



Diocesan Boys' School

**Annual School Plan
2025–2026**

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 2025–2026

Major Concerns

1. To enrich students' personalized learning experiences through technology and adaptive learning.
2. To cultivate personal growth by enriching positive attitudes and mental well-being.
3. To deepen moral values, enhance school unity and unleash students' holistic potential.

1. Major Concern: To enrich students' personalized learning experiences through technology and adaptive learning.

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

- The school will continue to implement our Annual School Plan (ASP) by carrying out Extensive Reading Programmes, Self-directed Learning (SDL) and AI in teaching and learning. The breadth of reading will be extended from language-based to humanity-based, with the addition of some post-reading activities. This year, the implementation of self-directed learning (SDL) will extend from cultural subjects to non-cultural subjects. Moreover, to cater for learners' diversity, different sets of learning goals should be achieved. The initiative to equip teachers with effective AI-centred teaching and learning strategies was demonstrated last year, hence, the strategic incorporation of AI teaching of most subjects is set to be a key focus in the coming academic year. With the incorporation of "Reading to Learn" elements and AI strategies, students will be able to work on their inter-disciplinary projects in the form of SDL.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
<ul style="list-style-type: none"> ● To strengthen students' learning effectiveness through Reading to Learn. 	<ul style="list-style-type: none"> ● To assign a specific time to cultivate reading as a habit by assigning students to read three times a week during the morning assembly period. ● To encourage students to share what they have learnt from their reading regularly. ● To prepare collaboration and discussion among panel heads of different subjects for cross-curricular projects. 	<ul style="list-style-type: none"> ● Students have cultivated a habit of reading. ● Teachers are able to list the topics that can be used for cross-curricular subjects. 	<ul style="list-style-type: none"> ● Chinese and English assessment results ● Chinese History, History, CES and Geography assessment results ● Students' feedback ● Teachers' feedback 	<ul style="list-style-type: none"> ● 2025–2026 	<ul style="list-style-type: none"> ● Dean of Studies ● Academic Coordinator ● Curriculum Coordinators ● English and Chinese junior panel heads ● Citizenship, Economics and Society (CES), Chinese History, History and Geography panel heads 	<ul style="list-style-type: none"> ● English and Chinese reading book lists ● Reading articles selected by panel heads of Citizenship, Economics and Society (CES), Chinese History, History and Geography ● Students' own device

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
<ul style="list-style-type: none"> ● To further consolidate the foundation of students as effective self-directed learners. 	<ul style="list-style-type: none"> ● To implement self-directed learning in both cultural and non-cultural subjects. ● To integrate self-directed learning with the “reading programme” to incentivize learning in the classroom. ● To set different levels of learning goals and requirements to cater for learner diversity. 	<ul style="list-style-type: none"> ● Self-directed learning is treated as an important way of learning and assessment. ● Students are capable of finishing the learning tasks assigned satisfactorily mainly on their own. 	<ul style="list-style-type: none"> ● Self-directed learning is evaluated in the annual departmental report (2025–26) and relevant suggestions are made in the annual departmental plan (2026–27). 	<ul style="list-style-type: none"> ● 2025–2026 	<ul style="list-style-type: none"> ● Dean of Studies ● Academic Coordinator ● Curriculum Coordinators ● All subject panel heads 	<ul style="list-style-type: none"> ● Adequate IT support
<ul style="list-style-type: none"> ● To enhance teachers’ proficiency in integrating generative Artificial Intelligence into teaching practices. 	<ul style="list-style-type: none"> ● To create a centralized repository for AI resources, lesson plans and student work samples. ● To develop assignments and/or projects that involve students using AI tools to enhance their self-directed learning experiences. ● To implement online AI platforms to assist students with revision, providing personalised feedback and support in their learning process while catering to learning diversity. 	<ul style="list-style-type: none"> ● Teachers contribute resources and/or lesson plans to the centralized repository, promoting a culture of collaboration. ● Build teachers’ confidence in using AI in teaching and learning. ● Students are capable of exploring and discussing topics using AI in class with their own device. 	<ul style="list-style-type: none"> ● Maintain a log of resources to the centralized repository to track the quantity and quality of resources. ● Department meetings should be held to share successes and identify challenges on using AI in teaching and learning. 	<ul style="list-style-type: none"> ● 2025–2026 	<ul style="list-style-type: none"> ● Dean of Studies ● Academic Coordinator ● Curriculum Coordinators ● All subject panel heads 	<ul style="list-style-type: none"> ● IT support ● Students’ own device

1. Major Concern: To cultivate personal growth by enriching positive attitudes and mental well-being.

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

- Cultivating personal growth in students through positive attitudes and well-being is crucial for their overall development. When students feel supported and valued, they are more likely to engage with their learning and explore their potential fully. Promoting well-being not only enhances academic performance but also fosters resilience, creativity, and emotional intelligence. A positive mindset encourages students to tackle challenges with confidence, leading to improved problem-solving skills and collaboration with peers. Furthermore, nurturing well-being helps students develop healthy habits that can last a lifetime, equipping them to face future challenges with a balanced perspective. By creating an environment that prioritizes mental and emotional health, educators can inspire students to pursue their passions and achieve their goals, ultimately shaping well-rounded individuals ready to contribute positively to society. This holistic approach to education not only benefits the individual but also enriches the community as a whole. This holistic approach aims to promote positive attitudes among students while prioritizing their well-being. By equipping teachers with the necessary tools and support, the goal is to create a nurturing environment that fosters understanding and growth. Ultimately, this initiative will not only help manage behavioral issues but also enhance the overall emotional health of students, creating a more positive school climate.

Targets	Implementation Strategy	Success Criterion	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
<ul style="list-style-type: none"> ● To promote well-being of stakeholders. ● To address students' psychological and developmental needs. 	<ul style="list-style-type: none"> ● To conduct a well-being survey in G7 and G10 students for understanding students' mental and emotional state. 	<ul style="list-style-type: none"> ● A report with statistical analysis of the survey is prepared. 	<ul style="list-style-type: none"> ● Feedback from teachers 	1 year	<ul style="list-style-type: none"> ● Dean of Students ● Student Guidance Team ● Social Workers 	<ul style="list-style-type: none"> ● Financial support from school ● Support from external organization
	<ul style="list-style-type: none"> ● To arrange a study tour for members of the Student Guidance Team to learn a new approach to build the skills of emotional intelligence and create positive school climates. 	<ul style="list-style-type: none"> ● A study tour for members of the Student Guidance Team is organized. 				
	<ul style="list-style-type: none"> ● To provide teachers with professional training on counselling skills, personal understandings and reflections on positive education in order to equip them with sufficient guidance knowledge. 	<ul style="list-style-type: none"> ● Professional training for teachers is organized. 				

Targets	Implementation Strategy	Success Criterion	Methods of Evaluation	Time Scale	Responsible Person	Resources Required
	<ul style="list-style-type: none"> To organize stress management, mindfulness and meditation workshops to build resilience for both students and teachers. 	<ul style="list-style-type: none"> Stress management, mindfulness and mediation workshops are organized. 	<ul style="list-style-type: none"> Feedback from students Feedback from teachers 	1 year	<ul style="list-style-type: none"> Dean of Students Student Guidance Team Social Workers 	
	<ul style="list-style-type: none"> To organize “Personal Growth Programme” to support moderate-achieving students to improve their social skills and address social-emotional concerns. 	<ul style="list-style-type: none"> A personal Growth Programme is organized. 				
	<ul style="list-style-type: none"> To strengthen school-family cooperation by organizing parents’ education sessions on supporting their sons’ holistic development. 	<ul style="list-style-type: none"> A parents’ education session is organized. 	<ul style="list-style-type: none"> Feedback from parents 	1 year	<ul style="list-style-type: none"> Dean of Students Student Guidance Team Social Workers 	

3. Major Concern: To deepen moral values, enhance school unity and unleash students' holistic potential.

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

- Keep the ball rolling in the right direction! In response to the EDB circulars and other requirements, we have to continue to strengthen and optimize our National Security Education (NSE) and Moral Education. It will be a golden opportunity for us to enhance our efforts in this domain and carry on with our tasks following the celebration of the 75th Anniversary of the Founding of the PRC. Quite naturally, NSE and Values Education will be our major concerns in both the Annual Plan (2025–2026) as well as the 3-Year School Development Plan (2024–2027). With the positive feedback from the “Stakeholder Survey”, most of the teachers acknowledge that “the school leads collaboration among subject panels and committees to actively implement values education” (item 63). The mean is 4 (out of 5) and this satisfactory result really motivates us to advance confidently in future. 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 them gradually, e.g., curriculum planning and implementation, values education (such as G10–11 values education periods), volunteer service, mainland learning tours, National Anthem and National Flag Raising Ceremonies, etc.
- It has been 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 objectives “To Love & To Serve” (PD) as well as “To Serve & To Lead” (SD) 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, we have been restructuring and optimizing our “Social Service Committee” to carry on organizing different activities and service programs in a more effective and efficient manner to help participants foster a sense of care and respect for others. Quantitatively, according to the “Stakeholder Survey”, both students and parents agree and appreciate that DBS helps the boys “develop good moral character” (item 21 and item 10). With the 5-point scale, the mean is 3.6 and 4 respectively which is rather uplifting. These favorable figures propel us to reach more milestones in coming years.
- Nowadays, it is not easy to stay current with the rapid changes in society and the advancement of information technology and artificial intelligence. We encounter 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 behaviors, violence, bullying, misconceptions, internet fraud and so on. We must continue to focus more on developing in all Diocesans and stakeholders the ability to examine, analyze, 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 all sorts of learning activities. More guidance, love, faith-based messages, support, and care for the well-being of all members of the Diocesan Family are required.
- Furthermore, according to the data of the “Stakeholder Survey”, the comments from both students and parents are encouraging. The boys believe that “through the opportunities that the school provides (including activities outside of the classroom), they can develop their interests and life skills” (item 22). The parents also agree that their boys “like to participate in the school's activities and services” (item 16). The mean is 3.9 and 4.2 for students and parents respectively with the 5-point scale. This positive feedback further strengthens our philosophy of education to promote

quality extracurricular activities and well-rounded development continuously. For example, 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. In addition, we shall also plan and implement the new project of the “Experiential Learning Week” after the Mid-Year Examination in 2025–2026. These activities will provide valuable opportunities for students to apply their knowledge in real-world contexts, while developing a broad range of essential skills systematically.

- In addition, we have to carry on promoting and participating in more trend-setting activities like the various Academics / Science / Mathematics / Informatics Olympiads, STEAM Fair, Robotics, Engineering, AI and STEAM competitions (i.e., local, overseas and online tournaments), 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.
- Besides, in the last academic year, we are grateful and delighted that we can advance at a rapid pace 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 the Garden Fete, 155th Anniversary Thanksgiving Service, Gala Dinner and HKSKH Education Expo successfully. 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, Seminars, Visits, etc.), we hope that students, teachers, parents and alumni can reaffirm our unique school history and missions with great spirit and pride.
- Apart from schooling, DBS emphasizes the importance of whole-person development and lifelong education. Schooling means to only deliver academic knowledge; but our Hill, with its unique tradition, good 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.

3. Major Concern: To deepen moral values, enhance school unity and unleash students' holistic potential.

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 continue to plan and organize the weekly "Values Education Periods" for all G10 & G11 DSE classes respectively. ● To optimize the contents and formats of all thematic sharing sessions and visits to inculcate the right values in our students, e.g., topics concerning environmental protection, national security, community service, Chinese culture, moral fiber, current affairs, global issues, spiritual needs, etc. Diversified video clips will also be edited to promote holistic education. ● To organize the G7 Entrance Convocation & Orientation Activities 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 Programmes, G8 Gate Painting Projects, G9 Community Service, G10 Leadership Training Camp, National Flag Raising Ceremonies, Volunteer Activities, etc. to cultivate the virtues and temperament of our students. ● To implement the Experiential Learning Week in January to facilitate students' teamwork and socio-emotional growth. 	<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 analyze, understand and respond to social and moral issues in a decent, objective and appropriate manner. ● Encouraging feedback gathered from the Stakeholder Survey (SHS). 	<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 the School Management Team ● Data from SHS, APASO, etc. 	<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 ● I.T. 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., I.T. equipment; prizes; fees for tutors, guest speakers and instructors; transportation and so on) ● EDB Life-Wide Learning & Sister School Grant ● Coordination and collaboration with SKH Centers, 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 maximize their talents. ● To keep up the momentum in organizing different ECA and school events to strengthen DBS spirit, teamwork, unity and brotherhood. ● To ensure a broad, balanced, sustainable and healthy “ECA Ecosystem” which is diversified and supports a range of specializations. 	<ul style="list-style-type: none"> ● To organize and optimize the Clubs & Societies Joint Recruitment Day to further promote and reactivate more than 50 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, science, A.I., etc. as an integral part of the achievement of holistic education, e.g., TED Talks, Immersive / Interactive Art Installation, Dodgebee, STEAM Fair, and so on. ● To collaborate with the Arts Development Committee to plan, design and implement creative exhibitions of different themes. ● To cooperate with DSOBA and Foundation Office to implement interesting and inspiring school events to educate the students regarding our traditions, camaraderie and undefiled heritage. ● To keep on organizing and fine-tuning our Learning Tours and relevant projects to provide our students with better and diverse experiential learning opportunities. 	<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 school events and foster their sense of belonging and the culture of commitment. ● Excellent all-round leaders are well-trained with lifelong and self-directed capabilities. ● Encouraging feedback gathered from the Stakeholder Survey (SHS). 	<ul style="list-style-type: none"> ● Feedback from all stakeholders ● Analyses of quality and quantity of the life-wide learning activities organized for students ● Number of trophies and prizes obtained in ECA and Inter School Competitions can be used as reference ● Comments from the School Management Team ● Data from SHS, APASO, etc. 	<ul style="list-style-type: none"> ● 1 year 	<ul style="list-style-type: none"> ● Dean of Culture ● Arts Development Committee ● ECA Committee ● Sports Committee ● Learning Tours Committee ● I.T. Committee ● I&D Department ● Music Department ● Auditorium Department ● Diocesan Media Group ● Teachers who are fond of music, robotics, drama, history, debate, art, Olympiads, I.T., science, STEAM, A.I., etc. 	<ul style="list-style-type: none"> ● Financial support from School ● EDB Life-Wide Learning & Sister School Grant ● 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. ● 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. 	<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, e.g., HKAC Project. ● 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. 	<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. ● Encouraging feedback gathered from the Stakeholder Survey (SHS). 	<ul style="list-style-type: none"> ● Feedback from all stakeholders ● Comments from the School Management Team ● 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 ● Data from SHS, APASO, etc. 	<ul style="list-style-type: none"> ● 1 year 	<ul style="list-style-type: none"> ● Dean of Culture ● School Museum Committee ● I.T. Committee ● Diocesan Media Group ● Prefects' Board ● Student Council ● Student Ambassadors ● House Masters and Mistresses ● Alumni and DSOBA ● GY, LSC, NYC, CCY, WKL, BPL, YKH, TWL, SCC and Mr. Neo Ng 	<ul style="list-style-type: none"> ● Financial support from school ● EDB Life-Wide Learning & Sister School Grant ● Technical support from old boys
	<ul style="list-style-type: none"> ● To keep on decorating all the noticeboards in the campus with attractive photos of different school events, e.g., Inter School Competitions, music activities, seminars and so on. Generative A.I. tools will be introduced. ● To edit more impressive and professional video clips and pictures to publicize ECA and DBS. 					
	<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, files, etc., for different school activities to keep the strong DBS spirit alive, e.g., Apple Race, Garden Fete, Inter-House Competitions, G12 Graduation Ceremony, G7 Entrance Convocation, Special Assembly To Farewell School Hall, etc. 					

Three-year Plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for the sixteenth cohort of senior secondary students (from 2024–25 to 2026–27 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
					24/25	25/26	26/27		
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	6	6	6	Students will take the DELF and DALF examinations provided by Alliance Française de Hong Kong	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
					24/25	25/26	26/27		
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"> • Sports and Fitness Coaching • Accounting for e-Business 	2 years (S5 – S6)	S5 Boys interested in Applied Learning courses	5	5	5	<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
					24/25	25/26	26/27		
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	4	4	4	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