



Diocesan Boys' School

**Annual School Plan
2023 – 2024**

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 2023 – 2024

Major Concerns

1. To boost the scholastic achievements of students.
2. To refine the existing life planning framework and equip students with the essential qualities and employability skills to actualise their potential through the pursuit of their further studies goals.
3. To foster students' whole-person development, with particular emphasis on building moral fortitude, providing service to those in need and upholding the School's unique heritage.

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

Feedback and follow-up actions from the previous school year:

- Measures to rebuild the student-student and student-teacher relationships will be devised so as to instil into our students the idea that DBS is their second home with support and appreciation from their teachers and fellow schoolmates.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
<ul style="list-style-type: none"> • To honour the scholastic achievements of students and instil the sense of appreciation among students to recognize and show respect for the achievements of their fellow schoolmates 	<ul style="list-style-type: none"> • Show highest admiration and respect for the top scholar in each grade in an award presentation at the Beginning of School Service • Award prizes to honour students' performance in the formative assessments (first and second terms respectively) of each subject in each grade as a token of recognition and appreciation • Award prizes to honour students' performance in the summative assessments (first and second terms respectively) of each subject in each grade as a token of recognition and appreciation 	<ul style="list-style-type: none"> • Award presentation for top scholars successfully held. • Prizes successfully awarded to students with best performance in the formative and summative assessments respectively • The list of top scholars and students with best performance in the formative and summative assessments respectively displayed on notice board for reference. 	<ul style="list-style-type: none"> • Students' feedback • Subject teachers' feedback • Panel Heads' feedback 	<ul style="list-style-type: none"> • one year (2023–2024) 	<ul style="list-style-type: none"> • Dean of Studies • Senior Admin Officer • All Subject Panel Heads 	<ul style="list-style-type: none"> • Prizes for top scholars • Prizes for students with best performance in the formative assessments • Prizes for students with best performance in the summative assessments

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
<ul style="list-style-type: none"> • To enhance the awareness of safeguarding national security among students so that a safe learning environment and society can be consolidated 	<ul style="list-style-type: none"> • To teach concepts and content of national security from different perspectives and with relevant examples through the work of different subject panels so that students can understand the issue holistically and concretely • To promote the learning of national security education by various subject panels through extra-curricular activities. Collaboration between subject panels and values education-related organisations should also be strengthened. • To organize Mainland study tours to broaden the horizons and knowledge base of participants in different subject areas through exploring the fast development of the country 	<ul style="list-style-type: none"> • Students are able to identify and explain the major national security threats and challenges facing the country today. • Students are interested to take the initiative to organize and participate in different types of national security activities. • Students are proud of being Chinese and have a strong sense of belonging to the country. 	<ul style="list-style-type: none"> • Students' views and attitudes shown in lessons and written assessments regarding the country and Hong Kong • Subject teachers' feedback • Panel heads' reports on national security education 	<ul style="list-style-type: none"> • One year (2023–2024) 	<ul style="list-style-type: none"> • Dean of Studies • Curriculum Coordinator (Senior Forms) • All subject panel heads 	<ul style="list-style-type: none"> • CS Grant • Adequate human resources from various subject panels to conduct relevant activities especially for leading the Mainland study tours

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
<ul style="list-style-type: none"> • To enhance academic rigour and embrace diversity among our students by admitting target G6 scholars from diverse primary school backgrounds • To broaden our students' horizons in terms of academics, values and talents through the additional dynamics and diversity 	<ul style="list-style-type: none"> • To promote our school and create networks with target primary school principals by organizing school visits, and in return for their recommendations of some top scholars as our target students • To attract target students to our school by awarding an academic scholarship which will cover their annual school fees 	<ul style="list-style-type: none"> • To evaluate and follow up on these target students, including big data analysis on their academic results, conduct and positive influence through conducting surveys, verbal feedback or end-of-term discussions with Panel Heads and subject teachers 	<ul style="list-style-type: none"> • Students' feedback • Subject teachers' feedback • Panel Heads' feedback 	<ul style="list-style-type: none"> • One year (2023–2024) 	<ul style="list-style-type: none"> • Dean of Studies • Curriculum Coordinators • All Panel Heads • Relevant subject teachers 	<ul style="list-style-type: none"> • Additional funding for academic scholarship

2. Major Concern: To refine the existing life planning framework and equip students with the essential qualities and employability skills to actualise their potential through the pursuit of their further studies goals.

Feedback and follow-up actions from the previous school year:

- Further studies and careers counselling plays a pivotal role in students' life planning by offering a diverse range of activities and experiences. It helps students explore various options, discover their passions, and make informed decisions. By providing a variety of opportunities, students can develop valuable skills, broaden their horizons, and confidently pursue their chosen paths towards a fulfilling and successful future.

Targets	Implementation Strategy	Success Criterion	Methods of Evaluation	Time Scale	Responsible Person	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 programme 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"> • Upgrade the existing Overseas University Application (OUA) module, prepare and plan for Careers Module in the Central Management System (CMS) to allow appropriate personnel to access students' information to support university applications and careers counselling. • Improve the 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. • With reference to the development of the CMS, review and update 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"> • An upgraded version of the OUA module and a plan for Careers Module in the Central Management System (CMS) are developed. • A school website for Centre for Further Studies and Careers (CFC) is reviewed and improved. • 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 guidelines and handbook for the Centre for Further Studies (CFS)

Targets	Implementation Strategy	Success Criterion	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
<ul style="list-style-type: none"> ● To understand their own career/academic aspirations and develop positive attitudes towards work and learning ● To prepare students to make informed choices for their further study and future career and connect/integrate their career/academic aspirations with/into whole-person development and life-long learning ● To embed in students the elements of life-long learning and generic and employability skills to actualise their potential 	<ul style="list-style-type: none"> ● To provide students with guidance from multiple sources and enhance the careers counselling service, restructure the organization in the Centre for Further Studies and Careers (CFC) to coordinate comprehensive life planning education and career guidance service in a strategic 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 third 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 planning and management <ul style="list-style-type: none"> ◆ Consider and integrate changing employment trends, societal needs and economic condition into their career plans 	<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 third phase is formulated. ● New further studies and career opportunities are available for students. ● A Mainland Careers tour for CFC ambassadors, university counselors, and coordinators is organized. 	<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

Targets	Implementation Strategy	Success Criterion	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
	<ul style="list-style-type: none"> Organize a Mainland Careers tour specifically tailored for CFC ambassadors, university counselors, and coordinators for providing firsthand exposure to the cutting-edge developments by visiting renowned technology companies. Through this immersive experience, we aim to equip our ambassadors and counselors with comprehensive knowledge, empowering them to guide students effectively in their career choices. 					
<ul style="list-style-type: none"> To foster students' self-understanding and make a realistic self-assessment of achievements, qualities, aptitudes and abilities To develop students' knowledge, adaptability, creativity, independent thinking and life-long learning capabilities so that they can be better prepared to make informed and responsible choices 	<ul style="list-style-type: none"> Implement Grade 7 Life Planning Education curriculum and guide Grade 7 students to understand their interests, abilities, and orientations. (Approximately 27 students per teacher) Help Grade 7 students develop an electronic profile as a prototype of Student Learning Profile 	<ul style="list-style-type: none"> Grade 7 students understand their own academic aspirations. Grade 7 students can develop positive attitudes. Grade 7 students develop an electronic profile 	<ul style="list-style-type: none"> A list of activities for Grade 7 Feedback from teachers 	<ul style="list-style-type: none"> 1 year 	<ul style="list-style-type: none"> YTW Student Guidance Team (at least 6 members) Grade 7 class teachers School social workers A team of social worker from SKH 	<ul style="list-style-type: none"> Teaching materials for G7 curriculum Template for electronic profile CLP grant

3. Major Concern: To foster students' whole-person development, with particular emphasis on building moral fortitude, providing service to those in need and upholding the School's unique heritage.

Feedback and follow-up actions from the previous school year:

- (1) Keep the ball rolling in the right direction! In response to the EDB circulars and other requirements, we have to continue to strengthen and optimise our National Security Education (NSE) and Moral Education from 2020 – 2021 onwards. Quite naturally, NSE and Values Education are our major concerns in both the Annual Plan (2022 – 2023) as well as the 3-Year School Development Plan (2021 – 2024). Under the whole-school approach, we must keep on cultivating our students' ethical fortitude and making a special effort to strengthen their national identity as well as develop their sense of belonging to the country. Therefore, we shall maintain the impetus and focus on some major aspects to fine-tune these aims gradually, e.g., curriculum planning and implementation, values education (i.e., G10-11 values education periods), volunteer service, the National Anthem and National Flag Raising Ceremonies, etc.
- (2) It has been nearly 155 years since the founding of DBS. Our School was known as the “Diocesan Home & Orphanage” before, and we have been participating actively in volunteering and community service with the objective “To Serve & To Lead” for many years. Therefore, we have an obligation to keep on strengthening our moral development and enriching our students' lives and virtues. After the pandemic, some staff members proposed to restructure and optimize our “Social Service Committee” to carry on organising different activities and service programmes in a more effective and efficient manner to help participants foster a sense of care and respect for others.
- (3) For the “Social Service Awards (Bronze / Silver / Gold)”, we have to recruit more volunteers to participate with great enthusiasm and boost their morale systematically in the coming years. There is always room for improvement, especially in the logistics and effectiveness of the service programmes. Some teachers have very constructive feedback and proposals as follows: “In recognition of students' commitment, we may present new certificates in three categories: Gold Star, Silver Star, and Bronze Star. The category awarded will be determined based on the students' overall volunteer hours or CAS hours (IB). The certificate awarded serves as an acknowledgment of students' valuable contributions to the community. We believe that by encouraging students to engage in volunteer work and service activities, it not only benefits others but also fosters their personal growth and development, providing students an opportunity to make a positive impact and cultivate a sense of responsibility towards society.”

- (4) Nowadays, it is not easy to stay current with the rapid changes in society and the advancement of information technology. We have encountered certain hurdles and challenges when inculcating the right values in our youth, for instance: the flood of biased and fake news on social media; the frequent yet irrational political conflicts; wars in local, national and global contexts; and the distorted moral values, illegal behaviour, violence, bullying, misconceptions and so on. We must continue to focus more on developing in all Diocesans and stakeholders the ability to examine, analyse, understand and respond to these many controversial social problems and moral issues in a decent, objective and appropriate manner. In other words, we need to enhance rational analysis, critical thinking skills and all-round self-improvement through a range of learning activities. More guidance, love, faith-based messages, support, and care for all members of the Diocesan Family are required.
- (5) Furthermore, the annual “Clubs & Societies Joint Recruitment Day” provided fun and exciting experiences to G7 boys at the beginning of term. We have to further extend the scale of these activities in future and encourage Teachers-in-Charge and upper form students to use more props, gadgets and gimmicks in the expo to attract new recruits.
- (6) In addition, we have to carry on promoting and participating in more trend-setting activities like the various Academic / Science / Mathematics / Informatics Olympiads, i.e., all local, overseas and online tournaments and robotics, engineering and STEAM competitions, etc., to lay the groundwork for new traditions. Ideally, these ECAs can interface well with the newly implemented “Innovation and Design” curriculum, so that our students can be better equipped to face the different challenges of a pluralistic and rapidly changing world.
- (7) After COVID-19 and several years’ suspension, we are grateful that we can restart the engine together and succeed in sustaining the momentum to preserve, promote and perpetuate our valuable school culture, heritage and traditions. For example, with sterling efforts from all stakeholders, we were able to organize and enjoy our beloved Garden Fete once again on 13th November 2022! So, in the coming future, through the educational activities organized by the DSOBA, Foundation Limited, PTA, School Museum and other departments (e.g., Homecoming Concerts, Exhibitions, Inter-House Competitions, Seminars, Visits, etc.), we hope that students, teachers, parents and alumni can reaffirm our unique school history and missions with great spirit and pride.
- (8) Apart from schooling, DBS emphasises the importance of whole-person development and lifelong education. Schooling means to only deliver academic knowledge, but our Hill, with its unique traditions, immutable ethos and educational beliefs, encourages students and alumni to pursue their dreams in music, sports, science, robotics, art, etc. We shall continue to offer students and all stakeholders reasonable freedom and support to pursue their passion.

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons & Parties	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 especially after the pandemic • To educate students to be more humble, thoughtful, law-abiding, kind-hearted and well-behaved 	<ul style="list-style-type: none"> • To plan and organise the brand-new weekly "Values Education Periods" for all G10 & G11 DSE classes respectively. • To optimize the content and format 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 fibre, current affairs, global issues, spiritual needs, etc. Diversified video clips will also be edited to promote holistic education. • To organise the G7 Entrance Ceremony to instil 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 organise 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 programmes 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 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 • Social Service Committee • IT Committee • Boarding School • R.S. Department • Music Department • Diocesan Media Group • Scouts, etc. 	<ul style="list-style-type: none"> • Financial support from School (e.g., IT equipment; prizes; fees for tutors, guest speakers and instructors; transportation and so on) • Coordination and collaboration with SKH Centres, NGOs, and other Voluntary Groups • Technical support from Alumni, PTA and Social Workers

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons & Parties	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 keep up the momentum in organising different ECA and school events to strengthen DBS spirit, teamwork, unity and brotherhood • To ensure a broad, balanced, sustainable and healthy “ECA Ecosystem” with diversification and specialisation 	<ul style="list-style-type: none"> • To organise and optimise the Clubs & Societies Joint Recruitment Day to further promote and reactivate more than 60 student groups in an effective, professional, informative, and systematic manner. • To continue to explore the possibilities of carrying out new projects in music, drama, speech, debate, sports, art, etc. as an integral part of the achievement of holistic education, e.g., Immersive / Interactive Art Installation and so on. • 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 and relevant projects to facilitate better development in the future in terms of effectiveness and resources allocation especially after the resumption of normal travel. 	<ul style="list-style-type: none"> • More students actively take part in all kinds of ECA in their quest to become the best. • Students 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 well-trained with lifelong and self-directed capabilities. 	<ul style="list-style-type: none"> • Feedback from all stakeholders • Analyses of quality and quantity of the life-wide learning 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 • IT Committee • I&D Department • Music Department • Auditorium Department • Diocesan Media Group • Teachers who are fond of music, robotics, drama, history, 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	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	Responsible Persons & Parties	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 upon resumption of normalcy • 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 restart, rejuvenate, rediscover and reconnect with all stakeholders after the new normal 	<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 and pictures to publicize ECA and DBS. <hr/> <ul style="list-style-type: none"> • To design and produce creative merchandise, 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, Inter-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. 	<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 fifteenth cohort of senior secondary students (from 2023/24 to 2025/26 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	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
					23/24	24/25	25/26		
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	0	3	3	G12 students will take the AS-level examination offered by the Cambridge International Examinations and administered by the HKEAA; G10 and G11 students will take the DELF and DALF examinations provided by Alliance Francaise de Hong Kong	Part-time French teachers

DLG funded Programme(s)	Strategies & benefits anticipate	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
					23/24	24/25	25/26		
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	0	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	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
					23/24	24/25	25/26		
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 interested in taking Music as elective x3	5	8	3	Students will take internal assessments and examinations provided by IHKSSSME, and eventually take the HKDSE Examination.	Music Teachers from the network schools, together with tutors in IHKSSSME