



# **Diocesan Boys' School**

**School Report**

**2023–2024**

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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, 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.

### 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*	246	245	239	225	219	201

\*Number of students at 30.09.2024 including IB groups

## **(2) Achievements and Reflection on Major Concerns, Feedback and Follow-up**

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

### **Achievements**

First set target: To honour the scholastic achievements of students and instil the sense of appreciation among students to recognize and show respect for the achievements of their fellow schoolmates.

- The award presentation for the top scholars was held at the Beginning of School Service with all students and staff in attendance. The event was well-received, with students expressing appreciation for the recognition. The photos of the award presentation, the list of top scholars and students with the best performance in summative assessments were displayed outside of the school hall entrance for viewing by students, teachers and visitors.
- The following prizes were awarded to students in recognition of their outstanding performance in formative assessments:
  - Around 600 subject prizes were awarded to the top student in each class who demonstrated the best performance in homework/assignments/classwork.
  - Around 600 subject prizes were awarded to the top student in each class who demonstrated the best performance in tests/overall continuous assessments.
- The following prizes were awarded to students in recognition of their outstanding performance in summative assessments:
  - Around 90 subject prizes were awarded to the top student in each grade who demonstrated the best performance in examinations.
  - Around 60 form prizes were awarded to the top 15 students in each grade who demonstrated the best overall performance in examinations.
- Class of 2024 achieved praiseworthy results in the 2024 HKDSE examination. One student attained Level 5\*\* in six subjects and M2, one student attained Level 5\*\* in five subjects and M1 and one student attained 5\*\* in five subjects.
- 133 G12 students sat for the Hong Kong Diploma of Secondary Education Examination 2024 and a total of 748 subject entries (excluding CSD) were sat by our G12 students, accounting for an average of 5.6 subjects per student.
- The average pass percentage of all subjects was maintained at around 94.5%.

Second set target: To enhance the awareness of safeguarding national security among students so that a safe learning environment and society can be consolidated.

- All subject panels were well aware of the requirements and importance of embedding national security elements into their teaching curricula, as reflected in their submitted schemes of work, which were written in accordance with the requirements set for each subject by the school. From the departmental reports on the implementation of national security, all subject panels reiterated that they had successfully implemented the national security goals set in the curricula, while most of the teachers successfully completed relevant national security courses organised by the Education Bureau and other organisations. It is believed that, due to the teaching of different subject teachers, students can now fully identify various types of national security, and

understand national security risks and challenges facing the motherland.

- Many subject panels actively cooperated with the Civic Education Committee (CEC) and the Moral Education Committee in organizing joint national security activities. For example, in early 2023, the departments of Citizenship and Social Development (CS) and the Life and Society (L&S) collaborated with the CEC to organise the Top Ten News Elections to encourage students to care about and be interested in different events in both the Mainland and Hong Kong. Later in May, the departments of L&S, CS, History, Chinese History, and Geography collaborated with the CEC in organising the Current Affairs Quiz by helping set questions for the final match. In July, the CS and Chinese departments jointly organised a visit to the Hong Kong Heritage Museum. Teachers and students attended a talk given by the curator on the life of the novelist and patriot Dr Louis Cha (Jin Yong), and visited the Jin Rong Gallery. Participants were deeply touched by the love Dr Louis Cha showed for the motherland.
- To broaden their knowledge on the rapid development of the motherland, the school invited all teachers to join the G11 CS Mainland Study Tour voluntarily. As a result, a total of 17 teachers, who were from different departments, took part in the event. The main focus of the tour this year was to learn about the rapid development and achievements of the motherland in aviation and aerospace, which greatly helps the development of the motherland in different aspects ranging from farming to national defence. Both teacher and student participants felt proud of being Chinese from what they saw and experienced in the tour. It is believed that they would share this good “story of China” with other people in the school.

Third set target: To enhance academic rigour and embrace diversity among our students by admitting target G6 scholars from diverse primary school backgrounds.

- The Academic Scholarship was set up in 2023–24. The objective of this scholarship is to award it to newly-admitted G6 students who can add academic rigour and diversity among our students.
- After the selection and interview processes, we awarded our internal scholarships to 4 high calibre students from different primary schools. They demonstrated that they excelled in our school’s streaming test, which is a combination of English, Chinese and maths tests, and they fulfilled our objective of embracing diversity among our students as they came from different primary schools.

Fourth set target: To broaden our students’ horizons in terms of academics, values and talents through additional dynamics and diversity.

- The Argyle Street Scholarship was set up in the academic year 2023–24 for newly admitted students who enhance academic rigour and bring diversity among DBS students. The two recipients of the Argyle Street Scholarship 2023–24 were Jayden Lau of G9D and Lawrence Wong of G10D.
- The Argyle Street Scholarship Presentation was held on 13 September at the School Museum. In addition to presenting the scholarships to the recipients, the occasion provided a good opportunity for the donor and the recipients to communicate with each other.
- Jayden was admitted to the school as a transfer student, and he had achieved academic excellence with an annual ranking within the top 5 in Grade 9. In order to prepare himself for the

IB curriculum, Jayden is reading IB books through self-directed learning. He is also a talented fencer whose passion keeps growing. For Jayden's personal growth, he places a high value in his friends and has made precious friendships in G9.

- Lawrence was admitted to the school as a transfer student, and he achieved academic excellence with an annual ranking of eleventh in Grade 10. He was curious to explore Cantonese opera this year, and shared his interest with our students during the morning assembly. To sharpen his leadership skills, Lawrence attended the leadership training camp; stepping outside of his comfort zone, he is also learning Korean to improve his language knowledge and keep himself up to date. Lawrence's diverse habits have broadened our students' horizons and have brought diversity to the school.
- As a token of the recipients' appreciation, they write twice to the donor, once per term, updating him on their well-being and results. There was a breakfast gathering among them in August to facilitate the relationship between the recipients and donor.

### **Reflection**

- Teachers noted increased motivation and engagement among students as they strived to perform well to be recognized.
- The promotion of national security education in different ways has already become a consensus among all teachers. Every subject panel is working hard to meet the requirements set by the Education Bureau and the school professionally.
- Opening our admission's door to students from diverse primary school backgrounds is a new objective.
- The idea of broadening our students' horizons in terms of academics, values and talents has always been beneficial to DBS students. The admissions of new students to DBS who possess these qualities could let our students see another level of talents and therefore increase their desire to learning and raise their academic expectations.
- The Argyle Street Scholarship is a unique one as it fosters the relationship between the recipients and the donor. It is encouraging to know, from the donor's perspective, that the recipients are doing well academically and bring diversity to the school. In addition, by meeting up with the donor regularly, the recipients also feel that they are being cared for by the donor. More importantly, they learn how to show their appreciation to people who have helped them.

### **Feedback and Follow-up**

- The school will continue to instil the sense of appreciation among students so they recognize and show respect for the academic achievements of their fellow schoolmates. School self-evaluation (SSE) based on the Key Performance Measures (KPM) and APASO data will be conducted to identify the areas for improvement and formulate the new School Development Plan (SDP) and Annual School Plan (ASP).
- The Education Bureau is satisfied with our annual report on the work of national security. However, as the threats posed to national security by external forces keep on increasing, it is expected that national security education must be further strengthened in teaching and learning, and cross-curricula collaboration should be further promoted to instil a strong sense of patriotism

among students inside and outside the classroom.

- It is suggested that from this year onwards, we need to track the academic performances of these four internal scholars. As time goes by, their annual rankings will be an important piece of information as to whether we could continue to admit students from their primary schools.
- We hope that in the coming year, the announcement of the Academic Scholarship and the release of admission results will be on the same day in order to attract more talents to our School.
- The Argyle Street Scholarship will continue in the academic year 2024–25. The recipients will be encouraged to continue to celebrate diversity among our students through their positive learning attitudes.

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

### **Achievements**

- Due to the large scale of the Central Management System (CMS), the Former Chief Information Officer (CIO) divided different administrative categories into modules and all the modules are divided into four major developmental phases. The IT manager and Dean of Students of the school have led the development of different modules of the CMS for years. Because of the complexity of the Further Studies and Careers Module, this module was divided into the Overseas University Application (OUA) Module, the Local University Application (LUA) Module and Careers Module. The CIO invited an IT company to create the Overseas University Application (OUA) Module, which marks the development of Phase 1 and Phase 2. The enhancement of the OUA Module (Phase 2) was tested and will be implemented in 2024–25 to support the university application process for students. Our school has a plan to develop the Local Application and Career Module in 2024–25.
- The CFC website has been improved to provide students with more 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.
- The basic guideline and handbook for the CFC were completed to prepare students and parents to make informed choices for further studies and future careers.
- A leaflet to introduce and promote the service of the CFC to parents has been prepared.
- The CFC sub-committee continues 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 completed the first and second phase and formulated the third phase of the integration plan and consolidated them into further studies activities in a strategic way to provide students with quality life planning education and career guidance service.
- An organization chart for the CFC was prepared.
- In December 2023, the CFC and DSOBA collaborated in arranging a highly anticipated visit for CFC teachers and ambassadors to the Greater Bay Area to visit companies in trending fields such as

biotechnology and ICT. Joined by a number of old boys, 59 CFC ambassadors and teachers visited the Shenzhen Institute of Advanced Technology Chinese Academy of Sciences as well as Hytera.

- The CFC ambassadors expanded from 37 to 63 G8–12 students in 2023–24. More students have showed an interest in joining the CFC ambassadors. A positive and supportive culture has been cultivated in the team. Senior ambassadors are willing to lead and guide the junior ambassadors.

### **Reflection**

- The existing Overseas University Application (OUA) Module can basically 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.
- Although the holistic life planning education plan is formulated, there is still room for further improvement in which study opportunities are linked to career choices, more information about the Careers section on the Centre for Further Studies and Careers (CFC) should be available for students and parents. Further update on the Careers Section is required.
- Due to the significant increase in number of the CFC ambassadors in 2023–24, the organization, management and training of the CFC ambassadors needs to be reviewed. A framework for the CFC ambassadors needs to be prepared.
- 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 should continue to update the CFC guidelines and handbook based on the development of the CFC on regular basis. The method of information dissemination on the life planning education and careers services to various stakeholders should be reviewed.

### **Feedback and Follow-up**

- Students' well-being is crucial for their personal growth, especially in the context of life planning education, where they face numerous options and stresses regarding their futures. By prioritizing social and emotional health, teachers can help students cultivate resilience, manage stress effectively, and develop essential skills. These competencies not only empower students to navigate through their further studies and careers paths but also foster a sense of self-worth and positive values. Students are more likely to engage in their education, make informed decisions, and pursue their aspirations with confidence with a supportive school environment. Ultimately, nurturing well-being in students lays a foundation for their life planning education and personal growth.

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

### **Achievements**

- The brand-new “Values Education Periods” were planned and added for all G10 and G11 DSE classes respectively this academic year to enrich our students’ lives with virtues. Different themes were selected by our Teachers-in-Charge after thorough discussions, suiting the needs of our students. The topics include Team-Building & Leadership, Rule of Law, Environmental Stewardship, Love & Sex Education, Frustration Education, Mental Health Awareness for G10; and Team-Building & Leadership, Love & Sex Education, Financial Education, Stress Management & Mindfulness, Life & Death Education, National Security, Media Ethics for G11. Our aim is to educate and nurture our boys continuously so that they will be more responsible, mature, considerate, rational, and knowledgeable, and will have aspirations and integrity. Students’ responses were exceptionally good with workshops or activities involving more physical movements. Most of the guest speakers and scholars who delivered the seminars were very professional giving high quality talks.
- To echo the weekly Values Education Periods, our team is also keen on training students outside classrooms to become versatile leaders, pillar of the country and reliable global citizens who have logical thinking skills, problem solving skills and abide by the law. In order to achieve these targets, our 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. All Teachers-in-Charge worked very diligently and creatively. They always collaborated with the Religious Studies Department, Spiritual Education Committee, Civic Education Committee, Green School Committee, Assembly Committee, National Security Education Committee, Diocesan Media Group, Prefects’ Board and so on to instil positive values and attitudes in our students through different methods. DBS boys were encouraged to take part in community service programs to enhance their sensitivity to and awareness of the community in which they belong. For example, all G9 students, 2–3 in a group, served the elderly in Lok Man Sun Chuen in our “Gate-Painting Program” in January and February. This community service was organized by the HKSKH Lok Man Alice Kwok Integrated Service Centre and the Hong Kong Housing Authority. Students painted the gates of the elderly to help them prepare for the celebration of the Chinese New Year. Each group visited and served two apartments. During the visit, students also delivered one grocery pack to each family (one bag of rice and four boxes of face masks) as Lunar New Year gifts. Students also chatted with the elderly to understand their needs and reported the findings to the social workers of the centre for any necessary follow-up. Our boys supported the residents sincerely, spreading a little cheer and hopefully helping them feel less lonely and isolated.
- We 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 and our community (e.g., Beach Cleanup at Cheung Sha Lan, Discovery Bay). In addition, the Moral Education Group was formed by senior boys, directly appointed by the Teachers-in-Charge following a round of interviews. We

cooperated with the HKSKH Lok Man Alice Kwok Integrated Service Centre, Community Chest of Hong Kong, HKSKH Welfare Council Limited, PLK Wan Lam May Yin Shirley Neighbourhood Elderly Centre, HKSKH Kowloon City Children and Youth Integrated Service Centre, Hong Kong Federation of the Blind, Plastic Free Seas, and more to give back to our society, and spread love and create happy moments for others. An example of these meaningful activities was a cultural tour to the Xiqu Centre's Tea House Theatre with the elderly on 24 August 2024. Students accompanied and took care of the 15 senior citizens and enjoyed a Cantonese Opera performance together. Guided by the Teachers-in-Charge, participants performed and behaved with decency and respect. Once again, they completed the project smoothly and successfully with the HKSKH Kowloon City Children and Youth Integrated Service Centre. Our boys were taught to be grateful and thankful for what they have in Hong Kong, and developed empathy for others. 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.

- Moreover, the IB Section continued its dedication to social service through “Creativity, Activity, and Service” (CAS). Notable efforts included G11 students embarking on a CAS Trip to Chiang Rai, Thailand, where they taught English to immigrant children to enhance their prospects in urban environments. Also, a school-based awareness campaign in collaboration with Orbis showcased the school's global commitment, raising funds and awareness to combat blindness in developing nations. Locally, G10 students had a friendly football match with the “All Black Football Club”, a Hong Kong club formed by refugees, fostering understanding and diversity. Additionally, G10 students learned to write “Chinese Fai Chun” for elderly homes, preserving Chinese culture and showing care for the wider community. Under the supervision of teachers and professionals, we successfully enabled our boys to interact well with different parties and learn from their life experiences. This then allows the students to expand their knowledge base and develop a deeper understanding of the complexities of life.
- Award system: The Social Service Awards acknowledge students based on the total number of social service hours they serve: 11–25 hours for Bronze, 26–40 hours for Silver, and more than 40 hours for Gold. As recommended by teachers, three outstanding students were named Gold Awardees with impressive contributions to community services (G10G: Li Yiu; G10G: Pang Kei Yin; G10G: Hung Ambrose). In the coming years, we have to recruit more volunteers to participate with great enthusiasm and boost their morale systematically. There is always room for improvement, especially in the logistics and effectiveness of the service programs. We believe that by encouraging students to engage in volunteer work and service activities, it not only benefits others but also fosters their personal growth and development, providing students with an opportunity to make a positive impact and cultivate a sense of responsibility towards society.
- Sharing sessions, seminars, workshops, and visits: Our Teaching Faculty grabbed each opportunity to organize meaningful sharing sessions, talks and experiential learning activities, 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 in the morning assemblies, activity periods, post-examination periods, etc., e.g., “Racial Stereotypes, Equity & Social Inclusion” (Stand-Up Comedy by Alumnus Mr. Vivek Mahbubani), “Anti-Drug”, “Depression”, “Cetaceans & Sea Turtles”, “Cyber Bullying”, “Etiquette”, “Information

Literacy”, “Reasonable & Lawful Decisions When Facing Ethical Dilemmas” (ICAC Interactive Drama), “Be NetWise”, “Food Waste Reduction”, “Sexual Harassment”, “To Unwind & Alleviate Stress” (Busking Sessions), “Dating”, “Dodge Disc”, “Campus Biodiversity”, “Indoor Bouldering”, “Care For The Physically Challenged” (Direction Association For The Handicapped), “Once Upon A Time In HKDSE” (Film Screening), “Diplomacy & The One Belt, One Road Initiative” (Seminar by Ms. Yan Li (嚴黎) from the “Office of the Commissioner of the Ministry of Foreign Affairs of the PRC in the HKSAR”), “Rule of Law” (Visiting the Court of Final Appeal), “Sichuan Nature Conservation Week”, (Visiting the Ocean Park), “Appreciating Chinese Culture, Art & Literature” (Visiting the Xiqu Centre & Hong Kong Heritage Museum), “Rediscovering Chinese Calligraphy” (Visiting the Hong Kong Museum of Art) and so on. We hope to enable students to become healthy, responsible and caring citizens with a sense of national identity, to develop respect for others, and to abide by the law. All these activities created a sense of wellbeing, and 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 a decorous and disciplined manner. The “Scout Ceremonial & National Flag Team” was formed to implement the new project professionally. Our Scouts trained extremely hard to ensure the proper running of the activities. Typically, before each ceremony, at least one rehearsal would be held, taking into account the scale and complexity of the event format. These rehearsals often took place during recess. Refresher training sessions were also regularly held to ensure the maintenance and transfer of high standards. Moreover, brief sharing sessions and award presentations with different themes were also organized systematically after the ceremonies. Topics and themes related to China, Hong Kong, DBS, Holistic Developments, Personal Growth & Values Education were discussed, e.g., “Hangzhou Asian Games 2023” (By Mr. Ricky Hui), “Shanghai Interflow Trip” (By Ms. Priscilla Ngai), “Sichuan Study Tour” (By Mr. Ng Suen Lun), “Aspirations & Actualization”, “Gratefulness”, “Team-Building”, “Right Attitudes”, “Positive Energy”, “Participation & Perpetuation”, “Perseverance”, “Contributions & Commitments”, “Appreciations”, “Unity”, “Brotherhood”, etc. With the joint efforts of the Scouts and all members of the National Security Education Committee, we effectively cultivated the virtues and temperament of our students and inculcated the right values in them.
- The G7 Character Building Programs aim to prepare our boys for a life of active and responsible citizenship. Training focuses on the dynamic combination of knowledge, social skills, independent thinking, creativity, ethics, and values to achieve whole-person development. In this academic year, a series of activities were organized to help G7 students develop a strong character and foster their social and emotional learning. On 16 September 2023, we hosted an Indoor Fun Day for all G7 students. The event, co-organized with Novel Experience Consultancy Limited, focused on team-building exercises. During the activities held in the School Hall and Student Activities Room, the G7 students were divided into groups and each group was guided by a mentor from Novel Experience. Through a variety of group games and competitions, the students had the opportunity to develop their collaboration and communication skills. Additionally, a debriefing session was incorporated, allowing the participants to reflect on their experiences and show appreciation to their teammates. Overall, the well-designed activities successfully fostered teamwork and improved the interpersonal skills of the G7 students.
- With good weather, we carried out the Apple Race Cheering Activities on 22 September 2023

successfully as our second event of the G7 Character Building Programs. We invited some senior boys from the Moral Education Group to act as disseminators and lead the non-runners to support their classmates who ran in the race 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 grew to know each other better. Their sense of responsibility, interpersonal skills, teamwork, mutual trust, class bonding, and school spirit were strengthened.

- In addition to the Apple Race, our G7 Character Building Programs included some post-examination activities on 9 and 10 July 2024. These two Games Days facilitated positive communication and collaboration among students enabling effective team building. Our students’ self-confidence, courage, EQ, and problem-solving techniques were also improved through different group games. Our G7 boys enjoyed it tremendously and were willing to explore and experience more of the different aspects of school life in an open and rational manner. Furthermore, they also learnt how to make correct choices for themselves and showed respect for each other’s personalities. The debriefing sessions after the activities made self-reflection, appreciation, and mutual understanding possible and rewarding.
- In addition, the new G7 Entrance Ceremony was also held successfully on Saturday, 26 August 2023 in the Concert Hall. The event commenced 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 G7 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 decorous 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 honour our teachers and to value their teachings, and make learning a lifelong passion.” In front of all parents, teachers and staff members, we were honoured to instil 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 new 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 7 September 2023. Around 27 counters were set up at the School Hall to attract new recruits. Teachers-in-Charge and senior boys designed their booths assiduously leading this lively multidisciplinary fun fair in a systematic, engaging, and efficient manner. The promotion of different activities was achieved in this dynamic expo.
- Our G10 Leadership Training Camp was held once again on 23–26 April 2024 at the PLK Jockey Club Tai Tong Holiday Camp in Yuen Long. DBS teachers as well as coaches & tutors from the Dragon Adventure Consultant Limited all emphasized and focused on the four major characteristics of a real leader: Respect, Responsibility, Reflection, & Resilience. These Four “Rs” are prerequisite for any team to bond and progress. We had a series of challenging activities to

achieve the targets of these Four “Rs” including team building tasks, group games, rope courses, foot drill training, bouldering, orienteering, etc. The sense of belonging, discipline, brotherhood, and school spirit were fostered tremendously among these future leaders. They also benefited in the areas of leadership, interpersonal skills, problem-solving techniques, perseverance, physical fitness, etc. The Passing Out Ceremony was held on Friday, 26 April 2024, in the School Hall with Mr. David Lau, the Vice President of DSOBA, as our Guest of Honour. Teachers, trainers, students and alumni all had a good time and shared pride and happiness together despite the unstable weather.

- 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 in the second week of November 2023 titled “School Fete in the 1970s”. This meaningful exhibition featured the exceptional souvenirs, products and photos of the Garden Fete in the 1970s. Precious pictures and exhibits were displayed in a creative and systematic manner. Along with descriptions on the boards, we hope to let our guests have a deeper understanding of our fundraising carnivals, which have been one of our school’s time-honoured events. The response to the exhibition was overwhelming. Visitors and guests had a lot of fun and took time to reflect when they discovered the unity, collaboration and hard work of the teachers and students who contributed selflessly to our community 50 years ago. This was a golden opportunity for all stakeholders and the public to learn more about the story of DBS through other interesting perspectives. Fond recollections of school life and memorable experiences were also shared among all members of the Diocesan family. Our unique traditions, school spirit and heritage were promoted and perpetuated.
- Moreover, other special exhibitions were also organized by the Arts Development Committee to further the aesthetic domain in DBS. In 2023–2024, there were three events held, namely:
  - (1) “Diocesan d’Art: a remix of the timeless pieces—Old Boys’ Artworks Exhibition 2023”;
  - (2) “G7 Installation Art Exhibition— Stick Around 《癡身糝世》”; and
  - (3) “Splendor – DBS Staff Artworks Exhibition 2024”.

As approved by the Headmaster, the “Diocesan d’Art” will become a bi-annual event as it serves as a valuable chance for the Old Boys to share their artwork with our students regularly. This year, the “Diocesan d’Art: a remix of the timeless pieces— Old Boys’ Artworks Exhibition 2023” was successfully held from 8–25 November 2023. There were 12 Old Boys participating in the exhibition with more than 30 artworks exhibited. Most of the visitors marvelled at the craftsmanship and aesthetics of the items and appreciated the dedication that the alumni showed toward visual arts. The overall response from the students was encouraging and uplifting.

- The “G7 Installation Art Project— Stick Around 《癡身糝世》” is a new idea. It was successfully held from 27 May to 14 June 2024. This collaborative project took a modern and immersive approach to drama by setting up an installation art exhibition at the Verdant Arts Gallery. Rather than a traditional onstage production, we sought to engage the audience in a more innovative and multisensory manner. This installation focuses on the story of “何伯”, an elderly man with dementia. Each individual item displayed throughout the venue was accompanied by a unique QR code. When scanned, these codes would play excerpts from a radio drama that delved into the different stages of his life. Through this medium, we were able to guide the audience through

his struggles—from his decision to leave behind everything in pursuit of the ultimate sticky rice, to his divorce, and finally to the challenges caused by his dementia in his later years and longing for his estranged son. Rather than passing judgment, we hoped to inspire listeners to consider the complex humanitarian needs of individuals facing such life challenges. In this project, the PCSD (props, costumes, set and design) department sought to create replicas of food, daily items and even an entire trolley to provide the viewer with the best possible immersion. Overall speaking, the concept behind the project was commendable and received positive feedback from visitors. The team is currently planning to launch a reboot of the project so that more students can benefit from the immersive experience, including, but not limited to, the artwork display and drama episodes in the coming academic year.

- The “Splendor—DBS Staff Artworks Exhibition 2024” was held from 3–19 July 2024. There were 33 staff members participating in the exhibition with 81 artworks exhibited in the Verdant Art Gallery and Verdant Art Centre. The exhibited works encompass a wide range of masterpieces produced by our dedicated staff members from the Diocesan community. From paintings, handicrafts, digital photographs, Chinese calligraphy to other forms of avant-garde art, this exhibition aims to share with visitors the lesser-known artistic point of view of our colleagues. Through promoting this artistic exchange, the Arts Development Committee aspires to create a vibrant artistic atmosphere on campus thus encouraging more collaborations as we are stepping into the celebration of the 155th anniversary of our dear school. More importantly, it is believed that all these exhibitions pique the interest of our boys in art appreciation, and it is only a matter of time that a budding artist whose roots are in DBS will be nurtured to shine.
- On the morning of 9 July 2024, our Old Boys’ Association (DSOBA) and G10 boys visited the Hong Kong Heritage Museum to enjoy the exhibition titled “A Path to Glory - Jin Yong’s (金庸) Centennial Memorial”. It was an exclusive private tour of the exhibition featuring sculptures of iconic characters from Jin Yong's novels, created by renowned artist Ren Zhe (任哲). The tour was followed by a sharing session hosted by the exhibition curator, Mr. William Fong (Class of 2001). With the main theme of 「為國為民·俠之大者」, we hope to nurture and inspire our students to be responsible citizens and national pillars. Our Chinese Department, Citizenship & Social Development Department and DSOBA made a joint effort to organize this meaningful event and shared the wisdom and insights together. We all had a fantastic time exploring the contemporary Chinese treasures at the museum. It was a captivating experience that filled us with knowledge and fascination. Moreover, the visit was also an interesting lesson in National Education as the G10 students learnt more about Chinese Literature, Art and Culture in an interactive and multidisciplinary manner. The internal cohesion and the sense of belonging among all stakeholders were strengthened tremendously and the DBS Spirit has been handed down from generation to generation.
- Furthermore, we also implemented our experiential learning programs and advanced DBS culture by participating actively in various overseas training camps, competitions, performances, study tours, etc. The list is as follows:
  - (1) FIRST Tech Challenge Asia Pacific Open Championship 2024 (Sydney, Australia)
  - (2) Prefects’ Board Tokyo Training Tour
  - (3) Kyushu Cultural Tour

- (4) CSD Mainland Study Tour (Zhuhai)
  - (5) World Choir Games (Auckland, New Zealand)
  - (6) Melbourne Aviation Study Tour
  - (7) European History Tour (Poland, Germany & Austria)
  - (8) The Literary World of Austria & Czech Republic
  - (9) Woodwind & Brass Ensembles Singapore Competitions
  - (10) Chinese Orchestra Taiwan Exchange Tour
  - (11) Beijing World Robot Conference
  - (12) Sichuan Study Tour
  - (13) Japan Cultural Exchange Tour 2024 (Komaba High School)
  - (14) 「深港籃球交流團」
  - (15) 「拔萃乒乓球隊澳門交流團」(首屆粵港澳大灣區學界體育比賽乒乓球團體賽)
  - (16) 「2023–24 甫知方舟 STEM 北京交流團」
- All these trips were very fruitful and constructive as the boys learnt to support each other, make allowances for one another and take turns leading the whole group during the tours. Moreover, participants were also encouraged to present and share their interesting experiences with the Diocesan Community during morning assembly. Video clips were edited by students to show the highlights of the tours. These presentations further widened students' horizons, and thus enriched the whole DBS culture. Through these valuable learning opportunities outside classrooms, students cultivated their multiple intelligences and worthy qualities in the direction of all-round excellence and leadership. They maintained the highest level of achievements and were empowered to succeed in school and in life.
  - The Diocesan Media Group (DMG) continued to provide photography, videography, as well as media coverage for different school events and document the everyday life of Diocesans on the hill in the past school year. The DMG worked closely with the Music Department, Moral Education Committee, and various sports teams, etc. to create publicity materials and professional video clips to enrich students' learning experiences. Teachers and students worked enthusiastically to produce meaningful footage to inspire and unite members of the Diocesan Community. Diversified videos and lively, impressive and artistic photo galleries were published via the Diocesan Media Facebook and Instagram page to celebrate the all-round talents of our students throughout the school year. Tailor-made materials are of diverse topics: (i) values education and school heritage; (ii) determination, brotherhood and school spirit; (iii) personal growth, positive energy, moral fibre and students' wellbeing; (iv) music programs, art appreciation and STEAM education; (v) unity, challenges and competitions; (vi) experiential learning activities, study tours, and more. Through these digital presentations and online sharing, we provided our students with whole-person education and strengthened the bonding of all stakeholders.
  - In addition to the online video clips and photo galleries, Mr. Lee Moon Kee and the Diocesan Media Group continued to decorate the noticeboards around the School Hall with updated publicity snapshots in acknowledgement of students' excellent achievements in different areas. All these colourful pictures allowed us to boost our school spirit and brotherhood throughout the busy academic year.

- Lastly, many creative decorations, backdrops, flags, souvenirs, and banners, etc. were designed and made to ensure a high-energy atmosphere on the campus, and keep the strong school spirit alive, e.g., Apple Race decorations, House Meetings' mascots, G12 Graduation backdrops and so on. We received a good response from students, teachers, alumni, and parents. Our educational values and unique heritage were successfully preserved, promoted and perpetuated.

## Reflection

- With the resumption of activities at full speed after Covid, we had a more vibrant and productive school year in 2023–2024. However, departments, committees, stakeholders, and all parties in the school have been re-planning and implementing a variety of projects and programs, making the already fulfilling campus life even more hectic. Sometimes activities clash unavoidably, with restricted time, venues, and manpower resources. In the long run, we must work with excellent time management. Prioritising projects, arranging plans effectively, and making choices are crucial in the future, so that resources can be fully utilized and the development of the school can continue to prosper.
- According to the 2023–2024 data from “KPM17” (Affective Development / APASO Survey), we have satisfactory “Q-scores” in the following areas: “National Identity (Responsibility, Obligations)” (111), “National Identity (Proud, Love)” (116), “National Identity (National Flag, Anthem)” (114), “National Identity (Achievements)” (116), “School Atmosphere (Not Lonely)” (116), and “School Atmosphere (Belongingness)” (116). The great contributions and professional collaboration of all teachers and stakeholders are highly appreciated.
- 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 life 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 keep on enabling students to become rational, responsible, and law-abiding citizens with integrity and aspirations. With reference to the “Q-scores” (“KPM17”) in the domains of “Morality (Importance)” (94) and “Honesty (Act of Honesty)” (116), it is clear that we need to cultivate the virtues and temperament of our students continuously and there is always room for improvement to achieve high moral standards. Furthermore, it is also crucial for us to keep on strengthening our students' knowledge 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 (2024–2025, 2025–2026, 2026–2027), we have to continue to enrich our students' lives with virtues, and maintain a positive, harmonious, and energetic learning environment and atmosphere in DBS despite all odds.
- Regarding our Social Service Programs, after the evaluation meetings and debriefing sessions with students, we are grateful that the overall responses of the “G9 Gate-Painting Project” are overwhelmingly positive. The constructive feedback from one of the groups can be shared as follows (G9D): “(i) This was a very memorable experience for us, as we were able to see a perspective of society that we had never encountered before. As Diocesans, most of us enjoy good lifestyles and do not have to worry about issues like food and health. However, these

challenges are constantly faced by the elderly, and we need to learn to cherish and appreciate what we have in our daily lives. (ii) In addition, we learnt significant skills that are applicable in everyday life through our interactions with the elderly. These skills include adapting to their speaking styles, learning to respond quickly yet appropriately to their opinions, and engaging in topics where we have common ground. (iii) We strongly believe that the elderly deserve much better treatment than what they are currently experiencing. They have contributed to society throughout their lives, yet many still live alone in flats without the care and love they truly deserve. We believe that effective ways to help the elderly include bringing resource packs to their homes and visiting them regularly. This would ensure that they receive the care they need and alleviate their concerns about daily necessities, thus providing them with adequate financial and emotional support. (iv) Last but not least, we believe that the Hong Kong Government should send people to engage with the elderly, rather than solely providing financial aid. During the pandemic, many elderly individuals likely found themselves in a vulnerable emotional state, experiencing decreased happiness due to isolation and the need to stay home to avoid infection. By sending people to talk with them, the elderly can maintain a strong mental state while also caring for their physical health, ultimately fostering happiness during these uncertain times.” Apart from the above qualitative analysis, our data from “KPM22” is also encouraging: 50% of our junior students (G7–G9) participated actively in community services which is higher than the median (33.9%).

- Similarly, the review of the G10 Leadership Training Camp is also favourable and encouraging. From the perspective of quantitative analysis, we have constructive feedback according to the “2023–2024 Stakeholder Survey”. Our Teaching Faculty admires that “the school provides adequate opportunities for students to develop their leadership abilities” (item 64). Our students also agree that “the school actively develops their leadership abilities, such as providing training to class monitors and prefects.” (item 19) With the 5-point scale, our mean is 4.6 and 3.5 for teachers and students respectively. One group of students shared with us their experiences and feelings: “(i) We have trained as a collective over the past 4 days. Every morning before breakfast, we would gather in the courtyard and perform foot drills during the flag raising session. Every evening after dinner, we would gather in the courtyard once more to perform more foot drills. The weather was hot, and the training was rigorous. The coaches yelled at us constantly. Of course, it was for our own good. “YES SIR!” and “NO SIR!” became a staple part of our camp life. (ii) However, we learned many valuable lessons from foot drilling. Firstly, it trained our discipline. Foot drilling allowed us to get used to harsh conditions. We would usually march for 1 to 2 consecutive hours, but over time, we got used to it and could tolerate much harsher drills. Upon returning to our rooms late in the evening, we were all soaked with sweat and tired beyond belief. Yet, this dedication has paved the way for the successful parade that we experienced and shared together. (iii) Besides, foot drilling also demonstrates the unity of a group. Foot drilling puts strong emphasis on synchronization. All marchers are required to move in a uniform fashion. As such, it is essential that every marcher performs the corresponding moves. Hence, through foot drilling, we learnt how to work and sync with each other. We learnt how to listen to each other, how to connect with one another, and how to work as a team. (iv) Of course, foot drilling was only part of the camp’s agenda. Apart from foot drills, we also participated in a wall-climbing activity. This wall was not a typical rock-climbing wall, but a vertical wooden wall that was several meters high.

Participants had to rely on each other's strength to pull each other up the wall. Through this activity, we came to understand the importance of teamwork. Some things can only be accomplished with the help of a team. (v) Every single student had a part to play. It is our coordination and teamwork that enabled us to accomplish this activity, qualities that had to be nurtured. Teamwork is a quality that every good leader should have. Throughout this camp, our leadership skills were fostered and individually we grew as well."

- Promoting National Security Education has always been one of the important tasks of our school. Among the measures for safeguarding National Security, diplomacy certainly plays a leading role. On 25 April 2024, we were honoured to have Ms. Yan Li, a diplomat from the "Office of the Commissioner of the Ministry of Foreign Affairs of the PRC in the HKSAR", speak to our junior form students and teachers for an hour. In her talk, Ms. Yan introduced the structure and daily operations of our country's Foreign Ministry, enriching the participants' understanding of the importance of diplomacy in safeguarding the country's sovereignty, safety, and development interests, as well as in protecting and assisting Chinese citizens when they encounter difficulties overseas. A pleasant and friendly atmosphere prevailed throughout, as Ms. Yan engaged with the audience and distributed prizes to those who answered her questions correctly regarding geopolitical knowledge. During the final Q&A session, she patiently and professionally addressed the questions raised by our students, earning rounds of applause from the audience. As this talk also served as a professional development activity for teachers and a DBS community sharing event, a link to the video clip of the talk has been posted on the school website for the viewing of teachers, students, and parents who were unable to attend that day.
- Overall, it is undoubted that Values Education and Whole-Person Development are always our top priority. We believe that we must keep up the momentum to plan and organize diverse activities for National Security Education, Moral Education, Civic Education, Spiritual Education, Environmental Education, etc. and we are on the right track now. We are grateful and delighted that we got positive feedback from the "2023–2024 Stakeholder Survey". For example, "Stakeholders' Perception of School Climate" ("KPM14") is quite encouraging. With the 5-point scale, our mean is 4.3, 3.7 and 4.4 for teachers, students and parents respectively. In addition, "Stakeholders' Perception of Support for Student Development" ("KPM13") is also satisfactory. Our mean is 4.2, 3.5 and 4 for teachers, students and parents respectively. We sincerely look forward to implementing more inspiring and influential projects outside classrooms in the coming academic years to cultivate students' multiple intelligences and qualities in order to create all-round excellence and opportunities for character-building and leadership. With our strong determination and perseverance, all stakeholders are willing to collaborate and unite more to nurture our future pillars of the community. Following God's will, we are faithful and confident about the way forward.

### **Feedback and Follow-up**

- 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. There is a golden opportunity for us to do more in this domain due to the celebration of the 75th Anniversary of the Founding of the PRC in the next academic year

(2024–2025). Quite naturally, NSE and Values Education will be our major concerns in both the Annual Plan (2024–2025) as well as the new 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 4.2 (out of 5) and this good 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 (e.g., G10–11 values education periods), volunteer service, 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 objective “To Serve & To Lead” for many years. Therefore, we have an obligation to keep on strengthening our moral development and enriching our students’ lives and virtues. After the pandemic, 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 4.1 respectively which is rather uplifting. These favourable 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 resulting in illegal behaviour, violence, bullying, misconceptions and so on. We must continue to focus more on developing in all Diocesans and stakeholders the ability to examine, analyse, understand and respond to these many controversial social problems and moral issues in a decent, objective and appropriate manner. In other words, we need to enhance rational analysis, critical thinking skills and all-round self-improvement through 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 4.3 for students and parents respectively with a 5-point scale. This positive feedback further strengthens our philosophy of education to continuously promote quality extracurricular activities and well-rounded development. For example, the annual “Clubs & Societies Joint Recruitment Day” provided fun and exciting experiences for G7 boys at the beginning of term. We will 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 will carry on promoting and participating in more trend-setting activities such as various Academics / Science / Mathematics / Informatics Olympiads, i.e., all local, overseas and online tournaments; robotics, engineering, AI and STEAM competitions, etc., to lay the groundwork for new traditions. Ideally, these ECAs will 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.
- Furthermore, after the last academic year, we are grateful and delighted that we were able to 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 and enjoy our beloved Garden Fete once again on 12 November 2023. So, in the coming future, through the educational activities organized by the DSOBA, Foundation Limited, PTA, School Museum and other departments (e.g., Homecoming Concerts, Exhibitions, Inter-House Competitions, Seminars, Visits, etc.), we hope that students, teachers, parents and alumni can reaffirm our unique school history and mission and celebrate our 155th anniversary together 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) Student Performance**

#### Students' attitude and behaviour

Our students exhibit exceptional attitudes and behaviours that reflects their remarkable qualities. They exhibit a high level of intelligence and demonstrating ability to grasp complex concepts. Their minds are not only sharp but also flexible, allowing them to adapt and thrive in various situations.

These students are bursting with energy, approaching each day with enthusiasm and a zest for life. They are always eager to engage in activities, whether it be sports, music or Olympiads. Their dynamism and vitality inspire those around them.

A strong sense of unity, brotherhood, and belonging permeates this student body. They understand the importance of collaboration and support one another in their personal endeavours. This sense of community creates a nurturing environment where everyone feels valued and included.

In addition to their intelligence, these students possess a delightful sense of humour and quick wit. They can bring laughter and joy to any situation, fostering a positive and friendly atmosphere. Their expressiveness allows them to effectively communicate their thoughts and emotions, promoting understanding and connection.

These students are fast learners, absorbing new information with ease and applying it effectively. They are devoted to their studies and set ambitious targets for themselves, displaying a strong sense of determination and goal orientation. Their persistence and perseverance enable them to overcome challenges and achieve success.

Leadership qualities are also evident among these students, as they take initiative and inspire others to excel. They are natural leaders who contribute positively to the school community, guiding their peers and setting a positive example.

#### Students' participation and achievement

(i) Academic performance:

<b>School Data</b>			<b>Day School Figures</b>	
		<b>Year</b>	<b>Percentage</b>	<b>Percentage</b>
<b>HKDSE</b>	% of students who met the entrance requirements for local bachelor's degree programmes (3322)	2021	54.3	42.3
		2022	66.2	42.1
		2023	69.3	-
	% of students who met the entrance requirements for local sub-degree programmes (22+222)	2021	83.4	72.4
		2022	91.2	71.3
		2023	92.5	-

(ii) Non-academic performance:

In extra-curricular activities, we had satisfactory achievements in Olympiads, robotics, music, sports and other cultural competitions. A brief summary is as follows:

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

#### **International Junior Science Olympiad (IJSO) – HK Screening 2023**

First Class Honour	YUNG Yik Lun Keith	8D
	LEUNG Shiu Yat	9D
Second Class Honour	WONG Tsun To	8D
	BAI Shijun	9S
Third Class Honour	HUEN David	8D

The school won the 3rd runner-up team award in the event.

#### **20th International Junior Science Olympiad 2023**

One student joined the Hong Kong Team.

Gold Medalist	SUNG Tsz Ngo	10G
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### **Physics Olympiad**

#### **Hong Kong Physics Olympiad 2023**

First Honour	CHAN Chi Wah Mason	11D
	LEUNG Ngo Hei	11L
Second Honour	WANG Chi Ho	11D
	KHO Kit To	11L

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

#### **The “Safe Cracking” International Physics Tournament (IPT) 2024 – Hong Kong Regional Final**

The following team of students won the Championship in the tournament.

LEUNG Sze Long	10G
WANG Chi Ho	11D
CHAN Chi Wah Mason	11D
HU Yikuan	11G
KHO Kit To	11L

## The “Safe Cracking” International Physics Tournament (IPT) 2024

The following team of students participated in the tournament.

LEUNG Sze Long	10G
WANG Chi Ho	11D
CHAN Chi Wah Mason	11D
HU Yikuan	11G
KHO Kit To	11L

Overall : Second

## Hong Kong Young Physicists’ Tournament

The following team of students (Team 1) won the Gold award.

CHAN Chi Wah Mason	11D
KHO Kit To	11L
LEUNG Ngo Hei	11L
HU Yikuan	11G

The following team of students (Team 2) won the Bronze award.

WONG Tsun To	8D
YUNG Yik Lun Keith	8D
CHEUNG Nok Hei	9D
WONG Pak Ching	10S

## Sin Yin Physics Olympiad 2024

Merit	HO Shun Ngai	10G
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## Biology Olympiad

### International Biology Olympiad

Bronze	CHEANG Man Hin	12D
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## Hong Kong Brain Bee Competition 2024

Good	CHANG Shun Hei	11D
	CHAN Chung Tak Adrian	11G
	TO Ka Shun Timothy	10L
	LI Yiu	10G

Credit	LEUNG Rui Tai Brandon	11L
	LEUNG Sze Long	10G
	YUEN Yik Hin	10G

### **PolyU SCIENCE Young Talents Competition**

Top Merit Award	CHENG Ying Fung	11D
	CHIANG Shing Hin	11G
	LEUNG Ngo Hei	11L
	LEUNG Sze Long	10G

### **Mathematics Olympiad**

#### **China Mathematical Olympiad 2023 (Wuhan, China)**

One student represented Hong Kong to compete.

Silver Award	KWAN Yung Ho	10G
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#### **China Hong Kong Mathematical Olympiad 2023**

Four students represented Hong Kong to compete.

Silver Award	CHONG Tsz Sing	9S
	KWAN Yung Ho	10G

Bronze Award	LI Haolin	7G
	LOK Chi Sum	10G

#### **International Mathematical Olympiad 2024 (Bath, United Kingdom)**

Team Member (Rank 1–6)	KWAN Yung Ho	10G
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Alternate Team Member (Rank 7–12)	CHONG Tsz Sing	9S
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This is our 18th consecutive year with student(s) entering the IMO Squad (either Team or Alternate Members), since 2007.

#### **Hang Lung Mathematics Awards 2023**

Research Topic: Structure of Critical Groups of Circulant Graphs

Honourable Mention	PAHILWANI Himansh Vijay	9D
	CHONG Tsz Sing	9S
	WONG Tsz Ho	10D
	CHAVEZ MOCAN Lucas	10G
	CHAN Chi Wah Mason	11D

### American Mathematics Competition 12 (AMC) 2023–24

Overall: School Certificate of Merit

Certificate of Distinction (Top 5% worldwide)	WONG Tsz Hin	5J (Primary Division)
	LI Haolin	7G
	KWAN Yung Ho	10G
	KO Kin Fung Nicholas	11G

Certificate of Achievement at Lower Age	WONG Tsz Hin	5J (Primary Division)
	LI Haolin	7G
	PAHILWANI Himansh Vijay	9D
	LUO Zicheng	9S
	KWAN Yung Ho	10G

### American Mathematics Competition 10 (AMC) 2023–24

Overall: School Certificate of Merit

Honor Roll of Distinction (Top 1% worldwide)	CHONG Tsz Sing	9S
	HO Shun Ngai	10G
Certificate of Distinction (Top 5% worldwide)	WONG Tsz Hin	5J (Primary Division)
	KWAN Yung Ho	10G
High Achiever at Lower Age	WONG Tsz Hin	5J (Primary Division)
	HUI Pak Yu	8D
	CHAN Cary Sirui	8S

### American Mathematics Competition 8 (AMC) 2023–24

Overall: School Certificate of Merit

Honor Roll of Distinction (Top 1% worldwide)	ZHEN Yiu Dick Justin	7S
	HUI Pak Yu	8D

Certificate of Distinction (Top 5% worldwide)	CHAN Yat Hin Harold	7D
	YAU Chun Hin	7D
	LAM Sing Ayden	7S
	NG Tsun Kiu	7S
	WONG Ching Yu	7G
	WONG Tsun To	8D
	YUNG Yik Lun Keith	8D
	CHAN Cary Sirui	8S

### **Hong Kong Young Mathematics High Achievers Selection Contest 2023–24**

Overall: Champion

Individual Champion	CHONG Tsz Sing	9S
Individual 1st Runner-up	LI Haolin	7G
Individual 2nd Runner-up	LUO Zicheng	9S
First Class Honour (Top 40)	LIU Jia Yuan	8D
	PAHILWANI Himansh Vijay	9D

### **Sing Yin Secondary School Mathematics Invitational Contest 2023–24**

Overall: Champion

Individual Champion	KWAN Yung Ho	10G
Individual 1st Runner-up	CHONG Tsz Sing	9S
Individual 2nd Runner-up	LUO Zicheng	10G

### **Hong Kong Mathematics Olympiad 2024**

Kowloon Region: Champion

Overall: Champion (3rd consecutive year)

Best Performance	KWAN Yung Ho	10G
First-class Honour	LI Haolin	7G
	HO Shun Ngai	10G
Second-class Honour	PAHILWANI Himansh Vijay	9D

## Interschool Mathematics Contest 2024

Overall: Champion

### Individual Event

#### Junior Division (Grades 7–9)

Champion	WONG Tsz Hin	5J (Primary Division)
First Runner-up	PAHILWANI Himansh Vijay	9D
Merit (Top 10)	HUI Pak Yu	8D
	HO Hoi Ku	9D
	LUO Zicheng	9S

#### Senior Division (Grades 10–11)

Champion	HO Shun Ngai	10G
Merit (Top 10)	CHAVEZ MOCAN Lucas	10G
	WANG Chi Ho	11D
	SHING Yui Pong Anthony	11S

### Group Event

Champion	WONG Tsz Hin	5J (Primary Division)
	PAHILWANI Himansh Vijay	9D
	WONG Tsz Ho	10D
	CHAVEZ MOCAN Lucas	10G
First Runner-up	LI Haolin	7G
	LUO Zicheng	9S
	HO Shun Ngai	10G
	WANG Chi Ho	11D

## Olympiad in Informatics

### 全港中學生軟件開發邀請賽 2023

#### 進階級

金獎	王子昊	11D
	陳柏熹	12G
銀獎	盧卓爾	12G

## 基礎級

金獎	關容浩	10G
	駱志森	10G
銀獎	黃梓浩	10D
銅獎	何信毅	10G
	梁康承	10L

## 全國青少年信息學奧林匹克聯賽(香港賽區) 2023

一等獎	王子昊	11D
	高健豐	11G
二等獎	陳柏熹	12G
	盧卓爾	12G

## Hong Kong Olympiad in Informatics 2023–24

Grand School Prize: Champion

The Best First-Time Contestant (Junior Group)      HUI Pak Yu      8D

The Best Young Contestant      CHONG Tsz Sing      9S

### Junior Group

Gold Medal      HO Shun Ngai      10G  
CHONG Tsz Sing      9S  
HUI Pak Yu      8D

Silver Medal      WONG Tsz Ho      10D  
KWAN Yung Ho      10G  
ZHOU Richard Yixuan      10L

Bronze Medal      LOK Chi Sum      10G  
CHAN Cary Sirui      8S

### Senior Group

Gold Medal	WANG Chi Ho	11D
	CHAN Pak Hei	12G
	KO Kin Fung Nicholas	11G
Silver Medal	LIU Zi Yu	11L
	LO Cheuk Yi Ryan	12G
Bronze Medal	HSIA Yik To Ernest	11L
	BAI Shijun	9S

### **Canadian Computing Competition 2024**

#### Junior Group

Perfect Scorers	HUI Pak Yu	8D
	CHAN Cary Sirui	8S
	BAI Shijun	9S
	NG Sheung Yin	9P
	WONG Tsz Ho	10D
	LOK Chi Sum	10G
	ZHOU Richard Yixuan	10L
	LO Cheuk Yi Ryan	12G

#### Senior Group

Group 1	CHAN Pak Hei	12G
(Top 1% worldwide)	WANG Chi Ho	11D
	LIU Zi Yu	11L
	KWAN Yung Ho	10G

### **Robotics**

#### **First Tech Challenge Hong Kong Tournament 2023**

The following team of students won the “Inspire Award”.

#### **Team Royal Turtles**

DUONG Justin Wang Tou	11G
LEUNG Ngo Hei	11L
LEE Tsun Hin Oscar	11L
IP Shing Tsun	11D

CHAU Cheuk Nam Marcus	9P
WONG Luke Ho Fung	9T
CHUNG Kin Long	9M
LEUNG Sze Long	10G
KHO Kit To	11L
LEUNG Kwan Lam	8T
WU Hiu Nam	8S
HSIA Yik To Ernest	12L
HO Tsz Hei	8D

The following team of students won the “Winning Alliance Award”.

#### **Team Peasant Rabbits**

WU Chun Yuen	9G
LAM Tsz Yue Anson	9G
FOK Pak Hong	8S
YU Nigel Nathan Sau Yin	8G
TSANG Hau Hei	8S
LAM Bryden	9M
CHAN Chun Wang Hugo	8G
SHUM Cheuk Kiu	8S
FUNG Long Yiu	9L
LEUNG Rui Xiang Caden	8G
LO Hok Lam	9S

#### **Guinness World Record 2024**

Coached by two DBS old boys, TO Isaac Zachary (Class of 2017) and FUNG Ho Yat Aaron (Class of 2023), the following members of the DBS Robotics Team set a Guinness World Record for creating the smallest humanoid robot (141mm / 5.55 in) on 6 January 2024.

Team Members:

LEUNG Ngo Hei	11L
DUONG Justin Wang Tou	11G

#### **Science & STEAM Competitions**

##### **Inter-school Cybersecurity Competition 2023**

The following students won the Championship in the Inter-school Cybersecurity Competition.

Team Members:

TAM Ho Wang	10L
FUNG Man Lok	11P
MA Tin	11S

## Music

### **Western Music**

In the school year 2023–2024, we were excited to participate in the major ensemble events in the Hong Kong Schools Music Festival again, together with the Hong Kong Youth Music Interflows, and the Hong Kong Inter-school Choral Festival. Beyond Hong Kong, we participated in the World Choir Games 2024 held in New Zealand, the Singapore Raffles International Music Festival 2024, and the Xinqing Friends Beijing-Hong Kong Tsinghua Summer Music Camp held at TsingHua University, Beijing.

After months of preparation and hard work, our musicians gained: musical and cultural knowledge through the repertoire, creativity and empathy through various activities; ensembles to work together as teams; brotherhood through representing the school to perform and compete; and confidence to perform and shine on stage.

### Local Events

#### **2023 Hong Kong Youth Music Interflows**

Symphony Orchestra – Secondary (Class A)	Gold Medal
String Orchestra – Secondary (Class A)	Gold Medal

#### **Hong Kong Inter-school Choral Festival 2024**

DBS Senior Choir	Gold Award
DBS Intermediate Choir	Gold Award
DBS & HYS Intermediate Mixed Choir	Gold Award
DBS Treble Choir	Gold Award
DBS & DGS Junior Mixed Choir	Gold Award

Furthermore, through the festival's Artist-in-Residence programme, our Senior Choir had the privilege to work with and perform under the baton of Ms. Peng Meng-Hsien, director and conductor of the renowned Müller Chamber Choir. The experience of working with and learning from a world-class conductor, together with a joint-choir performance of a newly commissioned Cantonese choral work is truly an invaluable experience for our choristers.

#### **76th Hong Kong Schools Music Festival (2024)**

Our boys managed to achieve great results with 24 awards including success in choral and instrumental competitions:

## FIRST

Symphony Orchestra – Senior  
String Orchestra – Senior  
Concert Band – Senior  
Chinese Orchestra – Senior  
Best Secondary Boys' Choir of the Year  
Senior Boys' Choir (1st Division) – Chinese  
Senior Boys' Choir (1st Division) – Foreign Language  
Senior Mixed Choir (1st Division) – Foreign Language (with DGS)  
Junior Boys' Choir (1st Division) – Chinese  
String Ensemble – Junior  
Woodwind Ensemble – Quartet, Quintet and Octet  
Woodwind Ensemble – Combination of Different Instruments – Junior  
Brass Ensemble – Senior  
Vocal Ensemble

## SECOND

Church Music SATB – Foreign Language  
Junior Boys' Choir (1st Division) – Foreign Language  
Junior Mixed Choir (1st Division) – Foreign Language  
String Ensemble – Senior  
Piano Ensemble  
Pipa Ensemble

## THIRD

Senior Mixed Choir (1st Division) – Chinese Language  
Junior Mixed Choir (1st Division) – Chinese Language  
Woodwind Ensemble – Same Instrument – Senior

In addition to our music ensembles, our musicians managed to achieve great results with 12 Championships, 11 First runners-up and 9 Second runners-up, totalling 32 individual awards.

Other than participating in live performances, we also connected with saxophonists from the past ten years to produce a virtual music video to celebrate the 10th anniversary of the establishment of our Saxophone Ensemble.

## **Overseas Trips & Learning Tours**

### **World Choir Games 2024 – Auckland, New Zealand**

Due to the hard work of our senior choristers, we obtained fruitful results in World Choir Games 2024. Our Senior Choir captured the championship in the Contemporary Music (Equal Voices) category with a high score of 94.38 marks, while our Senior Mixed Choir obtained a Gold Medal Award in the Sacred Music (Acappella) category. Our senior choir was also invited to perform in the “Night of the Dragon” Celebration Concert with two Chinese Youth Choirs, receiving many positive remarks from the organization, our friends from other choirs, and the audience.

### **10th Singapore Raffles International Music Festival**

Our Woodwind and Brass Ensembles participated in 10th Singapore Raffles International Music Festival. Our Woodwind Quintet was awarded Gold in the Chamber Music Open Category while our Saxophone Quartet and Brass Quintet were both awarded Gold with Honours in the Chamber Music Secondary School Category. Moreover, our Chamber Wind Ensemble was awarded Gold with Honours in the Instrumental Ensemble Category.

Furthermore, our Chamber Wind Ensemble and Saxophone Quartet were invited to perform in the Gala Concert at Yong Siew Toh Conservatory of Music as winners of the Instrumental Ensemble Category and Chamber Music Category respectively.

During the festival, masterclasses were also arranged for our Brass Quintet and Chamber Wind Ensemble with Dr. Vanich Potavanich, Conductor/Music Director of Thailand National Symphony Orchestra and Royal Bangkok Symphony Orchestra. Our instrumentalists gained valuable feedback and broadened their horizons during the two masterclass sessions.

### **Xinqing Friends Beijing-Hong Kong Tsinghua Summer Music Camp**

Our instrumentalists were invited to participate in the captioned event at the Tsinghua University (13–16 August) and the Hong Kong University of Science and Technology (17–19 August) in Beijing and Hong Kong respectively. The instrumentalists rehearsed and performed with other outstanding young musicians from Hong Kong and Mainland China under the direction of the renowned violinist Lu Siqing.

## Chinese Music

### 第七十六屆香港學校音樂節 ( 2024 年 )

#### 團體項目

冠軍	中樂團 – 中學 – 高級組 二胡小組 – 中學組	拔萃男書院中樂團 二胡小組 – 楚頌
亞軍	琵琶小組 – 中學組	琵琶小組 – 春到沂河

#### 個人項目

冠軍	管子深造組	蔡培豐	10P
	嗩吶深造組	鄧閎耀	10P
	三弦深造組	梁兆一	9D
	二胡高級組	蘇柏匡	8T
	笛子高級組	杜耀清	7A
	簫高級組	杜耀清	7A
	笙高級組	盧睿風	7G
亞軍	笛子深造組	鄧宇希	10L
	笙深造組	洪仲熹	10L
	中阮深造組	張鏗鋒	10P
	琵琶高級組	梁兆一	9D
	馬林巴琴獨奏	陳丞熹	8S
	二胡深造組	莊嘉衡	7G
季軍	中國樂器獎學金	陳瑋鴻	11G
	高胡深造組	邱永甲	10L
	二胡初級組	鄭耕和	7J

### 2023 香港青年音樂匯演

中樂團匯演 ( 中學 C 組 ): 金獎      拔萃男書院中樂團

## 第十九屆「香港活力鼓令 24 式」擂台賽 ( 香港中樂團主辦 )

中學及大專院校組：冠軍

最佳鼓手獎 梁健風 11S

最佳鼓手獎 朱浚濠 12S

最佳創作獎

最佳隊形獎

自由式組：亞軍

指定曲目組《龍騰虎躍》：亞軍

指定曲目組《牛鬥虎》：亞軍

### 第五屆香港擊樂大賽

中學中國鼓合奏：銀獎 拔萃男書院中國鼓樂隊

## Speech

### 75th Hong Kong Schools Speech Festival (2023)

We obtained 10 First Prizes, 6 Second Prizes and 3 Third Prizes, totalling 19 awards.

#### Champion

Solo Verse Speaking, Non-Open Secondary 1, Boys	LEUNG Shek Yin	7D
Solo Verse Speaking, Non-Open Secondary 1, Boys	CHONG Ka Hang	7G
Solo Verse Speaking, Non-Open Secondary 2, Boys	CHEN Cheuk Tik Travis	8P
Solo Verse Speaking, Non-Open Secondary 3, Boys	WU Hon Nang	9D
Solo Verse Speaking, Non-Open Secondary 3, Boys	LI Ho Kiu Coleman	9G
Solo Verse Speaking, Open Age 14, Boys and Girls	LI Ho Kiu Coleman	9G
Solo Prose Reading, Non-Open Secondary 2, Boys	CHENG Wing Lun	8D
Solo Prose Reading, Non-Open Secondary 3, Boys	SUN Pak Wah Paxton	9L
Solo Prose Reading, Non-Open Secondary 5, Boys	LAU Alessio	11L
Public Speaking Solo Secondary 5	HAI Ching Yui Ian	11L

## 2nd Place

Solo Verse Speaking, Non-Open Secondary 1, Boys	WONG Long Hei Adrian	7D
Solo Verse Speaking, Non-Open Secondary 1, Boys	YUEN Man To Wilfred	7S
Solo Verse Speaking, Non-Open Secondary 1, Boys	WONG Yat Jing Caspar	7L
Solo Verse Speaking, Non-Open Secondary 2, Boys	CHAN Kei Chun	8P
Solo Verse Speaking, Non-Open Secondary 2, Boys	POON Ho Chun Zachary	8L
Solo Verse Speaking, Non-Open Secondary 3, Boys	TSANG Chun Hin Moses	9D

## 3rd Place

Public Speaking Solo Secondary 1 and 2	CHAN Yat Hin Harold	7D
Public Speaking Solo Secondary 3 and 4	LEUNG Tin Lok	9P
Solo Prose Reading, Non-Open Secondary 2, Boys	TING Tsz Woon	8D

## 第 75 屆香港學校朗誦節 ( 2023 ) ( 中文朗誦 )

### 冠軍

中學五、六年級基督教經文朗誦—粵語	陳耀生	12D
中學三年級詩詞獨誦男子組—粵語	馮浩翹	9S
中學三、四年級詩詞獨誦男子組—普通話	黃熙程	9S
中學一、二年級詩詞獨誦男子組—普通話	陳焯迪	8P
中學一、二年級詩詞獨誦男子組—普通話	莊嘉衡	7G
中學一、二年級詩詞獨誦男子組—普通話	黃高靖	7S
中學一、二年級散文獨誦男子組—普通話	陳焯迪	8P
中學一、二年級散文獨誦男子組—普通話	陳柏然	8P
中學一年級散文獨誦男子組—粵語	伍啟丰	7T

### 亞軍

中學五、六年級基督教經文朗誦—粵語	劉卓朗	11L
中學二年級詩詞獨誦男子組—粵語	陳柏然	8P
中學五、六年級散文獨誦男子組—普通話	劉卓朗	11L
中學一、二年級散文獨誦男子組—普通話	岑卓橋	8S

中學三年級散文獨誦男子組—粵語	何正禧	9S
中學二年級散文獨誦男子組—粵語	黃浚堯	8T
中學一年級散文獨誦男子組—粵語	伍俊熹	7A
中學一年級散文獨誦男子組—粵語	李晉旭	7S

### 季軍

中學五、六年級詩詞獨誦男子組—普通話	劉卓朗	11L
中學一、二年級詩詞獨誦男子組—普通話	陳柏然	8P
中學二年級詩詞獨誦男子組—粵語	陳焯彥	8D
中學五、六年級散文獨誦男子組—普通話	陳耀生	12D
中學五、六年級散文獨誦男子組—粵語	馬逸然	12D

### **2023-2024 年度全港青年中國古典詩詞朗誦比賽**

普通話初中組 優異獎	洪一極	8P
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### **2023 第五屆風雅之聲朗誦藝術大賽**

粵語青少組 金獎	黃高靖	7S
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## **Sports**

In the Inter-School Sports Competitions (Division One) organized by the HKSSF, we captured 16 Overall Champion Titles totally in 2023–2024 namely archery, athletics, badminton, basketball, beach volleyball, cross country, fencing, football, handball, hockey, indoor rowing, squash, swimming, tennis, tenpin bowling and volleyball.

## (4) Financial Summary

### Annual Financial Position Financial Summary for the 2022/2023 School Year

	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	37%
Donations, if any	N.A	1%
Other Income, if any	N.A	5%
<b>Total</b>	57%	43%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	72%	
Operational Expenses (including those for Learning and Teaching)	15%	
Fee Remission / Scholarship <sup>1</sup>	4%	
Repairs and Maintenance	2%	
Depreciation	7%	
Miscellaneous	0%	
<b>Total</b>	100%	
<b>Surplus for the School Year #</b>	0.38 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year #</b>	8.43 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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

<sup>1</sup> 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 the Education Bureau's requirements.

## (5) Appendix

Report on the use of the Capacity Enhancement Grant (2023-2024) is as follows:

Item	Use	People Responsible	23-24 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 Citizenship &amp; Social Development and Humanities subjects</li><li>● Teaching assistant for Mathematics and Science subjects</li></ul>	KKN KWC YTW	\$1,062,348
	Total:		\$1,062,348

Income: \$1,009,120

Expenditure: \$1,062,348

Difference: \$1,009,120 - \$1,062,348 = (-\$53,228)