



DULWICH COLLEGE | BEIJING |
北京德威英国国际学校

GUIDING STATEMENTS REPORT

Academic Year 2022-2023

FROM THE HEAD OF COLLEGE



At Dulwich College Beijing, our mission, vision and values guide everything we do - from setting up the College's strategic priorities to making everyday decisions in our learning, teaching and other aspects of school operations. Our vision is for our students to **"make a positive difference to people, society and the planet"**. Guided by our Dulwich values, we aim for students to be empowered to **"Live Worldwide"**. We constantly challenge ourselves to fulfill this vision and equip students with the necessary tools to thrive as global citizens.

We are ambitious. What DCB provides to our students should inspire curiosity about the world so that not only do they excel academically, but also grow into life-long learners who never stop asking why. Our educational experience should provide opportunities and resources for students to gain diverse experiences, constantly expanding their horizons. Our programme should nurture a global citizenship mindset among the next generation of international leaders who are aware of and actively play a role in solving social, global and environmental issues in local and global communities.

On the journey to achieve the vision for our students, we pause every two years to reflect upon our work and examine whether we have delivered our promises. That is why we have this **Guiding Statement Report**.

The guiding statements report for AY 2022-2023 examines our work against the holistic educational experience we strive to deliver to our students. Our learning and teaching are expressed through **five educational pillars** - **Academics, Performing Arts, Sport,**

Global Citizenship, and Learning beyond the Classroom - and revolve around a central theme that **'Students Come First'**. Hence, our guiding statements review process also includes sections reflecting on **student leadership, wellbeing, health and safety, and facilities** that play a crucial role in enhancing the overall student experience within the school.

Working with my colleagues to create this report, I am incredibly proud of all that's been achieved in AY 2022-2023, despite the lingering impact of the three years of the pandemic.

Academics

- Our class of 2023 have received acceptances to some of the most prestigious universities around the world, including some very unique and popular majors.
- The articulation of the student journey continues, with alignment as a key focus.
- A new DUCKS tailor-made assessment and reporting system has been established.
- DUCKS English learning has a new framework, policy and assessment system. Reading and writing approaches are now consistent and in place with benchmark data collected.
- A new Programme of Inquiry was introduced this year, with academies and home learning projects used to support the programme.
- A new Junior School yearly curriculum overview map outlines all key components of the curriculum.
- The Senior School reviewed its learning programmes with positive suggestions for refinement.

- In the IB Arts Exhibition and GCSE Arts Exhibition, our students impressed the community with their exceptional works of visual arts.
- AI and cutting-edge technologies continue to be incorporated in the curriculum. Students learn about digital skills and digital citizenship that will be essential for their success in the next generation of the world.

Performing Arts

With pandemic-related restrictions now lifted, we were again able to provide a wide range of on-stage opportunities for our students to showcase their talents in performing arts. These include the MADD (Music, Arts, Drame, and Dance) festival, the Junior School production *Dear Edwina*, the Senior School production *Tempest*, Spring Ensembles, DCB Young Musician of the Year, and the Music and Drama Awards at the end of the school year.

In addition, Dulwich College International also has an exclusive partnership with the prestigious Royal Shakespeare Company in England, allowing our students to receive world-class theatre knowledge from some of the best actors and theatre performers in the world.

Sport

In AY 2022-23, we organised 151 on-campus matches and had over 330 students participating in the school sport teams. Cross-school games like FOBISIA and Dulwich Games provided students with extra opportunities to meet and compete against students from other schools in the Dulwich network or the wider international community.

Global Citizenship

- A new set of competencies have been developed and ready to roll out next year.
- Sustainability and Global Citizenship are well embedded within all of our curriculums across three schools, as well as other school activities and programmes.

Learning Beyond the Classroom

- Student learning happens across multiple occasions outside the classroom, such as extra-curricular activities, Dulwich Community Program, field trips and residential trips, as well as the Ignite: Switzerland programme offered to the Year 9 students.
- Parent partnership continues to be a focus with multiple Parent Academies happening every week.
- Community events like Founder's Day are bouncing back and the campus is again full of life.
- Parents partner with the College in a constructive and positive way to benefit student learning. Initiatives like Worldwide Academy and Parent Masterclass extend student learning to the areas beyond the classroom.
- The College is forming external partnership with organisations and academia to bring additional resources and opportunities to our students.
- A new whole College Positive Behaviour Policy has been written and approved.
- A safeguarding audit took place on the campus in June. DCB has a solid and comprehensive safeguarding framework and policies in place.

The list goes on. In the following guiding statement report, I am pleased to walk you through the DCB experience through a lens of achievements, endorsements, and data reviewed and presented in the order of our five educational pillars.

Thank you!

Anthony Coles,
Head of College

BACKGROUND

OUR GUIDING STATEMENTS

Our guiding statements and values provide the College with the compass in which to base our actions and decision-making.

MISSION LIVE
WORLDWIDE.™

VISION We have the knowledge, skills and motivation to make a positive difference to people, society and the planet.

VALUES



DULWICH COLLEGE | BEIJING |
北京德威英国国际学校



Our [guiding statements](#) provide Dulwich College Beijing with a compass on which to base our decision-making and to ensure we remain focused on our students and the broader DCB community.

The Vision, Mission and Values underpin a range of policies and form the parameters of our [annual College Development Plan](#).

The College regularly reviews how effectively the guiding statements are acted out in all aspects of student learning, development, school management, and community engagement. This internal process aims to gain clarity on the implementation of the guiding statements to ensure that we continue to provide students with a world-class educational experience.

In AY 2020-2021, DCB initiated the exercise of reviewing our work against the guiding statements and published a report at the end of the academic year. The [DCB Guiding Statements Report of Academic Year 2020-21](#) is available on the DCB website.

This academic year, we have once again embarked on this process. This included conducting a community survey using the questionnaire of the Council of International Schools (CIS), organising focus groups with parents, students, and staff, as well as collecting data and evidence across the whole community.

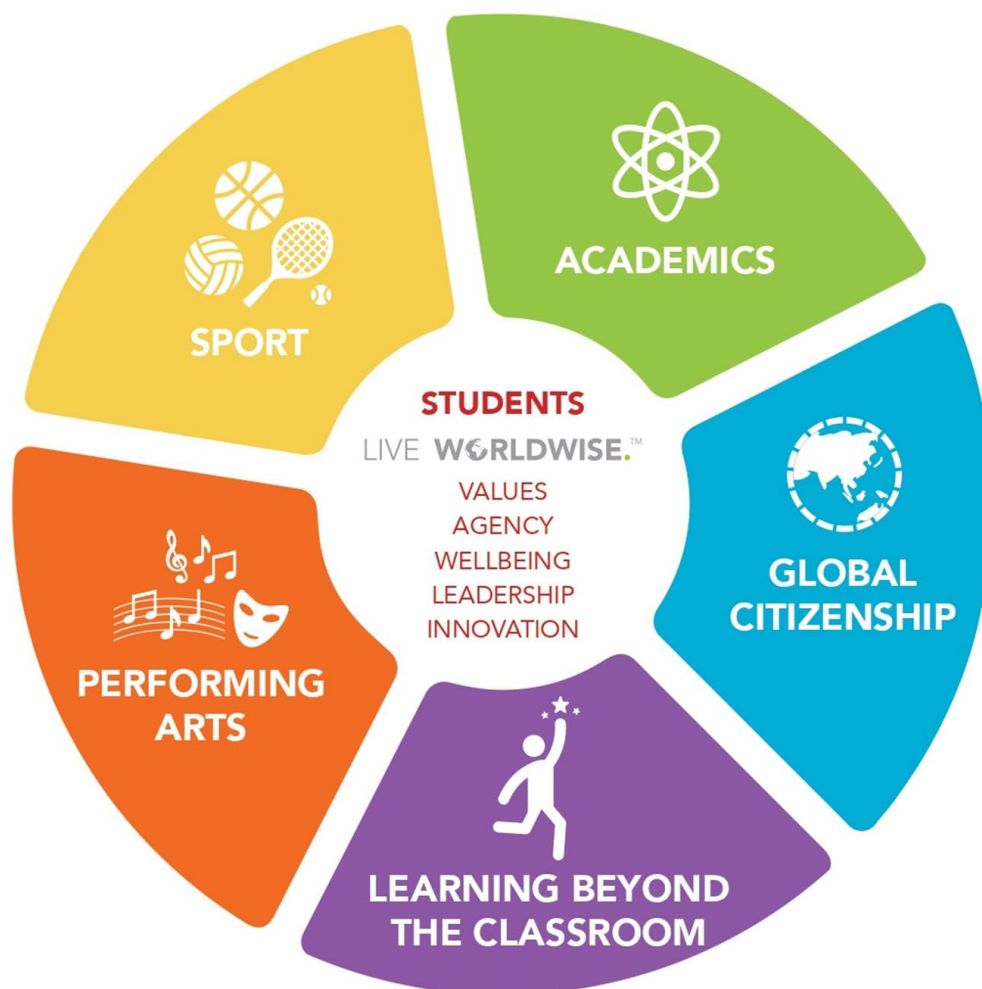
DCB College Leadership Team has thoroughly reviewed the data and insights gathered from the exercise and consolidated the essential findings into DCB's Guiding Statements Report for the Academic Year 2022-23. The report will be crucial for the College to use as a point of reference when we review our completed work and make informed decisions on future strategies and actions.

RESOURCES OF DATA AND EVIDENCE IN THE REPORT

- **The community survey of the Council of International Schools:** The survey was sent to all the DCB parents, students from Year 4 to Year 13, faculty, and support staff, and completed in January 2023.
- **The Dulwich Annual Experience Survey:** The survey was sent to all the DCB parents, Junior School and Senior School students, faculty, and support staff, and completed in March 2023.
- **Parent focus group:** The focus group was organised in November 2022 with 18 parents across three schools.
- **Staff focus group:** The focus group was organised in February 2023 with 8 staff members from three schools and support departments.
- **Junior School student focus group:** The focus group was organised in February 2023 with the Junior School Student Council members.
- **Senior School student focus group:** The focus group was organised in February 2023 with the Senior School Student Council members.
- **Other data and evidence** collected from all three schools and support departments.

DCB'S EDUCATIONAL PILLARS

KEY AREAS ASSESSED FOR GUIDING STATEMENTS



In this report, we examined at how DCB has delivered on its commitment outlined in the guiding statements based on the five educational pillars of the College: **Academics, Sport, Performing Arts, Learning Beyond the Classroom, and Global Citizenship.**

The five pillars form the holistic educational experience that we deliver to our students. This broad and balanced educational experience empowers students to 'Live Worldwide' and grow as global citizens.

At DCB, we believe that '**students come first**'. Therefore, students are placed at the centre of our holistic approach with an emphasis on the growth of each student. Therefore, the guiding statements monitoring process also involves reviewing and analysing data and evidence related to such areas as student leadership, wellbeing, health and safety, and innovation.

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SECTION 1

EDUCATIONAL PILLAR I: ACADEMICS

We offer a broad and rigorous curriculum based on DCB's **Learning Principles**¹ enabling students to acquire knowledge, conceptual understanding, skills, and attitudes.

At **DUCKS**, our inquiry-based approach to learning uses the Early Years Foundation Stage Framework and the English National Curriculum standards as the progressive spine for an enhanced conceptual framework of units of investigation. The development of 21st-century skills and deep understanding are key features of our purposeful approach.



Tracy Francis | Head of DUCKS

"DUCKS offers children a wealth of learning experience within the security of a translanguaging environment. We establish the foundations for lifelong learning, ensuring our children are on the path to be truly global citizens that will make a difference."

Junior School students engage in topic-based learning, a cross-curricular approach that integrates different subject matter under an umbrella topic or area of interest. Students have dedicated English and Mathematics lessons and specialist teachers for Mandarin, Physical Education, Art, Design Technology and Music. Where possible, the learning in these subjects is also linked to the current topic.



Jacinth Gurdon | Head of Junior School

"Our aim is to ensure that all the children in our care are happy, confident and enthusiastic learners. We provide an appropriate and balanced academic challenge that enables students to realise their unique potential in a supportive environment."

¹ DCB's Learning Principles:

Learning is effective when it has a clear purpose:

- Students take ownership and responsibility for their own learning.
- Students use what they already know to construct new understandings.

Learning is effective when it is adapted and applied:

- Students make connections between knowledge, concepts and skills.
- Students transfer knowledge and skills to a variety of contexts.

Learning is effective when it is personalised:

- Students are appropriately challenged from their own starting points.
- Students can engage in meaningful and deliberate practice in lesson time.
- Students respond to quality feedback with concrete strategies for improvement.

Learning is effective when it is relational:

- Students engage in effective collaboration and build positive, safe relationships.
- Students are able to recognise mistakes as collective learning opportunities.

Senior School offers a rigorous and exciting academic programme which offers breadth and depth of learning. In Years 7 to 9 (Key Stage 3), the UK curriculum is contextualised and enhanced for our students, with a focus on developing transferable skills. For students in Years 10 and 11 (Key Stage 4), we offer the IGCSE programme, which is enhanced with our own bespoke STEM, FutureTech and Liberal Arts courses. In Years 12 and 13 (Key Stage 5), students take the prestigious IB Diploma Programme which allows them to delve deeper into subjects that they are passionate about, whilst maintaining a level of breadth to their studies. Students and parents have access to expert university counsellors with proven track records and are supported by a dedicated and experienced IB team over these two years.



Clare Anderson-Au | Head of Senior School

"Our students have a broad, balanced and holistic education, whilst having the space to follow their own passions. We embrace our mission to live worldwise and for our students to develop the key skills and characteristics they will require for life beyond the IB. But most importantly, we create good people that care for one another, strive for change and make a difference to the world around them. "

KEY FINDINGS

FROM THE COUNCIL OF INTERNATIONAL SCHOOLS COMMUNITY SURVEY

- 89% of students consider themselves being challenged by the lessons/classes to learn and improve.
- 88% of parents said that their children find their lessons interesting.
- 91% of students consider themselves effectively developing their skills in more than one language.
- 90% of students are confident in using IT to improve their learning.
- 89% of students agree they have learned how to be a responsible digital citizen when using technology.
- 92% of students think they are improving in the English language.

"At the end of last semester, I had a new type of meeting with the class teacher and my child, who was delivering a presentation about his own progress. I was deeply impressed. When he did some self-reflection and talked about what he did well and what he needed to improve next year, I realised that he had already grown up. I think this is thanks to the school that positively influenced him every day."

- A DCB Parent

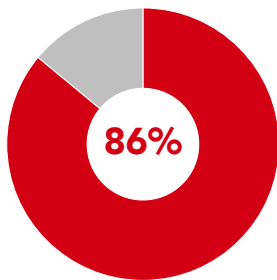
DCB TEACHERS

157

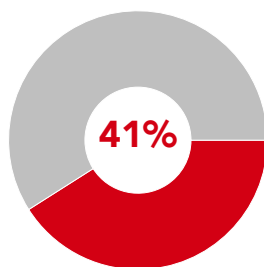
teachers in the whole college

9

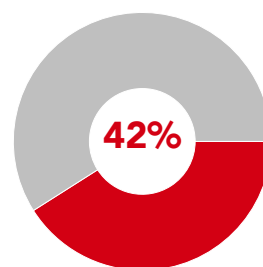
years teaching experience on average



of teaching staff are expat teachers



of teachers have a Master's Degree or above



of teachers have IB/AP qualifications

UNIVERSITY AND CAREERS COUNSELLING

Our **University and Careers Counselling (UCC)** service is among the most effective in the world – professional in its advice yet highly personalised in its delivery. Our counsellors are experts in global education, with unparalleled understanding of the student journey through secondary school, higher education, and careers.

88

graduates in the Class of 2023

340+

university offers from around the world received by the Class of 2023

The following is a list of all university offers as of 20 June 2023.



DULWICH COLLEGE BEIJING CLASS OF 2023 UNIVERSITY ACCEPTANCES



UK

Bristol, University of the West England
Cardiff University
Durham University (3)
Imperial College London (7)
Keele University
King's College London (28)
Lancaster University
London School of Economics and Political Science (6)
Manchester Metropolitan University
Northumbria University, New Castle
Queen Mary University of London (3)
Queen's University Belfast
Soas University of London
Staffordshire University
The University of Edinburgh (13)
University College London (11)
University of Bath (3)
University of Birmingham (4)
University of Bristol (7)
University of Cambridge (2)
University of Essex
University of Exeter
University of Kent
University of Leeds (4)
University of Liverpool
University of Manchester (11)
University of Nottingham (2)
University of Sheffield (2)
University of Southampton
University of St Andrews (5)
University of Surrey
University of Sussex
University of the Arts London (5)
University of Warwick (11)
University of York (2)

USA

Arizona State University Campus Immersion
Art Center College of Design
Babson College
Barnard College
Bates College
Berklee College of Music (3)
Boston College (2)

Boston University (5)
Bowdoin College
California State University, Los Angeles
Carnegie Mellon University
Case Western Reserve University
Colgate University
Columbia University
Cotter College
Drexel University
Duke University
Emerson College (2)
Fordham University (2)
George Washington University
Georgia Institute of Technology
Gonzaga University
High Point University
Lehigh University
Johns Hopkins University, Peabody Institute
Loyola University Chicago
Massachusetts College of Pharmacy and Health Sciences
Michigan State University (2)
New York University (2)
Northeastern University
Northwestern University
Ohio State University (4)
Pace University
Pennsylvania State University (2)
Purdue University (2)
Reed College
Rensselaer Polytechnic Institute
Rose-Hulman Institute of Technology
San Diego State University
Santa Clara University
Santa Monica College (2)
Stony Brook University
Swarthmore College (2)
The New School
University of California, Davis (6)
University of California, Irvine (6)
University of California, Los Angeles (7)
University of California, Merced (2)
University of California, Riverside (7)
University of California, San Diego (8)
University of California-Santa Barbara
University of California, Santa Cruz (15)

University of Chicago
University of Illinois Urbana-Champaign (5)
University of Massachusetts, Boston
University of Michigan, Ann Arbor
University of Minnesota, Twin Cities
University of Missouri, Columbia
University of Pittsburgh
University of Rochester (2)
University of San Francisco
University of Southern California (3)
University of Utah
University of Virginia
University of Washington, Seattle (3)
University of Wisconsin, Madison
Vanderbilt University
Wellesley College
Worcester Polytechnic Institute

Canada

Fraser International College
McGill University (2)
Simon Fraser University
The University of British Columbia (4)
University of Toronto (18)
University of Waterloo (2)
Western University

Asia

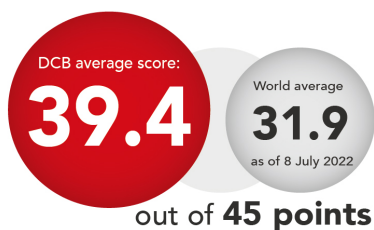
City University of Hong Kong (2)
Hong Kong Baptist University
Korea Advanced Institute of Science and Technology
Ritsumeikan University
Sophia University
The Chinese University of Hong Kong
The Hong Kong Polytechnic University (2)
The Hong Kong University of Science and Technology (4)
The University of Hong Kong (6)
Seoul National University (4)
Yonsei University

Europe

Eindhoven University of Technology
Technical University of Delft
University College Utrecht
University of Groningen

Offers as of 20 June 2023

CLASS OF 2022 IB RESULTS



100%
Full **IBDP** Pass Rate

58%
students
achieving **40+** points



22/23 VISUAL ARTS

100%
students participated
in Visual Arts learning
in DUCKS and Junior
School

380
students participated
in Visual Arts learn-
ing in Key Stage 3

60
students participated
in Visual Arts learn-
ing in Key Stage 4

20
students participated
in Visual Arts learning
at IB stage

9
IB students of Visual
Arts successfully held
their IB Visual Arts
exhibition in 2023

3
annual Visual
Arts exhibition

4
murals by student
and staff Spray Club

8
professional Visual
Arts teachers across
the College

DCB'S 2023 VISUAL ARTS EXHIBITION

THE COLLECTIVE

DCB's annual IB Visual Arts Exhibition is one of the highlights of the school calendar where our IB Visual Arts students conclude and celebrate a demanding two-year course of study.

On Friday March 24, our talented IB Visual Arts students launched their IB Art Exhibition entitled *The Collective*. Named by the students themselves, *The Collective* represents their inclusive nature of diverse opinions and approaches to art within the group.

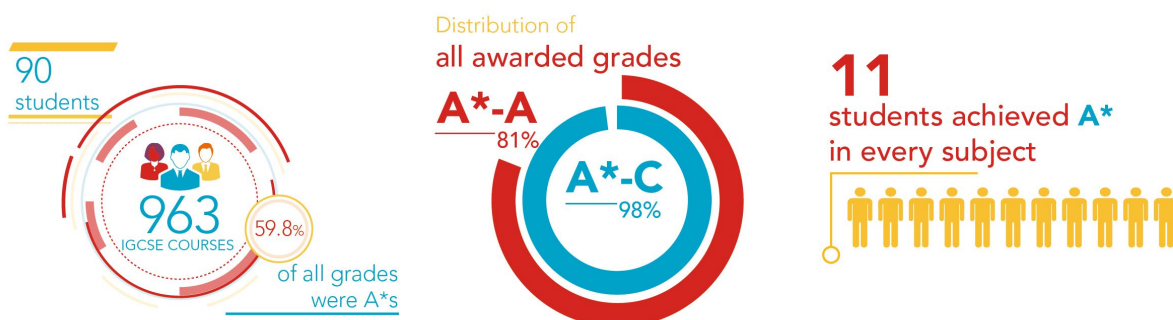


Yvette Stride | Senior School Head of Art

"I congratulate the students on their resilience, in maintaining their artistic spirits during such a challenging time. I also congratulate them on their courage in displaying the most contemplative parts of themselves to a larger audience. Lastly, I congratulate the students for creating an environment in our classroom of acceptance, that allowed for critical feedback and authentic work."



2021 IGCSE RESULTS



22/23 ENGLISH LANGUAGE ACQUISITION

ALL

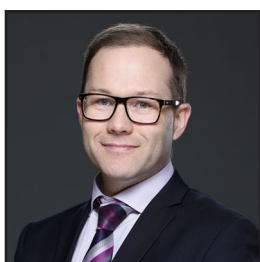
students are supported by EAL expert teachers in DUCKS

100+

Word & Phrase of the Week videos made by DUCKS teachers for DUCKS families

ALL

students have access to EAL support in Junior School



Sean Simkins | Junior School Assistant Head Teacher (Student Support Services)

"In Junior School, we concentrate mostly on a 'push-in' style EAL (English as an Additional Language) approach that has maximum impact on a larger number of students. Where certain aspects of English students find difficult, intervention groups will be set out to address those areas of weakness - this even benefits native speakers who may need additional support in English."

AI & TECHNOLOGY

Dulwich College Beijing prides itself in its commitment to fostering innovation, creativity and a pioneering spirit. In a rapidly changing and increasingly technologically driven world, it's important that our students are equipped with the skills needed for tomorrow and stay competitive on a global scale.



Yosef Karasik | Director of EdTech and Innovation

"At DCB, we understand that technology should never be used simply for its own sake. The curation of tools and platforms is meticulously done, keeping in mind their impact on teaching and learning. We believe that developing all literacies is crucial for our students. As important as numeracy and literacy are, students must also develop computational literacy, and now more than ever, AI literacy."

From **Nursery**

Digital Citizenship is embedded in curriculum with age appropriate teaching and learning

From **Year 1**

students access SeeSaw for independent learning, with voice-over guidance from teachers

From **Year 2**

students own a DCB email account

From **Year 3**

AI is incorporated in the curriculum

60

students in Junior School Master in Technology (JMIT) programme

6

staff members are certified Microsoft Innovative Educators

Well-equipped resources for teaching and learning

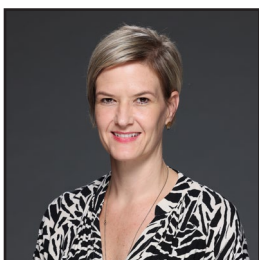
1 dedicated team of EdTech teachers

25 3D printers

200+ robots

145 MAXHUBs

800+ Macbooks, Surface, iPad, and other computer devices



Joanne Anderson | Head of Technology

"The future of our world lies in the hands of those who dare to explore the wonders of STEMM. As the need to adapt to technological advancement continues to increase exponentially, the need to empower and encourage girls to explore and pursue careers in STEMM has never been more important."

AI & Tech Initiatives for Teaching and Learning at DCB



Game Jam

Our first-ever annual game-making competition. Students across DCB created a game around a secret theme and received mentorship from industry professionals.



Girls in STEMM (GIS)

An initiative by the Women Empowerment Center where students visit STEMM-related companies to explore career opportunities.



DCB Joins New Esports League Competition

DCB's Esports Team has just joined the newly founded CHISEL (Chinese International High School Esports League) which will see students from the 6 member schools across China competing against other schools.



CreaTech

A STEAM programme enhancing creativity and technology skills through interactive digital media learning opportunities across our international network.



AI summer camp with Inspirit AI

This AI bootcamp by InspiritAI will see our participating students learn from some of the best in the industry including Stanford and MIT Alumni about the fundamentals of Artificial Intelligence concepts and create socially impactful AI projects.



AI & Tech Expo

Earlier this year, we held our first ever AI & Tech Expo wherein a number of students in DUCKS and Junior School showcased their learning to our DCB parents.



FutureTech

The new course (FutureTech) is an in-house curriculum for KS4 (Year 10 and 11) and will be offered for the first time next year (starting from August). This is an innovative curriculum designed to develop future problem-solving skills with AI and robotics.



Digital Citizenship Curriculum

The curriculum aims to develop responsible, confident users of technology that connect with, care about, and act positively within our community and beyond to enable students to become change agents for the good of their community and beyond.



DCB Hosts FIRST Lego League Challenge

DCB hosted this international competition for children aged 9-16, promoting science and technology learning through fun and engagement.



Planet Hack

DCB's inaugural hackathon where students were given two days to investigate, ideate, prototype and then present their solutions to extreme flooding.

SECTION 2

EDUCATIONAL PILLAR II: PERFORMING ARTS

As one of DCB's five pillars, Performing Arts is highly valued at the College. In addition to our regular performances and our students dedicated study of Shakespeare's works, Dulwich College International also has an exclusive partnership with the prestigious Royal Shakespeare Company in England. This partnership allows our students receive world-class theatre knowledge from some of the best actors and theatre performers in the world.



Mark Elshout | Director of Performing Arts

"We assess the curriculum all the way from DUCKS to Diploma Programme and reflect on how a student learns across the program holistically. The idea is to work on clear connections and common threads and to develop understanding sequentially across the whole program. We develop clear and well-considered goals at each stage. Each unit is therefore designed to build on the last, both in a student's transferable learning skills as well as their understanding of subject specific knowledge."

At DCB, the number and variety of offerings, the visiting professionals, the enthusiasm of the students, and the passion of our teachers make a strong performing arts programme, with end results speaking for themselves!

16

Performing Arts
teachers across
the College

400+

students
participating in
major performances
across the College

17

student
bands and orchestras
across the College

97

Music classes per
week across
the College

33

Music classes per week in DUCKS

22

Music classes per week in Junior School

42

Music classes per week in Senior School

A GLANCE BACK AT THE KEY PERFORMING ARTS CELEBRATIONS

May 2023 - *Dear Edwina Jr*

The *Dear Edwina Jr* cast of **40** students began preparing for their performances all the way back in October. The long-awaited heartfelt musical is a show within a show where the main character Edwina Spoonapple gets the neighbourhood kids together to put on a weekly advice-giving performance to help children from all over with their problems. From struggles with siblings to moving to a new place, Edwina always has the answer!

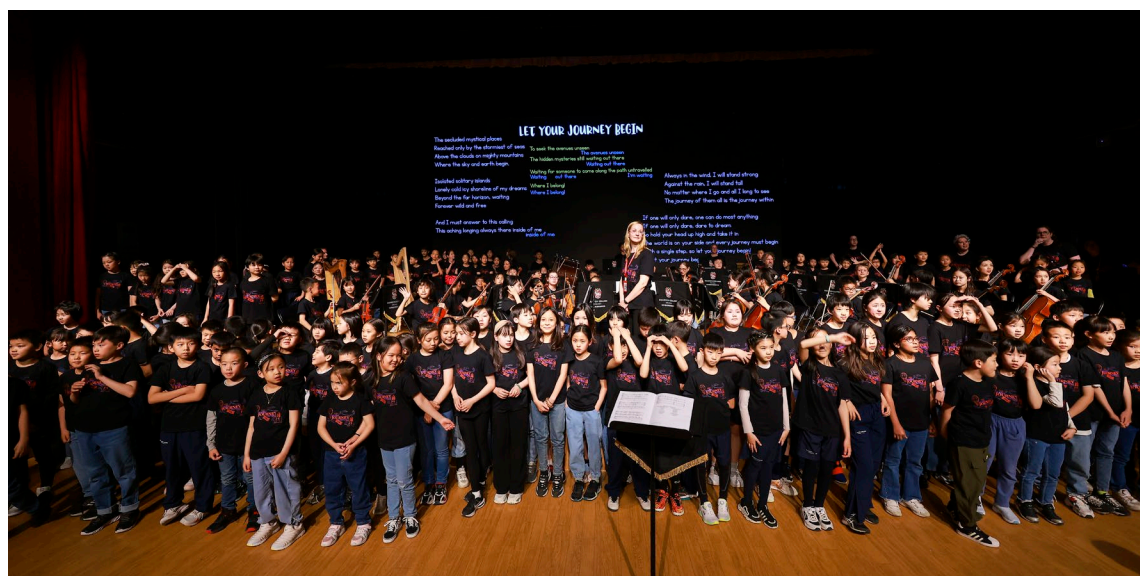


April 2023 - MADD

(Music, Art, Drama, and Dance) Creative Arts Festival

Over **450** students from DCB and Dehong Beijing participated in the MADD festival held in our campus. The focus groups included Choir, Orchestra, Drama, Dance, Film, Visual Art and this year's newest addition: Creative Writing & Performance Poetry.

This year's theme was *Journey* and was inspired by the beautiful picture book series by American author-illustrator Aaron Becker, who was kind enough to create videos for the children, guiding them through the festival.



March 2023 - DCB 2023 Senior School Spring Ensemble

Our DCB community enjoyed the Senior School Spring Ensemble showcase by over 150 student performers from various groups such as the *Big Band*, *Chamber Orchestra*, *Cello Ensemble*, *Testostertones*, *Grace Notes*, *Dulwich Voices*, *Soulful Sisters*, *Soul Band*, *Chamber Choir*, *Senior String Ensemble* and the *Symphony Orchestra*.



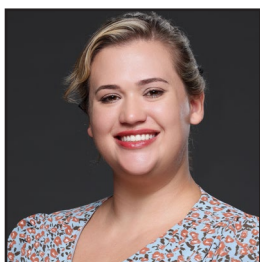
"Watching my daughters perform together in the chorus, I was very proud as a mother. I saw the confidence and satisfaction the music brought to them. Children continuously pursuing their passion is a true demonstration of Dulwich's value of "resilience". By participating in the school's choir and orchestra, the children raised their musical literacy, gained friendships, experienced team spirit from collective efforts, and appreciated the joy and pride of successful performances. As a parent, I especially appreciate DCB's holistic education. The school has a team of highly professional music teachers."

- Zhirong L, a DCB parent



February 2023 - The Tempest by Senior School

30+ Senior School students took to the stage to bring Shakespeare's famous classic *The Tempest* to life, delivering a brilliant performance done entirely in old English. The play featured many memorable moments and a few laugh-out-loud ones that kept the enthusiastic audience's eyes glued to the unfolding drama the whole time.



Engela Ackermann | Senior School Teacher of Drama

"The students have shown so much resilience in the rehearsal process and we couldn't have done it without them. We worked as a team. It is very student-centred. (Students) Sunny and Benjamin were there every step of the way helping with directing, set design, blocking – they did everything! It was wonderful to go through the process with them and seeing them develop from page to stage."

December 2022 - DCB Young Musician of the Year Awards 2022

A total of **20+** Senior School students signed up for the auditions. The performances were of a very high standard and the judging panel had a very difficult time in selecting a winner.



SECTION 3

EDUCATIONAL PILLAR III: SPORT

Engagement in sports not only aids in students' physical development; it also helps to enhance social, emotional as well as time and stress management skills. Competitive sports celebrate the successes of hard teamwork and resilience and at the same time, teach young people how to deal with defeat and lose with grace.

With our strong sports programme we want to instil in all our students, from DUCKS to Junior School to Senior School, a love for regular physical activities so that they will take the habit with them to university and beyond.



Hannah Marshall | Director of Sport

"The DCB values of resilience, confidence, respect and integrity are often displayed regardless whether a student wins or loses. At DCB, students are coached through the fundamentals of the sports and the level of coaching varies depending on the students' skill level. Our aim is to develop all the students in our sports program, not just the most experienced."

151

on-campus matches
organised in AY 22/23

330+

students
participating in
school sport teams in
AY 22/23

25

students
coaches



Primary

Maximum participation and "Sport for All"

U12

60+ students on football, badminton and volleyball teams

U14 & JV

160+ students on football, badminton, volleyball, basketball and swim teams

Varsity

110+ students on football, badminton, volleyball, basketball, swim teams and others

A GLANCE BACK AT THE KEY SPORT CELEBRATIONS

June 2023 - FOBISIA

In Term 3, Dulwich College Beijing hosted the 2023 Beijing Primary FOBISIA Games for students from Harrow Beijing, British School of Beijing Shunyi, Wellington Shanghai, Wellington Hangzhou and Dulwich Suzhou. During the 3 days of competitions, **40+** students and **8** teachers participated and performed well either in their individual competitions or the team matches on behalf of Dulwich College Beijing.



April 2023 - DUCKS Sports Day



April 2023 - Junior School Sports Day



March 2023 - DUCKS Teddy Bear Gymnastics



Oliver Du | Primary PE teacher

"In DUCKS and Junior School, we adopt a 'play-based learning' approach. We use games to motivate them to learn fundamental skills such as movement and rhythm. We also include many interactions with peers so that children learn to connect with other students. Students try different things, find their interests, and develop long-term passion and habits during the process."

Dulwich Games

In March, over **350** Junior School students from Dulwich College Beijing, Dulwich College Suzhou, Dulwich College Shanghai Puxi and Dulwich College Shanghai Pudong converged on the campus of Dulwich Pudong for the return of the Dulwich College Asia (DCA) Games, the first in-person Dulwich Games in 3 years.

The DCA Games involves the Dulwich College Schools across Asia participating in a multi-sport competition. The Games involved students in Years 4, 5 and 6, with students competing in athletics, football, and swimming.



Hannah Marshall | Director of Sport

"I am extremely proud of all the DCB students, the level of teamwork they displayed, their confidence to make new friends, the respect they showed for their opposition and the kindness they treated each other with. These values are much more important than the medals they achieved and will help our students 'live worldwide'."

SECTION 4

EDUCATIONAL PILLAR IV: GLOBAL CITIZENSHIP

Global citizenship underpins our mission to 'Live Worldwide'. Global citizenship is embedded within our curriculum, alive within our extensive extracurricular activities, and lived every day both inside and beyond the classroom. From DUCKS to Junior School and Senior School, we support and help to empower our students "to connect with, care about, and act for all people and our world."

In the academic year of 2022-23, DCB has developed our [Global Citizenship competencies](#) as a growing and living approach to demonstrate what it means to be a global citizen in our school, our community, and our interconnected world.



KEY FINDINGS

FROM THE COUNCIL OF INTERNATIONAL SCHOOLS COMMUNITY SURVEY

- **94%** of the responding parents and 91% of the students confirm that they understand the mission, vision, and values of the school.
- **92%** of the responding parents and 90% of faculty agree the guiding statements guide the school in its decision-making.
- **89%** parents agree that the school considers environmental impact when using resources.
- **89%** students agree that the school effectively teaches them about the impact people can have on the environment.
- **88%** students agree that they are learning how to behave or interact with people of different backgrounds and cultures.
- **85%** students agree that the school has helped them understand how to develop as global citizens.
- **88%** students agree that students are provided with opportunities to engage in projects that promote environmental responsibility.
- **84%** of the responding students, **83%** of the parents, and **88%** of staff believe that sustainability and global citizenship is important in schools.
- **82%** of parents agree that the college is committed to sustainability.

30+

different nationalities
in the DCB community



ALL

three schools have GC
embedded curriculum
for everyday teaching
and learning

70+

staff take the school
buses to work on daily
basis



470+

students take the
school buses to
school on daily basis



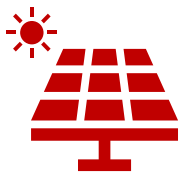
80+

staff and students
commute by bicycles



16

water fountains on
campus to reduce
usage of disposable
water bottles¹



130

solar lights illuminate
the campus with
green energy



11

green buses running
on daily basis

¹ Since the academic year of 2020/21, take-away boxes, lamination, single-use plastics and cups have been banned from the campus.

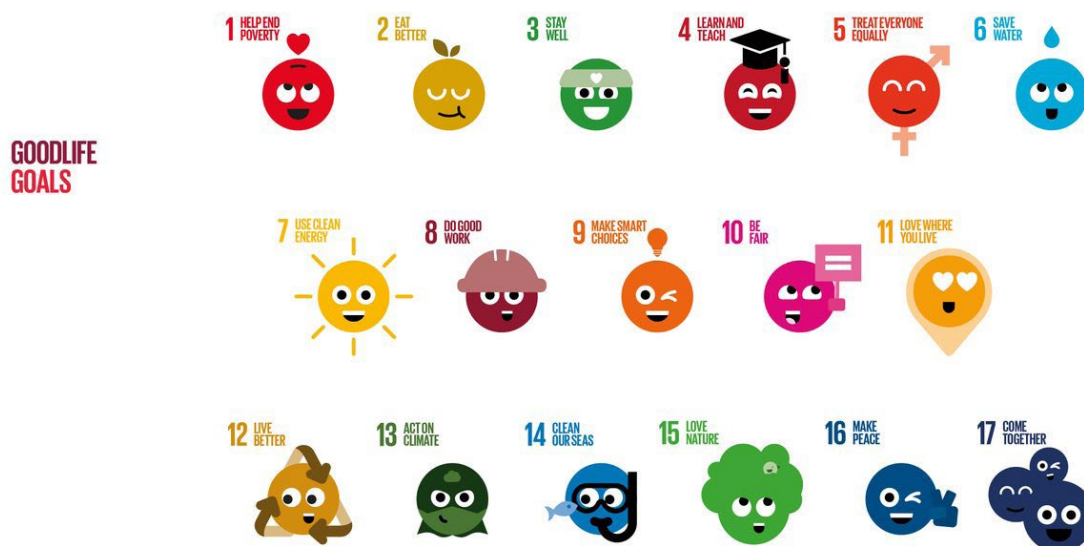
At **DUCKS**, the multicultural and dual language environment along with the guidance of empowered and well-trained teachers ensure that DUCKS students are well on their way to becoming truly global citizens that will make a difference.



Zoe Hatton | Global Citizenship Lead for DUCKS

"In DUCKS, we strive to put Global Citizenship at the heart and soul of what we do. It is not an additional subject; it is our curriculum, it is our culture, it is our identity."

Though our young students at DUCKS may not necessarily have the vocabulary to fully comprehend the 17 different Sustainable Development Goals of the United Nations, they can understand the concepts when introduced in an age-appropriate and relatable way. Instead of calling them SDGs for example, our DUCKS teachers introduce them as the **Good Life Goals** (GLGs).



Dulwich Values have been introduced to our youngest students through seven lovely characters, and students learn about those values by heart through the **DCB Values song**.



"Dulwich Values characters make the values more concrete and deeply rooted in people's hearts. My child is very proud whenever he gets a Values sticker. He would tell me what good things he had done, and which of those characters would have done the same. These lovely characters have been very successful in bringing Dulwich Values to children and helped DCB build a very solid foundation, planting the seeds of the Dulwich Values in children's hearts. "

- Ella Z, a DUCKS parent

Sustainability and Global Citizenship are also embedded in our curriculum and operations across the whole **Junior School**. Our goal is to encourage our community to make informed choices, take inspired action and create a positive impact as individuals, as a group and at a global level.

In **Senior School**, many of our Global Citizenship and Sustainability initiatives are initiated and led by students. This encourages student agency and leadership, allowing students to take ownership of their learning and develop the skills and knowledge needed to become responsible global citizens. For example, the Senior School Global Goals Club is a student-led group, aiming to guide students, teachers and parents towards the SDG goals in a way that is tailored to the demands of our school context.

By participating in a variety of activities from extracurricular activities to House events, students are able to apply what they learn in the classroom to real-world situations. This approach enables them to develop the skills needed to become effective leaders and change agents.

Students also have numerous opportunities to learn more about SDGs and our Dulwich values through the many special celebrations throughout the year such as No-Carbon November, Empathy Week, Kindness Week, Pink Week, International Women's Day, and Earth Week.

DCB CELEBRATIONS THROUGHOUT THE YEAR

May 2023 - Founder's Day

The DCB community came together to celebrate our first Founder's Day since 2019. Founder's Day is our biggest college event of the year, and the atmosphere was charged with excitement under the picturesque blue sky as children ran about, families picnicked with friends, students and parents delivered spectacular performances, our dedicated parent volunteers proudly showcased their culture's specialities at their respective stations and more.



March 2023 - Earth Day

This year, DUCKS celebrated Earth Day by showing our planet some appreciation in different ways. Some planted herbs, some performed, and some even hosted an event to encourage families to try to be more sustainable



March 2023 - World Book Day

World Book Day is an annual event promoting the importance of reading. DCB celebrated World Book Day with a variety of activities about reading and books throughout the month. In addition to dressing up as their favourite book characters, we also had a Read Around the World challenge, Jeopardy, Drop Everything and Read and more.



January 2023 - Chinese New Year

DUCKS children explored the "Weaving" decorations, using different paper and recycled materials and weaving them into rabbits and a "chandelier" in the atrium.



Over 200 Junior School students took to the stage on the last day of the week-long Chinese New Year festival celebrations. The Senior School Chinese Spring Festival Gala included the annual Chinese Short Film Festival. There were more celebratory activities across the College. From dumpling-making and paper cutting to fan painting and Chinese calligraphy, students from DUCKS, Junior School and Senior School were immersed in a wide range of traditional and enriching Chinese New Year activities.



October 2022 - Dress Up Day



October 2022 - Pink Week

At DCB, Pink Week is an annual DCB tradition that aligns with the College's mission to live Worldwide and to support our DCB community wellbeing. Through a range of activities, including a Pink Mural, Sponge the Teacher, Pink Raffle and Photoshoot, DCB Interact and the DCB community raised funds for Wheels for Life, an organisation that provides breast cancer screening.



SECTION 5

EDUCATIONAL PILLAR V: LEARNING BEYOND THE CLASSROOM

Students at DCB enjoy a range of after-school and [extracurricular activities](#), competitions, and enrichment opportunities where they can follow their passions. Across a variety of programmes from the ISA-award winning initiative [Worldwise Academy](#) to the International Partnership Initiative [MOU with the University of Notre Dame](#), we are supported by our resourceful and committed community to create opportunities for students to explore the continued and real-world learning experiences outside of the classroom.

EXTRACURRICULAR ACTIVITIES

DCB offers **160+** extracurricular activities spanning sports, music, drama, art, robotics, Chinese reading, cooking, current affairs, and philosophy and many more.

The activities fall under the following themes but are not limited to these: academic, creative, STEAM, debating, and public speaking, performing arts, service, and sport.

The extracurricular activities are led by members of staff, external agencies and a wide range are led by student leaders. This further provides leadership opportunities for our students to grow and develop holistically. Each student leader has a member of staff who acts as their mentor or coach.

Student leadership workshops and training sessions for our Senior School students are built into the student support strand of the wellbeing model throughout the year. The prefect team also organises student leadership workshops for aspiring prefects.

Residential trips in each year group provide service and educational experiences that enable students to go beyond their comfort zones. These are vertically aligned and planned in collaboration with our various trip providers.

DCB is also a part of the international school community, a member of school associations such as the **ACAMIS**, the Federation of British International Schools in Asia (**FOBISIA**), and **the EiM family of schools**, which provides students with vast opportunities across academics, sports, arts, and global citizenship.

This academic year, DCB partnered with **PacificPine Sports (PPS)**, a leading nationwide sports education provider in China, that also runs the **Dulwich Community Programmes (DCP)** service for DCB students. PPS also provides the DCB sports team with professional coaching support to bring the DCB sports programmes to the next level.

60%

of ECAs are led or co-
led by students

200+

students
participating in sport
ECAs

89

students
participate in STEAM
clubs

100+

activities offered by
DCP in AY 22/23

600+

students attended
DCP programmes in
AY 22/23



WORLDWISE ACADEMY

30+

student leadership opportunities associated with WWA

500+

students attended WWA activities in AY 22/23

700+

parents influenced by WWA activities in AY 22/23

20+

WWA committee members consisted of students, staff and parents

19

guest speakers at WWA events in AY 22/23

October 2022 - Worldwide Academy Annual Summit (Launching Event)

The annual DCB Worldwide Academy Summit took place at the Penn Wharton China Center under the theme *Sustaining innovation in a changing world*.



"Over the years, the Worldwide Academy has become a cornerstone of student enrichment at DCB. It serves as a pivotal means to bridge the gap between school life and the larger life beyond school, as well as an opportunity for students to demystify uncertainties they have about future career pathways."

- Joe W, DCB 2022 Head Prefect

November 2022 - MOU with the University of Notre Dame

The University of Notre Dame signed a memorandum of understanding (MOU) to initiate an international partnership and to further develop academic collaborations and exchanges.



The partnership was further strengthened by the visit and presidential talk of Dr Michael Pippenger, the Vice President and Associate Provost for Internationalisation at the University of Notre Dame in **March 2023**.



"Higher education institutions play a critical role in promoting international exchanges and partnerships and exposing students to different cultures and diverse perspectives. These efforts empower the next generation of global citizens to find common ground, respect and value diversity, and take action in meaningful ways."

- Dr Michael Pippenger
Vice President and Associate Provost for Internationalisation at the University of Notre Dame

April 2023 - Partnership with the Dunhuang Charity Fund

DCB, the China Dunhuang Grottoes Conservation Research Foundation, and the Dunhuang-Chinese Succession Special Purposed Fund signed a new partnership agreement at the digital Dunhuang Grottoes exhibition for public benefits - *Dunhuang Aesthetic Connection with the World*.



"The partnership with Dulwich College Beijing signals a milestone in bringing the Dunhuang culture to the next generation and the international audience. We hope that the younger generation with a global vision will further promote the Chinese culture to the world."

- Dr Wang Hai
Chairman of Dunhuang-Chinese Succession Special Purposed Fund

May 2023 - Partnership with the Artron Art Group

The event, titled *Ínspirations from Reading, Aspirations from the World*, marked not only the generous donation of the largest art book printing company in China but also highlighted a partnership stemming from our organisations' shared values. Both Dulwich College Beijing and the Artron Art Group aim to offer our students more opportunities to learn more about the world and find inspiration in art and books.



IGNITE: SWITZERLAND

Ignite: Switzerland is a unique educational opportunity exclusive to Year 9 Dulwich students, inspired by Education in Motion (EiM)'s vision to provide pioneering education for a sustainable future and underpinned by its global network of resources and industry knowledge. The bespoke 12-week termly programme takes place at the Hochalpinen Institut Ftan (HIF) and engages students with a rigorous academic programme 5 days a week with both a core and elective options being provided.

The location also gives our students access to a magnificent panoramic view of the southern alpine peaks. Students are encouraged to become stewards of the natural environment, inspiring them to explore its wildlife, mountains, forest, pastures, and rivers.

The core academic programme will ensure that all students study the English, Maths, Science, and a language to the same standard as the Dulwich Colleges in Asia. All subjects will be aligned to, and fully meet, the criteria of the Year 9/iGCSE curriculum.

This exciting opportunity gives Year 9 students an exceptional experience of indoor and outdoor learning.



"I am most excited about mountain biking and being able to roam freely around Ftan. Hiking is also excellent, allowing us to see mother nature in its most organic form wonderfully. I'm also delighted to meet new people and learn in a new environment with cultural differences."

- Noah M, one of DCB's inaugural Ignite participants

SHACKLETON LECTURES

The Shackleton Lectures is an annual Dulwich network-wide event under our Worldwide Events Programme, where fascinating people are invited to share their stories with students, teacher and the wider community.

For this year's Shackleton Lectures, DCB is honoured to have welcomed Antarctic explorer, National Geographic Global Explorer and WildBound founder Songqiao Yao, whose adventures and story has served as an inspiration to our students and their teachers.



"It was very fascinating and inspiring, listening to her story and experiences. She pursued her passion, despite (the difficulties). It truly shows how, as long as you have motivation, anything is possible."

- Gwendolyne P, DCB Global Citizenship Student Prefect

PARENT PARTNERSHIP

At DCB, we believe that our students' success relies on a healthy and strong 'triangle' collectively formed by parents, the school, and students.

33

parents signed up for students' enrichment contribution survey

2200+

parents have followed DCB WeCom since the migration

100+

parent workshops and Parent Academies

23

parents on FoD Committee having monthly meetings with DCB school leaders

10

monthly meetings held by FoD with the College leaders

All DCB parents are 'Friends of Dulwich', and there is a Friends of Dulwich committee comprised of 20+ parent representatives and volunteers who closely work with the school to build the community.

In this academic year, the FoD committee has held ten monthly meetings to discuss with the College leaders key initiatives and share parent feedback with the school.



Cecilia Liang | Director of Communications

"Friends of Dulwich is an integral part of the DCB community and culture. Our parent community has always been supportive, caring, and positive. They have contributed to community life and, ultimately, student learning in a meaningful and profound way. It is impressive to witness the passion, efforts, and positivity displayed by our parent representatives, volunteers, and each and every one of the DCB parents."

In **March 2023**, 30 members of the FoD Parent Choir, together with DCB students and students from I-Music Choir, organised *The FoD Sing For Her* charity concert, and donated all ticket proceeds to the non-profit organisation Educating Girls of Rural China (EGRC).



SECTION 6

STUDENTS ARE AT THE CENTRE OF EVERYTHING WE DO



Kevin Rossall | Deputy Head of Senior School (Wellbeing)

"In feeling safe and supported, our students learn to push their boundaries and Live Worldwise; when students feel safe and happy in school, they become inspired to develop positive learning experiences, and eventually make a positive difference in the world."

STUDENT LEADERSHIP

We encourage students across the College to involve themselves in the wider College community and offer support to one another. Our Student Council is made up of students from each Year group who learn to listen and work with one another while voicing the views of their peers. Our most senior students are encouraged to take on additional responsibilities and to act as ambassadors for the College. Each year, our Head Boy and Head Girl are selected from our most senior students and a select number of students are nominated to take on the role of prefects. Our student leadership team sets a strong example to younger students and act as a point of contact for students throughout the College.

Student Council

10 members in DUCKS
20 members in Junior School
42 members in Senior School

34

Senior School members in the 2023 Student Prefect team

House Leaders

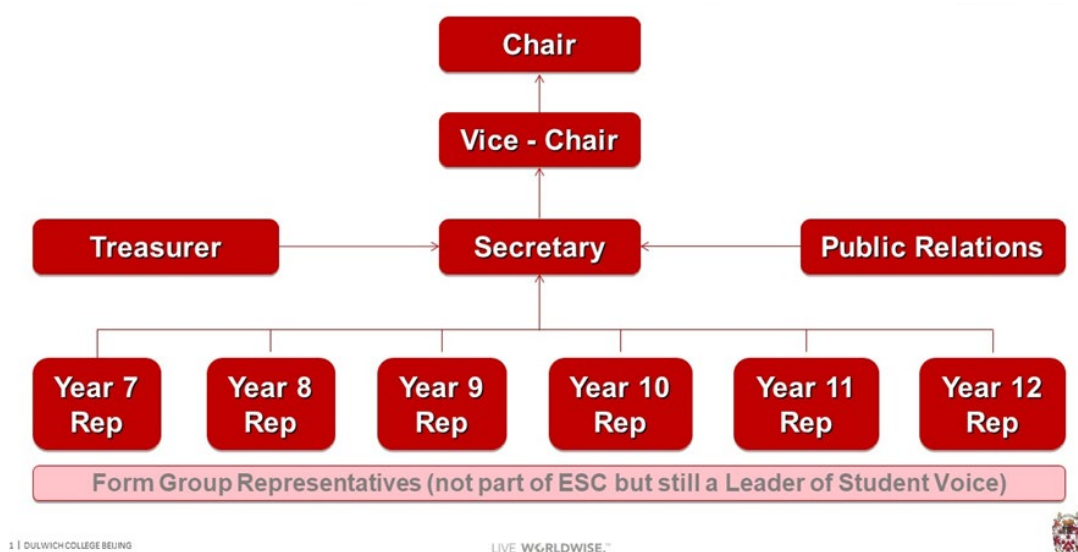
10 members in DUCKS
20 members in Junior School
80 members in Senior School

12

students in the Senior School Exec-StuCo

The Newly Launched Senior School Executive Student Council

At the start of this academic year, Senior School launched the new Executive Student Council (ExecStuCo) positions to better encourage student voice from all the key stages in Senior School.



March 2023: DIMUN (Dulwich International Model United Nations) XIII

This year, **115** delegates from 8 different schools took part in DIMUN XIII. The annual three-day event is a student-run initiative that looks to foster thought and critical thinking in the modern youth, instilling important aspects of the United Nations into its attendees such as diplomacy and debate. Our thirteenth edition of DIMUN was opened with the theme of *Bridging Divides*, under the idea that, in an increasingly divisive world, cracks could be covered, and crevasses crossed by joining forces and building new solutions or bridges to connect us.



STUDENT WELLBEING

At a whole school level, like we have in DCB, we see an environment where students, for the most part, enjoy coming to school and whilst they are here, are happy and feel safe enough to push themselves beyond the scope of the normal curriculum.

KEY FINDINGS

FROM THE COUNCIL OF INTERNATIONAL SCHOOLS COMMUNITY SURVEY

- **94%** of students understand how they are expected to behave in school. (2022 CIS Survey)
- **86%** parents consider their children being supported socially and emotionally. (2022 CIS Survey)
- **83%** of the responding parents believe that their children are safe and well-cared for at school, whilst **80%** of the students second that statement. (22/23 DCI Annual Experience Survey)
- **80%** of students enjoy their learning at school. (22/23 DCI Annual Experience Survey)

Junior School Mindful Mornings

Mindful Mornings is an opportunity for our Junior School community to do a range of activities such as Mindful Breathing, Yoga, some physical activities, reflective activities like writing a journal, and singing and dancing. The sessions are an opportunity to reconnect, share, and promote positive behaviour.

Mindful Mornings is part of the curriculum and is a core part of every single day in Junior School. Students spend time between 8:15 and 8:35 every morning to build strong relationships, learn about our Dulwich Values and how to demonstrate them, and develop their social and emotional wellbeing through a variety of activities.



HEALTH & SAFETY

Because we put students first in all that we do, safeguarding and child protection are of paramount importance in all of Dulwich College Beijing. As a world-class organisation with a strong moral purpose, we make certain that every step is taken to ensure the safety and wellbeing of each child in our care. We are committed to providing a safe, supportive and welcoming school for all members of our school community.

100%

staff received safeguarding trainings

100%

staff completed the criminal record check and background check

100%

recruitment interviews underwent safeguarding knowledge evaluation

90

parents received safeguarding trainings as parent volunteers in AY 22/23

6

drills (fire, earthquake, lockdown, evacuation) in AY 22/23

KEY FINDINGS

FROM THE COUNCIL OF INTERNATIONAL SCHOOLS COMMUNITY SURVEY

- **100%** staff understand and have received effective training on the school's child protection policies.
- **100%** staff are confident in their ability to recognise when a child is suffering from harm or abuse.
- **100%** staff have confidence that the school's IT systems can effectively protect data.
- **91%** students / **84%** parents / **100%** staff agree that the school provides a secure environment for all members of the school community, representing an increase by 20% compared to the 2020 survey result.
- **88%** students feel safe at school.
- **93%** students know what to do if there is an emergency at school, representing an increase by 7% compared to the survey result in 2020.
- **91%** parents trust the school in providing good health care when their children are unwell.

FACILITIES

Our College offers an educational environment designed to nurture the intellectual, physical, social and emotional development of our students.

126

classrooms and space
for learning and col-
laboration

70,000+

resources in
the 3 libraries

602

seats in Wodehouse
Theatre

KEY FINDINGS

FROM THE COUNCIL OF INTERNATIONAL SCHOOLS COMMUNITY SURVEY

- **94%** students consider the classrooms and other teaching spaces at school are suitable for learning. (2022 CIS Survey)
- **87%** of the responding students and **79%** of the parents think that school premises are both clean and well maintained. (2022 CIS Survey).



The New Junior School Playground

The play equipment includes an Activity Centre, Play Planetarium, Fitness Pull-up Bar, Surfy, Fairy Circus, Pyramid Net, a Seesaw and Fitness Monkey Bars.

The play equipment includes several features to make it safe for Junior School students. These include 13.5 cm deep rubber mats around all play equipment, safety signs around the building and on the equipment as well as design features like smooth edges, gradual inclines, bright colours, soft materials and so on.

All the play equipment has met at least one safety standard, including British and European Standard EN 1176 and EN 16630.

The play set was made by award-winning Finnish company called Lappset, who specializes in play equipment. The play sets meet the international requirements of ISO9001 for product quality, and ISO14001 for production-level environmental management. Finally, all these new play sets have been independently tested by TUV to ensure that they meet said safety standards.



The New Reception Playset

The playset meets British and European safety standards. It has been independently tested by TUV and found to be compliant with safety standards EN 1176-1: 2017 and EN 1176-3: 2017.

The Tree House and Track has design features that make it easy, fun, and safe to play on. This includes a soft and bouncy 13.5 cm deep mat, smooth wooden support beams, curved edges, shading from the sun and a slide with a clear plastic window.





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