



Diocesan Boys' School

School Development Plan

2024/25 – 2026/27

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 (2021/22 – 2023/24)

Major Concerns	Extent of Targets Achieved	Follow-up Action	Remarks
1. To boost the scholastic achievements of students	Partially achieved	Continue to refine and improve the learning and teaching efficacy	
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	Partially achieved	Incorporated as routine work for further exploration and refinement	
3. To uphold whole-person education, instill and strengthen our national identity and sense of belonging towards our school and country	Partially achieved	Continue improving and fine-tuning the related policies and strategies for better effectiveness and more fruitful outcomes	Well-rounded development, values, national education and diversification of co-curricular activities will be our major focus and primary concern.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Energetic; ready to face challenges and make changes • Highly transparent • United and strong team spirit 	<ul style="list-style-type: none"> • More effective deployment of workforce • Further streamline school policies and consolidate school system to deal with daily routines
2. Professional Leadership	<ul style="list-style-type: none"> • The Headmaster deploys school resources flexibly and external resources are tapped actively to support implementation of different developmental areas. • A committed Leadership Team consisting of the Headmaster, three Deans and three curriculum coordinators set the direction of strategic development plan. 	<ul style="list-style-type: none"> • With the new appointment of the two Curriculum Coordinators, more in-depth meetings and practical sharing sessions can be held strategically in a professional manner. • Leadership roles of Subject Panel Heads in monitoring panel members and assuring quality of teaching.
3. Curriculum and Assessment	<ul style="list-style-type: none"> • Broad and balanced curriculum including Innovation & Design (STEAM Education) as a formal curriculum in junior forms • Both local (HKDSE) and international (IB) curricula available in senior forms. • Flexible combinations of 14 elective subjects in the HKDSE curriculum in senior forms • Applied Learning Courses as additional choices • Well-defined assessment frameworks 	<ul style="list-style-type: none"> • Academic support for high achievers • Academic support for low achievers
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Small class teaching for all subjects in junior forms • Small class teaching for all core subjects in senior forms • Provision of iPads to all teachers for eLearning in daily teaching 	<ul style="list-style-type: none"> • Timely feedback on students' performance • Learner-centered teaching
5. Student Support	<ul style="list-style-type: none"> • A dedicated and compassionate Student Guidance Team that is genuinely invested in the well-being of students. This ensures that students feel valued and supported. • There is a strong sense of friendship between students and 	<ul style="list-style-type: none"> • Services aimed at fostering resilience and positive values in students can empower them to face challenges with a positive mindset. Activities that promote problem-solving and adaptability will be beneficial.

PI Areas	Major Strengths	Areas for Improvement
	<p>teachers, which fosters a welcoming and comfortable atmosphere. This camaraderie encourages students to engage more openly.</p> <ul style="list-style-type: none"> • The involvement of young and enthusiastic teachers adds a dynamic element to the support service. Their eagerness to help students makes them more approachable and relatable, enhancing student engagement. • Students demonstrate a willingness to share their thoughts and feelings, which is crucial for effective support. 	<ul style="list-style-type: none"> • Enhance the understanding of mental health issues among parents, teachers, and students. Greater awareness can lead to more proactive support and intervention when needed. • Equipping parents with information about the changing needs of students, effective parenting strategies and importance of mental health is critical. • Services for students to develop better stress and time management techniques can equip students to handle academic and personal pressures more effectively.
6. Partnership	<ul style="list-style-type: none"> • 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. • Excellent networks in both the professional and academic sectors continue to be great assets to the school. • The 150th & 155th 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. 	<ul style="list-style-type: none"> • 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. • 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. • We will advance our efforts to rejuvenate the Diocesan family, strengthen our collaboration, and implement more new projects together.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Students are confident, independent and exhibit positive values. They are loyal and proud to be members of the Diocesan family. • The school and its students are mutually supportive. We are able to enrich our students' personal virtues by maintaining a 	<ul style="list-style-type: none"> • We will further enhance our values and moral education by implementing new strategies and initiatives. Existing programmes such as the G7 Character Building Programmes, the G10 Leadership Training Camp and the National Flag Raising Ceremonies, etc. will be continuously optimised.

PI Areas	Major Strengths	Areas for Improvement
	<p>joyful, harmonious, and orderly learning environment on campus.</p> <ul style="list-style-type: none"> Students are highly motivated to strive for perfection and excellence. They are willing to actively preserve and perpetuate our school's collective heritage. 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. 	<ul style="list-style-type: none"> 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, with aspirations and integrity. Additionally, more social service activities will be planned and organised. In response to EDB circulars and requirements, we will consistently monitor and enhance our National Security Education in the coming academic years. 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.
8. Participation and Achievement	<ul style="list-style-type: none"> Students' potential is developed in multiple fields spanning the arts and the sciences as well as sports. Students are actively involved in ECA and inter-school competitions with excellent achievements. Overseas learning tours, sports training programmes and music exchange activities are organised in a professional and systematic manner. 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. 	<ul style="list-style-type: none"> The changing values and lifestyles of different generations, along with the immense examination pressure, make it difficult for teams and clubs to recruit new members and perpetuate the school's spirit, culture, and traditions. 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 school events. Our Arts Development Committee, Sports Committee, ECA Committee, Learning Tour Committee, STEAM Coalition, 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.

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 over the course of 155 years.

Our weaknesses

- Students are self-centered and lack of experience in making reasonable judgements due to overprotection from family.
- School performance can be better reviewed with more thorough reflections based on quantitative and objective data.
- Current classroom facilities were installed nearly two decades ago, and they can no longer keep pace with the latest trends in education.

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
- 155th 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 in a timely manner to cater for learner diversity and students with special educational needs.

Major Concerns for 2024–2027 (in order of priority)

1. To enrich students' personalised learning experiences through technology and adaptive learning.
2. To develop students' positive attitudes and strengthen their well-being and thus supporting their personal growth.
3. To foster whole-person education and the development of multiple intelligences, perpetuate our school's heritage, and fortify our national identity.

School Development Plan (2024–27)

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *)
		Year 1	Year 2	Year 3		
1. To enrich students' personalized learning experiences through technology and adaptive learning.	<ul style="list-style-type: none"> To enhance learning and teaching effectiveness through Reading to Learn 	✓	✓	✓	<ul style="list-style-type: none"> To assign a specific time to read during the morning assembly period To prepare for school-based projects through Reading Across Curriculum (RAC) and self-directed learning 	<ul style="list-style-type: none"> To improve students' language proficiency by teaching them how to read to learn and how to read across the curriculum
	<ul style="list-style-type: none"> To help students become more effective self-directed learners 	✓	✓	✓	<ul style="list-style-type: none"> To explore new pedagogies and to produce related resources to facilitate self-directed learning 	<ul style="list-style-type: none"> Students, in the capacity of independent self-directed learners, are able to acquire broad knowledge and generic skills continuously to face challenges of the future
	<ul style="list-style-type: none"> To equip teachers with teaching and learning strategies for the use of Artificial Intelligence 	✓	✓	✓	<ul style="list-style-type: none"> To promote professional development on Artificial Intelligence 	<ul style="list-style-type: none"> Develop generic skills and inquiry thinking holistically, and learn independently and actively
2. To develop students' positive attitudes and strengthen	<ul style="list-style-type: none"> To strengthen social and emotional health in support of personal growth. 	✓	✓	✓	<ul style="list-style-type: none"> To conduct a well-being survey in junior grades for understanding students' mental and emotional state. To establish an internal referral system for early identification, intervention 	<ul style="list-style-type: none"> To enable students to lead a healthy lifestyle and actively participate in physical and aesthetic activities, and to appreciate sports and the arts.

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *)
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their well-being to support their personal growth.					<p>and referral of students with specific needs for the most appropriate guidance services.</p> <ul style="list-style-type: none"> • To provide teachers with professional training on counselling skills and equip them with sufficient guidance knowledge. • To organise stress management, mindfulness and meditation workshops to build resilience for both students and teachers. • To strengthen school-family cooperation by organising parents education sessions to enable them to support their sons' holistic development. • To organise "Personal Growth Programme" to support moderate-achieving students to improve their social skills and address social-emotional concerns. 	
	<ul style="list-style-type: none"> • To develop students' positive attitudes and 	✓	✓	✓	<ul style="list-style-type: none"> • To formulate a holistic guidance framework to support the personal growth of students. 	<ul style="list-style-type: none"> • To enable students to develop and apply generic skills in an integrative manner, and to

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *)
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	enhance their mental development to support their personal growth.				<ul style="list-style-type: none"> • To provide teachers with professional training on counselling skills and equip them with sufficient guidance knowledge. • To organise stress management, mindfulness and meditation workshops to build resilience for both students and teachers. • To strengthen school-family cooperation by organising parents education sessions to enable them to support their sons' holistic development. • To select potential students to be well-being ambassadors for promoting positive values and the well-being of students in the school. • To advise partner organisation of teenagers' opinion or point of views regarding students' mental and physical health by well-being ambassadors. • To liaise with partner organisation in implementing activities to promote 	become an independent and self-directed learner for future study and work.

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *)
		Year 1	Year 2	Year 3		
					students' well-being within the school by well-being ambassadors.	
	<ul style="list-style-type: none"> To foster students' resilience and adaptability to face challenges with a positive mindset. 	✓	✓	✓	<ul style="list-style-type: none"> To provide teachers with professional training on counselling skills and equip them with sufficient guidance knowledge. To organise stress management, mindfulness and meditation workshops to build resilience for both students and teachers. To strengthen school-family cooperation by organizing parents education sessions to enable them to support their sons' holistic development. To advise partner organisation on teenagers' opinion or point of views regarding students' mental and physical health by well-being ambassadors. To liaise with partner organisation in implementing activities to promote students' well-being within the school by well-being ambassadors. 	<ul style="list-style-type: none"> To enable students to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work.

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *)
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					<ul style="list-style-type: none"> To implement various activities promoting students' well-being by well-being ambassadors. To establish a peer-leadership programme to facilitate discussions about mental health, stress and coping strategies. 	
3. To foster whole-person education and the development of multiple intelligences, perpetuate our school's heritage, and fortify our national identity.	<ul style="list-style-type: none"> 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. 	✓	✓	✓	<ul style="list-style-type: none"> To implement diversified Social Service Programmes for all G7 to G12 boys continuously. Students are encouraged to care about and show concern for our society more by visiting the elderly homes and rehabilitation centres to support minorities and the underprivileged. To continue to plan and organise the weekly "Values Education Periods" for all G10 and G11 DSE classes respectively. To organise and fine-tune the G7 Character Building Programmes, G8 Gate Painting Projects, G10 Leadership Training Camp, National Flag Raising Ceremonies, etc. to cultivate the 	<ul style="list-style-type: none"> National & Global Identity Generic Skills: Communication Skills Generic Skills: Critical Thinking Skills Generic Skills: Problem Solving Skills Generic Skills: Collaboration Skills Generic Skills: Self-Management Skills

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		Year 1	Year 2	Year 3		
					<p>virtues and temperament of our students.</p> <ul style="list-style-type: none"> To maintain a harmonious and orderly school environment and atmosphere, and deepen students' understanding of the country's development and national security. 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. 	
	<ul style="list-style-type: none"> To keep the students' outstanding performances in academics, sports, music and cultural competitions; to maintain and 	✓	✓	✓	<ul style="list-style-type: none"> To optimise the whole admissions process to ensure the successful recruitment of excellent students with different talents under the supervision and guidance of our "One School Committee". To further activate our "Clubs & Societies" and to promote trend- 	<ul style="list-style-type: none"> Breadth of Knowledge Generic Skills: Communication Skills Generic Skills: Mathematical Skills Generic Skills: I.T. Skills Generic Skills: Problem Solving Skills

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		Year 1	Year 2	Year 3		
	strengthen our all-round traditions and attain achievements in other new areas step by step.				setting activities like Robotics, Science Olympiads, Mathematics Olympiad, Informatics Olympiad, STEAM, A.I., etc. by organising the STEAM Fair, Joint Recruitment Day, Education Expo, and so on.	<ul style="list-style-type: none"> • Generic Skills: Collaboration Skills
	<ul style="list-style-type: none"> • To further enhance and diversify the development of art, design, literature, history and cultural activities to unleash students' potential. 				<ul style="list-style-type: none"> • The Arts Development Committee will keep on fostering aesthetic education by organizing different exhibitions in the Verdant Arts Centre & Gallery such as paintings, calligraphy, photography and ceramic art, etc. • The Drama Committee, the Music Department and other interest groups will continue to explore and pursue the possibilities of various art forms, projects and multimedia productions, e.g., film, musical performances, concerts, drama, documentary, publications, poetry recitals, talk shows and so on. • The School Museum will regularly revamp the permanent exhibitions and more diversified artefacts of different 	<ul style="list-style-type: none"> • Breadth of Knowledge • Generic Skills: Communication Skills • Generic Skills: Critical Thinking Skills • Generic Skills: Creativity • Generic Skills: Problem Solving Skills • Generic Skills: Collaboration Skills

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *)
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					themes will be collected, categorised and showcased to promote the history and heritage of DBS.	
	<ul style="list-style-type: none"> To promote, preserve, and perpetuate our collective DBS traditions to strengthen the unity and school spirit continuously, and improve the level of commitment among all stakeholders (students, teachers, parents and old boys). 				<ul style="list-style-type: none"> To plan and implement diverse school events with Foundation Limited, DSOBA, PTA, DBSAC, etc. to keep the momentum going, e.g., 155th Anniversary Activities, Garden Fete, Homecoming Concerts, Gala Dinner, Exhibitions and so on. To continue to rejuvenate our House System and to enhance the atmosphere of the Inter-House activities through a variety of publicity events so as to maintain a positive, unique and youthful ambience at DBS. To frequently share the good Diocesan values and uphold the School's image among all stakeholders; to 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 	<ul style="list-style-type: none"> Breadth of Knowledge Information Literacy Generic Skills: Communication Skills Generic Skills: I.T. Skills Generic Skills: Creativity Generic Skills: Problem Solving Skills Generic Skills: Collaboration Skill

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					<p>(Morning Assembly), teachers' meetings and alumni functions, etc.</p> <ul style="list-style-type: none"> To further optimise the operations of Diocesan Media Group to produce more well-edited video clips and professional pictures to share the lively, exciting and enjoyable school life with all members of the DBS family. 	
	<ul style="list-style-type: none"> To plan and implement overseas learning programmes, including intensive sports training camps, world competitions, tailored study tours, etc. as an integral part of an all-round education. 	✓	✓	✓	<ul style="list-style-type: none"> To promote experiential learning and the concept of “education without walls” by organising local and overseas study tours under various thematic categories such as music, sports, social services, I.T., ecotourism, history, robotics, science, art, religion, language, literature, culture and so on. To adopt the multi-pronged approach to integrate different modes of learning in order to enhance the multiple intelligences of our students for the 21st Century. 	<ul style="list-style-type: none"> National & Global Identity Breadth of Knowledge Generic Skills: Communication Skills Generic Skills: Problem Solving Skills Generic Skills: Collaboration Skills Generic Skills: Self-Management Skills Generic Skills: Self-Learning Skills