



# **Diocesan Boys' School**

## **School Development Plan**

**2021/22 – 2023/24**

# Diocesan Boys' School

## School Vision

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

## School 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.

## Holistic Review

### Effectiveness of the previous School Development Plan (2018/19 – 2020/21)

Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
1. To further optimize learning and teaching efficacy	Partially achieved	Continue to refine and improve the monitoring and evaluation of the learning and teaching efficacy for refinement and improvement	
2. To foster students' positive attitude and ability to make reasonable judgement	Partially achieved	Incorporated as routine work for further exploration and refinement	
3. To cultivate our sense of belonging, strengthen commitment and uphold our tradition of whole-person education	Partially achieved	Keep on improving and fine-tuning the related policies and strategies for better effectiveness	There were too many disruptions to normal school days in 2019-2020 and 2020-2021, leading to the cancellation of many events and activities.

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• Energetic; ready to face challenges and make changes</li> <li>• Highly transparent</li> <li>• United and strong team spirit</li> </ul>	<ul style="list-style-type: none"> <li>• More effective deployment of workforce</li> <li>• Further streamline school policies and consolidate school system to deal with daily routines</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The Headmaster deploys school resources flexibly and external resources are tapped actively to support implementation of different developmental areas.</li> <li>• A committed Leadership Team consisting of the Headmaster, three Deans and three curriculum coordinators set the direction of strategic development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• With the new appointment of the 2 Curriculum Coordinators, more in-depth meetings and practical sharing sessions can be held strategically in a professional manner.</li> <li>• Leadership roles of Subject Panel Heads in monitoring panel members and assuring quality of teaching.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Broad and balanced curriculum including Innovation &amp; Design (STEAM Education) as a formal curriculum in junior forms.</li> <li>• Both local (HKDSE) and international (IB) curricula available in senior forms.</li> <li>• Flexible combinations of 14 elective subjects in the HKDSE curriculum in senior forms.</li> <li>• Applied Learning Courses as additional choices.</li> <li>• Well-defined assessment frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic support for high achievers</li> <li>• Academic support for low achievers</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Small class teaching for all subjects in junior forms.</li> <li>• Small class teaching for all core subjects in senior forms.</li> <li>• Provision of iPads to all teachers to facilitate eLearning in daily teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Timely feedback on students' performance</li> <li>• Learner-centered teaching</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>• The school is providing further studies and careers opportunities to support students' progression into further studies and for careers development by the Centre for Further Studies and Careers (CFC).</li> </ul>	<ul style="list-style-type: none"> <li>• Further enhance students' knowledge, adaptability, independent thinking and life-long learning capabilities so students can be better prepared to make informed and responsible choices in a systematic way.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> <li>Students are open-minded, logical and cooperative. They always strive for excellence and are willing to accept advice.</li> </ul>	<ul style="list-style-type: none"> <li>More support for students, parents and teachers so as to enhance the life planning education in the school.</li> <li>A holistic life planning education plan linking study opportunities and career choices.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>The school is strongly supported by alumni (through the DSOBA); parents (through the PTA and APA); and the DBS Foundation Limited in terms of human and financial resources.</li> <li>Excellent networks in both the professional and academic sectors continue to be great assets to the school.</li> <li>The 150<sup>th</sup> Anniversary of DBS and the Centennial Celebration of the DSOBA are significant milestones, providing golden opportunities for stakeholders to collectively rejoice, reflect, evaluate and plan for future developments.</li> </ul>	<ul style="list-style-type: none"> <li>We will organise more sharing sessions that facilitate information exchange with different stakeholders, in order to promote mutual understanding and enhance multilateral communication within the Diocesan community.</li> <li>Regarding PR and social media, we shall continue to decorate the notice boards around the School Hall and engage in online publicity, to provide updates of students' diverse achievements to the wider community and acknowledge their accomplishments.</li> <li>After 2 years of disruptions due to the volatile external environment, we will keep up our efforts in rejuvenating the Diocesan community and reconnecting with its members.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>Students are confident, independent and exhibit positive values. They are loyal and proud to be members of the Diocesan Family.</li> <li>The school and its students are mutually supportive. We are able to enrich our students' personal virtues by maintaining a joyful, harmonious, and orderly learning environment on campus.</li> <li>Students are highly motivated to strive for perfection and excellence. They are willing to actively preserve and perpetuate</li> </ul>	<ul style="list-style-type: none"> <li>We will further enhance our values and moral education by implementing new strategies and initiatives. Existing programmes such as the G7 Character Building Programs, the G10 Leadership Training Camp and the National Flag Raising Ceremonies will be continuously optimised.</li> <li>We shall continue cultivating the virtues and good character of our boys, educating them to be humble, thoughtful, disciplined, law-abiding and kind-hearted young gentlemen, showing empathy and mutual respect for each other.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<p>our school's collective heritage.</p> <ul style="list-style-type: none"> <li>• The strength of our school lies not in bricks, but in brains – utilising its power to develop character through the all-round training it provides for students.</li> </ul>	<ul style="list-style-type: none"> <li>• In response to EDB circulars and requirements, we will continuously monitor and enhance our National Security Education curriculum in the coming academic years.</li> <li>• Under the whole-school approach, we shall make a focused effort to strengthen our students' sense of national identity and fortify their sense of belonging to the country.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students' potentials are developed in multiple fields spanning the arts, the sciences as well as sports.</li> <li>• Students are actively involved in ECA and inter-school competitions with excellent achievements.</li> <li>• Overseas learning tours, sports training programs and music exchange activities are organised in a professional and systematic manner.</li> <li>• DBS emphasises whole-person development and lifelong education. The unique traditions and educational beliefs of our Hill encourage students and alumni to pursue their passions in fields such as music, sports, science, technology and the arts. As such, the educational experience provided at DBS extends far beyond the development of academic knowledge through regular schooling.</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2019-20 and 2020-21 academic years, many inter-school sports competitions, music activities and cultural events were cancelled, which made it difficult for teams and clubs to recruit new blood and perpetuate the school's spirit, culture, and traditions.</li> <li>• A hybrid approach to enhancing holistic education is one of our major targets in the future. All committees and departments in DBS will continue to explore possible ways of integrating different modes of learning in an innovative manner, and to provide our students with ample opportunities to enjoy ECA and various other school events in both online and face-to-face formats.</li> <li>• Our Arts Development Committee, Sports Committee, ECA Committee, Learning Tour Committee, Music Department and School Museum will all implement new projects in the coming academic years to cultivate students' multiple intelligences and qualities, in the direction of all-round excellence and leadership.</li> </ul>

## **SWOT Analysis**

### **Our Strengths**

- Strong support and trust from alumni, parents, sponsoring body and friends of the Diocesan community
- High morale and school spirit among the Diocesan community to pursue excellence
- Good and unique traditions have been established in the course of 150 years

### **Our weaknesses**

- Students are self-centered and lack of experience in making reasonable judgement due to overprotection from family
- Student performance can be better reviewed with more thorough reflections based on quantitative and objective data
- Current Wi-Fi network still couldn't support BYOD for the whole school

### **Our Opportunities**

- Greater participation of middle managers in school affairs at both school and subject levels
- Growing awareness among staff of the need to support students with learning and behavioral difficulties
- 150<sup>th</sup> Anniversary is a significant milestone for further planning and enhancement

### **Our Threats**

- A wealth of meaningful activities for the whole community makes prioritizing a challenge for all stakeholders
- Effective skills of time-management and multi-tasking continue to be a challenge for the students
- Curriculum and assessment need to be reviewed and refined regularly to cater for learner diversity and students with special educational needs

## **Major Concerns for 2021 – 2024 (in order of priority)**

1. To boost the scholastic achievements of students
2. To empower students with understanding of their interests, abilities and orientations for making informed and responsible choices among the multiple pathways available for further studies and careers.
3. To uphold whole-person education, instil and strengthen our national identity and sense of belonging towards our school and country

## School Development Plan (2021-24)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To boost the scholastic achievements of students	• To enhance the academic support in senior forms	✓	✓	✓	For high achievers: <ul style="list-style-type: none"> <li>• Extend enhancement classes to G11</li> <li>• Provide predicted grades as reference</li> <li>• Offer more personalized care</li> <li>• Coordinate tutorials of various subjects</li> <li>• Evaluate the effectiveness of the academic support</li> </ul>
					For low achievers: <ul style="list-style-type: none"> <li>• Offer new combinations of elective subjects</li> <li>• Offer Chinese, English and Mathematics remedial support</li> <li>• Provide predicted grades as reference for low achievers</li> <li>• Evaluate the effectiveness of the academic support</li> </ul>
	• To enhance the academic support in junior forms	✓	✓	✓	For high achievers: <ul style="list-style-type: none"> <li>• Allocate top one-third students to DSG classes</li> <li>• Offer extra Chinese, English and Mathematics practices</li> <li>• Evaluate the effectiveness of the academic support</li> </ul>
		✓	✓	✓	For low achievers: <ul style="list-style-type: none"> <li>• Allocate students of mixed academic abilities to PMLAJT classes</li> <li>• Offer Chinese, English and Mathematics remedial support</li> <li>• Evaluate the effectiveness of the academic support</li> </ul>
	• To optimize the academic support	✓	✓	✓	<ul style="list-style-type: none"> <li>• Set up a Big Data Team</li> <li>• Conduct timely analysis of students' academic performance</li> <li>• Fine-tune/revise the academic support if necessary</li> </ul>



Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> <li>To integrate National Security Education (NSE) within learning and teaching</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Adopt a whole-school approach</li> <li>Incorporate NSE into each subject curriculum</li> <li>Set up a monitoring committee</li> <li>Evaluate the implementation of NSE</li> </ul>
	<ul style="list-style-type: none"> <li>To foster student-teacher interactions and student-centered learning through the implementation of BYOD</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Upgrade infrastructure and WiFi network</li> <li>Gather user requirements</li> <li>Compare devices and platforms</li> <li>Formulate BYOD policy</li> <li>Conduct pilot testing</li> <li>Organize trainings for teachers</li> <li>Evaluate the implementation of BYOD</li> </ul>
2. To empower students with understanding of their interests, abilities and orientations for making informed and responsible choices from the multiple pathways available for	<ul style="list-style-type: none"> <li>To provide more support to students, parents and teachers so as to enhance the life planning education in the school</li> <li>To enhance students' self-understanding of own qualities, aptitudes and abilities</li> <li>To increase efficiency of further studies and careers counselling</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>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.</li> <li>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' self-understanding of own qualities, aptitudes and abilities.</li> <li>Use data collected by the Further Studies and Careers Module in the CMS for data analysis to identify the needs of students enabling the provision of support and for future planning.</li> <li>Review the guideline and handbook of the CFC to prepare students and parents to make informed choices for further studies and future careers.</li> </ul>

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
further studies and careers.	<ul style="list-style-type: none"> <li>• To enhance careers-related elements in the further studies guidance services in a coordinated way</li> <li>• To review the existing life planning framework and enhance students' self-understanding of own qualities, aptitudes and abilities</li> <li>• To refine the existing life planning framework and increase students' awareness of the opportunities and constraints offered by various study choices or options</li> <li>• To refine the existing life planning framework and equip</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Set up a sub-committee in the Centre for Further Studies and Careers (CFC) to review the holistic life planning education plan linking study opportunities and career choices.</li> <li>• Review existing careers-related activities to formulate an integration plan and consolidate them into further studies activities in three dimensions in a strategic way in order to provide students with quality life planning education and career guidance service.</li> <li>• Self-understanding and development</li> <li>• Career exploration</li> <li>• Career planning and management</li> <li>• Strengthen evaluation strategies in further studies and careers-related activities to collect feedback from stakeholders</li> </ul>

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	students with generic and employability skills to actualise their potential through pursuit of their further studies goals				
3. To uphold whole-person education, instill and strengthen our national identity and sense of belonging towards our school and country	<ul style="list-style-type: none"> <li>To promote and preserve our collective DBS traditions to continuously strengthen the unity and school spirit; and improve the level of commitment among all stakeholders (students, teachers, parents and old boys)</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To plan and implement diversified school events with Foundation Limited, DSOBA, PTA etc. to keep the momentum going especially after 2 years' suspension, e.g., Garden Fete, Homecoming Concerts and Exhibitions.</li> <li>To restart and rejuvenate all the internal activities gradually such as various Ceremonies, the Apple Race, Inter House Competitions etc., and to maintain a positive, harmonious and youthful atmosphere at DBS.</li> <li>To frequently share the good Diocesan values and uphold its image among all stakeholders; and report daily up-to-date examples of the DBS Spirit (Determination, Brotherhood, Success) to different parties during admissions talks, parents' seminars, morning tea sessions, students' gatherings (including Assembly), teachers' meetings and alumni functions etc.</li> </ul>
	<ul style="list-style-type: none"> <li>To optimise the content and format of all virtual and face-to-face activities and sharing sessions to inculcate the right values in our students, e.g., topics concerning</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To further strengthen the operations of our Diocesan Media Group and DBS Booster Team to produce more well-edited video clips to share the lively, exciting and enjoyable school life with all members of the DBS family.</li> <li>To adopt the multi-pronged approach to integrate different modes of learning in order to enhance the multiple intelligences of our students in the new normal. Adopting a blended mode to enhance holistic education is one of our major tasks in the coming academic years.</li> <li>To update and enrich the school web pages, Facebook and Instagram pages,</li> </ul>

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	environmental protection, national security and community services				notice boards etc. for effective publicity especially in the areas of students' excellent achievements and diversified school events.
	<ul style="list-style-type: none"> <li>To keep on cultivating and nurturing students' attitudes and conduct, and by so doing, to educate them to become law-abiding citizens, humble servants and visionary leaders of the country and the world</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To reimplement the "Mandatory Social Services Programs" for all G7 to G9 boys after 2 years' uncertainty and interruptions. Students are encouraged to care and show greater concern for our society by visiting elderly homes and the rehabilitation centers to support the minorities and the underprivileged amidst the global health crisis.</li> <li>Junior boys' outstanding performances in voluntary services will be acknowledged in the final school report. Devoted students with more than 30 hours' participation in community services will be awarded a gold prize.</li> <li>To organise and fine-tune the G7 Character Building Programs, G10 Leadership Training Camp, National Flag Raising Ceremonies etc. to cultivate the virtues and good personalities of our students.</li> <li>The Moral Education Committee will continue to have more collaboration and interdisciplinary projects with the National Security Education Committee, Civic Education Committee, Green School Committee, Spiritual Education Committee and so on to achieve the long-term targets of moral excellence.</li> </ul>
	<ul style="list-style-type: none"> <li>To further enhance and diversify the development of art, design, literature and cultural activities in</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Arts Development Committee will keep on fostering aesthetic education by organizing different exhibitions in the Verdant Arts Centre &amp; Gallery such as paintings, calligraphy, photography and ceramic art, etc.</li> <li>The Drama Committee, the Music Department and other interest groups will continue to explore and pursuit the possibilities of various art forms, virtual</li> </ul>

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		Year 1	Year 2	Year 3	
	both online and face-to-face delivery formats to unleash students' potential				<p>projects and multimedia productions, e.g., film, musical, concerts, drama, documentary, publication, poetry recitals, talk shows and so on.</p> <ul style="list-style-type: none"> <li>The School Museum will regularly revamp the permanent exhibitions and more diversified artefacts of different themes will be collected, categorised and showcased to promote the history and heritage of DBS.</li> </ul>
	<ul style="list-style-type: none"> <li>To replan and strengthen the overseas learning programs, including intensive sports training camps, world competitions, tailored study tours etc. as an integral part of an all-round education</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Despite the unprecedented coronavirus pandemic, we shall make an effort to reactivate certain learning tours and visits in a cautious and hygienic manner in the near future.</li> <li>To promote experiential learning and the concept of “education without walls” by organising overseas study tours under various thematic categories such as music, sports, social services, I.T., ecotourism, core virtues, history, robotics, art, religion, language, culture and so on.</li> </ul>
	<ul style="list-style-type: none"> <li>To keep the outstanding performances in academics, sports, music and cultural competitions; to build and strengthen traditions and attain achievements in other new areas step by step</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>To optimise the whole admissions process to ensure the smooth and successful recruitment of excellent students with different talents under the supervision and guidance of the newly formed “One School Committee”.</li> <li>To further activate our “Clubs &amp; Societies” and to promote trend-setting activities like robotics, water polo, squash, handball, rope skipping, dancing, bridge, Science Olympiads, Mathematics Olympiad, Informatics Olympiad, STEAM etc.</li> </ul>