



# **Diocesan Boys' School**

**School Report**

**2024–2025**

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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	244	243	232	216	214

\*Number of students as at 30.09.2025 including IB groups

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

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

First set target: To enhance learning and teaching effectiveness through Reading to Learn.

### **Achievements**

- Students have cultivated a habit of reading three times a week during the morning assembly period.
- After the implementation of the reading programme, the statistics regarding reading among the students in the stakeholders' survey have increased.
- From the online questionnaire's result, it was shown that teachers and students shared positive feedback about this reading programme which has provided personal satisfaction in reading for individual students, as well as satisfaction in accomplishments/assessments as they see the connection between reading (input) and assessment (output). This programme has reinforced the idea of summative assessment.
- The focus on *language* reading was successfully carried out this year, with English Language reading in the first term, and Chinese language reading in the second term.
- Some teachers walked an extra mile by conducting class presentations and discussions with the students based on the books they have read.

### **Reflection**

- This is a new attempt to boost students' reading interests after many years at DBS.
- The team encountered some challenges during the beginning of the programme as teachers were not clear about the reading objectives. Some teachers even used the lesson to teach students instead of letting them read. However, after frequent patrols and checking, teachers were able to perform their duties and carried out the reading programme well. Students were also able to focus during the reading time.
- Some teachers reflected that students had capacity to read more than the assigned books. As such, it is planned to provide more reading articles for students to read in G8.

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

- It is suggested that from this year onwards, reading texts will be extended from language-based to humanity-based. Students will be asked to read online articles from 4 humanity subjects, namely History, Chinese History, Geography and Citizenship, Economics and Society (CES).
- It is also suggested by some teachers that they can do more follow-up work during the reading lesson, e.g., to invite voluntary students to present their favourite books/characters or to conduct a character role play.

Second set target: To help students become more effective self-directed learners.

### **Achievements**

- All departments of academic subjects successfully fulfilled the requirements outlined in the

School's Self-directed Learning (SDL) Guidelines. Each department successfully ensured that at least one grade in junior forms and one grade in senior forms were engaged in SDL practices, where applicable. This widespread adherence has demonstrated a commitment to fostering SDL among students.

- A variety of assessment methods were employed to evaluate student engagement with SDL:
  - ❖ Video Clips: Many departments identified video clips as a significant component of SDL, enhancing the learning experience by providing visual and interactive content.
  - ❖ Google Forms and Project Work: Most departments utilized Google Forms for feedback and assessments, alongside project work, which encouraged students to explore subjects in depth.
  - ❖ Game-based Learning Platforms: Platforms such as Kahoot! were also effectively used for assessment purposes, making the learning process more engaging and interactive.
- To encourage student participation in SDL, most departments allocated subject marks ranging from 1% to 10%. This approach not only incentivized students but also integrated SDL into the overall assessment frameworks, promoting accountability and motivation.

### **Reflection**

- The overall evaluation of SDL by most departments was positive. Teachers noted that SDL effectively broadened students' horizons concerning relevant subject knowledge. This positive reflection suggests that SDL not only supports academic growth but also fosters a more comprehensive understanding of the subject knowledge taught.
- However, some teachers may still regard SDL as a form of traditional group project work, ignoring the necessity of catering for learner diversity and other individual differences. They also tend to underestimate the importance of giving timely feedback to students to improve their work.

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

- The implementation of SDL across departments has largely been successful, with effective assessment methods and positive evaluations regarding its impact on student learning. Continued support by the School in terms of manpower and resources, and refinement of SDL practices through in-depth discussions among teachers will further enhance its effectiveness in future academic years.
- Recommendations for future implementation include further exploration of diverse assessment methods and the potential expansion of SDL practices across additional grades, as well as the incorporation of SDL in cultural subjects.

Third set target: To equip teachers with teaching and learning strategies for using generative Artificial Intelligence.

### **Achievement**

- From the departmental reports on the implementation of AI, all departments reported active participation in AI implementation this year. A collective commitment to integrating AI into teaching practices was demonstrated. Active participation in workshops and training sessions

focused on AI was also reported, equipping faculty members with essential knowledge and skills for effectively utilizing AI tools in their teaching.

- AI discussion and experience sharing during the department panel meetings fostered a collaborative environment for the exchange of knowledge. Most departments conducted demonstrations of AI teaching applications, allowing educators to explore practical uses of AI firsthand.
- Classroom applications of AI including lesson preparation, assessments and creating mind maps for lesson consolidation were also reported. Specific AI tools were utilized for diverse tasks such as drawing 3D models, altering historical backgrounds, generating samples for student critique and creating simulation models for hands-on visualization. This variety underscores the adaptability of AI tools to different subjects and teaching styles.
- Experience-sharing extended activity planning to include comparisons of various AI tools, focusing on selecting the most suitable tools based on the specific topic teaching purposes. Successful workshops were conducted across departments, highlighting the value of collaborative learning and shared experiences in implementing AI strategies. Good practice was documented and shared in the academic meetings, promoting continuous improvement across all departments.

## **Reflection**

- The initiative to equip teachers with effective AI-centred teaching and learning strategies is progressing well, from personal to department level.
- Significant achievements in knowledge and skills development made this year, along with experience sharing enhance readiness for the upcoming year. The strategic incorporation of AI teaching into the annual plans of most subjects is set to be a key focus for ahead.

## **Feedback and Follow-up**

- Most departments recognise the positive impact of AI on student engagement and creativity, viewing AI tools as instrumental in enhancing lesson preparation and assessment processes. However, teachers have also expressed concerns regarding the limitations of AI in their subjects. Issues such as potential misuse of AI by students for assignments raise significant concerns about academic integrity, as well as questions about the authenticity and reliability of data generated by AI tools.
- To address these challenges, teachers emphasised the need for clear guidelines and strategies to monitor student interactions with AI, ensuring a conducive learning environment. Departments are encouraged to establish specific goals aimed at enhancing instructional strategies using AI tools. Teachers are working on developing dynamic lesson plans, learning materials, and homework assignments that promote self-directed learning and encourage student engagement aligning with the forward goals.
- Regular collaborative sessions will be scheduled for teachers both within and across the departments to share experiences and strategies related to AI-enhanced teaching and self-directed learning tasks. This collective approach will strengthen the integration of AI in the classroom while addressing the concerns raised by teachers.

**Major Concern 2:** To strengthen social emotional health in support of personal growth.

### **Achievements**

- Our school conducted a Positive Education and Resilience Survey to gain insights into the well-being and resilience of students, teachers, and parents. This initiative aims to identify strengths and areas for improvement within our community, allowing us to design targeted, school-based interventions that enhance overall well-being. By surveying some of the participants from Grades 7 to 12, along with their teachers and parents, we seek to create a comprehensive understanding of the various perspectives on resilience and mental health within our school environment. The survey was conducted in two phases: from September to October 2024 and from June to July 2025. This strategic approach will help us tailor our programs and support systems to better meet the needs of our community, fostering a more supportive and thriving educational atmosphere. Ultimately, our goal is to empower everyone involved and promote a culture of resilience and well-being throughout the school.
- The Head of the Student Guidance Team has launched an internal referral system aimed at the early identification and support of students with specific needs. This initiative is designed to ensure that students receive timely interventions and are directed to the most appropriate guidance services available. To facilitate this process, a clear guideline was developed for teachers, outlining key steps for identifying at-risk students and making referrals. This resource empowers educators to follow up students with signs of distress or academic challenges, enabling them to act swiftly and effectively. By fostering collaboration among teachers, members of the Student Guidance Team, social workers and professionals, the system ensures a more integrated approach to student welfare. Ultimately, this initiative reflects our commitment to nurturing a supportive school environment where every student can access the help they need to succeed and thrive both academically and personally.
- On August 27, 2025, a workshop was held to help teachers develop skills for addressing students' emotional needs. In partnership with a local counselling centre, the event attracted around 20 participants, including both new and experienced teachers. The session was highly productive, combining theoretical instruction with interactive role-playing activities. This practical approach enabled teachers to practice and refine their skills in a supportive setting.
- The Mindfulness Workshops for Grade 9 students in April 2025 and Grade 12 students in December 2024 were designed to assist participants in managing stress and improving their emotional well-being. Each session lasted about 50 minutes, taking place during lunchtime. These workshops play a crucial role in promoting mindfulness and supporting the emotional health of students within the school community.
- On 13 September 2024, a talk for Grade 7 parents was conducted by an experienced social worker focusing on helping students adapt to life in secondary school and improve their time management skills. The session provided valuable insights into the challenges students may face during this transition and offered practical strategies for parents to support their children. The social worker emphasized the importance of communication, organization, and setting priorities to help students manage their time effectively.
- A personal growth program consisting of eight lessons was run from February to May 2025. A group of Grade 8 students were invited to participate. These students were initially very quiet,

passive, and lacking in social skills. Over time, they began to connect with one another and engaged in various activities that helped them discover their strengths and weaknesses. School social workers supported the students in internalizing what they learned and working on self-improvement. Through outdoor activities, the students found the courage to step out of their comfort zones and take risks, which is truly commendable.

## **Reflection**

- The professional training for junior teachers revealed a pressing need for enhanced support in addressing students with emotional needs and misbehaviour. Many educators expressed a desire for clearer guidance, support and requirements regarding how to manage these situations effectively. Feedback from teachers highlighted a critical need for better support and guidelines in managing students with emotional needs and misbehaviour.
- Reflecting on the professional training in 24–25 for counselling and junior teachers, it is essential to continue enhancing our efforts in 2025–26. The positive feedback we received highlighted the importance of equipping educators with the latest insights into personal development and the well-being of students. Understanding these trends is essential, as they directly impact how we support our students' emotional and academic growth. By strengthening our training programs, we can create a more positive school climate that fosters resilience and engagement. Well-prepared teachers can offer critical guidance and support, helping students navigate their challenges more effectively. Investing in professional development not only enhances teacher skills but also builds a culture of care and empathy within our school. Members of the Student Guidance Team committed to furthering this initiative, ensuring that our educators are empowered to make a meaningful difference in the lives of their students. In addition, training on stress management, mindfulness and well-being awareness for students are possible developmental area.

## **Feedback and Follow-up**

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



**Major Concern 3:** To develop positive values towards self, community and nation.

**Major Concern 4:** To cultivate students' all-round abilities and strengthen our sense of belonging in celebration of our 155th anniversary.

### **Achievements**

- The enlightening “Values Education Periods” were planned and implemented again for all G10 and G11 DSE classes respectively in 2024–2025 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, Human Rights, Environmental Stewardship, Love & Sex Education, Frustration Education, Mental Health Awareness, National Identity for G10; and Team-Building & Leadership, Love & Sex Education, Financial Education, Stress Management & Mindfulness, Life & Death Education, National Security for G11. Our aim is to educate and nurture our boys continuously so that they will be more responsible, mature, considerate, rational, law-abiding and knowledgeable, with aspirations and integrity. Students' responses were exceptionally good with workshops or activities involving more physical movement. Most of the guest speakers and scholars of the seminars were very professional who delivered a high standard of talks.
- To echo the weekly Values Education Periods, our team is also keen on training students outside classrooms to become versatile leaders, national pillars and reliable global citizens who have discipline, empathy, logical thinking skills and problem-solving skills. 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 and channels. DBS boys were usually 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 G8 students, 2–3 in a group, served the elderly in Lok Man Sun Chuen in our “Gate-Painting Program” in January. 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 (one bag of rice) as Lunar New Year gifts to each family. Students also chatted with the elderly to understand their needs and reported the findings to the social workers of the centre for follow-ups. Our boys supported the residents sincerely, spreading a little cheer and hopefully helping them feel less lonely and isolated. Feedback from the elderly indicated that the students' visit was both enjoyable and sentimental. The elderly felt respected and appreciated the opportunity, as they seldom interact with the younger generation.
- Similarly, all G9 classes conducted another meaningful project for senior citizens in May. Elderly individuals and social workers from various community centres were invited to visit DBS. Chinese

orchestra performances and engaging games were organized for our guests. The students designed interesting activities for the elderly, ensuring that all participants were actively involved in the events with joy and laughter. Our boys gained valuable insights into the lives and experiences of the seniors. The programs successfully enhanced our students' compassion, communication skills, and sense of social responsibility.

- 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. 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, HKSKH Kindly Light Church (聖公會慈光堂長者鄰舍中心), SKH Holy Carpenter Church (聖公會聖匠堂長者中心), HKSKH Wong Tai Sin District Elderly Community Centre (聖公會黃大仙長者綜合服務中心), HKSKH Kei Oi Neighbourhood Elderly Centre (聖公會基愛長者鄰舍中心), Chung Sing Benevolent Society (鐘聲慈善社陳守仁長者鄰舍中心), PLK Lo Yau Yuk Sheung Neighbourhood Elderly Centre (保良局盧邱玉霜耆暉中心), HKSKH Kowloon City Children and Youth Integrated Service Centre, Hong Kong Guide Dogs Association, Lions Kidney Educational Centre and Research Foundation, World Wide Fund For Nature, and so on to give back to our society, and spread love and create happy moments for others. Through voluntary activities like Flag Days, 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 support the needy people of the community such as underprivileged children, ethnic minorities, chronically ill patients and single elders. We deepened their sense of civic engagement and awareness of societal issues.
- 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 UNICEF Club showcased the school's global commitment, raising funds and awareness to combat poverty in developing nations. IB and DSE peers organized activities together including hunger banquet and fundraisers, raising awareness about socioeconomic challenges in the less developed countries and supporting earthquake-affected children in Myanmar. Additionally, IB volunteers visited Tung Chung Silverjoy elderly home monthly. They organized Chinese handicraft workshops and performed Chinese music for the residents, fostering intergenerational connections. This initiative educated students to appreciate their culture and heritage while 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. Then the students can 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 (G11G: Li Yiu; G11G: Pang Kei Yin; G11G: 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, creativity 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 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 impactful 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., “Anti-Drug”, “Depression”, “White Dolphins & Marine Pollution” (Field Trip), “Cyber Bullying”, “Etiquette”, “Information Literacy”, “Be NetWise”, “Sustainable Urban Redevelopment” (Visit To The Mills), “Sexual Harassment”, “Stress Management”, “Dating”, “Pandas & Ecology Security” (Visiting the Ocean Park), “Campus Biodiversity”, “Indoor Bouldering”, “Internet Pornography”, “Historic Buildings & Conservation” (Visit To Ex-Sham Shui Po Service Reservoir), “Deepfake”, “Youth Crime Prevention”, “Financial Literacy”, “理解宇宙” (Seminar by 武向平院士 ; 院士進校園專題講座), “Rule of Law” (Visiting the Court of Final Appeal), “Chinese Calligraphy Workshops”, “Appreciating Chinese Culture, Art & Seals” (Visiting the CUHK Art Museum), “Military Security” (Visiting Chinese People’s Liberation Army’s Assault Ship “Hull 31”), and so on. We aim to enable students to become healthy, insightful, responsible and caring citizens with a sense of national identity, to develop respect for others, and 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. Generally speaking, before each ceremony, at least one rehearsal is 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., “Wuhan Study Tour” (By Mr. Jonathan Leung), “Shanghai Study Tour” (By Ms. Priscilla Ngai, Ms. Yvonne Choy & Mr. Brian Tang), “Beijing Jianshan Study Tour” (By Mr. Ma Tai Cho), “Shanxi Study Tour” (By Mr. Ng Suen Lun), “Guangzhou Sunac Snow Park Trip” (By Ski Team), “Guangzhou AI & Technology Exploration Tour” (By Ms. Chan Sau Chu & Mr. Wong Kwok Wai), “Aspirations & Goal Setting”, “Time Management”, “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.

- Furthermore, we encouraged students to participate actively in different celebration activities for the 75th Anniversary of the People's Republic of China. Our Robotics Team exhibited at the "Yau Tsim Mong Go Future National Day Celebration" in the West Kowloon Cultural District and the "Hong Kong and Shenzhen Schools InnoGala 2024" at the Wan Chai Harbourfront. They explained complex robotics concepts to RTHK, the general public and government officials. Exhibiting alongside FRC Team 6706 from Shenzhen Senior High School, fostered cross-border understanding and strengthened their sense of national identity within the context of the Greater Bay Area. Besides, our Chinese Orchestra and Senior Choir also performed in various concerts and cultural events to share the joy and patriotism together, e.g., "Celebration of National Day - The Next Generation Chorus Performance", "「璀璨藝匯」中華人民共和國成立 75 周年音樂會", "「心繫家國」— 慶祝中華人民共和國成立七十五周年暨聯校國民教育活動啟動禮", "慶祝中華人民共和國成立七十五周年升旗儀式暨國慶酒會" and so on. The Anniversary was a captivating experience that filled us with knowledge and insights. Moreover, these activities were also an interesting lesson in National Education which we all learnt effectively about the great achievements of our country in an interactive and multidisciplinary manner.
- 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 23rd August 2024, we hosted an Indoor Orientation Fun Day for all G7 students. The event, co-organized with Life Mastering Consulting Limited, focused on team-building exercises. During the activities held in the School Hall, Gymnasium and Student Activities Room, the G7 students were divided into groups and each group was guided by a mentor from the consultancy. 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.
- In addition to the Indoor Orientation Fun Day, our G7 Character Building Programs also included some post-examination activities scheduled on 11th January 2025. The theme of the event was "Failure Education" and we co-organized with the Methodist Centre for Quality Life Education. Its purpose is to encourage students to innovate, take risks, and embrace challenges. By viewing failure as a part of the growth process, students develop critical thinking, problem-solving skills, inventiveness, resilience, and perseverance. Adopting an optimistic mindset enables them to discover their personal value and pursue a fulfilling life. Moreover, this half-day program facilitated positive communication and cooperation 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. Besides, they also learnt how to make correct choices for themselves and valued each

other's personalities. The debriefing sessions after the activities made self-reflection, appreciation, and mutual understanding possible and rewarding.

- With good weather, we carried out the Apple Race Cheering Activities on 24th January 2025 successfully as our third event of the G7 Character Building Programs. We invited some senior boys of 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 classmates and teachers and grew to know each other better. Their sense of responsibility, interpersonal skills, synergy, mutual trust, class bonding, and school spirit were all strengthened.
- Besides, the new G7 Entrance Ceremony was also held successfully on Saturday, 24th August 2024 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 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 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 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 six 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 5th September 2024. 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, interesting, and efficient manner. The promotion of different activities was achieved in this dynamic expo.
- Our G10 Leadership Training Camp was held once again on 31st March–3rd April 2025 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 as a whole. 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 Thursday, 3rd April

2025, at the School Field with Mr. Jerome Leung, the President of DSOBA, as our Guest of Honour. Teachers, trainers, students and alumni all had a good time and shared pride and happiness together.

- 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 to celebrate our 155th Anniversary during the Garden Fete titled “Legends in Motion: Diocesan Athletics of the '60s and '70s”. This meaningful exhibition featured a diverse array of photographs, memorabilia, and interactive displays set in a simulation of the school field, highlighting the history and evolution of DBS Athletics during this vibrant period. Visitors encountered iconic artifacts, including photographs and trophies that symbolize triumph and perseverance. Each exhibit tells the story of remarkable athletes who have pushed the boundaries of human potential and inspired generations. The response to the exhibition was overwhelming. Visitors and guests had a lot of fun and reflections when they discovered the unity, sportsmanship, collaboration and hard work of the coaches, teachers and students who contributed selflessly to our community 60 years ago. Moreover, the exhibition explored the cultural significance of DBS athletics, illustrating how sports unite communities, promote teamwork, and foster a sense of brotherhood among students. By instilling positive values and encouraging school spirit, we aim to inspire current and future generations to embrace the legacy of excellence in athletics. This was a golden opportunity for all stakeholders and the public to learn more about the history 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 2024–2025, there were three events held, namely: (1) “Dr. Steven Chow's Maritime Memories Exhibition 2024”; (2) “G7 Installation Art Exhibition – Stick with Me 《癡身案世》” and (3) “Boundless: Diocesans’ Arts Exhibition 2025”. The “Maritime Memories Exhibition 2024” was a collaborative event with Dr. Steven Chow (Class of 1964) and the DBS Foundation Limited. The exhibition aimed to educate students about the history of battleships and foster an appreciation for model-making. Held from 7th to 17th November 2024 in the Verdant Arts Centre, the event successfully showcased 39 intricate models. Most of the visitors marvelled at the craftsmanship and aesthetics of the items and appreciated the dedication that the alumnus showed toward war history and the exquisite details of the battleship models. The event received widespread acclaim and the overall response from the students was encouraging and uplifting.
- The Installation Art Exhibition titled “Stick with Me” was held smoothly from May to June 2024. Because of its successful debut in the last academic year, the Committee decided to collaborate with the Drama Committee to arrange for a reboot of the exhibition from 7th to 18th October 2024 in the Verdant Arts Gallery. Participants were provided with earphones and iPad as soon as they set foot in the art gallery. They were navigated around the room after scanning the QR codes strategically laying around in the room. Upon closer examination, participants were able to relate the content of the drama episodes with the exhibits. Overall, this immersive style of exhibition was well received. Rather than a traditional onstage production, we sought to engage the audience in a more innovative and multi-sensory manner. The concept behind the project was

commendable and received positive feedback from visitors. More exhibitions of this format and style will be considered and implemented in the coming years.

- The “Boundless: Diocesans’ Arts Exhibition 2025” ran from 7th to 25th July 2025, showcasing the creative talents of 94 students through 94 artworks displayed at the Verdant Arts Gallery and Verdant Arts Centre. Commemorating the school’s 155th Anniversary, the exhibition featured a stunning collection of creative works, including traditional Chinese and Western paintings, digital photography, spatial design, ceramics, seal carvings, calligraphy, and experimental art forms. This event celebrated the imagination, innovation, and artistic excellence of the Diocesan community’s talented young artists. An opening ceremony was successfully held on 9th July 2025, where students presented their creative concepts to the Guest of Honour, the Headmaster, and the Headteacher. The exhibition received positive feedback, with colleagues expressing surprise at the high artistic talent of the boys. Some students even invited their parents to visit, further highlighting their pride in the event. Through promoting this artistic exchange, the Arts Development Committee aspires to create a vibrant artistic atmosphere on campus thus encouraging more collaborations and innovation. 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 even more brightly.
- With God’s grace and kindness towards us, the 155th Anniversary Gala Dinner was held successfully at the Hong Kong Convention and Exhibition Centre on Saturday, 30th November 2024. Students, teachers, alumni, parents, friends and distinguished guests all enjoyed the big celebration in the Grand Hall. The Foundation Limited, Old Boys’ Association (DSOBA), Parent-Teacher Association (PTA), Primary Division (PD), Prefects’ Board, Student Council, and Music Department all put a joint effort to organize this magnificent birthday party and shared joy and happiness together. The internal cohesion and the sense of belonging among all stakeholders were strengthened accordingly and the Diocesan spirit could be 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) Shanghai Cultural Tour 2024: CYY, WKN
  - (2) Chinese History Study Tour (Beijing & Shanxi): KIL, MC, SLN
  - (3) The UK Theatre Trip 2025: YKH, HKC, ASM
  - (4) World War History Study Tour 2025: BPL, KIL, SNY
  - (5) Sister School Exchange Tour (Beijing Jingshan): CC, TCM, CKF, HMC
  - (6) Ski Trip (Guangzhou Sunac Snow Park): LW, PYC, YSL, WCM
  - (7) New Zealand Biology Study Tour 2025: CCY, HML, JYC, SNY
  - (8) Kamikatsu Sustainable Development Study Tour: WKN, CYY, YHL
  - (9) FIRST Robotics Competition Shanghai Regional: THL, Issaac To, Aaron Fung, Andy Wong
  - (10) FIRST Robotics Competition Southern Cross Regional (Sydney): WKY, KMN, Issaac To, Aaron Fung
  - (11) The Netherlands & Belgium History Study Tour 2025: AH, YHL
  - (12) Basketball Team Training & Competition Tours (Dongguan & Shenzhen): YLL, Coaches, Old Boys

- (13) AI & Technology Exploration Tour 2025 (Guangzhou): SCC, KWW, THL
  - (14) CSD G11 Mainland Study Tour (Shenzhen): EW, CYY, FW, SKL, WKN, TCT, LSC, LHT, TCM, BPL, TWL, SMC, HT, GY, OLC, MWH, CT
  - (15) FIRST Tech Challenge European Premier Event 2025: KSM, PLW, Isaac To, Aaron Fung
  - (16) Taipei International Choral Competition 2025: FS, KHP, KW, Yuri Cheung, Holly Wong, Brian Goh
  - (17) International Cybersecurity Olympiad (Singapore): KWW
  - (18) The 6th Centennial Schools Mathematics Competition (Hunan): LTC
- All these trips were very impactful 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 and Flag Raising Ceremony. 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, lively, impressive, and artistic photo galleries were published via the Diocesan Media Facebook and Instagram page to cultivate all-round talents 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, AI and STEAM education; (v) unity, challenges and competitions; (vi) experiential learning activities, study tours, and more. Through these creative digital presentations and online sharing, we provided our students with whole-person education and strengthened the bonding of all stakeholders.
  - Apart from the online video clips and photo galleries, Mr. Gregory Yu, Ms. Sabina Chau and the Diocesan Media Group kept on decorating the noticeboards around the School Hall with updated snapshots for publicity in acknowledgement of students' excellent achievements in different areas. All these colourful pictures allowed us to boost our school spirit and camaraderie 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 or in the venues, and keep the strong school spirit alive, e.g., STEAM Fair, HKSKH Education Expo, G7 Entrance Ceremony Backdrops, Apple Race Decorations, House Meetings' Mascots, G12 Graduation Backdrops and so on. We received an enthusiastic 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, packed and productive school year in 2024–2025. 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. A special Vetting Committee has been set up to tackle the issues. Additional efforts will be needed in the new academic year due to the lack of venues caused by the renovation of the School Hall. In the long run, we must continue to work with excellent time management. Prioritising projects, arranging plans effectively, and making choices are crucial in the future, so that resources can be fully utilised and the development of the school can continue to prosper.
- According to the 2024–2025 data from “KPM17” (Affective Development / APASO Survey), we have satisfactory “Q-scores” in the following areas: “National Identity (Responsibility, Obligations)” (116), “National Identity (Proud, Love)” (116), “National Identity (National Flag, Anthem)” (116), “National Identity (Achievements)” (116). “School Atmosphere (Not Lonely)” (116), “School Atmosphere (Belongingness)” (116). The great contributions and professional collaboration of all teachers and stakeholders are highly appreciated!
- Promoting National Security Education has always been one of the important tasks of our school. Among the measures for safeguarding National Security, legislation certainly plays a leading role. On 2nd December 2024, we were honoured to have Mr. Lincoln Cheung from the Class of 1996 to speak about the National Security Law on our Second Staff Development Day. Mr. Cheung is currently a barrister at Virtus Chambers, providing litigation and advisory services in various civil matters. In his presentation, Mr. Cheung gave an overview of the National Security Law and highlighted specific measures on how our school could implement National Security Education effectively. Examples included debates and mooted trials to promote National Security Education in our extracurricular activities, which were all relevant and practical action suggestions. This staff development activity was incredibly successful and fruitful, as we gained valuable insights from the speaker. We believe that hosting similar seminars and sharing sessions in the future would greatly benefit our team. These activities can refresh our approaches to upholding professionalism and further equip us with the necessary skills to strengthen National Education. We look forward to more opportunities for learning and growth together.
- 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 keep on enabling students to become ethical, principled, responsible, and law-abiding citizens with integrity and aspirations. With reference to the “Q-scores” (“KPM17”) in the domains of “Morality (Importance)” (87) 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 “G8 Gate-Painting Project” are great. The constructive feedback from two of the groups can be shared as follows (G8D): (i) “The visit to the elderly home was enlightening. By engaging in simple activities like cleaning, painting the gate, and talking with the residents, we discovered that even small gestures can make a big difference in someone’s life. After this visit, we felt not only thankful and appreciative but also an overwhelming desire to further assist the elderly. We can fulfil this desire by spending our free time visiting elderly individuals and donating to NGOs that support them.” (ii) “We learned a lot, particularly how engaging in volunteer activities fosters a sense of community. We had a wonderful time chatting with the elderly, and serving them alongside our classmates was truly enjoyable. We discovered that community involvement in supporting the elderly is crucial for the future of our society. The entire G8’s participation in this meaningful activity positively impacted hundreds of lives. We also recommend that the school and government incorporate more mandatory volunteer activities into the curriculum, as achieving purposeful goals that assist the underprivileged—especially when done with classmates—benefits everyone.” 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 in 2023–2024 which is higher than the median (40.8%).
- 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 “2024–2025 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 4.5 and 3.4 for teachers and students respectively. One group of students shared with us their experiences and feelings: “(i) As team leader, I realized that it was my duty to encourage mutual support and give every member of my team an opportunity to shine. We achieved this during the hike, where we allocated different navigation checkpoints to each member of the team and supported everyone in successfully completing their part of the task. In the end, we were able to succeed, not because we were carried by a few strong individuals, but because we gave each and every member of the team an opportunity to achieve an individual win, and to celebrate those wins together as one unit.” (ii) “From this, I experienced how true leadership is not about standing up high and giving orders, or carrying the entire team on your back. A true leader sets a vision for the team, and is able to let go of the reins and trust in his teammates. A true leader recognizes talents among a pool of strengths, provides support in discouraging moments and facilitates communication. And at the end of the day, a true leader will help the team overcome their weaknesses, and celebrate each other’s growth.”
- 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 “2024–2025 Stakeholder Survey”. For example, “Stakeholders’ Perception of School Climate” (“KPM14”) is quite encouraging. With the 5-point scale, our mean is 4.4, 3.7 and 4.3 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. 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. It will be a golden opportunity for us to enhance our efforts in this domain and carry on with our tasks following the celebration of the 75th Anniversary of the Founding of the PRC. Quite naturally, NSE and Values Education will be our major concerns in both the Annual Plan (2025–2026) as well as the 3-Year School Development Plan (2024–2027). With the positive feedback from the “Stakeholder Survey”, most of the teachers acknowledge that “the school leads collaboration among subject panels and committees to actively implement values education” (item 63). The mean is 4 (out of 5) and this satisfactory result really motivates us to advance confidently in future. Under the whole-school approach, we must keep on cultivating our students’ ethical fortitude and making a special effort to strengthen their National Identity as well as develop their sense of belonging to the country. Therefore, we shall maintain the impetus and focus on some major aspects to fine-tune them gradually, e.g., curriculum planning and implementation, values education (such as G10–11 values education periods), volunteer service, mainland learning tours, National Anthem and National Flag Raising Ceremonies, etc.
- It has been 155 years since the founding of DBS. Our School was known as the “Diocesan Home & Orphanage” before, and we have been participating actively in volunteering and community service with the objectives “To Love & To Serve” (PD) as well as “To Serve & To Lead” (SD) for many years. Therefore, we have an obligation to keep on strengthening our moral development and enriching our students’ lives and virtues. After the pandemic, we have been restructuring and optimizing our “Social Service Committee” to carry on organizing different activities and service programs in a more effective and efficient manner to help participants foster a sense of care and respect for others. Quantitatively, according to the “Stakeholder Survey”, both students and parents agree and appreciate that DBS helps the boys “develop good moral character” (item 21 and item 10). With the 5-point scale, the mean is 3.6 and 4 respectively which is rather uplifting. These 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, illegal behaviour, violence, bullying, misconceptions, internet fraud and so on. We must continue to focus more on developing in all Diocesans and stakeholders the ability to examine, 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 4.2 for students and parents respectively with the 5-point scale. This positive feedback further strengthens our philosophy of education to promote quality extracurricular activities and well-rounded development continuously. For example, the annual “Clubs & Societies Joint Recruitment Day” provided fun and exciting experiences to G7 boys at the beginning of term. We have to further extend the scale of these activities in future and encourage teachers-in-charge and upper form students to use more props, gadgets and gimmicks in the expo to attract new recruits. In addition, we shall also plan and implement the new project of the “Experiential Learning Week” after the Mid-Year Examination in 2025–2026. These activities will provide valuable opportunities for students to apply their knowledge in real-world contexts, while developing a broad range of essential skills systematically.
- In addition, we have to carry on promoting and participating in more trend-setting activities like the various Academic / Science / Mathematics / Informatics Olympiads, STEAM Fair, robotics, engineering, AI and STEAM competitions (i.e. local, overseas and online tournaments), etc. to lay the groundwork for new traditions. Ideally, these ECAs can interface well with the newly implemented “Innovation and Design” curriculum, so that our students can be better equipped to face the different challenges of a pluralistic and rapidly changing world.
- Besides, over the last academic year, we have been grateful and delighted that we can advance at a rapid pace together and succeed in sustaining the momentum to preserve, promote and perpetuate our valuable school culture, heritage and traditions. For example, with sterling efforts from all stakeholders, we were able to organize the Garden Fete, 155th Anniversary Thanksgiving Service, Gala Dinner and HKSKH Education Expo successfully. So, in the coming future, through the educational activities organized by the DSOBA, Foundation Limited, PTA, School Museum and other departments (e.g., Homecoming Concerts, Exhibitions, Seminars, Visits, etc.), we hope that students, teachers, parents and alumni can reaffirm our unique school history and missions with great spirit and pride.

- Apart from schooling, DBS emphasizes the importance of whole-person development and lifelong education. Schooling means to only deliver academic knowledge; but our Hill, with its unique tradition, good ethos and educational beliefs, encourages students and alumni to pursue their dreams in music, sports, science, robotics, art, etc. We shall continue to offer students and all stakeholders reasonable freedom and support to pursue their passion.

### **(3) Student Performance**

#### Students' attitude and behaviour

Our students exhibit exceptional attitudes and behaviours that reflect 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

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 2024**

First Class Honour	YUNG Yik Lun Keith	9D
	HUI Pak Yu	9D
	WONG Tsz Tong Wayne	8D
	WAN Yat Hei	9D
	WONG Tsun To	9D
Third Class Honour	LIU Caleb	9G

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

## **Physics Olympiad**

### **21st Pan-Pearl River Delta and Chinese Elite Schools Physics Olympiad**

#### **Mechanics Test**

Second Class Award	CHAN Chun Wing	10L
	WONG Tsun To	9D
Third Class Award	PAHILWANI Himansh Vijay	10G
	HUI Pak Yu	9D

### **The “Safe Cracking” International Physics Tournament (IPT) 2025 – Hong Kong Regional Final**

The following team of students won the “Champion” in the tournament.

CHAN Raphael Tze Nok	11D
WONG Tsz Ho	11D
HO Shun Ngai	11G
CHAVEZ MOCAN Lucas	11G
WONG Ling Yu	11L

### **Hong Kong Young Physicists’ Tournament**

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

PAHILWANI Himansh Vijay	10G
CHAN Chun Wing	10L
WONG Tsun To	9D
HUI Pak Yu	9D
YUNG Yik Lun Keith	9D

The following team of students (Team 2) won the Silver Award.

KHO Kit To	12L
WONG Tsz Ho	11D
HO Shun Ngai	11G
CHAVEZ MOCAN Lucas	11G
WONG Ling Yu	11L

The following student from Team 1 will participate in the International Young Physicists’ Tournament 2025.

WONG Tsun To	9D
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### **Sin Yin Physics Olympiad 2025**

Merit	PAHILWANI Himansh Vijay	10G
	HUI Pak Yu	9D
	YUNG Yik Lun Keith	9D

## Chemistry Olympiad

### 2024 Australian Science Olympiads – Chemistry (ASOC)

High Distinction	YUNG Yik Lun Keith	9D
	HUNG Chung Hei	11L
	LEUNG Sze Long	11G
	LO Hao Lang Aaron	11L
	SUNG Tsz Ngo	11G
Distinction	TANG Yu Hei	11L
	CHING Tsz Lok	12L
Credit	LEE Jacob Pak Hei	9G
	LEUNG Hong Shing	11L
	YUEN Yik Hin	11G

### UK Chemistry Olympiad (UKChO)

Gold Award	HUI Pak Yu	9D
	WONG Tsun To	9D
	SUNG Tsz Ngo	11G
Silver Award	LEE Jacob Pak Hei	9G
	YUNG Yik Lun Keith	9D
	LEUNG Sze Long	11G

## Biology Olympiad

### Hong Kong Secondary School Health Exhibition Presentation Competition 2024

Bronze Award	CHIANG Shing Hin	12G
	LEUNG Rui Tai Brandon	12L
	LEUNG Sze Long	11G
	LAU Chung Kiu	11L
	SUN Ho Ting	11L
	TANG Yu Hei	11L

### International Biology Olympiad – Hong Kong Contest 2024

Honourable Mention for Schools: Diocesan Boys' School

Gold	SUNG Tsz Ngo	11G
Honourable Mention	WONG Tsz Kai	11D
	LEUNG Sze Long	11G
	TANG Yu Hei	11L



### **Hong Kong Brain Bee Competition 2025**

Finalist	AU Zi Qiao	11S
Credit	LAI Pak Yin	10L
	YUEN Yik Hin	11G
	LEUNG Sze Long	11G
Good	HO Ching Hei	10D
	LEUNG Tin Lok	10G
	LAU Yui Kiu	10L
	LI Chi Chun	11D
	TONG Cheuk Fung	11D
	HUNG Yat Ho	11G
	LAU Chung Kiu	11L

### **PolyU Science Young Talents Competition 2025**

Team with Excellent Performance	LEUNG Sze Long	11G
	SUNG Tsz Ngo	11G
	HO Shun Ngai	11G
	LOK Chi Sum	11G

### **Cornell Undergraduate Research Magazine Research Competition 2025 (Original Research Paper)**

Champion – Hong Kong	LEUNG Sze Long	11G
Honors Award	LEE Jin Wung Max	11G
	CHOW Pui Evan	11G
	FONG Tsz Chun	11G

### **Mathematics Olympiad**

#### **China Mathematical Olympiad 2024 (Ningbo, China)**

Two students represented Hong Kong to compete.

Silver Award	CHONG Tsz Sing	10D
	KWAN Yung Ho	11G

#### **China Hong Kong Mathematical Olympiad 2024**

Six students represented Hong Kong to compete.

Silver Award	CHONG Tsz Sing	10D
	KWAN Yung Ho	11G
Bronze Award	LI Haolin	8G
	PAHILWANI Himansh Vijay	10G
	HO Shun Ngai	11G
	KO Kin Fung Nicholas	12G

### International Mathematical Olympiad 2025 (Sunshine Coast, Australia)

Team Members (Rank 1–6)	CHONG Tsz Sing	10D
	KWAN Yung Ho	11G

This is our 19th consecutive year with students entering the IMO Squad since 2007.

### S.T. Yau High School Science Awards (Asia) 2024

Research Topic: An Investigation on Fractional Complexity

Honourable Mention (Top 5)	CHAN Sze Yin	12D
	LEUNG Sui Chit Moritz	12D
	LO Yiu Ki Astin	12D

### American Mathematics Competition 12 (AMC) 2024/25

Overall: School Certificate of Merit

Certificate of Distinction (Top 5% worldwide)	LUO Zicheng	10D
	KWAN Yung Ho	11G
	KO Kin Fung Nicholas	12G
Certificate of Achievement at Lower Age	WONG Tsz Hin	6J (Primary Division)
	LIU Zi Ang	8D
	WONG Tsun To	9D
	YUNG Yik Lun Keith	9D
	LUO Zicheng	10D

### American Mathematics Competition 10 (AMC) 2024/25

Overall: School Certificate of Honour

Honor Roll of Distinction (Top 1% worldwide)	WONG Tsz Hin	6J (Primary Division)
	CHONG Tsz Sing	10D

Certificate of Distinction (Top 5% worldwide)	YU Pak Hin Alston	7G
	LIU Zi Ang	8D
	CHENG Tin Yi	8S
	ZHEN Yiu Dick Justin	8S
	CHAN Cary Sirui	9S
	WU Hiu Nam	9G
	BAI Shijun	10D
	LUO Zicheng	10D
	PAHILWANI Himansh Vijay	10G
High Achiever at Lower Age	WONG Tsz Hin	6J (Primary Division)
	YU Pak Hin Alston	7G
	LIU Zi Ang	8D
	CHENG Tin Yi	8S
	XIA Weijun	8G
	ZHEN Yiu Dick Justin	8S
	HO Lap Hang	8G
	NG Tsun Kiu	8G

### American Mathematics Competition 8 (AMC) 2024/25

Overall: School Certificate of Honour

Honor Roll of Distinction (Top 1% worldwide)	YU Pak Hin Alston*	7G
	CHAN Hui Lok	8D
	TANG Sin Him Ayden	8S
	YAU Chun Hin	8S
Honour Roll (Top 5% worldwide)	LAM Sing Ayden	8D
	CHOW Ho Ting Alvin	8D
	KAN Yik Shun	8S
	NG Tsun Kiu	8G
High Achiever at Lower Age	LUI Parkson Bryan	4P (Primary Division)

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

### United Kingdom Mathematics Trust Mathematics Challenges 2025

#### Junior Mathematical Challenge (Grade 8 or below)

Gold Award	YU Pak Hin Alston*	7G
	YUEN Jayden	7D
Silver Award	TAM Shun Hang Lincoln	7S

### Intermediate Mathematical Challenge (Grade 10 or below)

Gold Award	ZHEN Yiu Dick Justin*	8S
	PAHILWANI Himansh Vijay*	10G
	TAN Chun Piu	7D
	YU Pak Hin Alston	7G
	CHAN Hui Lok	8D
	YAU Chun Hin	8S
	CHENG Cheuk Yin	9D
	WONG Tsun To	9D
	YUNG Yik Lun	9D
	WANG Tsun Tang	9S
	LEE Yin Jun	9G
	LAU Yat Chun	10G
Silver Award	LIN Lun	10D

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

### **Hong Kong Young Mathematics High Achievers Selection Contest 2024/25**

Overall: Champion (third consecutive year)

Individual Champion	LIU Zi Ang	8D
Individual 2nd Runner-up	ZHEN Yiu Dick Justin	8S
Individual 3rd Runner-up	LI Haolin	8G
First Class Honour (Top 40)	LIU Jia Yuan	9D
	WANG Tsun Tang	9S

### **Interschool Mathematics Contest 2025**

Grand School Prize: Champion

#### Individual Event:

#### Junior Division (Grades 7–9)

Champion	LIU Zi Ang	8D
2nd Runner-up	LI Haolin	8G
Merit (Top 10)	SHEN Arthur	6J (Primary Division)
	ZHEN Yiu Dick Justin	8S
	WANG Tsun Tang	9S

Senior Division (Grades 10–11)

1st Runner-up	PAHILWANI Himansh Vijay	10G
2nd Runner-up	BAI Shijun	10D
Merit (Top 10)	LUO Zicheng	10D
	WONG Tsz Ho	11D

Group Event: Champion

**Hong Kong Mathematics Olympiad 2025**

Kowloon (Region 2) Region (Heats): Champion

Overall (Finals): 2nd Runner-up

Individual Event (Heats):

Best Performance	KWAN Yung Ho	11G
First-class Honour	CHONG Tsz Sing	10D
	PAHILWANI Himansh Vijay	10G
	HO Shun Ngai	11G

Group Event (Heats): School of Best Performance

**Sing Yin Secondary School Mathematics Invitational Contest 2024/25**

Overall: Champion

Individual 1st Runner-up	LI Haolin	8G
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**Canadian Mathematics Contests 2025**

Fryer Contest (Grade 9 or below)

Top 1% Worldwide	YU Pak Hin Alston	7G
Top 5% Worldwide	WONG Pui Ho	8G
	CHENG Cheuk Yin	9D

Overall: 2nd Runner-up

Galois Contest (Grade 10 or below)

Top 1% Worldwide	PAHILWANI Himansh Vijay*	10G
	CHAN Cary Sirui	9S

Top 5% Worldwide	SHEN Arthur	6J (Primary Division)
	ZHEN Yiu Dick Justin	8S
	HUI Pak Yu	9D

Overall: 2nd Runner-up

#### Hypatia Contest (Grade 11 or below)

Top 1% Worldwide	KWAN Yung Ho*	11G
	HO Shun Ngai	11G
	LUK Chun Lok	11L

Top 5% Worldwide	LIU Zi Ang	8D
	WONG Tsz Ho	11D
	LOK Chi Sum	11G

Overall: 1st Runner-up

#### Euclid Contest (All Grades)

Champion	KWAN Yung Ho	11G
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Top 1% Worldwide	HUI Pak Yu	9D
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Students labelled with an asterisk (\*) achieved a perfect score.

### **Olympiad in Informatics**

#### **Hong Kong Olympiad in Informatics 2024/25**

Grand School Prize: Champion (third consecutive year)

The Best Young Contestant	HUI Pak Yu	9D
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#### Senior Group

Gold Medal	HO Shun Ngai	11G
	KO Kin Fung Nicholas	12G
	LIU Zi Yu	12L

Silver Medal	WONG Tsz Ho	11D
	LOK Chi Sum	11G

Bronze Medal	KWAN Yung Ho	11G
	ZHOU Richard Yixuan	11L

#### Junior Group

Gold Medal	CHAN Cary Sirui	9S
	HUI Pak Yu	9D
	CHONG Tsz Sing	10D

Silver Medal	LI Haolin	8G
	BAI Shijun	10D
	LUO Zicheng	10D
	NG Sheung Yin	10G

### 全港中學生軟件開發邀請賽 2024

#### 進階級

金獎	關容浩	11G
	何信毅	11G
	高健豐	12G

#### 基礎級

金獎	陳思睿	9S
	柏世鈞	10D
	梁康承	11L
	周逸軒	11L

### 全國青少年信息學奧林匹克聯賽（香港賽區）2024

一等獎	高健豐	12G
二等獎	何信毅	11G

### Canadian Computing Competition 2025

#### Junior Group

Perfect Scorers	LAI Yau Chai	7G
	LI Haolin	8G
	WONG Pui Ho	8G
	HUI Pak Yu	9D
	CHAN Cheuk Yin	9G
	CHONG Tsz Sing	10D
	NG Sheung Yin	10G
	WONG Tsz Ho	11D

### Robotics

#### First Tech Challenge Asia Pacific Open Championship 2024 (Sydney)

Our teams, Royal Turtles won the “1st place Inspire Award” and Peasant Rabbits won the “1st place Think Award”.

## World Robot Contest 2024 (Beijing)

We won three awards – The “FRC Alliance Champion”, the “FRC Rookie All-Star Award” and the “FTC Inspire Award”.

FRC – First Robot Challenge

FTC – First Tech Challenge

## 2025 HK Sumo Robot Competition (WRO HK)

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

Leader of Team DBS D	HO Kwok Hei	10D
Team DBS D (Lightweight category)	YEUNG Pak Hei	9G
	LAI Toby	9T
	LAW Cheuk Tung	8D

The following teams of students won the “Silver Award”.

Leader of Teams DBS A, B and C	HO Kwok Hei	10D
Team DBS A (Heavy category)	NG Kai Fung	8S
	WONG Chun Yuen Jorgen	7A
	WONG Nok Hei Ayden	7A
Team DBS B (Heavy category)	CHAN Wei Him	7S
	LIU Jason	7S
	WU Shek Hay Zetman	7S
Team DBS C (Lightweight category)	CHENG Cheuk Nam	9G
	TANG Cheuk Hin	9G
	YAN Zi Rui	8S



## HK First Tech Challenge (FTC) Robotics Competition

The following team of students won three awards – The “Winning Alliance”, the “Gold Award” and the “Machine, Creativity, Innovation Award”.

### Team A (Royal Turtles)

LEUNG Hong Shing	11L
CHUNG Kin Long	10P
FUNG Long Yiu	10P
WONG Hei Ching	10G
WU Chun Yuen	10G
HO Kwok Hei	10D
WONG Hon Kiu Clayton	9P
HO Tsz Hei	9D
CHAN Javier Bai Shen	8G
SHUM Pak Kiu	8G
XU Yin Tat	8D
CHING Chun	7S
WONG Wan Him	7P
CHOW Hiu Yin	7P
LAM Ho San	7S

The following team of students won two awards – The “Winning Alliance” and the “Gold Award”.

### Team B (Duong Invaders)

WONG Ling Yu	11L
WAI Anthony	10G
LAM Tsz Yue Anson	10P
PANG Yik Chun	10S
HON Jan	9D
WU Hiu Nam	9G
YU Nigel Nathan Sau Yin	9G
YEUNG Shing Hei	9J
TSANG Hin Shing Gabriel	9P
TSANG Hau Hei	9S
LAM Tin Yuet	8L
MAN Ching Tin	8S
TAM Lucas Ho Hon	8S
HUEN Daniel	7M
YEUNG Chun Yat	7P

## **IT, AI & STEAM Competitions**

### **MIT EWB (Engineering Without Borders) Science and Engineering Competition**

The following students won and were awarded Champion Team – Hong Kong.

Team Members:

CHUNG Preston	7D
MAN Yin Shun Ethan	7D
WONG Hin Hang	7D
WONG Horace Ching Yeung	7D
YAU Micah	7D

CHUNG Preston of 7D won and was awarded the Individual Champion – Hong Kong.

### **City I&T Grand Challenge 2 Competition**

It was organized by the Hong Kong Innovation and Technology Commission and HKSTP.

The following students were awarded the first runner-up in the Upper Secondary Group.

Team Members:

TAM Ho Wang	11L
TSUI Ki Kai Lake	11G
SO Pak Yin	11G
NG Chun Ming	11L

Theme: Management via Advanced Network of Drones (MAND)

定翼無人機協助管理郊野公園的監測系統方案

### **HKCERT Capture the Flag (CTF) Challenge 2024**

Secondary School Category	NG Sheung Yin	10G
Best School Award	LOK Chi Sum	11G
	TAM Ho Wang	11L
	ZHOU Richard Yixuan	11L

### **PolyU × NuttyShell Cybersecurity CTF 2025**

Secondary School Category	NG Sheung Yin	10G
First Place	LOK Chi Sum	11G
	TAM Ho Wang	11L
	ZHOU Richard Yixuan	11L

## Music

### **Western Music**

#### **77th Hong Kong Schools Music Festival (2025)**

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

##### FIRST

Symphony Orchestra – Senior: DBS Symphony Orchestra

String Orchestra – Senior: DBS String Orchestra

Concert Band – Senior: DBS Wind Orchestra

Chinese Orchestra – Senior: DBS Chinese Orchestra

Best Choir of the Year Award

Best Mixed Choir of the Year Award

Senior Boys' Choir (1st Division) – Foreign Language: DBS Senior Choir

Senior Mixed Choir (1st Division) – Chinese Language: DBS & DGS Senior Mixed Choir

Junior Boys' Choir (1st Division) – Foreign Language: DBS Treble Choir

Junior Boys' Choir (1st Division) – Chinese: DBS Treble Choir

String Ensemble – Senior: DBS Senior String Quartet

Piano Ensemble: DBS Piano Quintet

Woodwind Ensemble – Quartet, Quintet and Octet: DBS Senior Woodwind Quintet

Brass Ensemble – Senior: DBS Brass Quintet

Erhu Ensemble: DBS Erhu Ensemble A

##### SECOND

Senior Boys' Choir (1st Division) – Chinese: DBS Senior Choir

Senior Mixed Choir (1st Division) – Foreign Language: DBS & DGS Senior Mixed Choir

Church Music SATB – Foreign Language: DBS & HYS Intermediate Mixed Choir

Junior Mixed Choir (1st Division) – Foreign Language: DBS & DGS Junior Mixed Choir

Junior Mixed Choir (1st Division) – Chinese Language: DBS & DGS Junior Mixed Choir

String Ensemble – Junior: DBS Junior String Quartet

Woodwind Ensemble – Same Instrument – Senior: DBS Saxophone Quartet

Pipa Ensemble: DBS Pipa Ensemble

Vocal Ensemble: DBS & DGS Vocal Ensemble B

##### THIRD

Woodwind Ensemble – Combination of Different Instruments – Junior: DBS Junior Woodwind Quintet

Vocal Ensemble: DBS & DGS Vocal Ensemble A

On top of our music ensembles, our Western Musicians managed to achieve great results with 15 Championships, 10 First Runners-up and 13 Second Runners-up, totalling 38 individual awards.

### **Celebration of National Day – The Next Generation Chorus Performance**

To celebrate the 75th anniversary of the founding of the People's Republic of China, our Senior Choir was invited by the Government to sing in "Celebration of National Day – The Next Generation Chorus Performance" held in Art Park of the West Kowloon Cultural District (WKCD) on 30 September 2024.

### **2024 Hong Kong Youth Music Interflows**

The DBS String Orchestra competed at the 2024 Hong Kong Youth Music Interflows and captured a gold medal (above 90 marks) in the Secondary School category.

### **DBS Pre-Competition Concert 2025**

In preparation for the coming music festivals, our department held three pre-competition concerts on 24 January, 7 February & 8 February 2025, featuring performances from our large and small music ensembles.

### **Hong Kong Inter-School Choral Festival 2025**

Our Intermediate Choir and Intermediate Mixed Choir (with Heep Yunn School) participated in Hong Kong Inter-School Choral Festival 2025 – Competition cum Masterclass. Both choirs managed to capture Gold Awards (above 85 marks).

Furthermore, through the Festival's Artist-in-Residence programme, our Senior Choir had the privilege to work under the baton of Dr. Paul D. Head, Professor of Music and Director of Choral Studies Music of University of Delaware. The experience of working with and learning from a world-class conductor was truly an invaluable experience for our choristers.

### **DBS Homecoming Concert 2025**

DBS Homecoming Concert was successfully held on 12 and 13 July 2025 (Concert II & III) at the DBS Auditorium Yip Kit Chuen Concert Hall. All ensembles as well as guests from DSOBA and our sister schools were invited to participate. The splendid performances by our dedicated musicians were given a rousing reception from full-house audiences in both concerts. Due to the Education Bureau's announcement of class suspension and the anticipated adverse weather conditions, the school reached a decision to cancel Homecoming Concert 1 (11 July). The Music Department held "DBS End-of-Year Concert 2025" on 14 July, featuring our Symphony Orchestra and Chinese Orchestra.

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

5 of our instrumentalists were invited to participate in the captioned event from 16–20 August, 2025 at Tsinghua University in Beijing. The instrumentalists rehearsed and performed with other outstanding young musicians from Hong Kong and Mainland China under the direction of the renowned conductor Yu Hai.

### **Taipei International Choral Competition 2025**

The DBS Senior Choir participated in the Taipei International Choral Competition 2025 held in Taipei City in summer. Our choir achieved outstanding results by capturing the championship with Gold Medal in the Youth Choir as well as Male Choir categories. The choir entered in The Grand Prix Competition at the National Concert Hall and was awarded Third Place. Moreover, our conductor Mr. Felix Shuen was awarded Special Jury Prize for Outstanding Conductor.

## Chinese Music

### 第七十七屆香港學校音樂節 ( 2025 年 )

#### 團體項目

冠軍	中樂團 – 中學 – 高級組	拔萃男書院中樂團
	二胡小組 – 中學組	二胡小組 – 舞！舞！舞！
亞軍	琵琶小組 – 中學組	琵琶小組 – 逍遙遊

#### 個人項目

冠軍	噴呐深造組	鄧閔耀	11P
	板胡深造組	蘇柏匡	9T
	二胡深造組	陳臻睿	8S
	高胡深造組	陳臻睿	8S
	古箏高級組	林柏翹	8S
	笛子深造組	杜耀清	8A
	簫深造組	杜耀清	8A
	笙深造組	盧睿風	8L
	木琴獨奏組	許浩暘	8T
	馬林巴琴獨奏組	冼智宇	7M
亞軍	噴呐深造組	蔡培豐	11P
	笙深造組	沈顥麒	11P
	二胡深造組	蘇柏匡	9T
	高胡深造組	蘇柏匡	9T
	板胡深造組	陳臻睿	8S
	馬林巴琴獨奏組	周子逸	7T
	中阮高級組	廖子朗	7L
季軍	高胡深造組	邱永甲	11L
	揚琴深造組	梁政科	10G
	揚琴高級組	莫澔羲	8S

### 2024 香港青年音樂匯演

中樂團匯演 ( 中學 C 組 ) : 金獎

#### 「2024 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：冠軍最佳創作獎、最佳隊形獎

指定曲目組《龍騰虎躍》組：亞軍

## Speech

### 76th Hong Kong Schools Speech Festival (2024)

We obtained 7 First Prizes, 10 Second Prizes and 6 Third Prizes, totalling 23 awards.

#### 1st Place

Solo Verse Speaking – Non-Open Secondary 1 – Boys	HUNG Yi Tian	7G
Solo Verse Speaking – Non-Open Secondary 2 – Boys	LEUNG Shek Yin	8D
Solo Prose Speaking – Open Age 14 – Boys and Girls	CHENG Wing Lun	9G
Solo Verse Speaking – Non-Open Secondary 3 – Boys	CHEN Cheuk Tik Travis	9T
Solo Prose Reading – Non-Open Secondary 4 – Boys	SUN Pak Wah Paxton	10S
News Feature Presentation – Secondary 1 and 2	LUK Yu Shing Ashton	7D
News Feature Presentation – Secondary 3 and 4	CHAN Kei Chun	9S

#### 2nd Place

Solo Verse Speaking – Non-Open Secondary 1 – Boys	WOO Abraham Chung Tak	7P
Solo Verse Speaking – Non-Open Secondary 1 – Boys	YUE Yin Hang	7A
Solo Prose Reading – Non-Open Secondary 3 – Boys	CHENG Wing Lun	9G
Solo Verse Speaking – Non-Open Secondary 1 – Boys	LEUNG Tin Long	7S
News Feature Presentation- Secondary 1 and 2	LEUNG Tin Long	7S
Solo Verse Speaking – Non-Open Secondary 2 – Boys	YUEN Man To Wilfred	8S
Solo Verse Speaking – Non-Open Secondary 2 – Boys	WONG Long Hei Adrian	8D
Solo Verse Speaking – Non-Open Secondary 4 – Boys	TSANG Chun Hin Moses	10S
Solo Prose Reading – Non-Open Secondary 3 – Boys	CHAN Kei Chun	9S
Solo Verse Speaking – Non-Open Secondary 6 – Boys	LEE Sebastian Alric	12S

#### 3rd Place

Solo Verse Speaking – Non-Open Secondary 1 – Boys	LI Yat Shu	7G
Solo Verse Speaking – Non-Open Secondary 2 – Boys	LAW Cheuk Tung	8D
Solo Verse Speaking – Non-Open Secondary 3 – Boys	TSANG Hin Shing Gabriel	9P
Solo Verse Speaking – Non-Open Secondary 3 – Boys	POON Ho Chun Zachary	9P
Solo Verse Speaking – Non-Open Secondary 4 – Boys	LEUNG Ching For	10G
News Feature Presentation – Secondary 5 and 6	LI Chun Yin	11L

### 第 76 屆香港學校朗誦節 ( 2024 ) ( 中文朗誦 )

#### 冠軍

中學三、四年級散文獨誦男子組—普通話	黃熙程	10G
中學三年級詩詞獨誦男子組—粵語	岑卓橋	9S
中學三、四年級二人朗誦—粵語	陳焯迪	9T
	陳柏然	9T
中學三、四年級散文獨誦男子組—普通話	陳柏然	9T
中學二年級散文獨誦男子組—粵語	李晉旭	8S
中學一、二年級詩詞獨誦男子組—普通話	黃高靖	8S
中學一年級詩詞獨誦男子組—粵語	鄧鈞瀚	7T

### 亞軍

中學四年級散文獨誦男子組—粵語	馮浩翹	10S
中學三、四年級散文獨誦男子組—普通話	岑卓橋	9S
中學三、四年級詩詞獨誦男子組—普通話	潘皓雋	9P
中學三、四年級詩詞獨誦男子組—普通話	洪一極	9G
中學三、四年級基督教經文朗誦—粵語	黃浚堯	9T
中學三年級散文獨誦男子組—粵語	黃浚堯	9T
中學一、二年級詩詞獨誦男子組—普通話	莊嘉衡	8P
中學一、二年級詩詞獨誦男子組—普通話	勞永翹	8P
中學一、二年級散文獨誦男子組—普通話	梁天朗	7S
中學一年級散文獨誦男子組—粵語	梁天朗	7S
中學一年級詩詞獨誦男子組—粵語	梁天朗	7S
中學一年級詩詞獨誦男子組—粵語	張晉熙	7S
中學一、二年級詩詞獨誦男子組—普通話	李悅	7T

### 季軍

中學五、六年級詩詞獨誦男子組—普通話	王子介	11D
中學四年級散文獨誦男子組—粵語	何正禧	10D
中學三、四年級詩詞獨誦男子組—普通話	黃熙程	10G
中學三年級散文獨誦男子組—粵語	李卓祁	9J
中學三、四年級散文獨誦男子組—普通話	陳焯迪	9T
中學三、四年級詩詞獨誦男子組—普通話	陳焯迪	9T
中學一年級散文獨誦男子組—粵語	談駿彪	7D
中學一、二年級詩詞獨誦男子組—普通話	洪翊天	7G
中學一年級散文獨誦男子組—粵語	冼智宇	7M

### 2024–2025 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	9G
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### 2024–2025 年度全港青年普通話朗誦（公民教育）比賽

初中組

優異獎	洪一極	9G
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### 第二十七屆全港中小學普通話演講比賽 2025

九龍區初中組

優異獎	陳焯迪	9T
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## Sports

Turning to sports, this year, we entered a total of twenty Inter-School HKSSF Competitions. We did remarkably, capturing 17 Open Grade/Overall Championships in athletics, badminton, basketball, beach volleyball, cross country, fencing, football, handball, hockey, indoor rowing, lifesaving, squash, swimming, table-tennis, tennis, tenpin bowling, and volleyball; 5 Grand Slam in indoor rowing, lifesaving, swimming, table-tennis and volleyball; and all 7 Jing Ying Team Championships in athletics, badminton, basketball, cross country, football, handball and volleyball.

We retained the BOCHK Bauhinia Bowl Award for the 14th consecutive year and the Rising Star Award. We also won the Outstanding School Award in Jing Ying Team Tournaments for the 10th consecutive year.



## (4) Financial Summary

### Annual Financial Position Financial Summary for the 2023/2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	55%	N.A
School Fees	N.A	39%
Donations, if any	N.A	1%
Other Income, if any	N.A	5%
Total	55%	45%
EXPENDITURE (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%	
Total	100%	
Surplus for the School Year <sup>#</sup>	0.82 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year <sup>#</sup>	8.81 months of the annual expenditure	
<sup>#</sup> 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 (2024-2025) is as follows:

Item	Use	People Responsible	24–25 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	\$1,151,081
	Total:		\$1,151,081

Income: \$1,035,375

Expenditure: \$1,151,081

Difference: \$1,035,375 - \$1,151,081 = (-\$115,706)