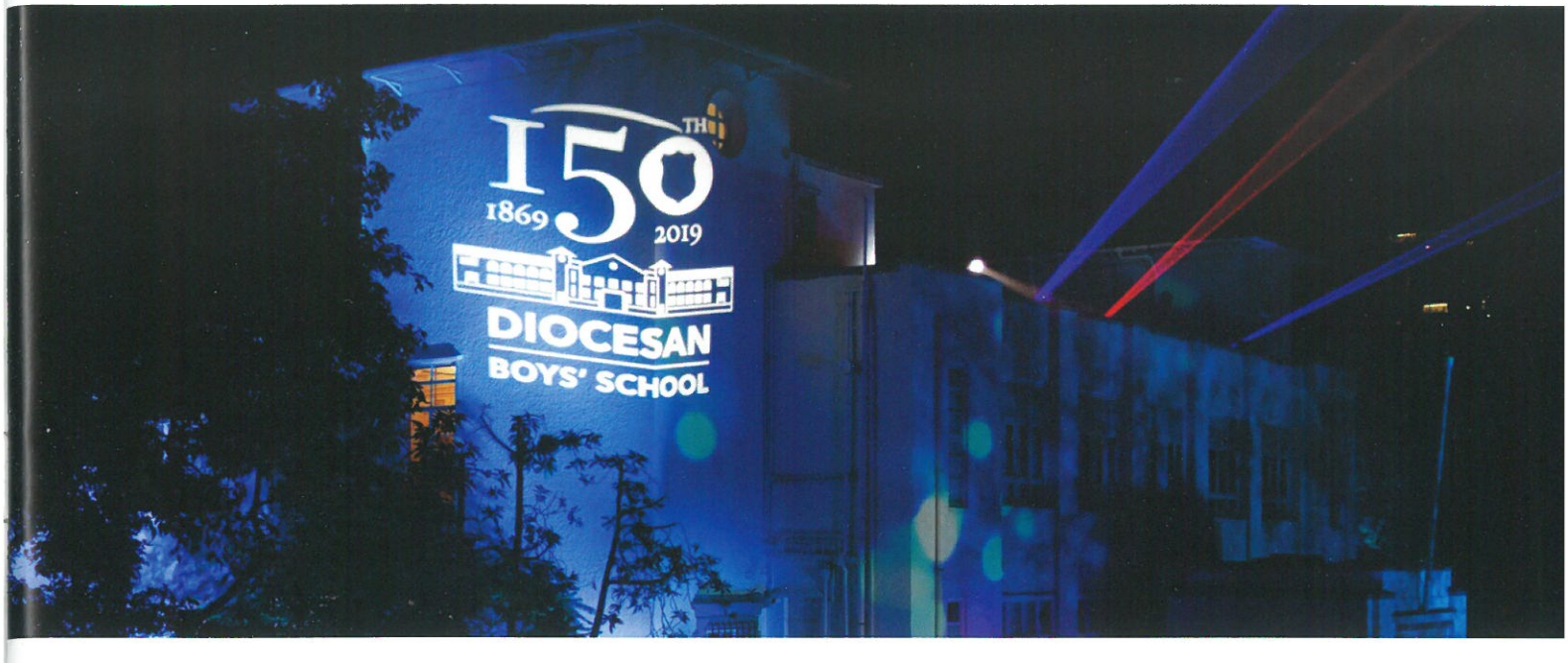
DIOCESAN BOYS' SCHOOL



PROSPECTUS

DIOCESAN BOYS' SCHOOL



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The history of the Diocesan Boys' School (DBS) dates back to 1869 when the Diocesan Native Female Training School was turned into an orphanage by the Anglican Church (a.k.a. Sheng Kung Hui) called the Diocesan Home and Orphanage (DHO) in 1870, renamed the Diocesan School and Orphanage (DSO) in 1892, the Diocesan Boys' School and Orphanage (DBSO) in 1902, and formally acquired its present name in the 1930s.

When the School first started it took in both boys and girls, mostly Eurasians or Europeans. However, after 1892, the School enrolled only boys, about half of whom were Chinese, sent by the parents who were impressed by the School's recognition of English teaching amongst Chinese community in and outside Hong Kong. When the School moved from Hong Kong Island to its present site in 1926, there were about 300 students. DBS maintained its established tradition of nuturing and educating children of expatriates and local Chinese. Such nurturance was attained by retaining a balanced mix of local Chinese and native-English speaking patriates. English has always been the medium of instruction in DBS; nevertheless bilingualism has long been a tradition of DBS as an imperative mean to strengthen its students with global vision.

It is the aim of DBS to provide a liberal education based on Christian principles. The School offers a well-balanced education for the development of the whole person, and to cultivate students with self-respect and self-esteem through relevant activities so that each student can be a man of integrity, discipline, devotion, industriousness, courage and gratitude. Apart from its renowned academic achievements, DBS is also well known for its extracurricular activities. Not only does the School excel in various sports and music, DBS has long history of providing numerous student-oriented activities such as drama, scouting, publication, social service, moral and civic participation, and a range of aesthetic experiences. The Boarding School has been an extraordinary feature of DBS since its establishment in the 19th century as an integral part to its emphasis on the importance of independent learning and development of soical skills.

Many DBS old boys have helped to form the very fabric of our society and are leaders in their respective fields, including architecture, the civil service, commerce, education, engineering, entertainment, finance, information technology, law, medicine and politics. DBS has joined the Direct Subsidy Scheme in 2003, established its own through-train Primary Division in 2004, and has been authorized as an I.B. World School by the International Baccalaureate Organisation in 2009.

HISTORY







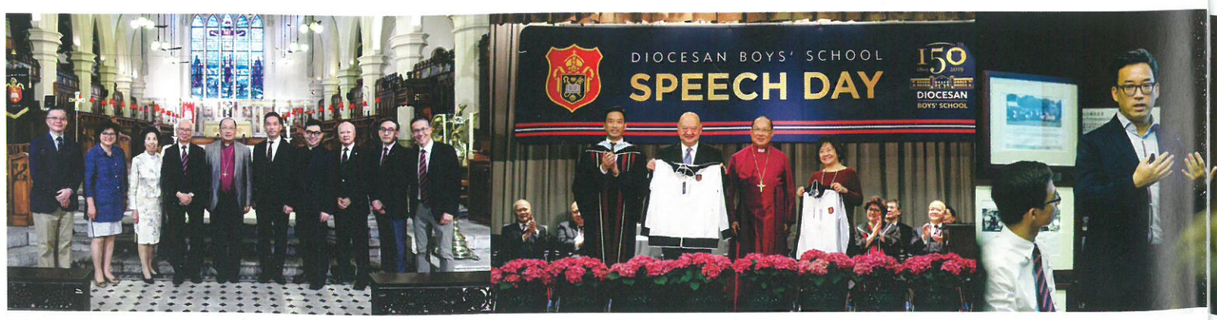


THE SCHOOL COMMITTEE

DBS is managed by the Diocesan Boys' School Committee, which is a body incorporated by a special ordinance.

The Diocesan Boys' School Committee holds regular meetings to ensure the smooth running of the school and to monitor the proper use of school fundings.
Members of the School Committee are:

The Most Reverend Dr. Paul Kwong (The Chairman & Supervisor)
Mr. Ronnie K.Y. Cheng (Headmaster)
Mr. Edward Wan
The Hon. Tommy Cheung, G.B.S., J.P.
Mr. John Lee, B.B.S., J.P.
Mr. Rin Lee
The Reverend Ross Royden
Dr. Pang Kin-kee, S.B.S.
Dr. Moses Cheng, G.B.M., G.B.S., O.B.E., J.P.
Mr. Martin Tam
Prof. Lam Chi Chung
The Very Reverend Samson Fan
The Very Reverend Matthias Der
Mr. Jat Sew-tong, S.B.S., S.C., J.P.
Mr. Stanford Kuo
Mr. Jerome Leung



THE SCHOOL MANAGEMENT COMMITTEE

The School Management Committee encourages and facilitates autonomy of school management. There is direct involvement of the teaching staff representatives in internal affairs, particularly in areas such as the periodic review and development of the curriculum, teaching methodology and staff development.

Members of the Committee are:

The Headmaster
A Deputy Headmaster (to be elected by Deputy Headmasters)
Two Members of the Teaching Staff (to be elected by Teachers)
A School Committee Member
The Financial Controller
A Parent Member Representative of the D.B.S.P.T.A.









VISION

The vision of our school is to equip our students with the sound knowledge, worthy qualities, dynamic social and technical skills they need to become contributors to society and leaders with integrity in a diverse and ever-changing world.









MISSION

The mission of the school is to provide a liberal education based on Christian principles. To realize this stated mission, the school has set the following objectives:

- To offer a well-balanced education for the development of the WHOLE person.
- To maintain well-established school traditions.
- To nurture a unique cultural identity.
- To achieve self-respect and self-esteem so that each student can be a man of integrity, discipline, devotion, industriousness, courage and gratitude.
- To promote multiple intelligences so that students can fully develop their talents.
- To equip our students to become life-long learners with a solid foundation of knowledge, essential qualities of good character and proper social and technical skills in order to achieve success in the future.











THE DIRECT SUBSIDY SCHEME

The School Committee envisages that being the youths of the new millennium, our boys need to be well-equipped to respond to local needs, as well as to anticipate regional and international challenges. The School Committee thus considers that DBS should join the "Direct Subsidy Scheme" (DSS) in order to fulfill their promise of providing a balanced curriculum for all students.











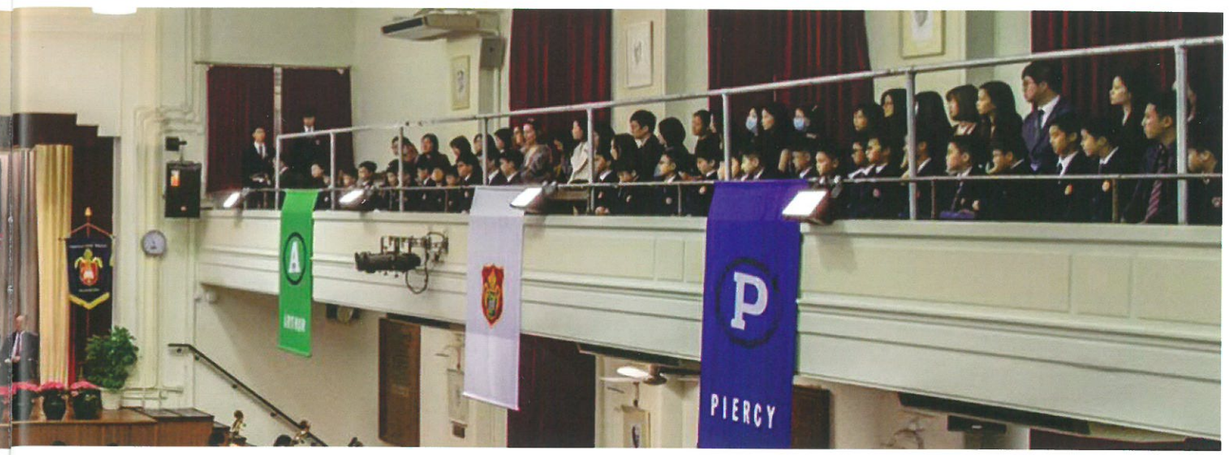
By joining the DSS, the School Committee aims to expand its autonomy in:

- Engaging external specialists / consultants to work with the school.
- Acquiring, deploying and reserving resources to best meet the needs of the school, particularly in targeted areas such as language proficiency, IT literacy and student enrichment programmes.
- Administering its own fee remission and other subsidies for the benefits of students in need.
- Administering awards and scholarship schemes to reward and encourage achieving students.
- Setting and revising school fees appropriate to the situation of the school.
- Appointing staff, local or expatriate, based upon the needs of the school.
- Rewarding staff who have positively contributed to the well-being of the students.
- Setting and revising salary scales and fringe benefits in order to attract and retain teaching and administrative staff of the highest calibre.









CLASSES

Medium of Instruction

Lessons in all subjects are conducted in English, with the exception of Chinese subjects.

Class size and structure

Grade		No. of Students per Class	No. of Classes
Grade 7 to 9		27	9
Grade 10 to 12	NSS	28	6
	IB	30	2

Grade 7 to 9 are streamed into nine sets:

(D) DAVID – He was the most devoted King of the Israelites. He served God with total obedience. Under his sovereignty, his kingdom was very prosperous. He was a young champion for God who defeated Goliath.

(S) SAMUEL – He served God as a judge, prophet and priest, three duties in one person. He anointed Saul and David to be the first and second King of Israelites. He responded to God's calling at a young age.

(G) GIDEON – He was a judge and a warrior in the old testament who sought the Lord's confirmation in his decisions. He also once fought a victorious battle over the Midianites not by a large army but by a very small and elite group of warriors selected by God. He was an upholder of justice.

(P) PETER – He was the church leader after the ascension of Jesus. He was appointed by Jesus to be the foundation of the early church and called him to take good care of the church members. He was very good in speech although he was not well educated. He was an apostle chosen by Jesus and assigned a leadership role.

(M) MOSES – He was the great hero who rescued his people out from slavery from Egypt. God issued the Ten Commandments to his people through Moses. He was the spokesperson for Christ in the deliverance of Israelites from Egyptians.

(L) LUKE – He was the writer of the 3rd Gospel. He was also a doctor. His gospel focused on how God saved the whole world of all nations, no matter poor or rich, local people or foreigners. He was a healer.

(A) JOSHUA – He was born in ancient Egypt and travelled with Moses and the people of Israel from Egypt to Canaan. On Moses' death, he was appointed leader. He showed great faith and courageous leadership at the battle of Jericho. The name "Joshua" is essentially the same name as "Jesus". He displayed qualities of leadership, resilience and consistency.

(J) JOHN – He was the beloved disciple of Jesus. When Jesus was nailed on the cross, he entrusted his mother his mother to John's care. He was known for his devotion to God.

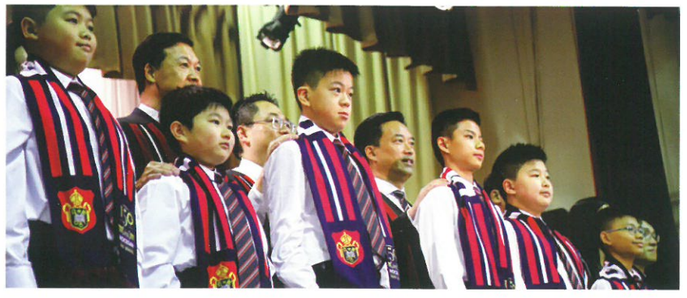
(T) TIMOTHY – He was the beloved disciple of Jesus. When Jesus was nailed on the cross, he entrusted his mother his mother. He was known for his devotion to God.

THE GENERAL CURRICULUM

The recommended syllabuses of the Curriculum Development Institute set the backbone of the DBS curriculum which provides a holistic and liberal education to the students, thereby enabling them to stand up to challenges and make use of different opportunities in this ever-changing world. Specifically, the school will place particular emphasis on language skills, information technology, physical education and music, which are the building blocks of an all-round student to ensure his future success.

The curriculum is so designed and structured that students may get a balanced and systematic education which fosters an environment that implants in the students a yearning for knowledge, a good aesthetic sense, an unfaltering desire to transcend even the best, and a lifelong self-initiated pursuit of all these quintessential attributes.

All students will have hands-on participation in services of their choice to fulfil their service requirements. Through their participation in services, students will be able to raise their social awareness, develop and internalize their positive values and moral standards.











ACADEMIC RESULTS



2019

N.S.S.



Chow Bak Yue	Eight 5**		
Chu Check Hei Leo	Six 5**	&	Two 5*
Lee Wang Hon	Six 5**	&	Two 5*
Fong Asa Sergei	Six 5**	&	One 5*
Kwok Chin Hin	Six 5**	&	One 5*
Li Kwing Hei	Six 5**	&	One 5*

Remarks:
The above results included both Mathematics Extended Modules 1 and 2

I.B.

Chan Ho Lung	45 points
Chan Yu Kiu Elkie	45 points
Lau Hoi Shun Lucas	45 points
Wong Man Kit	45 points
Yeung Geshi	45 points
Zhu Hongyi	45 points
Average Score of Graduates:	40.3 points





2018



N.S.S.

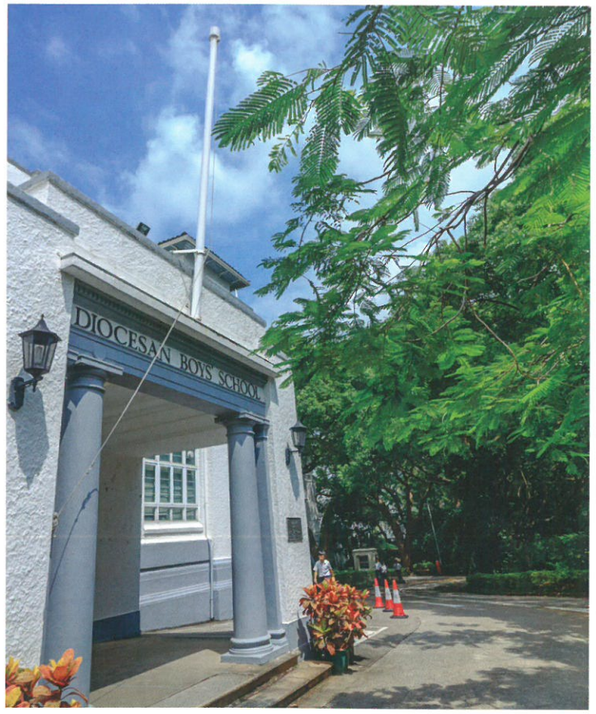
Sum Ka Ho	Eight 5**		
Yuen Tsz Kin	Seven 5**	&	One 5
Yuen Wai Yan	Six 5**	&	Two 5*
Wong Ting Hei	Four 5**	&	Four 5*
Tang Tsz Yeung Alvis	Four 5**	&	Three 5*

Remarks:
The above results included both Mathematics Extended Modules 1 and 2

I.B.

Dai Siu Fung Ryan	45 points
Hui Yi Hong Ian	45 points
Lau Yan Ho Jeffrey	45 points
Lau Yik Ming	45 points
Mak Ryan	45 points
Wong Douglas Christopher	45 points
Yip Cheuk Lam	45 points
Yip Kui Chiu	45 points
Average Score of Graduates:	41 points









THE NEW SENIOR SECONDARY CURRICULUM





The New Senior Secondary Curriculum is one of the focuses of the current education reform in Hong Kong. The cohort of 2006 is the first batch of students studying under the new academic structure – instead of undertaking five years of secondary education plus two years of post secondary studies, they will have three years of junior secondary and three years of senior secondary education.

To keep abreast with the new academic structure, we offer a broad and balanced New Senior Secondary (NSS) curriculum to our boys. They have to take four core subjects (English, Chinese, Mathematics and Liberal Studies) and select three among fifteen elective subjects (including French). This curriculum is cohered and can ensure that our boys have a diversified choice of subjects to suit their interests, needs and abilities.

To facilitate whole-person development of our boys, they will be required to acquire other (non-academic) learning experiences (OLE) both within and outside school hours. These experiences include moral and civic education, community service, career-related experiences, aesthetic development and physical development.

The school's chosen curriculum design aims to enable our boys to excel their language and numerical abilities, to broaden their knowledge base, and to possess capabilities of critical thinking, independent learning and interpersonal skills to meet the ever-changing challenges of our society.



THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

As an authorized IB World School, DBS offers the International Baccalaureate Diploma Programme (IBDP) to students entering their senior secondary school years. Students who elect to take the IB begin in grade 10 with a rigorous bridging year to help them develop the needed skills before transitioning to the final two years of the IB Diploma curriculum.

The IB is often characterised as a university preparatory course, and most DBS students who choose IB apply with the intention of continuing their studies overseas. However, our IB graduates have had equal success applying to local universities through Non-JUPAS admissions. Students of all backgrounds and those with diverse academic needs are well served by the holistic and well-rounded approach of the IB, which encourages both breadth and depth of knowledge and understanding in all subjects. The curriculum demands the best from both motivated students and teachers, and the two-year diploma-level courses in grades 11 and 12 cover a wide range of academic subjects including Languages, Sciences, Humanities, Mathematics and the Arts. The programme has a history dating back to 1968, and has been offered to over 700,000 students in more than 130 countries. IB Diploma Programme graduates are welcomed and highly regarded by leading universities all over the world.

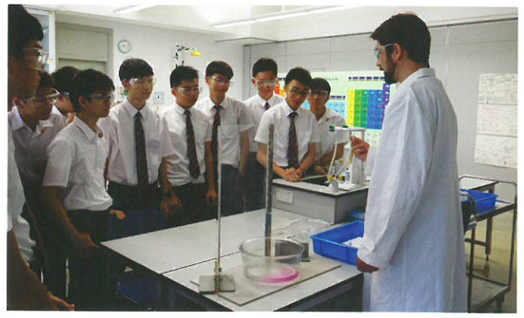


The Benefits of the IB Diploma Programme

The IB Diploma Programme nurtures in students the ability to act and think independently, manage their time wisely, and set high expectations for themselves and others. Typically, graduates are ready to engage with world issues from an international persepective and provide leadership and support in both local and global communities. They show a capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinion. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have different or even opposing perspectives of the world.











Broad Spectrum of Subjects

IB Diploma Programme students choose to study six subjects - one from each of the subject areas highlighted in the following diagram:



Integral to the IB Diploma Programme are the interdisciplinary and cross-curricular skills and traits described by the IB Learner Profile, and which are also explicitly taught through the three core requirements:

1 Theory of Knowledge (TOK) :

This is an internally and externally assessed interdisciplinary component that explores the different concepts of knowledge found in all the subject areas. Because students study six subjects simultaneously, TOK teachers can, for example, ask students to compare a historian's approach to problem solving with that of a scientist.

2 Creativity, Activity and Service (CAS) :

This is an internal programme that encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic arena.

3 Extended Essay:

This is an externally assessed, independent research assignment of 4,000 words in one of the six subject areas. This is one of the ways in which IB Diploma Programme students can specialize in a certain subject area and prepare for the academic research and writing strategies needed for university study.



Internationally Recognized Standards



The IB Diploma Programme is widely recognized for its high academic standards. Assessment is varied and takes place over two years, with final examinations in most subjects. Students' work is assessed by an international board of examiners, who are themselves thoroughly trained and monitored by the International Baccalaureate Organisation.

Subjects are scored on a 1-7 scale with a further three points awarded for Theory of Knowledge and the Extended Essay. Students who display good levels of performance across all six subjects and achieve a minimum of 24 points (out of a possible 45) are awarded the Diploma. All others receive a certificate for each of the subjects completed.



DBS IB: A Community of Successful Learners



The IB faculty at DBS acts not only as teachers of subjects, but also as advisors and mentors, catering to the individual learning goals of each student. Regular advisor meetings with students and parents ensure that students are successfully completing the challenging requirements of the diploma. Class sizes are also small to allow for the individual attention and feedback students need to improve and excel. The teaching staff is also diverse, bringing an international-mindedness to the greater school community.





EXTRA-CURRICULAR ACTIVITIES



Extra-curricular activities are always the essential part of DBS students' life. The total number of clubs, societies, interest groups, student organisations and school teams has amounted to about eighty. Our boys are free to choose and join any of those that interest them.

Before any club or society is established, a constitution must be drafted and passed by the extra-curricular activities coordinator. Though a teacher advisor is assigned to each club or society, the committee members are encouraged to manage their clubs and societies themselves. Under minimal supervision, our boys, who prepare to be leaders, benefit greatly from organising appropriate activities for their fellow schoolmates.









OVERSEAS LEARNING PROGRAMMES



Senior Symphony Orchestra
Washington D.C. International
Music Festival 2015
Washington D.C., USA



Symphony Orchestra Central Europe
Performance Tour 2019
Wiener Musikverein, Austria



Historical & Cultural Study Tour 2019
Germany



Chinese History Visit 2018
United Kingdom & France



Cultural Exchange Tour 2018
Kazakhstan



Cultural Exchange Tour 2019
North Korea



Moral Education Committee
Japan Cultural Immersion Tour 2019
Izu, Japan



Senior Boys Choir
World Choir Games 2018
Tshwane, South Africa



Cultural & IT Eduation Tour 2019
Japan



Biology Study Tour 2019
Finland



Cross Country Team Trip 2019
Beppu, Japan



New York City Study Tour 2019
New York, USA



IT Educational Tour 2016
Silicon Valley, USA



Water Polo Team
Training Camp 2016
Raffles Institution, Singapore



Pearl River Delta Education Tour 2018
Shenzhen, China



International History Bee and Bowl
Asian Championships Tour 2019
Phuket, Thailand



Chinese Orchestra
Joint School Exchange Tour 2016
Singapore

TO SERVE AND TO LEAD



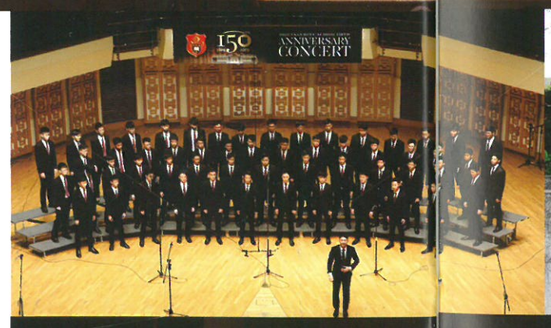


MUSIC

Often acclaimed "Cradle of Youth Musicians", DBS provides an excellent environment for students to unleash their potential in music. In DBS, students are given the chance to participate in six choirs, a full symphony orchestra, string and wind orchestras, a chinese orchestra, and numerous chamber ensembles.

Our boys are bestowed with opportunities to explore their interest in music and to perfect their skills in this area. Throughout the stellar history of DBS music, our musicians have continued to scale great heights in performance excellence, receiving critical acclaim on both local and international levels.

In July 2019, DBS Symphony Orchestra, Senior String Orchestra, and Symphonic Winds participated in 2019 Central Europe Performance Tour in Prague, Budapest, and Vienna. The performances resulted in standing ovations and much compliments.













2019

Hong Kong Schools Music Festival

Winner of Symphony Orchestra
Winner of Senior Wind Orchestra
Winner of Piano Ensemble
Winner of Woodwind Ensemble – Senior
The Best Mixed Choir of the Year
Winner of Senior Boys' Choir – Chinese
Winner of Senior Mixed Choir
– Foreign Language (with DGS)
Winner of Intermediate Choir
– Foreign Language
Winner of Intermediate Choir – Chinese
Winner of Treble Choir
– Foreign Language
Winner of Treble Choir – Chinese
Winner of Madrigal (with DGS)

2018

Hong Kong Schools Music Festival

Best Boys' Choir of the Year – First Division
Winner of Symphony Orchestra – Senior
Winner of String Orchestra – Senior
Winner of Concert Band – Senior
Winner of String Ensemble – Senior
Winner of Woodwind Ensemble – Senior
Winner of Woodwind Ensemble – Junior
Winner of Brass Ensemble
Winner of Erhu Ensemble

World Choir Games 2018, Tshwane, South Africa

Male Choirs category: Champion with Gold Medal
Musica Sacra with Accompaniment category:
Second Runner-up with Gold Medal
Mixed Choirs category:
Champion with Gold Medal (with DGS)



For more details, please visit https://www.facebook.com/DBS.Music.Department

2017

Hong Kong Schools Music Festival

Most Outstanding Secondary School Choir of the Year
– First Division
Best Boys' Choir of the Year – First Division
Best Mixed Choir of the Year (with DGS)
– First Division
Best Junior Choir of the Year – First Division
Winner of Concert Band – Senior
Winner of Church Music Choir – aged 14 or under
Winner of String Ensemble – Senior
Winner of Woodwind Ensemble – Senior
Winner of Erhu Ensemble
Winner of Madrigal (with DGS) – Mixed Voice

2016

Hong Kong Schools Music Festival

Best Boys' Choir of the Year
Best Mixed Choir of the Year
Winner of Symphony Orchestra
Winner of Senior String Orchestra
Winner of Senior Wind Orchestra

The International Youth Barbershop Chorus Festival 2016, Reno, USA

Plateau A Award
Presenter's Award





SPORTS

DBS sports life is a pillar to the school's aim of all-round excellence. Our school offers a wide variety of well-organized sports teams which rank among the best in Hong Kong schools. Supported by excellent facilities and coaching, these talented and united young men have won countless trophies and championships, including the Bauhinia Bowl, awarded to the school with the best performance in Inter-School sports. The stellar result achieved by our athletes serves to forge a great sense of belonging, camaraderie and spirit.









Results of the Inter-School Sports Competitions 2018 - 2019

	A grade	B grade	C grade	Overall
Individual Games				
Athletics	1st	1st	2nd	2nd
Swimming	1st	1st	1st	1st
Cross-Country	1st	1st	1st	1st
Life Saving	2nd	2nd	---	2nd
Ball Games				
Basketball	2nd	1st	1st	1st
Beach Volleyball	1st	1st	---	1st
Football	1st	1st	1st	1st
Handball	1st	3rd	1st	1st
Softball	---	---	---	3rd
Volleyball	1st	1st	1st	1st
Racket Games				
Badminton	2nd	2nd	2nd	2nd
Table-Tennis	2nd	1st	1st	1st
Tennis	---	---	---	1st
Squash	---	---	---	1st
Others				
Archery	3rd	1st	3rd	2nd
Fencing	1st (Epee)	2nd (Foil)	1st (Sabre)	1st
Hockey	---	---	---	3rd
Indoor Rowing	1st	1st	1st	1st
Rugby Sevens	10th	7th	7th	---
Tenpin Bowling	---	---	---	5th

BOCHK Rising Star Award	SECOND
BOCHK Bauhinia Bowl Award	FIRST
Outstanding School Award in Jing Ying Team Sports Competitions	FIRST











12th Consecutive BOCHK Bauhinia Bowl Award



26th Consecutive Swimming Overall Championships

Results of the Inter-School Sports Competitions 2017 - 2018

	A grade	B grade	C grade	Overall
Individual Games				
Athletics	1st	2nd	1st	1st
Swimming	2nd	1st	2nd	1st
Cross-Country	1st	1st	1st	1st
Life Saving	2nd	2nd	---	2nd
Ball Games				
Basketball	1st	1st	3rd	1st
Beach Volleyball	3rd	1st	---	2nd
Football	1st	1st	1st	1st
Handball	1st	1st	1st	1st
Softball	---	---	---	2nd
Volleyball	1st	1st	1st	1st
Racket Games				
Badminton	2nd	2nd	1st	2nd
Table-Tennis	1st	1st	1st	1st
Tennis	---	---	---	1st
Squash	---	---	---	1st
Others				
Archery	3rd	2nd	3rd	2nd
Fencing	2nd (Epee)	1st (Sabre)	1st (Foil)	1st
Hockey	---	---	---	7th
Indoor Rowing	3rd	2nd	1st	1st
Rugby Sevens	11th	10th	5th	---
Tenpin Bowling	---	---	---	2nd

BOCHK Rising Star Award	SECOND
BOCHK Bauhinia Bowl Award	FIRST
Outstanding School Award in Jing Ying Team Sports Competitions	FIRST



BOARDING SCHOOL

DBS education emphasizes the importance of independent learning and development of social skills. As an integral part to the achievement of these objectives, DBS expects students at some time during their secondary school years to partake in and experience life in a boarding environment. The Boarding School at DBS is a unique feature of the school. It provides boys with positive and memorable experience, fostering a strong sense of self-worth, responsibility and self-discipline in every boy who boards. These important life-skills will continue to be an asset to boys throughout their lives.







Why is being a boarder such a great opportunity?

1. Being Independent

When a DBS boy moves into the boarding house, he is taking the first steps to being independent. There will be many things that he may never have tried or done, and the Boarding School is a perfect and safe environment for him to do so. There is a certain freedom that comes from being independent, and also a real sense of responsibility that comes from that freedom.

2. More Time = Learning More + Doing More + Playing More

Boarders travel less and are much closer to all things at school. This results in the average boarder having more time to do things that matter to him, including more time to study, more time to get involved in sports, music and other activities, and more time to play. Moreover, a boarder lives with up to 100 friends that he can learn from and spend that extra time with.





3. Balancing Your Life

The Boarding School is not a classroom - it is real life. At DBS Boarding School we are always learning in real time. While our principal focus is academics, ample time for study and school work, we think that other things are important too, such as creative and cultural activities, exercise, service, personal goal setting and spiritual development. We want all boys to try new things, improve the things they are good at and living a balanced, well-rounded lifestyle.

4. Your Support Network

From friends to room-mates to Prefects to Tutors, Staff and the community, the Boarding School offers support for all aspects of a boarder's life. There are Staff and Prefects always on hand to give any help or guidance. We offer tutorials in Chinese, English, Maths and many other subjects, as well as homework support. The School Nurse lives in the boarding house, as do all the Boarding Staff. This means that every boarder can try new things, learn more and live life knowing that he has a whole range of support.

5. Being Better Prepared For Life

Living with other people is not always easy. At Boarding School students get first-hand experience at problem-solving and interacting with other people. Boarders gain vital life skills, such as time management, conflict-resolution and interpersonal communication. There are also many opportunities for service, leadership and responsibility. Studies and empirical research from the US and UK suggest that students from boarding schools feel better prepared for university and later life than those who have not enjoyed that rewarding experience.

For more information, please feel free to visit our website at https://www.dbs.edu.hk/boarding or contact the Boarding School Staff at 2712 2702 or dbsboarding@dbs.edu.hk.



DBS FOUNDATION

Introduction

As an institution with a strong heritage of pursuing excellence in providing a holistic education of the highest calibre for all our boys regardless of their background, DBS constantly aspires to preserve and advance the School's Vision and Mission. To produce the finest results, whether in service, leadership, character building, academics, sports, music, or the arts, our boys have full access to proper resources and support. The financial challenge thus imposed is substantial and recurring. The Diocesan Boys' School Foundation Limited was incorporated in 2012 with the aim of ensuring that DBS will continue to have the financial resource to advance, enhance and promote all aspects of education.

Objectives

The main objectives of the Foundation are:

- To guarantee the School's stability and institutional momentum and to enable the
- School to take short-term challenges in stride.
- To establish and accumulate sufficient reserves, through an endowment, annual giving programme and fundraising events, to support and subsidize current and projected programmes for providing an excellent education in line with the School's established tradition.
- To nurture an environment where students, irrespective of background, have an equal opportunity to think critically and creatively, to develop a sense of responsibility, to maximize their talents, to form the character expected of graduates of the School, and to become successful lifelong learners.
- To preserve and advance the School's Vision and Mission.



At DBS, we believe that there are very few things more meaningful than making a difference in our students' lives.

From our humble roots of a local orphanage to a leading institution in the field of education, our school is determined to provide a holistic and liberal Christian education of the highest calibre that aims to equip our young men for challenges beyond their years at school.

As we celebrate our school's 150th anniversary, let us continue to 'plant trees' for our future generations so that our younger Diocesan brothers will soar and uphold our heritage, undefiled.

Mr. Ronnie K. Y. Cheng
Headmaster



THE TRUE MEANING OF LIFE IS TO PLANT TREES, UNDER WHOSE SHADE YOU DO NOT EXPECT TO SIT.

Nelson Henderson



FEE REMISSION SCHEME

The School Committee reiterates that no student will be denied admission to the school solely because of their financial inability to pay the school fees, and that no student will have to leave the school for the same reason. The actual amount of fee remission is based on the level of assistance, as expressed in percentage of fee remission (25%, 50%, 75%, 100%), as applied to the school fee chargeable by the school in the particular school year.



SCHOLARSHIPS

An Endowment Fund has been set up to provide scholarships and other means of financial assistance. In particular, the school will provide scholarships to students who demonstrate outstanding achievements or possess potential in the areas of academics, sports, music and other extra-curricular activities.

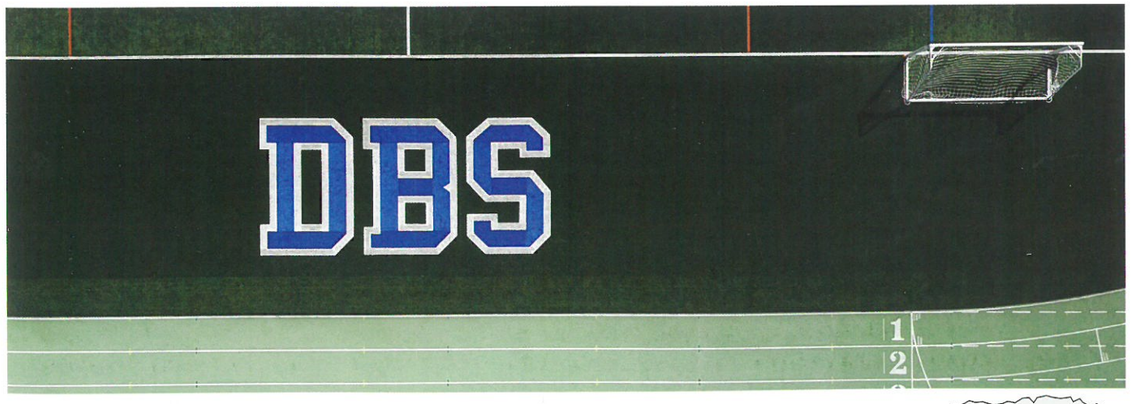




SCHOOL FEES

Secondary 1 - 6 (NSS, G7 - G12)	$50,000
International Baccalaureate (G10 Bridging Course)	$50,000
International Baccalaureate (G11)	$102,000
International Baccalaureate (G12)	$102,000

School fees will be paid in ten installments from G7 to G11 in both NSS and IB.
For G12 in NSS and IB, the installments will be seven and eight respectively.





TEACHING FACULTY 2018-2019



CHRISTMAS SERVICE



APPLE RACE



LEADERSHIP TRAINING CAMP



SPEECH DAY



OPERATION MANGKHUT



INTER-SCHOOL SWIMMING FINALS



GARDEN FETE



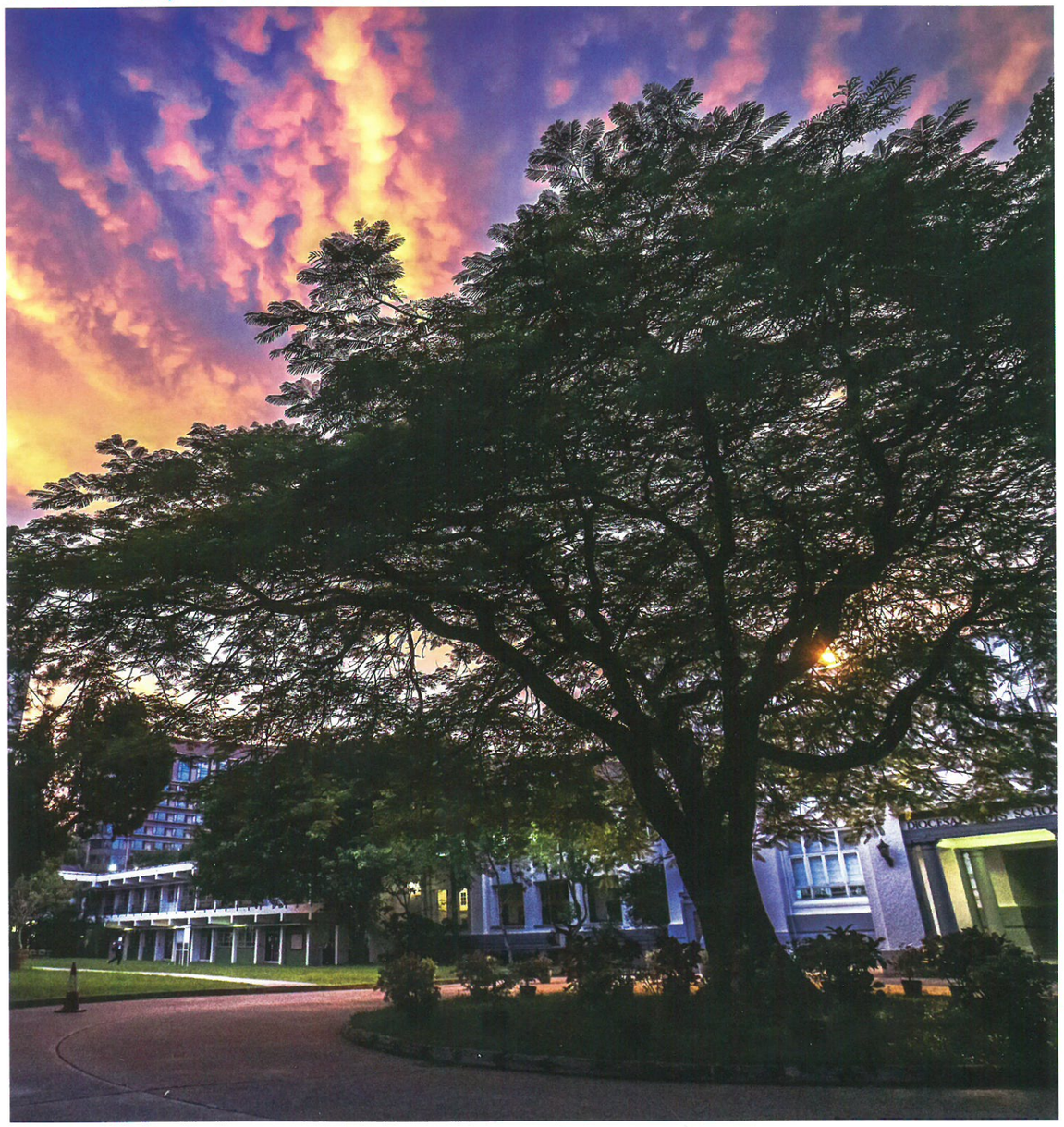
HAND-MADE CHEERING BANNERS



INTER-SCHOOL ATHLETICS MEET

We cannot promise that we will never fail.
We only promise that we will never fail to try.
— Ronnie Kay-Yen Cheng, DBS Headmaster

ENQUIRIES



School Address: Diocesan Boys' School
131 Argyle Street
Kowloon, Hong Kong

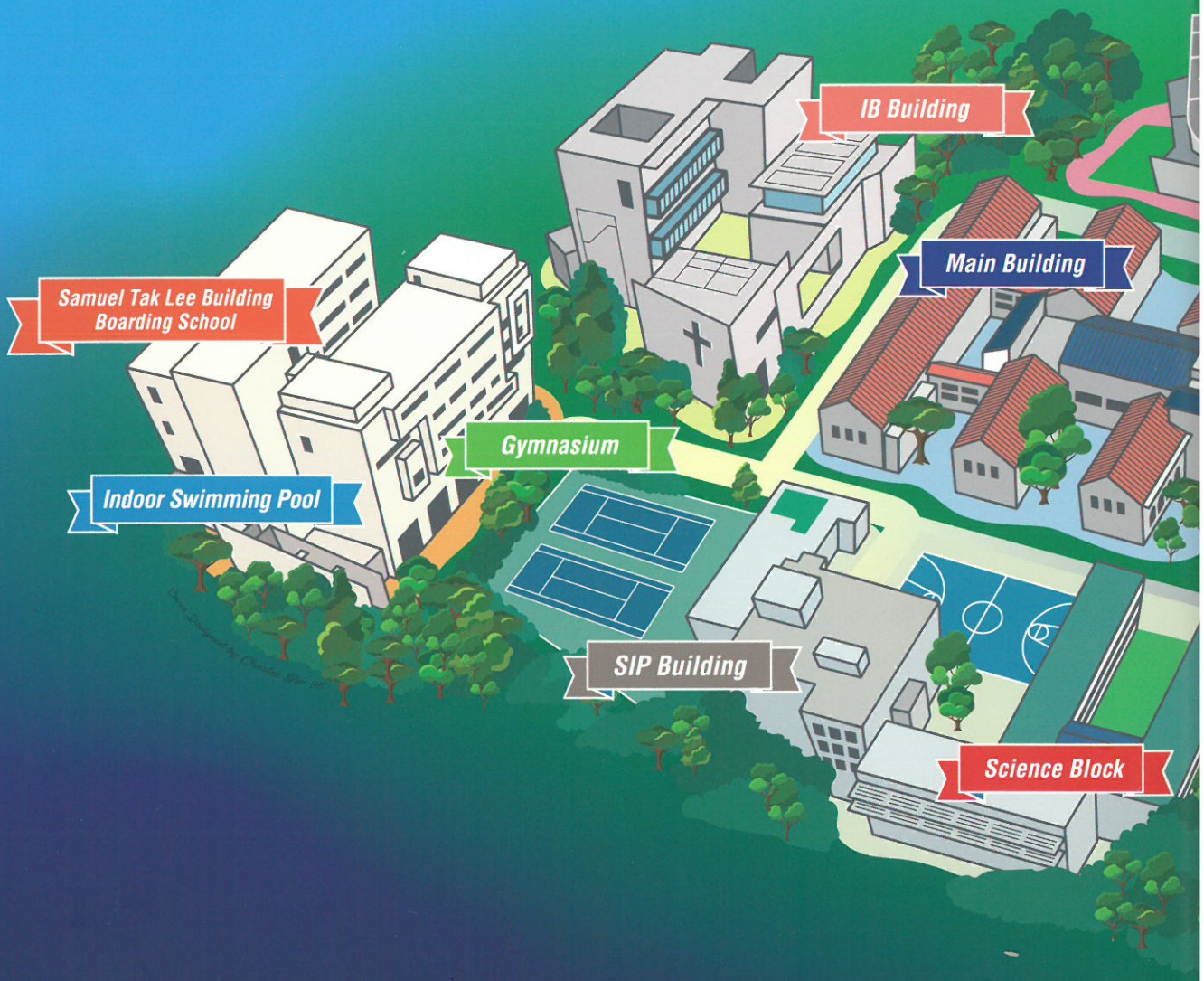
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