



# **Diocesan Boys' School**

**School Report**

**2021–2022**

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## **(1) Our School**

DBS began with the acceptance of boys into the 'Home and Orphanage' in 1869. The name 'Diocesan Boys' School' was first used by the School Committee in 1913. Under the management of Sheng Kung Hui, DBS maintains its tradition of nurturing children of both Chinese and Western origin. More information is available from:

[http://ssp.proj.hkedcity.net/chi/parser.php?file=chi/schbasic.htm&school\\_id=1109](http://ssp.proj.hkedcity.net/chi/parser.php?file=chi/schbasic.htm&school_id=1109)

### **Vision**

The vision of our school is to equip our students with the sound knowledge, worthy qualities, 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, the essential qualities of good character and proper social and technical skills in order to achieve success in the future.

### **Class structure and number of students**

	G7/S1	G8/S2	G9/S3	G10/S4	G11/S5	G12/S6
Number of classes	6	6	6	6	6	6
Number of students*	245	234	239	216	200	195

\*Number of students at 30.09.2022 including I.B. groups

## **(2) Achievements and Reflection on Major Concerns**

**Priority Task 1:** To boost the scholastic achievements of students.

### **Achievements:**

- On the academic side, the school achieved outstanding results in the 2022 HKDSE examination. One student attained Level 5\*\* in eight subjects, namely Chinese Language, English Language, Mathematics, M1, Liberal Studies, Economics, Chemistry and Biology. Two students attained Level 5\*\* in six subjects, two students attained Level 5\*\* in five subjects and three students attained Level 5\*\* in four subjects.
- 135 G12 students sat for the Hong Kong Diploma of Secondary Education Examination 2022 and a total of 891 subject entries were sat by our G12 students, accounting for an average of 6.6 subjects per student. (In 2021, 140 G12 students and 6.5 subjects per student.)
- The average percentage of all subjects attaining Level 2 or above was 96% in 2022 (92.9% in 2021) and the average percentage of all subjects attaining Level 3 or above was 83.1% in 2022 (79.8% in 2021).
- 6 subjects attained 100% Level 2 in 2022 (2 subjects in 2021).
- The average percentage of Level 5\*\* of all subjects was 8.2% in 2022 (5.9% in 2011). The total number of Level 5\*\* of all subjects in 2022 increased significantly by 35% compared to that in 2011.
- The number of Level 5\*\* of Biology, Chemistry, Chinese Language, Economics, M2 and Physics increased significantly by 133.3%, 150%, 150%, 300%, 100% and 100% respectively compared to those in 2021.
- The percentage of Level 5\*\* of Biology, Chemistry, Chinese Language, Economics, M2 and Physics increased by 6.4%, 12.2%, 2.3%, 20%, 8.3% and 4.5% respectively compared to those in 2021.
- Predicted grades were provided to all students in senior forms at the end of the school year as a timely and summative reference enabling students to evaluate their study plans.
- Two classes in G10 and G11 respectively were offered with new combinations of elective subjects with more lesson time to enhance personalized care through small group teaching.
- New streaming arrangement was launched in G7. Under the new streaming mechanism, high achievers were streamed into DSG classes to enhance synergy. The rest of the students were streamed randomly into PMLAJT classes to enhance peer learning.
- The Big Data Team was established and headed by the Curriculum Coordinator. Students' academic performance was analyzed by the Team for evaluation purposes at the end of the school year.

### **Reflections:**

- The 2021–2022 school year continued to be impacted by the COVID-19 pandemic. Face-to-face lessons could still be conducted at school in the first term but most of the school days were half-day schooling. The total lesson time was reduced by around 20%.
- In the second term, face-to-face lessons were suspended for the majority of school days. Online

lessons enabled teaching to be continued but the efficacy of learning and teaching was inevitably hindered by the reduced teacher-student and student-student interactions.

- Thanks to the concerted efforts of the teaching faculty, the school still managed to boost the scholastic achievements of students satisfactorily while normal school life was disrupted throughout the school year. This was evidenced by the outstanding results of our high achievers and the significant increase in the number and percentage of Level 5\*\*. The increase in the average percentage of all subjects attaining Level 2 or above and Level 3 or above respectively indicated that the school has also managed to boost the scholastic achievements of less able students.
- Planning-Implementation-Evaluation (PIE) is pivotal in making improvements. Objective and systematic data are the key to fine-tuning/revising the academic support to improve the effectiveness of the academic support for students of different abilities. The school will continue to analyze the data regarding the academic performance of students in various grades and build up a comprehensive data bank for cross-year trend analysis.

**Priority Task 2:** To review the existing life planning framework and enhance students' understanding of own their qualities, aptitudes and abilities.

#### **Achievements:**

- Due to the large scale of the Central Management System (CMS), the Chief Information Officer (CIO) has divided different administrative categories into modules and all the modules are divided into four major developmental phases. The CIO and Dean of Students of the school have led the development of different modules of the CMS for four years. The CIO invited an IT company to create the Overseas University Application (OUA) Module, which marks the development of Phase 1. The Senior Counsellors and University Counsellors of the Overseas Team in the Centre for Further Studies and Careers (CFC), CIO and Dean of Students held meetings with an IT company to thoroughly discuss workflow, user requirements and the system development of the OUA Module of the CMS. The OUA module can provide support to the Overseas Team in providing further studies counselling to students during the application process for different universities across the world.
- In addition, the CIO and Dean of Students of the school led the development of the Academic Report Module, Transcript and Predicted Grade Module. The Senior Counsellors and University Counsellors of the Local and Overseas Teams in the CFC, CIO and Curriculum Coordinators, Dean of Students and Dean of Studies held meetings with IT company to thoroughly discuss workflow, user requirements and the system development of these two modules of the CMS. The development of the two modules will provide support in preparing essential documents for the Local Team, Overseas Team, Greater China Affairs Team, Careers Team, Scholarship Committee and Secondary Transfer Team in providing further studies counselling to students during the application process for different awards, schools and universities across the world.
- A website for the CFC has been established to provide students with information about multiple pathways available for further studies and enhance students' understanding of their own qualities, aptitudes and abilities. Information about events and events registration, documents available, and application and resource guides about further studies in different regions across the world are available to students and parents through the CFC website. Students and parents

can understand the support given by the Local Team, Overseas Team, Greater China Affairs Team, Scholarship Committee and Secondary Transfer through the CFC website. Before the review of the holistic life planning education plan in linking study opportunities and career choices is completed, basic information of the Careers section is available on the school website.

- The CFC is reviewing the CFC guideline and handbook this year. However, the guideline and handbook need to be updated with reference to the development of the CMS. The CFC needs more time to review the guideline and handbook.
- The Centre for Further Studies (CFS) and Careers' Office were restructured into the Centre for Further Studies and Careers (CFC) to coordinate comprehensive life planning education and the career guidance service in a systematic way. Two Senior Counsellors and one Chief Coordinator oversee all the teams in the CFC.
- A sub-committee in the CFC was established to review the holistic life planning education plan to link study opportunities and career choices. After reviewing the existing careers-related activities and support, the sub-committee formulated the first phase of the integration plan and consolidated them into further studies activities in the first phase in a strategic way to provide students with quality life planning education and career guidance service.

#### **Reflections:**

- The Overseas University Application (OUA) Module can support the Overseas Team for providing further studies counselling service to students. However, the Local University Application Module in the Central Management System (CMS) is required to strengthen the further studies counselling service for students who study in Hong Kong. In addition, the development of the Careers Module in the CMS is essential for catering to students' needs regarding job attachments and shadowing in relation to their respective further studies opportunities.
- After the review of the holistic life planning education plan is completed in which study opportunities are linked to career choices, more information about the Careers section on the Centre for Further Studies and Careers (CFC) website should be available for students and parents. Further update on the Careers Section is required.
- Major information and requirements regarding the CFC guidelines and handbook are available on the CFC website for students and parents to access important information about further studies supported by school. However, the Senior Counsellors, Chief Coordinator and University Counsellors of the Local Team, Overseas Team, Greater China Affairs Team, Careers Team, Scholarship Committee and Secondary Transfer Team need more time to update the full version of the CFC guidelines and handbook.
- In addition to the restructuring of the workforce for the Centre for Further Studies and Careers (CFC), the restructuring of student organizations under the CFC and Careers' Office is required. Careers Prefects will be merged into the CFC ambassadors in the future.
- The sub-committee in the Centre for Further Studies and Careers (CFC) is reviewing the holistic life planning education plan which links study opportunities and career choices. After reviewing the existing careers-related activities and support, the sub-committee needs to formulate more phases of the integration plan and consolidate them into further studies activities in a strategic way to provide students with quality life planning education and career guidance service. The cooperation between CFC, DSOBA and old boys should be strengthened to provide additional support to students in further studies and careers counselling.

**Priority Task 3:** To promote holistic education and the development of moral and civic values through blended teaching and learning.

**Achievements:**

- Needless to say, the academic year 2021–2022 again was not easy for members of the Diocesan Family because of the various nonstop disruptions. Although face-to-face interaction was limited in the second term in light of the COVID-19 pandemic, we were grateful that we were still able to continue instilling positive values and attitudes in our students through different methods. Our Moral Education Committee worked very diligently and creatively with the Boarding School, IT Department, Religious Studies Department, Music Department, Spiritual Education Committee, Civic Education Committee, Assembly Committee, Drama Committee, Diocesan Media Group, Prefects, and other senior boys to produce diversified online sharing materials for students and teachers via the Diocesan Media Facebook and Instagram page. The “DBS Booster Team” as well as the “Diocesan Media Group” regularly published lively, impressive, and professional photo galleries and videos to cultivate all-round talents throughout the school year. Materials are of diverse topics: values education and school history (e.g., “Interview with our new Chaplain & Warden, Mr Tai Tak Ching”, “Interview with our retiring teacher, Mr Chau Chi Chiu”); determination, brotherhood and school spirit (e.g., “Interview with our Sports Captains”); joy and positive energy (e.g., “Hello” Video by Drama Committee); moral fiber, social integration and empathy (e.g., “Care for the Physically Challenged”); academic endeavors and resilience (e.g., 《疫境同行 - 學習篇》); ethics, genetic engineering and controversial issues (e.g., “Genethics” by Moral Education Group); personal growth and mental health (e.g., “How to maintain positive vibes during tough times” by Mr. Karson Lee); art appreciation (Resin Art Workshop); physical fitness (e.g., archery, athletics, rugby, softball, etc.); and more. Through these online presentations and virtual activities, we provided our students with whole-person education and strengthened the bonding of all involved parties during such challenging times.
- Even with the restrictions posed by the pandemic, we did our utmost to conduct different online programs to enrich students’ learning experiences to provide an all-round education. Programs include the Easter Service, Virtual Music Projects (e.g., woodwind quintet “When You Believe” to inspire the Class of 2022 for the public examinations; saxophone quartet “Song of Life” to promote community service during COVID), recording projects (e.g., string quartet, horn quartet, piano quintet, brass quintet, woodwind quintet, Christmas Series, etc.), The Virtual Field Trip Part 2 (by DB Conserve), Zoom drama (“Next Station Is ...” for the Hong Kong School Drama Festival 2022 by Drama Committee), summer production (“Lost & Found” by Drama Committee), Chinese Music Videos (“中樂快拍 40s” : 《念》、《戰》), and so on. Teachers and students persevered through the pandemic to produce meaningful footage to inspire and unite members of the Diocesan Community. From last academic year (2020–2021) onwards, our successful collaboration resulted in over 100 edited videos, including the interesting “Up the Hill” series & “Down the Hill” series. Our posts reached over 90,000 people on social media.
- Values Education: the Moral Education Committee was set up in 2016–17, aiming to promote correct moral values among members of the Diocesan community and encourage them to care for the needy in society. Students were usually encouraged to take part in community service programs to enhance their sensitivity to and awareness of the community in which they belong. However, normal school days were intermittently interrupted due to the pandemic. Many activities, workshops and community service activities had to be postponed or cancelled. We

really look forward to resuming our meaningful community service programs in the next school year.

- Owing to the pandemic, only a few community service programs were organized this academic year. Nevertheless, we still strongly encouraged students to practice positive values and attitudes in their daily lives — to be humble, thoughtful, kind-hearted, and well-behaved. Our Scouts, Boarders, and Social Service Society grasped every opportunity to serve senior citizens. In addition, the Moral Education Group was formed by senior boys, directly appointed by the Teachers-in-Charge following a round of interviews. We visited and/or cooperated with the HKSKH Lok Man Alice Kwok Integrated Service Centre, Sunshine Action, HKSKH Kowloon City Children and Youth Integrated Service Centre, Tung Chung Silverjoy Residential Care Home, WWF, and so on to spread love and create happy moments for others. An example of an activity was a cultural tour to the Xiqu Centre’s Tea House Theatre with the elderly from Caritas Elderly Centre Shatin in July. Students accompanied and took care of the 15 senior citizens and enjoyed a Cantonese Opera performance together. Guided by the Teachers-in-Charge, participants strictly followed the COVID-19 precautionary measures in all projects; they were carried out smoothly and successfully. Our boys were taught to be grateful and thankful for what they have in Hong Kong, and developed empathy for the underprivileged. Moreover, students were also enlightened to appreciate Chinese culture and history when they visited the Xiqu Centre. Through these voluntary activities, we deepened their sense of belonging and national identity at the same time.
- G11 students helped local charity Sunshine Action to prepare 1,600 “fortune bags” for the elderly and underprivileged groups in December. Each “fortune bag” consisted of more than 10 food items, as well as hygiene and healthcare products. These teenagers came to understand more about the needs of the aged, and the service opportunity improved their communication and collaboration skills. Another highlight was the elderly home visit. We went to the Tung Chung Silverjoy Residential Care Home in December. Students prepared handmade gifts and Christmas events for the elderly residents, including a “Canto-Pop Karaoke Session”, a “Handicraft Workshop” and a “Mini Concert”. One of our students dressed up as Santa Claus and distributed presents prepared by us. Under the supervision of teachers and social workers, our boys chatted sincerely with the residents while maintaining social distance, spreading a little cheer and hopefully helping the old feel less lonely and isolated, especially during the pandemic. We successfully enabled our boys to interact well with the needy and learn from their life experiences.
- Award system: The Social Service Awards acknowledge students based on the total number of social service hours they serve: 10–14 hours for Bronze, 15–30 hours for Silver, and more than 30 hours for Gold. Unfortunately, most voluntary services were cancelled in 2021–2022 due to COVID-19. As recommended by teachers, three students in the senior form were named Gold Awardees (G10L: Chan Yik Hay Austen; G10L: Wong Ching Hei Geoffrey; G10P: Wong Kwong Lik Nicholas).
- Sharing sessions, seminars, workshops & visits: Due to class suspensions and the public health crisis, some face-to-face talks and activities were postponed and cancelled. Yet our Teaching Faculty grabbed each opportunity to organize meaningful sharing sessions and seminars, with an aim to promote rational thinking from multiple perspectives and foster good values among students. We addressed day-to-day issues and had in-depth and inspiring discussions with students on different topics, such as “Right Attitudes & Sexual Harassment”, “Information Literacy”, “Reasonable & Lawful Decisions When Facing Ethical Dilemmas” (ICAC Interactive Drama), “Be NetWise”, “Responsible Consumption & Sustainable Development” by the “School

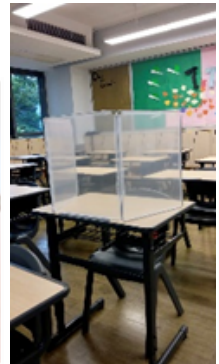


of Everyday Life (生活書院)", "Capture & Kill Wild Boar Policy" by the "Civic Education Group", "Acrylic Pouring Art Workshop", "Care for the Physically Challenged" by "The Direction Association for the Handicapped", "Mental Health Workshop" (Human Library), a Chinese Cultural Tour (Xiqu Centre), etc. We hope to enable students to become responsible citizens with a sense of national identity, to develop respect for others, and abide by the law. The responses of the boys were constructive and rewarding.

- In order to strengthen our students' sense of belonging to the country, "Weekly Flag Raising Ceremonies" were held at the Concert Hall in the second term despite the class suspensions. Our Scouts trained extremely hard to ensure the proper running of the activities. Brief sharing sessions and award presentations with different themes were also organized regularly after the ceremonies. Topics related to China, Hong Kong, DBS & Personal Growth were discussed, e.g., "Gratefulness", "Respect", "Right Attitudes", "Positive Energy", "Participation & Perpetuation", "Perseverance", "Contributions", "Unity", etc. With the joint efforts of the Scouts and all members of the National Security Education Committee, we successfully cultivated the virtues and temperament of our students and inculcate the right values in them.
- The G7 Character Building Programs and G10 Leadership Training Camp aim to prepare our boys for a life of active and responsible citizenship. Training focuses on the dynamic combination of knowledge, social skills, critical thinking, creativity, ethics, and values to achieve whole-person development. As our school days were disrupted in the second term, the G10 Camp was sadly cancelled in April. However, we were all grateful that we could organize the G7 Character Building Programs as scheduled. God's grace was sufficient for teachers to carry out the "Apple Race Cheering Activities" effectively on 7th October 2021 as our first event for all G7 students. G8 students were also invited to join this activity as they missed it in the last academic year (2020–2021) due to the pandemic. We invited some senior boys to act as disseminators and lead the non-runners to support their classmates (runners) by making small flags, posters, banners, and slogans. All students showed enthusiasm in designing and producing their 'school spirit artefacts'. After the event, our students felt closer to their new classmates and teachers and came to know each other better. Their sense of responsibility, interpersonal skills, teamwork, mutual trust, class bonding and school spirit were strengthened gradually.
- In addition to the Apple Race, our G7 Character Building Programs also included the following activities: the inter-class competitions (16th December 2021) and the soci-games (26th July 2022). Through these group games, e.g., multi-legged races, creating cup songs, making towers with newspapers, etc., we facilitated positive communication and collaboration among students enabling effective team building. Their time management skills and problem-solving techniques were improved too. Our boys were also willing to explore and experience the different aspects of life more in an open and rational manner. Besides, they also learnt how to make correct choices for themselves and valued the different elements in life. The debriefing sessions after the activities made self-reflections possible and rewarding.
- In addition, the new Grade 7 Entrance Ceremony was also held successfully on Saturday, 28th August 2021 in the Concert Hall. The event started off with a warm welcome from the Headmaster. The mission and vision of DBS, as well as various reasons as to why our Hill is so unique were introduced. We also emphasized the symbolic meanings of the conferral of "DBS Scarves". Witnessing the pledge of the incoming Grade 7 students was a joyful and meaningful event. The boys committed to enriching themselves and contributing positively to the community, heritage and legacy of the Diocesan Boys' School. We started a new page together and conferred our blessings upon the newcomers in a decent and grateful manner.

- All the G7 boys were reminded to learn the following pledge by heart: “In the name of God, we pledge our utmost in our commitment to all-round excellence. We pledge our utmost to safeguard the DBS brotherhood and to uphold our school’s undefiled heritage. We pledge our utmost to serve and to lead. We pledge our utmost to be humble and respectful, to honor our teachers and to value their teachings, and make learning a lifelong passion.” In front of all teachers and staff members, we were honored to instill in all freshmen the excellent qualities of DBS boys on this momentous occasion. The whole ceremony took place in a solemn and sincere manner. We treated the session as a promise and commitment to the freshmen students for the coming 6 years in DBS.
- To achieve the development of all-round excellence, our ECA Committee held the Clubs & Societies Joint Recruitment Day for G7 students on 10th September 2021. Around 27 counters were set up at the School Hall to attract new recruits. Social distancing measures were implemented, and we made concerted effort to ensure good indoor ventilation and maintain a disinfected environment in the Hall. Committee members and senior boys designed their booths assiduously leading this lively multidisciplinary fun fair in a cautious, hygienic, and efficient manner. The promotion of different activities was achieved in this dynamic expo.
- In order to stimulate students’ interest in, and ability to appreciate, different art forms, the Arts Development Committee specially organized two alumni’s exhibitions: (1) Daniel Blyth’s Art Exhibition (Class of 1965; 8th October to 14th November 2021); (2) Aaron Butt’s Art Exhibition (Class of 1975; 11th November to 17th November 2021). These distinguished collections of artworks cultivated our students’ aesthetic sense and knowledge, further widened their horizons, and thus enriched the whole DBS culture.
- In order to rediscover and reaffirm the DBS heritage and history, members of the School Museum Committee as well as our Student Ambassadors held a special exhibition on 14th November 2021 (Garden Fete) titled “Familiar Strangers: Distant Memories”. Precious artefacts like students’ photographs and yearbooks (albums) from before the 1980s were displayed in a neat and systematic manner. The response of the exhibition was overwhelming. Visitors and guests had a lot of fun when they discovered their old photographs. This was a golden opportunity for all stakeholders and the public to learn more about the story of DBS through the perspectives of its students and their eras. Fond recollections of school life and memorable experiences were also shared among all members of the Diocesan Family. Our unique traditions and heritage were promoted and perpetuated.
- With God’s grace, favor and kindness towards us, our Old Boys’ Association (DSOBA) was able to organize the “Giving Back to School” event on 22nd October 2021 to celebrate the 100th anniversary of its fraternity establishment with current teachers and students. Assorted snack foods and drinks were delivered to members of the Diocesan Community during recesses. The School and DSOBA made a joint effort to organize this meaningful gathering and shared the joy and happiness together. The internal cohesion and the sense of belonging among all stakeholders were strengthened accordingly and the DBS Spirit could be handed down from generation to generation.
- Despite the ongoing public health crisis, Mr. Lee Moon Kee and the Diocesan Media Group continued to decorate noticeboards around the School Hall with updated snapshots, as well as publish works online for publicity in acknowledgement of students’ excellent achievements in different areas. All these allowed us to maintain our school spirit and brotherhood in spite of the chaotic and threatening COVID situation.

- Products that help with the prevention of the spread of COVID-19, as well as other decorations, flags, souvenirs, and banners, etc. were designed and made to ensure the good health of all stakeholders, and keep the strong school spirit alive, e.g.,



We received a good response from students, teachers, alumni, and parents. Our educational values and unique heritage were successfully preserved and perpetuated.

## Reflections:

- After going through all the ups and downs together since 2019, all members of the Diocesan Community have learnt and experienced a lot. We all understand that there is “a new normal way of life” affecting work and school. With our strong determination and perseverance, all stakeholders will collaborate and unite more to safeguard our Hill. The situation will improve step by step hopefully. Following God’s will, we are faithful and remain optimistic about the way forward.
- One of the core values of DBS can be described as follows: “The strength of our school lies, not in bricks, but in brains, in the all-round training it gives for lives and in its power to develop character.” In short, the fundamentals of our Values Education are to develop in students a sense of belonging to DBS, a sense of national identity, as well as an awareness of the importance of safeguarding our home together. We should enable students to become rational, responsible, and law-abiding citizens. Therefore, it is crucial for us to keep on strengthening our students’ understanding of the national conditions, and facilitate their understanding and development of important concepts, such as self-discipline, rights and duties, brotherhood, commitment, nationhood, “One Country, Two Systems”, rule of law, national security and so on. In the long term, according to our 3-Year School Development Plan (2021–2022, 2022–2023, 2023–2024), we have to enrich our students’ lives with virtues, and maintain a positive, harmonious, and orderly learning environment and atmosphere in DBS.
- There were some disruptions to normal school days in 2021–2022 especially in the second term, leading to the rescheduling or cancellation of planned community service, moral programs, sharing sessions, competitions, and other extra-curricular activities. We will continue to plan activities for National Security Education, Moral Education, Civic Education, Spiritual Education, and Environmental Education, etc. We sincerely look forward to implementing new projects outside the classrooms in the coming academic years to cultivate students’ multiple intelligences and qualities in order to create all-round excellence and opportunities for leadership.
- In the past few years (2019–2020, 2020–2021, 2021–2022), many inter-school sports competitions, music activities, cheerleading sessions, and other cultural events were cancelled, which made it difficult for groups to recruit new members as well as perpetuate the school spirit, culture, and traditions. In the future, we must work diligently to reaffirm and restrengthen our unique heritage and school ethos. The School Museum will definitely play an important role in promoting and upholding our DBS culture.
- The COVID-19 pandemic has hit us hard. How can we show the youth more care and concern in the coming academic years? Some suggestions have been made by different stakeholders and we can continue to adopt the multi-pronged approach to tackle the problems practically in the new normal, e.g., more diversified face-to-face sharing sessions and creative online video clips like the “DBS Booster”. It is beneficial for teachers to integrate different pedagogical approaches to enhance the multiple intelligences of our students. The IT Committee and Diocesan Media Group will be crucial to further developing and enhancing these virtual initiatives, which will play a significant role in light of so many interruptions and uncertainties. Besides, we have to keep on strengthening our moral and holistic education and enhance rational analysis, critical thinking skills and whole-person development through blended teaching and learning. We also need more guidance, love, faith-based messages, support, and care for all members of the Diocesan Family.
- With God’s blessings, the G12 Graduation Ceremony was held successfully once again at the Concert Hall on Saturday, 9th July 2022. Students, teachers, and parents both complied with necessary precautionary measures and enjoyed the “limited celebration” on campus via livestream. A sense of belonging and community was strengthened among the participants, as we handed down the “Diocesan Spirit” from generation to generation. Our String Orchestra performed the School hymn and added meaning to the occasion, resulting in a solemn and unforgettable event. The smooth running of the rehearsals and ceremony reminded us to be grateful and humble for what we had especially during the coronavirus pandemic.

### **(3) Our Learning and Teaching**

#### **Staff Development**

##### **First Staff Development Day: National Security Education Workshop**

On 20th September 2021, teachers of DBS traveled to Diocesan Girls' School to attend a professional training workshop on National Security Education (NSE), which was conducted by the Education Bureau. The three-hour talk was attended by the joint staff members, who were introduced to the NSE curriculum framework and its applications in the daily classroom.

After an overview of the National Security Law, colleagues worked with each other in their Key Learning Areas to develop potential lesson plans and teaching units. For example, later during the session, the teachers also discussed how NSE could be utilized in each subject and alongside other disciplines, for a full learning experience.

Overall, it was a positive and productive afternoon where teachers were able to directly ask questions about the NSE curriculum, and engage in conversation with the many EDB staff members who were also present. The main takeaway for the session was how easily we can integrate the new curriculum into our daily teaching practices and create organic change in school.

##### **Diocesan Boys' School Staff Development Day**

On 2nd June 2022, with the help of Catalyst Education Lab, we held a Staff Development Day at Disneyland Resort. The aim of the development day was to introduce Compassionate Systems and to encourage staff members to actively use these tools in their own subject areas or to address students' issues. The full day of training was divided into four sessions, introducing two Compassionate Systems models and strategies and giving staff ample time for discussion and reflection.

We had the privilege of having two instructors to lead and teach the full day of training on Zoom. The instructors were Jacob Martin and Charlotte Ruddy, two educators from Singapore with years of experience of using Compassionate Systems in their current school. They began by introducing the Compassionate Systems framework and explaining the differences between empathy and compassion. To prepare our staff for the full day of training, the instructors led everyone to start journaling about their individual goals for the day and carried out a checking-in exercise, in which all staff had to share and actively listen to others about their expectations for the day.

In the second session, the instructors introduced the Systems Thinking Iceberg, a model that can help teachers analyze the root problem of different issues and understand the assumptions that have led to those problems held by different stakeholders. To practice using this model, each staff member had to reflect on an incident and sketch out an iceberg for that event. They then had to share their iceberg with their groupmates. To further scaffold the use of this tool, the instructors showed how other schools have been using this approach in different areas of learning and teaching.

Teachers were able to gather and bond casually at the buffet lunch before the third session began.

The afternoon session started with the introduction of another tool, the Ladder of Inference. This model highlights the systems we use when we think and make meaning and it encourages reflection on which key facts our assumptions are built. Teachers were then guided to sit back-to-back and talk about a time where someone has made assumptions about them. They then had to share with their groups and apply the Ladder of Inference when analyzing these assumptions.

In the very last session, teachers were sat in their departments and were encouraged to discuss how they can incorporate the use of the Iceberg model and the Ladder of Inference to enhance the teaching and learning in their respective subjects. The day proved to be successful as teachers were able to carry on with the discussions back in their department meetings at school and they were able to actively use tools and strategies such as journaling and checking-in in their day-to-day lessons.

## **(4) Support for Student Development**

- To provide multiple pathways for students to develop their potential, the school gives senior secondary students the option to study subjects under the Hong Kong Diploma of Secondary Education (HKDSE) or the International Baccalaureate Diploma Programme (IBDP). In addition to offering the fourteen HKDSE elective subjects for selection, the school also offers French as an 'Other Language', Music as an 'Other Programme' and Applied Learning courses offered by outside professional institutions to further cater for the specific needs of some students. Students can also opt to study Liberal Studies and Physical Education in Chinese or English.
- The Academic Support team comprising of 17 teachers, tutorials in English, Mathematics and science were organized for junior form students. The same as in the previous years, English tutorials were held for seven other groups: three for Grade 7 and two each for Grade 8 and Grade 9. The junior form tutorials were organized in smaller groups to ensure better interaction and communication between teachers with students. Due to the suspension of normal schooling in the academic year 2021–22, many of the scheduled tutorials had to be cancelled. It therefore affected the operation of our academic support work. Some tutorials managed to be conducted via Zoom meetings in the second term. Teachers however were on standby to offer help to whoever reached out for advice and help.
- Two full-time university counsellors supported the application process of students to overseas universities. The quality of counseling and guidance services for further studies has increased. The Centre for Further Studies and Careers effectively makes use of online systems, CIALFO and the CFS portal, to strengthen the preparation, collection and organization of further studies information for university applicants. During the year 2021–22, more than 110 information talks, workshops, and mock interview on local, overseas, Mainland China and Taiwan universities were held to help students thoroughly understand the variety of further study options and pathways for further studies. Most of the talks were open for free enrolment while some important talks were made compulsory for the entire grade to make sure that all students were informed about information essential for their career planning and university applications.
- Two 'One person one color' workshops were organized in March for Grade 10 students to help them understand their career aspirations. 18 activities with career-related opportunities such as job shadowing, visits, job attachment and internships were arranged. A briefing session for a 'mentoring scheme' was organized for G11 students on 17th November 2021. A subject planning workshop for G9 was arranged in January 2022 to provide study options in Grade 10, a career assessment, the selection of elective subjects and the connection of elective subjects with university programs and future occupations.
- The Greater China Affairs Office coordinated the application processes for different universities in China and Taiwan. The Office arranged some counselling and interview training for potential applicants and the feedback has been positive. The Office continues to explore more opportunities to apply to universities in China providing more options for further studies to our students.
- As mentioned in the previous section, we are very thankful and fortunate that we could implement all the G7 Character Building Programs in 2021–2022 despite the class suspensions and early summer vacation arrangements. These activities included the Apple Race cheerleading sessions, inter-class competitions (group games), and soci-games. However, on the other hand, after careful consideration and extensive coordination with different parties, some other events, workshops, seminars as well as the G10 Leadership Training Camp, were cancelled. The decision was made prioritizing the health and safety of our students, teachers,

tutors, speakers, parents and alumni. Yet God's grace is always sufficient for us to overcome all these unprecedented challenges throughout the years. The concerted efforts of all stakeholders to make a lot of adjustments and contingency plans that require follow-up actions are highly appreciated.

- In order to familiarize all new boys with the school and give them a taste of secondary school life, we tried our very best to organize a simplified 5-day G7 Summer School Program for all freshmen. This bridging course was held successfully from 2nd to 6th August 2021 which included lessons in the core subjects, sharing sessions and cultural activities. It was a great opportunity for the newcomers to learn, to build team spirit, to put into practice positive values and to develop brotherhood. In order to protect all participants' health and play safe, these bridging activities were conducted in a half-day mode due to the COVID-19 pandemic. We sincerely look forward to resuming the full summer school program again in the coming years so that G7 students will have a fine time participating and preparing for the new term thoroughly.



## (5) Student Performance

Summary of 2022 HKDSE results is as follows:

No. of candidates:	135
Average no. of subjects per student:	6.6
No. of Level 5* or above:	180 (1.33 Level 5* or above per student) <i>(equivalent to distinction)</i>
No. of Level 4 or above:	555 (4.1 Level 4 or above per student) <i>(equivalent to distinction and credit)</i>

Number (Percentage) of	DBS (2022)	All Candidates (2022)
Level 5**	73 (8.2%)	1.3%
Level 5* or above	180 (20.2%)	5.3%
Level 5 or above	328 (36.8%)	13.1%
Level 4 or above	555 (62.3%)	36.2%

Most of the students were admitted by local universities in the main round. Most of them were accepted by HKU, CUHK and HKUST. There is a significant proportion of graduates being admitted to different professional programs.

Summary of 2022 IBDP Results is as follows:

	DBS IBDP Graduates (2022) 60 Graduates
45 points	6
44 points	14
43 points	11
42 points	10

	DBS IBDP Graduates (2022) 60 Graduates
40 points or above	82%
35 points or above	98%
30 points or above	100%

	DBS IBDP Graduates (2022) 60 Graduates
Average score (IBDP)	42

	DBS IBDP Graduates (2022) 60 Graduates
Bilingual Diploma awarded	44

In extra-curricular activities, we had satisfactory achievements in Olympiads, robotics, music, sports and other cultural competitions. Apart from the cancelled events, a brief summary is as follows:

### **International Junior Science Olympiad (IJSO)**

#### **International Junior Science Olympiad (IJSO) – HK Screening 2022**

First Class Honor	LEUNG Sze Long	8D
Second Class Honor	CHENG Ying Fung	9D
Second Class Honor	LEUNG Chi Chun Jayden	9G
Third Class Honor	TAM Ho Wang	8D

### **Physics Olympiad**

#### **Hong Kong Physics Olympiad 2021**

First Honor	HO Gabriel	11G
Second Honor	CHOW Pak Yin Brian	11D
Second Honor	SHIU Yu Hin Bernard	10G
Third Honor	CHENG Chi Fung	11L
Third Honor	CHOY Tsz Hei	11G
Third Honor	YANG Cho Wang	11S
Honorable Mention	AU Yat Hong	11L
Honorable Mention	HAU Chun Hei	11L

The school won the best school award for the outstanding team performance in the contest.

### **Biology Olympiad**

#### **International Biology Olympiad – Hong Kong Contest 2021**

Silver	TSANG Chun Yin Brian	11D
Honorable Mention	CHENG Chi Fung	11L
	LIN Yuet Ming	11L

### **Mathematics Olympiad**

#### **China Mathematical Olympiad 2021 (Fuzhou, China)**

One student competed representing Hong Kong.

Bronze Award	CHENG Nick Hang	12D
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### **American Mathematics Competition 8 (AMC) 2021/22**

Overall: School Certificate of Honor

Honor Roll of Distinction (Top 1% worldwide)	CHONG Tsz Sing CHAVEZ MOCAN Lucas HO Shun Ngai	7S 8G 8G
Honor Roll (Top 5% worldwide)	PAHILWANI Himansh Vijay HUNG Chung Hei LEUNG Sze Long	7D 8D 8D

### **American Mathematics Competition 10/12 (AMC) 2021/22**

Distinction (Top 5% worldwide)	CHONG Tsz Sing CHAN Pak Hei	7S 10G
High Achiever at Lower Age	CHONG Tsz Sing CHAN Pak Hei	7S 10G

### **Canadian Open Mathematical Challenge (COMC) 2021/22**

Top 3 in Hong Kong	LI Shun Hin	11D
International Honor Roll – Grade 8 or under	CHONG Tsz Sing	7S

### **Canadian Mathematical Gray Jay Competition 2021/22**

Gold – International Division Gold – Grade 8	CHAVEZ MOCAN Lucas	8G
Honor Roll – International Division Honor Roll – Grade 8	HO Shun Ngai XIE Zong Rui	8G 8P

### **Interschool Mathematics Contest 2022**

Junior Team (Grade 7 to 8): Champion  
Senior Team (Grade 9 to 10): 2nd Runner-up

Junior Individual Champion	CHONG Tsz Sing	7S
Junior Gold (Top 10)	HO Shun Ngai	8G
Senior Individual 2nd Runner-up	KO Kin Fung Nicholas	9G
Senior Gold (Top 6)	CHAN Pak Hei	10G

## Canadian Fryer, Galois and Hypatia Contests 2021/22

Schools are ranked globally, among all schools outside Canada:

Fryer Team (Grade 9 or below) Overall: 5th	CHAVEZ MOCAN Lucas PAU Cheuk Fu Ian LEUNG Ngo Hei WANG Chi Ho KHO Kit To	8G 9D 9D 9S 9S
Galois Team (Grade 10 or below) Overall: 1st Runner-up	CHAN Pak Hei* LAW Sung Tik HSIA Yik To Ernest CHAN Tin Yau Oscar WONG Kong Huang Max	10G 10G 10L 10L 10L
Hypatia Team (Grade 11 or below) Overall: Champion	LI Shun Hin* CHONG Tsz Sing YANG Cho Wang CHOW Pak Yin LEE Po Wa	11D 7S 11S 11G 11L

Students labelled with an asterisk (\*) have achieved a perfect score.

## International Mathematical Olympiad 2022 (Oslo, Norway)

Team Member (Rank 1 – 6)	CHENG Nick Hang	12D
Alternate Team Member (Rank 7 – 12)	KWAN Yung Ho YANG Cho Wang SHUM Hei Chai	8S 11S 12S

DBS is again the school with the most number of students in the IMO Squad (4 out of 12). This is our 16th consecutive year with student(s) entering the IMO Squad (either Team or Alternate Members), since 2007.

## Olympiad in Informatics

### Hong Kong Olympiad in Informatics 2021/22

Grand School Prize: 1st Runner-up

The Best First-Time Contestant (Senior Group)	SHIU Yu Hin Bernard	10G
The Best Young Contestant	WANG Chi Ho	9S

### Senior Category

Gold Award	CHAN Pak Hei	10G
Silver Award	LEE Po Wa	11L
	LI Shun Hin	11D
	TANG Pok Man	11D
Bronze Award	SHIU Yu Hin Bernard	10G
	LO Cheuk Yi Ryan	10G
Honorable Mention	WONG Yuen Ho	11D

### Junior Category

Gold Award	WANG Chi Ho	9S
	LIU Zi Yu	9P
	KO Kin Fung Nicholas	9G
	YANG Cho Wang	11S
Silver Award	HSIA Yik To Ernest	10L
Bronze Award	SUN Wai Lok	10G
Honorable Mention	PAU Cheuk Fu Ian	9D

### Joint School Olympiad in Informatics 2021/22

1st Runner-up	LEE Po Wa	11L
1st Runner-up	WANG Chi Ho	9S
Rank 4	CHAN Pak Hei	10G
Rank 9	YANG Cho Wang	11S
Rank 9	KO Kin Fung Nicholas	9G

### Joint School Olympiad in Informatics Lockout 2021/22

Division 1 Champion	LO Cheuk Yi Ryan	10G
Division 2 Champion	LI Shun Hin	11D
Division 2 1st Runner-up	KWAN Yung Ho	8S
Division 3 1st Runner-up	CHONG Tsz Sing	7S

### Hong Kong Olympiad in Informatics Team Formation Test 2022

Rank 4	WANG Chi Ho	9S
Rank 7	CHAN Pak Hei	10G

WANG Chi Ho will represent Hong Kong to take part in the International Olympiad in Informatics

2022, to be held in Indonesia. CHAN Pak Hei will represent Hong Kong to take part in the National Olympiad in Informatics, to be held in Shanghai.

### 全國青少年信息學奧林匹克聯賽(香港賽區) 2021

一等獎	陳柏熹	10G
二等獎	盧卓爾	10G
	黃淵浩	11D
	李淳軒	11D
	李浦華	11L

### 全港中學生軟件開發邀請賽 2021

#### 進階級

金獎	王子昊	9S
	李淳軒	11D
銀獎	陳柏熹	10G
	盧卓爾	10G
	鄧博文	11D
	李浦華	11L

#### 基礎級

銀獎	吳旨洋	10G
	邵宇軒	10G

### Science Competition

#### HK Polytechnic University – Science Experiment Competition

The following students won the champion of the competition under the "Science World: Exploring Space to Benefit Mankind" Education Programme 2021/22

Team Members:	CHENG Chi Ting	11G
	CHENG Chi Fung	11L
	LIANG Ching Fai	10D
	CHAN Matthew	9S
	WONG Kwan Yeung Alfie	9M

Theme:

To design an experiment making use of microgravity in the space station and to demonstrate how it can benefit mankind.

## Music

### Western Music

#### The 74th Hong Kong Schools Music Festival

##### First

Boys Treble Voice – Foreign Language	SUN Pak Wah Paxton	7M
Boys Treble Voice – Chinese	SUN Pak Wah Paxton	7M
Piano Solo – Grade 8	YAO Chak Hin	9D
Violin Solo – Grade 5	FUNG Chun Long	7T
Violin Solo – Grade 7	CHEUNG Yim Lap Justin	7G
Double Bass Solo – Senior	LO Yiu Ki Astin	9D
Harmonica Solo – Senior	NG Yat Fung	7S
Flute Solo – Junior	CHAN Lau Chit Kenden	9G
Oboe Solo – Senior	CHAN Hei Wai	8T
Alto Saxophone Solo – Senior	NG Yat Fung	7S
French Horn Solo – Senior	WONG Andrew	7L
French Horn Solo – Senior	YIP Wai Yam	9D
French Horn Solo – Junior	HO Ka Hong	8S
Tuba Solo	TAM Ho Long	7S
Tom Lee Music Prize for Brass Concerto	TAM Ho Long	7S

##### Second

Violin Sonata	KO Ching Hin	10D
Violin Sonata	WONG Man Ching	10D
Violin Duet – Intermediate	CHEUNG Yim Lap Justin	7G
Bassoon Solo – Senior	TANG Chun Sum	11P
French Horn Solo – Senior	HO Ho Nam Angus	11S
Tom Lee Music Prize for Brass Concerto	WONG Andrew	7L

##### Third

Piano Solo – Grade 7	LAM Pak Kiu	8M
Piano Solo – Grade 8	SO Sing Yu	7M
Piano Concerto	CHEUNG Yim Lap Justin	7G
French Horn Solo – Senior	MAK Shan Hym	8L
French Horn Solo – Senior	HO Ka Long	9G
Trombone Solo – Senior	LO Wai Cheuk	8L
Euphonium Solo – Senior	HO Shun Ngai	8G
Marimba Solo – Junior	HOU Cheuk Yin Ryan	8T
Piano Solo – Gold Medal Award	YU Ching Yin Matthew	11S

## Chinese Music

### 第七十四屆香港學校音樂節國樂項目成績匯報

#### 冠軍

二胡獨奏—深造組	陳瓊晉	10L
二胡獨奏—深造組	陳瑋鴻	9D
二胡獨奏—高級組	陳嘉熙	8M
高胡獨奏—深造組	袁摯達	9S
噴吶獨奏—深造組	鄧成桀	11S
笛子獨奏—高級組	邵卓翹	9D

#### 亞軍

琵琶獨奏—中級組	梁兆一	7S
柳琴獨奏—深造組	伍凌峰	9A
三弦獨奏—深造組	梁兆一	7S
噴吶獨奏—深造組	鄧閔耀	8A

#### 季軍

二胡獨奏—深造組	蘇柏諺	11D
中阮獨奏—深造組	張鏗鋒	8L
二胡獨奏—中級組	王浩灃	7J
笛子獨奏—中級組	鄭淳熙	9G
笛子獨奏—中級組	陳奕熹	9P
噴吶獨奏—深造組	孫暉洛	10G
噴吶獨奏—深造組	蔡培豐	8P

## Speech

### 香港演講公開賽

#### 冠軍

第六屆夫子盃演講比賽高中粵語組	吳家尚	10L
第二十八屆聖經朗誦節學校組 中一至中三組獨誦普通話	劉卓朗	9D

### 第 73 屆香港學校朗誦節

#### 冠軍

中學四年級散文獨誦男子組（粵語）	陳國緯	10G
中學四年級詩詞獨誦男子組（粵語）	吳家尚	10L
中學四年級散文獨誦男子組（粵語）	吳家尚	10L
中學三、四年級散文獨誦男子組（普通話）	吳家尚	10L
中學三、四年級散文獨誦男子組（普通話）	劉卓朗	9D
中學三、四年級基督教經文朗誦（粵語）	劉卓朗	9D



中學一年級散文獨誦男子組（粵語）	何正禧	7S
中學一年級散文獨誦男子組（粵語）	岑柏熹	7L

### **亞軍**

中學四年級散文獨誦男子組（粵語）	許仁龍	10L
中學三、四年級詩詞獨誦男子組（普通話）	劉卓朗	9D
中學三年級散文獨誦男子組（粵語）	陳朗翹	9S
中學三、四年級詩詞獨誦男子組（普通話）	黃顯傑	9P
中學一、二年級詩詞獨誦男子組（普通話）	黃俊然	8M
中學一年級散文獨誦男子組（粵語）	黃舜諾	7D

### **季軍**

中學四年級散文獨誦男子組（粵語）	馬逸然	10D
中學三、四年級詩詞獨誦男子組（普通話）	吳家尚	10L
中學三年級詩詞獨誦男子組（粵語）	陳朗翹	9S
中學一年級散文獨誦男子組（粵語）	伍一丰	7S
中學一年級散文獨誦男子組（粵語）	馮浩翹	7S
中學一年級散文獨誦男子組（粵語）	梁兆一	7S

In the Hong Kong Schools Speech Festival (English Speech), we obtained 7 First Prizes, 3 Second Prizes and 6 Third Prizes, totaling 16 awards.

### **Sports**

In the Inter-School Sports Competitions (Division One) organized by the HKSSF, we captured 7 Overall Champion Titles totally in 2021–2022 namely athletics, swimming, lifesaving, badminton, table tennis, tennis and squash.

## (6) Financial Summary

### Financial Position of Diocesan Boys' School 2020–21 School Year

[Consolidated - Primary Division and Secondary Division (excluding the Boarding School)]  
(figures are based on audited account)

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	57%	N.A.
School Fees	N.A.	38%
Donations, if any	N.A.	2%
Other Income, if any	0%	3%
<b>Total</b>	57%	43%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		76%
Operational Expenses (including those for Learning and Teaching)		11%
Fee Remission / Scholarship		4%
Repairs and Maintenance		2%
Depreciation		7%
Miscellaneous		0%
<b>Total</b>		100%
<b>Surplus/Deficit for the School Year #</b>	0.63 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b>	8.42 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

#### Details of expenditure for large-scale capital works, if any:

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

## **(7) Feedback on Future Planning**

- In the light of the impact of COVID-19 pandemic on school life in the past two years, the unpredictability of the pandemic and the up-to-date persistence of the pandemic, it is anticipated that the school life will continue to be disrupted in the next school year. The school will act proactively by devising anti-pandemic measures to compensate partially for the disrupted school life due to half-day schooling or even class suspension.
- The school has applied for the Quality Education Fund to upgrade the remaining 18 classrooms to enhance mobile learning. If the application is successful, the renovation work will commence in the next school year. To reduce the chance of delay in the completion of the renovation work, the project will be divided into two phases, i.e., renovating 9 classrooms during the Christmas holidays and the remaining 9 classrooms during the Easter holidays.
- Because of class suspension in the past two years, students have missed the social life in school for more than half of the school days in the past two years. According to teachers' observation, quite a number of students encountered difficulties in getting along with their classmates and they have become more self-centered and show a greater lack of respect for others than before. The school will foster students' positive values and attitudes through the learning and teaching of various Key Learning Areas / subjects in the next school year.
- After the development of the Overseas University Application (OUA) Module in the Central Management System (CMS), the Local University Application Module is required to strengthen the further studies counselling service for students who study in Hong Kong. In addition, the development of the Careers Module in the CMS is essential for catering to students' needs regarding job attachment and shadowing in relation to their respective further studies opportunities.
- Significant information and key requirements of the CFC guidelines and handbook are available on the CFC website for students and parents to access important information about further studies supported by school. A more comprehensive handbook and guidelines on Local Team, Overseas Team, Greater China Affairs Team, Careers Team, Scholarship Committee and Secondary Transfer Team should be prepared.
- After the first phase of development, major information about further studies was included on the website of the Centre for Further Studies and Careers (CFC). However, more information about careers should be available for students and parents after the integration and consolidation of careers-related services into the further studies services.
- The sub-committee in the Centre for Further Studies and Careers (CFC) is reviewing the holistic life planning education plan by linking study opportunities and career choices. After reviewing the existing careers-related activities and support, the sub-committee plans to create four phases of the integration plan and consolidate them into further studies activities in a strategic way to provide students with quality life planning education and career guidance service. The cooperation between CFC, DSOBA and old boys should be strengthened to provide additional support to students in further studies and careers counselling.
- In response to the EDB circulars and requirements, we have to continue to strengthen and optimize our National Security Education (NSE) from 2020–2021 onwards. Quite naturally, NSE (Values Education) is one of 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 shall keep on making a special effort to strengthen our students' National Identity and develop their sense of belonging to the country. Therefore, we will focus on some major aspects and fine-tune them gradually, e.g., staff development, curriculum planning and implementation, values education, National Anthem and National Flag Raising Ceremonies, etc.

- Like many other activities in our school and in Hong Kong, our music-making has often been put on hold due to the current pandemic. Yet, our yearning for the musical arts has only become stronger in such challenging times. To continue with music-making in the coming academic years, our teachers and conductors will seek both face-to-face and virtual options to maximize students' learning experiences. For example, when the situation allowed in July and August 2022, teachers and students worked diligently with the Foundation Limited and Primary Division to plan and organize the Homecoming Concerts Series (4th – 6th August). With the joint efforts of all working committees and music groups, we were able to rejuvenate, reboot, refocus together. We were able to reconnect all stakeholders successfully and get back on the right track step by step after numerous suspensions. So similarly, all Committees and Departments in DBS will continue to explore possibilities to integrate different modes of learning in an innovative manner, and to provide our students with ample opportunities to enjoy ECAs and diversified school events in both online and face-to-face delivery formats. A blended approach to enhance holistic education will be continued in future.
- 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. However, in light of the COVID-19 pandemic, we must bear in mind that we need to ensure good indoor ventilation, adopt a spatial separation seating arrangement and maintain a clean and disinfected environment in the venues when we run these promotional activities.
- In addition, we have to continue to promote and participate in more trend-setting activities like the various academic / Science / Mathematics / Informatics Olympiads, i.e., all local, overseas and online tournaments, robotics, engineering, STEAM 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.
- In 2021–2022, after 2 years’ suspension and chaos, we have succeeded in keeping the momentum going in order 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 14th November 2021! So, in the coming future, through the educational activities organized by the DSOBA, Foundation Limited, PTA, School Museum and other departments, we hope that students, teachers, parents and alumni can reaffirm our unique school history with great spirit and pride. Sincerely, in spite of the global health crisis, we shall try our hardest to continue to pass on the baton from generation to generation.
- It has been 150 years since the founding of DBS. Our School was known as the “Diocesan Home & Orphanage” before, and we have been participating actively in 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. Amidst the COVID-19 pandemic, our committees and departments will keep on organizing different activities and service programs in a safe, hygienic and cautious manner to help participants foster a sense of care and respect for others.
- For the “Social Service Awards (Bronze / Silver / Gold)”, we have to go on encouraging more sincere boys to participate with great enthusiasm and boost their morale in the coming years. There is still room for improvement in the logistics and effectiveness of this program.

- 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 and educational belief, 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 to pursue their passion.
- In the previous academic years, our learning tours have vanished completely. We have drafted the policy and formed some plans for development, but it seems that it is not the right moment to further these plans, especially during the unprecedented global pandemic. Yet we shall continue to fine-tune and optimize these plans and policies. We hope to prepare well physically and mentally to reactivate these tours in the near future.
- It is not easy to stay current with the rapid changes in society and the advancement of information technology. 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 in local, national and global contexts; and the distorted moral values, illegal behavior, violence, bullying and misconceptions etc. We shall 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.

## (8) Appendix

Report on the use of the Capacity Enhancement Grant (2021–2022) is as follows:

Item	Use	People Responsible	21-22 Approved
1.	<ul style="list-style-type: none"><li>• Teaching assistant for Chinese &amp; Chinese related subjects</li><li>• Teaching assistant for English &amp; English-related subjects</li><li>• Teaching assistant for Liberal Studies and Humanities subjects</li><li>• Teaching assistant for Mathematics and Science subjects</li></ul>	KKN KWC YTW	\$1,040,974.74
	Total:		\$1,040,974.74

Income: \$973,526

Expenditure: \$1,040,974.74

Difference:

$\$973,526 - \$1,040,974.74 = (-\$67,448.74)$