



Diocesan Boys' School

**Annual School Plan
2022 – 2023**

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 become 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, the 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 2022 – 2023

Major Concerns

1. To boost the scholastic achievements of students.
2. To refine the existing life planning framework and increase students' awareness of the opportunities and constraints offered by various study choices.
3. To perpetuate the school's cultural heritage in accordance with the educational goal of all-round excellence, with a special emphasis on values education, community service and a sense of unity.

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 maintain the quality of learning and teaching ameliorating the impact of half-day schooling and class suspension due to COVID-19 pandemic. 	<ul style="list-style-type: none"> Add the 8th period on Tuesday and Thursday as Extended Periods (EPs) in all grades to create extra time for teaching and counselling. Use EPs as <ul style="list-style-type: none"> extra lessons in all grades to make up due to the reduced lesson time due to half- day schooling and class suspension class teacher periods to offer more guidance and counselling to students by their class teachers sessions for holding formative assessment opportunities to keep the learning momentum of students and provide timely feedback to students on their progress 	<ul style="list-style-type: none"> Rationale of EPs explained to all teaching staff at the first staff meeting in August. Rationale of EPs explained to all students at the Beginning of School Service on the first school day of the new school year. Implementation of EPs by adding EPS in the school timetable. Smooth conduct of EPs by formulating EP timetable on a termly basis, i.e., EPs for the First Term and reminding teachers and students on a monthly and weekly basis. 	<ul style="list-style-type: none"> Extra lessons, class teacher periods and formative assessments held as per the EP timetable 	<ul style="list-style-type: none"> One year (subject to the impact of COVID-19 pandemic on school life) 	<ul style="list-style-type: none"> Dean Curriculum coordinators Panel heads 	<ul style="list-style-type: none"> EP timetable on a term, monthly and weekly basis
<ul style="list-style-type: none"> To enhance the efficacy of e-learning in daily teaching. 	<ul style="list-style-type: none"> Renovate and upgrade IT facilities and equipment in the remaining 18 classrooms (15 classrooms in the Main Building and 3 classrooms in the New Wing). Chief Information Officer and e-learning Team provide professional advice and technical support. Habitat Office monitors and supervises the conversion works. 	<ul style="list-style-type: none"> Around half of the 18 classrooms renovated and upgraded during the Christmas holidays. The remaining half of the 18 classrooms renovated and upgraded during the Easter holidays. 	<ul style="list-style-type: none"> IT facilities and equipment met the users' requirements Renovation work completed in time 	<ul style="list-style-type: none"> One year 	<ul style="list-style-type: none"> Dean Curriculum coordinators Chief Information Officer e-learning Team Habitat Office 	<ul style="list-style-type: none"> Quality Education Fund School fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
<ul style="list-style-type: none"> To foster students' awareness of "Respect for others" as one of the positive values and attitudes. 	<ul style="list-style-type: none"> Cultivate and nurture students' awareness of "Respect for others" within the classroom through incorporating related elements into the learning and teaching of various KLAs/subjects and the provision of relevant learning experiences. All KLAs/subjects able to provide relevant contexts to engage students in discussions and help them reflect on and apply positive values and attitudes showing an awareness of multiple perspectives. 	<ul style="list-style-type: none"> Inclusion of "Respect for others" as one of the major concerns in the Annual Plans of various subject panels. 	<ul style="list-style-type: none"> Evaluation by subject panels 	<ul style="list-style-type: none"> One year 	<ul style="list-style-type: none"> Dean Curriculum coordinators Panel heads 	

2. Major Concern: To refine the existing life planning framework and increase students' awareness of the opportunities and constraints offered by various study choices.

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. • To prepare a leaflet to introduce and promote the service of CFC to parents. 	<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. • A leaflet about CFC is prepared. 	<ul style="list-style-type: none"> • Feedback from students • Feedback from teachers 	<ul style="list-style-type: none"> • 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. • The sub-committee in the Centre for Further Studies and Careers (CFC) continues 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 second phase in a strategic way to provide students with quality life planning education and career guidance service. <ul style="list-style-type: none"> (a) Career exploration • To explore more potential further studies and career opportunities to increase exposure of students. 	<ul style="list-style-type: none"> • An organization chart for the Centre for Further Studies and Careers (CFC) is prepared. • An integration plan for consolidating careers-related activities into further studies activities in the second phase formulated. • New further studies and career opportunities are available for students. 	<ul style="list-style-type: none"> • Feedback from members of the sub-committee • Feedback from students • Feedback from teachers 	<ul style="list-style-type: none"> • 1 year 	<ul style="list-style-type: none"> • YTW • CFC 	<ul style="list-style-type: none"> • Financial support from school

3. Major Concern: To perpetuate the school’s cultural heritage in accordance with the educational goal of all-round excellence, with a special emphasis on values education, community service and a sense of unity.

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 optimize the contents and formats of all face-to-face and virtual thematic sharing sessions to inculcate the right values in our students, e.g., topics concerning environmental protection, national security, community service, Chinese culture, moral fiber, etc. • To keep on producing diversified video clips to promote values education by means of different online platforms, e.g., DBS Booster, Diocesan Media and so on. • To organize the G7 Entrance Ceremony to instill in freshmen the excellent qualities of DBS boys. To emphasize the symbolic meanings of the conferral of Diocesan Scarves through the “Pledge to Act” Session. • To organize and fine-tune the G7 Character Building Programs, G10 Leadership Training Camp, National Flag Raising Ceremonies, Volunteer Activities, etc. to cultivate the virtues and temperament of our students. 	<ul style="list-style-type: none"> • Increase in participation in community service programs to support minorities and the underprivileged. • Evidence of greater consideration, self-discipline, empathy and mutual respect. • Good attendance records in different activities. • Our boys can analyze, 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 • IT 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 maximize their talents. • To organize online and face-to-face ECA and school events to strengthen DBS spirit, teamwork, unity and brotherhood. 	<ul style="list-style-type: none"> • To organize and optimize the Clubs & Societies Joint Recruitment Day to further promote and reactivate more than 60 student groups in an effective, professional, informative, safe and systematic manner. • To continue to explore the possibilities of carrying out new projects in music, drama, speech, debate, sports, 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 cooperate with DSOBA and / or Foundation Office to implement new extra-curricular activities to educate the students regarding our traditions, 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 three 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 organized 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 • IT Committee • I&D Department • Music Department • Auditorium Department • Diocesan Media Group • Teachers who are fond of music, robotics, drama, history, debate, art, Olympiads, IT, science, STEAM, etc. 	<ul style="list-style-type: none"> • Financial support from School • Human resources from various Committees and Departments • Technical support from alumni, DSOBA, Foundation Limited, etc.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time	Targets	Strategies
<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 a part of values education. • To gradually get back on the right track together after the pandemic's devastation. 	<ul style="list-style-type: none"> • To further promote and develop the School Museum as the touchstone of the research and rediscovery of school history as well as our education ideal. • To revamp the permanent exhibition, collecting, categorizing and showcasing more diversified artefacts in the School Museum. Special exhibitions will also be organized on Fete Day. <hr/> <ul style="list-style-type: none"> • To keep on decorating all the notice boards around the School Hall with attractive photos of different school events e.g., Inter School Competitions, music activities, seminars and so on. • To edit more impressive and professional video clips to publicize ECA and DBS. <hr/> <ul style="list-style-type: none"> • To design and produce creative merchandise, epidemic prevention materials, souvenirs, books, stickers, 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 three years of disruption: e.g., 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. • Our history, achievements and the continuous fight for excellence are showcased properly. • Improvement in unity, brotherhood and school spirit among all students. • 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 • IT 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 fourteenth cohort of senior secondary students (from 2022/23 to 2024/25 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
					22/23	23/24	24/25		
Other Languages	To develop another angle of critical thinking linked with French language acquisition in order to provide students with better tools to pursue their studies in tertiary education	French (in-house course)	3 years	Students who have taken French in junior forms	3	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
					22/23	23/24	24/25		
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	0	2	2	<ul style="list-style-type: none"> Evaluation provided by the service provider Universities accept students having ApL into their degree programmes 	Dean of Studies

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
					22/23	23/24	24/25		
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	8	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