

Diocesan Boys' School

Primary Division



Annual School Plan

2025-2026

Vision and Values

We believe we should

- Value all aspects of a child's development with the same importance: academic, aesthetic, emotional, moral, physical, social and spiritual.
- Provide a challenging, supportive and caring learning environment where each child is given the opportunity to discover and develop his potential and where he can learn how to appreciate others and work collaboratively.
- Prepare our students to be responsible citizens, to contribute actively in the welfare of others in the local and global communities.
- Have unity of purpose and the support of all stakeholders of the school.

Vision Statement

- From these values the vision statement is built.
- Our vision is to prepare our students for future challenges in a diverse and ever-changing world where they can become contributors to society and leaders with integrity.

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 balanced education for the development of the WHOLE person.
- To maintain and build on the school identity and tradition.
- To evolve a unique cultural identity.
- To help students to develop communication and collaborative skills, creative frame of mind, critical and analytical thinking, and effective interpersonal and life-long learning skills.
- To provide opportunities for the development of good character and integrate Christian principles into school life where students are expected to be humble, respectful, trustworthy, polite, responsible, self-motivated, fair, considerate and compassionate.

- To cultivate self-discipline, self-respect and self-esteem through guided activities; at the same time to encourage respect for others, cooperation with peers and enhancement of team morale.
- To promote multiple intelligence and to enable students to maximize their potential.
- To provide for the individual needs of all students and recognize their achievements.

We aim to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges.

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Major Concern:

First Priority – Developing Diocesan boys into life-long learners

- Feedback and follow-up actions from the previous school year:**
- Consolidate the use of VTRs and extend them into the lower grades so that all students can benefit from consistent exposure to VTRs.
 - Integrate fun and interactive activities into lessons, to sustain students’ interest.
 - Adopt a more structured framework, mapping clear contributions from each subject area in order to strengthen future cross-curricular learning.
 - Offer more STEAM-related extracurricular activities—including opportunities to participate in competitions.

Intended Outcomes/Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time Scale	Person(s) Responsible	Resource(s) Required
1.1 To help students organize their ideas during the learning process	<p>To further develop visible thinking routines across KLAS</p> <p>Ss of Lower Grades will use at least one of the Visible Thinking Routines (VTR) in their learning materials: i) Think Pair Share ii) I used to think... iii) See Think Wonder</p> <p>Ss of Higher Grades will use at least 2 different VTRs not used last year</p>	<ul style="list-style-type: none"> ● Students will display positive results in the APASO survey with regards to the following areas: 4.1 Learning (Self-initiative) 7.5 Learning Motivation (Intrinsic) 7.7 Teaching (Clear Instruction) ● Students will display positive results (4 out of 5) in the Stakeholder survey with regards to the following areas: 5. Student Learning & Teaching - Teaching 	<ul style="list-style-type: none"> ● Evidence of students’ work ● APASO ● Stakeholder Survey 	Whole year	DHTs, CDAA Chairperson, HoDs	School based curriculum materials

<p>1.2 To allow students make meaningful connections between different subject areas and develop an integrated view of learning</p>	<p>To incorporate activities and play elements in lessons to stimulate higher student motivation and engagement</p> <p>Teachers will share two examples of integrating play elements in their lesson during subject collaboration sessions or staff briefings throughout the school year</p> <p>To coordinate annual cross-curricular outings with English, Chinese, and GS Departments to enhance subject integration and meaningful learning.</p>	<ul style="list-style-type: none"> • Students will display positive results in the APASO survey with regards to the following areas: 7.5 Learning Motivation (Intrinsic) 7.8 Teaching (Teacher Support) • Students will display positive results (4 out of 5) in the Stakeholder survey with regards to the following areas: 6. Student Learning & Teaching – Student Learning • Students demonstrate meaningful connections between subjects through reflection or classwork. 	<ul style="list-style-type: none"> • Schemes of work • Evidence of students’ work and reflections • APASO • Stakeholder Survey 	<p>Whole year</p>	<p>CDA Chairperson, HoDs</p>	<p>School Calendar; Budget for Professional Development</p>
<p>1.3 To equip students with problem solving skills and a design thinking mindset</p>	<p>As least one Engineering Design Project will be carried out in G1 and G4 Science lessons, which students will be guided through the “Plan, Do, Improve, Review” (PDIR) process</p> <p>To provide more opportunities for students to participate in STEAM training and programmes</p>	<ul style="list-style-type: none"> • 80% of G1 and G4 students complete an Engineering Design Project. Students demonstrate use of all 4 PDIR stages in project work. • An increased number of students will be recruited in STEAM related training and competitions • Post programme survey indicate Students express higher confidence in STEAM skills compared with pre programme survey results. 	<ul style="list-style-type: none"> • Subject Memorandum • Evidence of students’ work • Competition participation and Performance • Student surveys on confidence & interest in STEAM 	<p>Sept - Dec: Professional Development & Training</p> <p>Nov – Apr: Implementation</p> <p>Apr – Jun: Evaluation</p> <p>Nov – Apr Recruitment & Training</p> <p>Apr – Jun Competition & Evaluation</p>	<p>CDA Chairperson, STEAM Chairperson</p>	<p>EDB training calendar; STEAM related teaching and learning materials</p>

Major Concern:

Second Priority – Strengthening students’ identity and sense of belonging towards our Country

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

- The APASO result of 2024 – 2025 in the areas of National Identity show an overall improvement in all categories for Grades 3 to 6. The improvements indicate that the activities planned for students were effective in enhancing students’ sense of affection got our Country and sense of belonging to the Nation.
- The APASO area in National Identity (Proud, Love) generally scored lower for all grades and we will focus on this area in the next academic year.
- Survey results showed that students were appreciative of the activities arranged for them and comments were positive. This shows that students have a better understanding and appreciation of Chinese Culture.
- A variety of programmes will continue to be arranged for students next year to ensure students deepen their understanding and appreciation of Chinese Culture.

Intended Outcomes/Targets	Strategies/Tasks	Success Criteria	Methods of Evaluation	Time Scale	Person(s) Responsible	Resource(s) Required
2.1 To enhance students’ affection for our Country and sense of belonging to the Nation	To incorporate National Security Education in Speech under the National Flag	Students have an increased knowledge and awareness of the development of our Country	<ul style="list-style-type: none"> ● Review the data obtained from the “National and Global” category in APASO-III ● Feedback from teachers & student leaders 	Whole Year	NSE Chairperson NSE Working Committee teachers	EDB documents and circulars to school

	To organize Staff Development Programme on National Security Education to strengthen teachers' knowledge in designing lessons plans for whole school implementation on National Education.	Teachers have an enhanced understanding of whole-school implementation of National Education into the curriculum.	<ul style="list-style-type: none"> • By survey & feedback from teachers 	Whole Year	NSE Chairperson NSE Working Committee teachers	Invited Speakers
2.2 To develop students' understanding and appreciation of Chinese Culture	To emphasize the importance of preserving and treasuring traditional Chinese values and cultural characteristics	Students have a greater sense of understanding and appreciation for Chinese values and culture.	<ul style="list-style-type: none"> • By survey from students • Feedback from teachers 	Whole Year	NSE Chairperson NSE Working Committee teachers	Outsourced Provider
	To organize Parents' workshop to enhance home-school collaboration in the understanding of National Security Education	Parents have a better understanding of National Security Education.	<ul style="list-style-type: none"> • By survey from parents 	Whole Year	NSE Chairperson NSE Working Committee teachers	Outsourced Provider
	To organize exchange activities with Schools in China or visits to mainland China to enhance students' understanding of Chinese Culture	The school will organize a school trip to China to help students gain understanding of Chinese history, culture and witness its development.	<ul style="list-style-type: none"> • By survey from students, parents and teachers 	Whole Year	NSE Chairperson NSE Working Committee teachers Overseas Trips Working Committee	Outsourced Travel Agent

Major Concern:

Third Priority – Promoting empathy and respect for diversity to create a harmonious and supportive learning environment

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

Design and implement a school-wide program focused on cultivating students' moral values, involving classroom-based learning and experiential opportunities

Intended Outcomes/ Targets	Strategies/ Tasks	Success Criteria	Methods of evaluation	Time Scale	Person(s) Responsible	Resource(s) Required
3.1 To better align and expand the scope of the whole school programmes that promote empathy and respect for diversity and inclusivity	<p>To draft the Pastoral Care Framework to improve student support and echo the development goal: To love and to serve</p> <p>To identify and promote the six core values that cultivate our students' better behaviour</p> <p>To enhance the message of empathy and respect through morning assemblies, class periods, and activities</p>	<p>Students demonstrate more empathy and respectful behavior in the school</p> <p>Discipline records indicate a reduction in the number of students with behavioural incidents</p> <p>More students are able and willing to participate in various kind of service through the Be a CARE Leader Programme</p>	<ul style="list-style-type: none"> • Stakeholder Survey • D&G Records • Student Log of Be a CARE Leader Programme 	Whole year	All staff	Budget of professional development Outsource speakers

3.2 To enhance the brotherhood among students and their sense of belonging to the School	To organize grade level activities catering for lower grade and upper grade students to foster bonding among each other	G.5-6 big brothers and G.1-2 little brothers develop better relationships.	<ul style="list-style-type: none"> • Teacher's observation • Feedback from G.1-2 & 5-6 students 	Whole Year	Leadership & Service committee D&G Class Teachers	
	<p>To invite students from Secondary Division (SD) or alumni to share about their school life</p> <p>To enhance connection and collaboration of various student teams between the Secondary and Primary Divisions (PD)</p>	<ol style="list-style-type: none"> 1. G.6 students attend sharing session by SD students during morning assembly 2. Students display a closer bonding between the SD & PD students 3. More collaboration among school teams and learning activities between the SD & PD 	<ul style="list-style-type: none"> • Questionnaire from students 	3 rd Term	DHTs	Alumni Students from SD
3.3 To enhance home-school cooperation and parent education to promote their active participation in their children's development	To provide a series of structural seminars/ talks to parents in equipping them with positive parenting skills	<ol style="list-style-type: none"> 1. More parents participate in the parents' education activities 2. Parents are more confident and competent in supporting the positive well-being of themselves and their sons 	<ul style="list-style-type: none"> • APASO Parents' questionnaire • Wellbeing survey 	Whole Year	DHTs	Budget of parent education Outsource invited speaker

PLAN ON USE OF CAPACITY ENHANCEMENT GRANT 2025-2026

Name of school: Diocesan Boys' School Primary Division

Means by which teachers will be consulted: Staff Meeting

No. of operating classes per term: 36-37

Task Area: Elective Courses

Teacher-in-charge: Mrs. Grace Ko (Head of Department)

Major Area of Concern: To employ external organizations and part-time tutors to develop and conduct electives for students from Terms 1 to 3.

Implementation Plan:

1. To provide various choices of 91 electives (29 providers) for students to broaden their knowledge and horizon.
2. There are 23 sessions in terms 1-3.
3. Each session lasts for **1 hour** (from 1:50 p.m. to 2:50 p.m.).

Assessment Mechanism:

1. Number of enrolment in each elective.
2. Teachers', parents' and students' feedback collected through questionnaires.

Performance Indicators:

1. Enthusiasm and willingness of the boys to take part in the learning of languages, and engagement in mathematical & science activities.
2. Students' improvement in the knowledge of chess and sports activities.
3. Students' capability in applying personal management skills in daily life.

Implementation Schedule:

1. Term 1: Weekly Sessions from **4 Oct 2025** to **12 Jan 2026** (7 sessions)
2. Term 2: Weekly Sessions from **2 Jan 2026** to **20 Mar 2026** (8 sessions)
3. Term 3: Weekly Sessions from **27 Mar 2026** to **12 June 2026** (8 sessions)

Benefits Anticipated:

1. To help students **develop their curiosity and interest** in areas not included in the core curriculum.
2. To enable students to **select courses according to their interests, talents and learning style**.
3. To help students **develop a wide range of skills**, such as communication, problem-solving, cooperation, and creativity.
4. To promote a positive learning atmosphere where students learn to **appreciate the work of their peers** and celebrate the collective learning shared by members attending the same elective.
5. To help students facilitate valuable social connections.
6. To **promote STEAM education**.
7. To **promote National Security Education**.

Resources Required

No.	Theme	Electives	Lesson Fee HK\$	Material Cost HK\$	T1	T2	T3	Total Cost HK\$
1	Sports	Handball I	500	0	0	8	0	4000
2	Sports	Handball II	500	0	0	0	8	4000
3	Sports	Handball III	500	0	7	0	0	3500
4	Sports	Lacrosse I	1360	0	7	0	0	9520

5	Sports	Lacrosse II	1360	0	0	8	0	10880
6	Sports	Lacrosse II	1360	0	0	0	8	10880
7	Sports	Hockey III	800	0	7	0	0	5600
8	Sports	Hockey II	800	0	0	0	8	6400
9	Sports	Hockey I	800	0	0	8	0	6400
10	Sports	Taekwondo I	2400	0	7	0	0	16800
11	Sports	Taekwondo I	2400	0	0	0	8	19200
12	Sports	Taekwondo II	2400	0	0	8	0	19200
13	Sports	Shuttlecock	1450	0	0	0	8	11600
14	Sports	Sport Climbing I	1100	0	0	0	8	8800
15	Sports	Sport Climbing II	1100	0	7	0	0	7700
16	Sports	Sport Climbing II	1100	0	0	8	0	8800
17	Sports	Shuffle-board II	0	3000	0	8	0	3000
18	Sports	Shuffle-board I	0	0	0	0	8	0
19	Sports	Archery	0	3000	7	0	0	3000
20	Arts & Music	Chinese Painting I	2500	0	7	0	0	17500
21	Arts & Music	Chinese Painting I	2500	0	0	0	8	20000
22	Arts & Music	Chinese Painting II	2500	0	0	8	0	20000
23	Arts & Music	Procreate Digital Drawing	2000	0	7	0	0	14000
24	Arts & Music	ArtCrafters I	2800	0	0	8	0	22400
25	Arts & Music	ArtCrafters II	2800	0	0	0	8	22400
26	Arts & Music	Textile Innovation & Design I	2800	0	7	0	0	19600
27	Arts & Music	Textile Innovation & Design II	2800	0	0	0	8	22400
28	Arts & Music	3D Modelling & Printing I	1900	0	0	0	8	15200
29	Arts & Music	3D Modelling & Printing II	1900	0	7	0	0	13300
30	Arts & Music	3D Sculpture	1400	0	0	0	8	11200
31	Arts & Music	Print Making Art Workshop I	1000	0	7	0	0	7000
32	Arts & Music	Print Making Art Workshop II	1000	0	0	8	0	8000
33	Arts & Music	Drawing on the Right Side of the Brain I	1400	0	7	0	0	9800
34	Arts & Music	Drawing on the Right Side of the Brain II	1400	0	0	8	0	11200
35	Arts & Music	Wood Transformer (Beginner)	2340	0	0	8	0	18720
36	Arts & Music	Wood Transformer (Advanced)	2340	0	7	0	0	16380
37	Arts & Music	Wood Transformer (Advanced)	2340	0	0	0	8	18720
38	Arts & Music	Aroma Stone Workshop (Beginner)	2800	0	0	8	0	22400
39	Arts & Music	Aroma Stone Workshop (Intermediate)	2800	0	0	0	8	22400
40	Arts & Music	Harmonica (Beginner)	1800	2080	0	8	0	16480
41	Arts & Music	Harmonica (Intermediate)	1800	2080	7	0	0	14680
42	Arts & Music	Harmonica (Advanced)	1800	2080	0	0	8	16480
43	Arts & Music	African Drum	1000	0	7	0	0	7000

44	Arts & Music	Be a Cartoonist I	750	0	0	0	8	6000
45	Arts & Music	Be a Cartoonist II	750	0	0	8	0	6000
46	Arts & Music	Be a Cartoonist III	750	0	7	0	0	5250
47	Arts & Music	Clay Craft I	0	0	0	8	0	0
48	Arts & Music	Clay Craft II	0	0	7	0	0	0
49	STEAM	Robotics Beginner	1900	0	7	0	0	13300
50	STEAM	Mechanical Structures	2550	0	0	8	0	20400
51	STEAM	Mechanical Structures	2550	0	0	0	8	20400
52	STEAM	Innovative Toy Machines	3000	0	0	0	8	24000
53	STEAM	Young Engineers: Building a Moving World	3000	0	7	0	0	21000
54	STEAM	Generative AI	3000	0	0	8	0	24000
55	STEAM	VEX GO	2400	0	7	0	0	16800
56	STEAM	VEX GO	2400	0	0	8	0	19200
57	STEAM	Science Adventures I	2800	0	0	8	0	22400
58	STEAM	Science Adventures I	2800	0	0	0	8	22400
59	STEAM	Science Adventures II	2800	0	7	0	0	19600
60	STEAM	Science Adventures II	2800	0	0	0	8	22400
61	STEAM	Coding: Swift Playground	1500	0	0	8	0	12000
62	STEAM	VR & AR	1500	0	0	8	0	12000
63	STEAM	CoSpaces Advanced VR	1500	0	7	0	0	10500
64	STEAM	Virtual Reality Vanguard	2500	0	0	0	8	20000
65	STEAM	MotionLab	2500	0	7	0	0	17500
66	STEAM	MotionLab (Advanced)	2500	0	0	8	0	20000
67	STEAM	MotionLab (Expert)	2500	0	0	0	8	20000
68	STEAM	FusionLab	2500	0	0	8	0	20000
69	STEAM	FusionLab (Advanced)	2500	0	0	0	8	20000
70	STEAM	FusionLab (Expert)	2500	0	7	0	0	17500
71	STEAM	LifeLab	2500	0	0	0	8	20000
72	STEAM	LifeLab (Advanced)	2500	0	7	0	0	17500
73	STEAM	Drone Master AI	2500	0	0	8	0	20000
74	STEAM	Science Adventure Builder	2600	0	0	8	0	20800
75	STEAM	Junior Astronomy	2780	0	0	0	8	22240
76	STEAM	Advanced Astronomy	2980	0	7	0	0	20860
77	STEAM	Toy Science	2500	0	0	8	0	20000
78	STEAM	Food Science	2980	0	7	0	0	20860
79	STEAM	Zoology for Kids	2480	0	0	8	0	19840
80	STEAM	Forensic Science	2980	0	0	0	8	23840
81	Personal Dev't	Stormy Chefs	2800	0	7	0	0	19600
82	Personal Dev't	Stormy Chefs	2800	0	0	8	0	22400

83	Personal Dev't	Invention Shark Tank	2800	0	0	0	8	22400
84	Personal Dev't	The Chess Academy I	2800	0	0	0	8	22400
85	Personal Dev't	The Chess Academy II	2800	0	0	8	0	22400
86	Personal Dev't	The Chess Academy II	2800	0	7	0	0	19600
87	Personal Dev't	GO Culture (Beginner) I	1300	2600	7	0	0	11700
88	Personal Dev't	GO Culture (Beginner) I	1300	2000	0	8	0	12400
89	Personal Dev't	GO Culture (Beginner) II	1300	2600	0	0	8	13000
90	Personal Dev't	GO Culture (Intermediate)	1300	2600	0	0	8	13000
91	Personal Dev't	Be a Smart Leader	2980	0	7	0	0	20860
92	Personal Dev't	International Corner	2980	0	0	8	0	23840
93	Personal Dev't	International Corner	2980	0	0	0	8	23840
94	Personal Dev't	Career Express	2480	0	7	0	0	17360
95	Personal Dev't	Be a Financially Smart Kid	1000	0	0	0	8	8000
96	Personal Dev't	Be a Financially Smart Kid	1000	0	0	8	0	8000
97	Personal Dev't	Be a Financially Smart Kid	1000	0	7	0	0	7000
98	Personal Dev't	Be a Financially Smart Kid (Advanced)	1000	0	0	8	0	8000
99	Personal Dev't	Juggling Beginner (Beginner)	1100	0	7	0	0	7700
100	Personal Dev't	Juggling Beginner (Beginner)	1100	0	0	8	0	8800
101	Personal Dev't	Juggling Beginner (Intermediate)	1100	0	0	0	8	8800
102	Personal Dev't	Be a Magician	1400	0	7	0	0	9800
103	Personal Dev't	Be a Magician	1400	0	0	8	0	11200
104	Personal Dev't	Be a Magician	1400	0	0	0	8	11200
105	Personal Dev't	Master Magic (Intermediate)	1800	0	7	0	0	12600
106	Personal Dev't	Master Magic (Advanced)	1800	0	0	8	0	14400
107	Personal Dev't	Japanese (Elementary)	1260	0	7	0	0	8820
108	Personal Dev't	Japanese (Elementary)	1260	0	0	8	0	10080
109	Personal Dev't	Japanese (Intermediate)	1260	0	0	0	8	10080
110	Personal Dev't	Elementary Korean	1400	0	0	0	8	11200
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The Rt Revd Dr Matthias Der
Supervisor



Mr.. R.K.Y. Cheng
Headmaster

25 SEP 2025

Date