further Studies and Careers (CFC) to review the holistic life planning education plan in linking study opportunities and career choices. • Review existing careers-related activities to formulate an integration plan and consolidate them into further studies activities in the first dimension in a strategic way in order to provide students with quality life planning education and career guidance service. (a) Self-understanding and development | <ul style="list-style-type: none"> • An organization chart for the Centre for Further Studies and Careers (CFC) is prepared. • A sub-committee in the Centre for Further Studies and Careers (CFC) is established. • An integration plan for consolidating careers-related activities into further studies activities in the first dimension is formulated. | <ul style="list-style-type: none"> • Feedback from members of the sub-committee • Feedback from students • Feedback from teachers | 1 year | <ul style="list-style-type: none"> • YTW • CFC | <ul style="list-style-type: none"> • Financial support from school |

3. Major Concern: To promote holistic education and the development of moral and civic values through blended teaching and learning.

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|---|--|--|---|--|---|---|
| <ul style="list-style-type: none"> • To identify, maintain and put into practice positive values and attitudes. • To strengthen our students' National Identity and develop their sense of belonging to the country. • To further promote social services and encourage students to care for others amidst the public health crisis. • To educate students to be more humble, thoughtful, law-abiding, kind-hearted and well-behaved. | <ul style="list-style-type: none"> • To continue to produce diversified video clips to promote values education by means of different online platforms, e.g., DBS Booster, Diocesan Media and so on. • To optimise the contents and formats of all virtual and face-to-face thematic sharing sessions to inculcate the right values in our students, e.g., topics concerning environmental protection, national security, community service. • To organise and fine-tune the G7 Character Building Programs, G10 Leadership Training Camp, National Flag Raising Ceremonies etc. to cultivate the virtues and temperament of our students. • To organise the G7 Entrance Ceremony to instill in freshmen the excellent qualities of DBS boys. To emphasise the symbolic meanings of the conferral of Diocesan Scarves through the "Pledge to Act" Session. | <ul style="list-style-type: none"> • Increase in participation in social services programmes to support minorities and the underprivileged. • Evidence of more consideration, self-discipline, empathy and mutual respect. • Good attendance records in different activities. • Our boys can analyse, understand and respond to social and moral issues in a decent, objective and appropriate manner. | <ul style="list-style-type: none"> • Feedback from all stakeholders (students, teachers, parents, old boys etc.) • Study of the data about the number of students joining voluntary services and other activities • Comments from Team Ten | <ul style="list-style-type: none"> • 1 year | <ul style="list-style-type: none"> • Dean of Culture • Moral Edu. Committee • Spiritual Edu. Committee • National Security Edu. Committee • Green School Committee • Civic Edu. Committee • Assembly Committee • I.T. Committee • Boarding School • R.S. Department • Music Department • Diocesan Media Group • Scouts • Social Services Society etc. | <ul style="list-style-type: none"> • Financial support from School (e.g., IT equipment; prizes; fees for tutors, guest speakers and instructors; transportation) • Coordination and collaboration with SKH Centers • Technical support from alumni, PTA and social workers |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|---|---|--|--|--|--|---|
| <ul style="list-style-type: none"> • To enrich and advance the DBS culture in accordance with the educational goal of all-round excellence. • To fully develop the multiple intelligences of the students and to maximise their talents. • To organize online and face-to-face ECA and school events to strengthen DBS spirit, teamwork and brotherhood. | <ul style="list-style-type: none"> • To organise and optimise the Clubs & Societies Joint Recruitment Day as well as the Sports Teams Sign up Session to further promote and reactivate around 80 students' groups in an effective, cautious, safe, hygienic and systematic manner. • To continue to explore the possibilities of carrying out new virtual projects in music, drama, speech, debate etc. as an integral part of the achievement of holistic education. • To collaborate with the Arts Development Committee to plan, design and implement creative cyber and / or physical exhibitions. • To collaborate with DSOBA to implement the 100th Anniversary: Giving Back to School Program to educate the students regarding our centennial camaraderie and undefiled heritage. • To keep on fine-tuning the Learning Tours Policy to facilitate better development in the future in terms of effectiveness and resources allocation especially after 2 years' suspension. | <ul style="list-style-type: none"> • More students actively take part in all kinds of ECA in their quest to become the best. • Students get used to the new normal and have a more complete perspective of the world as well as the concept of global citizenship. • All stakeholders enjoy participating in the virtual / physical activities and foster their sense of belonging and the culture of commitment. • Excellent all-round leaders are trained in a cautious and healthy manner; Safe coexistence with COVID-19 is already a success. | <ul style="list-style-type: none"> • Feedback from all stakeholders • Analyses of quality and quantity of the virtual / face-to-face activities organised for students • Number of trophies and prizes obtained in ECA and Inter School Competitions can be used as reference • Comments from Team Ten | <ul style="list-style-type: none"> • 1 year | <ul style="list-style-type: none"> • Dean of Culture • Arts Development Committee • ECA Committee • Sports Committee • Learning Tours Committee • I.T. Committee • I&D Department • Music Department • Auditorium Department • Diocesan Media Group • Teachers who are fond of music, robotics, drama, history, debate, art, olympiads, I.T., science, STEAM etc. | <ul style="list-style-type: none"> • Financial support from School • Human resources from various Committees and Departments • Technical support from alumni, OBA, PTA, etc. |

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People-in-Charge | Resources Required |
|---|---|--|--|--|---|--|
| <ul style="list-style-type: none"> To preserve and perpetuate our collective DBS heritage, including its philosophy of whole-person development. To improve the sense of belonging and the level of commitment among all stakeholders continuously in the new normal. To promote and share the unique DBS history and culture with all students, teachers, parents, alumni and the public as values education. | <ul style="list-style-type: none"> To further promote and develop the School Museum as a landmark for the research and rediscovery of school history as well as our education ideal. To revamp the permanent exhibition and more diversified artefacts will be collected, categorised and showcased in the School Museum. To keep on decorating all the notice boards around the School Hall with attractive photos of different school events: Inter School Competitions, music activities, seminars and so on. To edit more impressive and professional video clips to publicise ECA and DBS. To design and produce creative merchandise, epidemic prevention materials, souvenirs, books, banners, flags, posters, 3D texts, sportswear, cheering scarves, backdrops, wristbands, pong bong sticks, files etc., for different school activities to keep the strong DBS spirit alive especially after 2 years' chaos: Apple Race, Garden Fete, House Activities etc. | <ul style="list-style-type: none"> Effective production and distribution of all DBS products and souvenirs. All stakeholders enjoy participating in school events and appreciate the photos and video clips around them, e.g., in social media. Improvement in unity, brotherhood and school spirit among all students. Our history and the continuous fight for excellence are showcased properly. We can restart, rejuvenate, rediscover and reconnect with all stakeholders. | <ul style="list-style-type: none"> Feedback from all stakeholders Comments from Team Ten Analyses of quality and quantity of the photos, videos, souvenirs, exhibitions, decorations and so on Feel the positive, youthful and harmonious school atmosphere with the heart | <ul style="list-style-type: none"> 1 year | <ul style="list-style-type: none"> Dean of Culture School Museum Committee I.T. Committee Diocesan Media Group Prefects' Board Student Council Student Ambassadors House Masters and Mistresses Alumni and DSOBA MKL, CCY, WKL, BPL, YKH and Mr. Neo Ng | <ul style="list-style-type: none"> Financial support from school Technical support from old boys |

Three-year Plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for the thirteenth cohort of senior secondary students (from 2021/22 to 2023/24 school years)

The following programmes are adopted with the support of the EDB's Diversity Learning Grant (DLG):

| DLG funded Programme(s) | Strategies & benefits anticipated (i.e., in what way students' diverse learning needs are catered for) | Name of programme(s) / course(s) and provider(s) | Duration of the Programme / Course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|-------------------------|---|--|------------------------------------|--|--|-------|-------|---|-------------------|
| | | | | | 21/22 | 22/23 | 23/24 | | |
| Other Languages | To develop another angle of critical thinking linked with French language acquisition in order to provide students better tools to pursue their studies in tertiary education | French (in-house course) | 3 years | Students who have taken French in junior forms | 4 | 4 | 4 | Students will take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA | French teacher |

| DLG funded Programme(s) | Strategies & benefits anticipated (i.e., in what way students' diverse learning needs are catered for) | Name of programme(s) / course(s) and provider(s) | Duration of the Programme / Course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|-------------------------|---|--|------------------------------------|--|--|-------|-------|---|-------------------|
| | | | | | 21/22 | 22/23 | 23/24 | | |
| ApL | Boys talented in other areas may achieve an acceptable score in an Applied Learning subject and be admitted to universities | <ul style="list-style-type: none"> Exercise Science and Health Fitness Animal Care | 2 years (S5 – S6) | S5 Boys interested in Applied Learning courses | 2 | 2 | 2 | <ul style="list-style-type: none"> Evaluation provided by the service provider Universities accept students having ApL into their degree programmes | Mr. K.K. Ng |

| DLG funded Programme(s) | Strategies & benefits anticipated (i.e., in what way students' diverse learning needs are catered for) | Name of programme(s) / course(s) and provider(s) | Duration of the Programme / Course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning / success indicators | Teacher-in-charge |
|-------------------------|---|---|------------------------------------|--|--|-------|-------|---|---|
| | | | | | 21/22 | 22/23 | 23/24 | | |
| Other Programmes | In view of the small number of students opting for DSE Music, this Network Programme with Diocesan Girls' School, La Salle College and Maryknoll Convent School can help to cater for students' diverse needs | DSE Music (Network programme hosted by Institute of Hong Kong Senior Secondary School Music Education (IHKSSSME)) | 3 years | S4-6 students of this cohort of students interested in taking Music as elective x3 | 4 | 4 | 4 | Students will take internal assessment and examinations provided by IHKSSSME, and eventually take the HKDSE Examination | Music Teachers from the network schools, together with tutors in IHKSSSME |