

DULWICH COLLEGE | BEIJING |

北京德威英国国际学校



Guiding Statements Report

2020-2021

beijing.dulwich.org

GRADUATE
WORLDWISE.

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



FROM THE HEAD OF COLLEGE

Dulwich College Beijing (DCB) is widely recognised as one of the leading international schools in Beijing. The College was founded in 2005 and during the past academic year of 2021 our 15th anniversary was celebrated. In the past fifteen years, DCB has achieved stellar development and provided countless moments that are cherished by every member in the community. As of today, we have 1,565 students on the campus, educated and supported by a total of over three hundred teachers and staff members.

The year 2020-2021 was a unique one for all of us. COVID-19 hit the world at the beginning of 2020 and generated a disruption to every one's life, learning, and work. Everyone within the DCB community worked together through this unprecedented challenge. The teachers and support staff did a fantastic job responding to the challenges with speed and effectiveness. DCB was commended for its top-quality eLearning educational experience. Our community has adapted swiftly to the rapidly changing context, and learning for all our students is at full speed, no matter if students are online or on our campus.

We were impressed by the resilience and independence our students exhibited during this challenging year. Despite these unique challenges posed by the pandemic, DCB students once again achieved outstanding academic results. The Class of 2021 has received offers from multiple world-class universities. Our students also triumphed beyond the classroom. They displayed exceptional talent across the visual arts, drama, music, and sport, and they have dedicated a lot of time and energy in service projects as well.

When we monitor and evaluate our success in the past academic year, we look at the fulfilment of the DCB Guiding Statements, our compass that defines and guides the College's purpose, direction, and decision-making. The Guiding Statements ensure that we put our students at the centre of everything we do while accommodating the needs of the broader community. Our Guiding Statements flow from the Vision 'Our students have the skills and motivation to make a positive difference in the world,' and include DCB mission, values, the definition of learning, commitment to internationalism, and global citizenship along with the philosophy & objectives.

Annually, the College Leadership Team (CLT) gathers data from various inputs to decide on the next College Development Plan. Data from accreditation reports, stakeholder CIS Community Survey perceptions, DCI survey data, DCI visit reports, Dulwich College London visit reports along with internally collected data such as academic results, are all analysed to determine the short- and longer-term strategy of the College. The collection of data provides real and objective evidence that DCB is indeed achieving what it aims to accomplish.

In this DCB Annual Report of Guiding Statements Evaluation, you will read the performance measures that track the progress of the College, assessed from the below five guiding questions:

- How effective in practice are the Guiding Statements of the College?
- What criteria will be used to focus the inquiry?
- What instruments will assist in measuring our Guiding Statements?
- What evidence can be collected that demonstrates success and identifies areas for improvement?
- What markers can be established to stabilize future achievements?

The annual measurement process highlights areas of excellence and may identify areas that require further attention. With this annual report, we aim at aligning every community member's attention, goals, and resource expenditure to fulfil DCB Guiding Statements and ultimately continue to provide an excellent learning experience to our students.

Thank you for your trust in Dulwich College Beijing. We look forward to working towards the next year of growth together with all of you in the vibrant and united DCB community.

Yours sincerely,

Anthony Coles
Head of College

GUIDING STATEMENTS

Our guiding statements provide Dulwich College Beijing with the compass in 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.

Our guiding statements include not only our vision, mission & values but also include our definition of learning and our commitment to internationalism and global citizenship.



INTERNATIONALISM

At Dulwich College Beijing, we believe internationalism encompasses respect between everyone in our school and our wider community. We celebrate the diversity that exists within our international community and we aim to contribute to the understanding and mutual respect between our host country of China and the rest of the world. We adhere strongly to our College ethos and values, which allow us to thrive as a community. Internationalism helps us recognize all that we can share, all that we can learn, and all that we can build, together.

GLOBAL CITIZENSHIP

Everyone in our community - students, staff and parents - is a learner. All our learning supports the belief that we each have a responsibility to 'build bridges to the world'. In doing so we try to ensure our actions seek the deepest understanding of, and most positive impact on, the circumstances and dignity of our fellow human beings, regardless of who they are or where they are. For us, this is global citizenship in action.

PHILOSOPHY & OBJECTIVES

Our Philosophy and Objectives have been converted into child-friendly statements with relevant Values attached to each. We will use these regularly to help guide our school community towards the Philosophy and Objectives.

- A) We provide a safe, secure and stimulating environment
Our school is a fun and safe place to learn.
VALUES: KINDNESS AND RESPECT
- B) We recognise that each child is unique
We can be ourselves
VALUES: CONFIDENCE AND OPEN-MINDEDNESS
- C) We challenge and support each child to be the best they can be
We all work together to do the best we can
VALUES: CONFIDENCE AND RESILIENCE
- D) We educate the whole child
We learn through everything we do
VALUES: OPEN-MINDEDNESS
- E) We emphasise the benefits and responsibilities of working together
We play and work together as a team
VALUES: OPEN-MINDEDNESS AND RESPONSIBILITY
- F) We know that meaningful learning involves taking risks
We trust ourselves to try new things
VALUES: CONFIDENCE AND RESILIENCE
- G) We value awareness of the natural world and its resources
We will try our best to take care of our world
VALUES: RESPONSIBILITY AND KINDNESS
- H) We prepare children to live their lives with a spirit of respect for themselves and others
We respect ourselves and others
VALUES: RESPECT AND INTEGRITY
- I) We aim to prepare them for a future that is unpredictable
I will be prepared for change
VALUES: OPEN-MINDEDNESS AND RESILIENCE

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DULWICH COLLEGE BEIJING GUIDING STATEMENTS EVALUATION REPORT

2020 - 2021

A SNAPSHOT OF THE ACADEMIC YEAR OF 2020-2021 FIVE EVALUATIONS DATA HIGHLIGHTS

EVALUATION 1:

Are DCB students motivated and prepared for an uncertain world?

- **95.7%** DCB students understand DCB's mission, vision, and values.
- The **109** students of Class 2020 received **560** university offers.
- **85%** DCB alumni left the school feeling prepared academically to pursue their goals.
- **89%** DCB alumni left the school feeling prepared for interacting with people from different backgrounds and cultures.
- **75%** parents agreed that DCB students are motivated and prepared for an uncertain world.

EVALUATION 2:

Do we provide a safe, secure, and stimulating environment?

- **96.9%** parents agreed that DCB provides a healthy and safe environment for their children.
- **91%** students considered themselves being supported socially and emotionally.
- **87%** parents agreed that their children are happy with their overall school experience.

EVALUATION 3:

Do we educate the whole child?

- Over **400** leadership positions in Senior School.
- **91%** students agreed DCB's activities and programmes match their interests.
- **312**-student participation in concerts in 2020/21.
- **1756**-student sports participation in 2020/21.

EVALUATION 4:

Do we live by our values? Are students agile for change, open-minded, and resilient?

- **95%** students and parents understand DCB's values.
- **78%** parents agreed that DCB has a strong sense of community.
- **4500+** receivers of DCB direct communications.

EVALUATION 5:

Do DCB students live Worldwide? Do DCB students grow as global citizens?

- ▶ **95%** students agreed that DCB's mission includes respect for diversity and the development of global understanding.
- ▶ **88%** students agreed that DCB provides them with opportunities to engage in projects that promote environmental responsibility.
- ▶ **45** nationalities of staff and students.



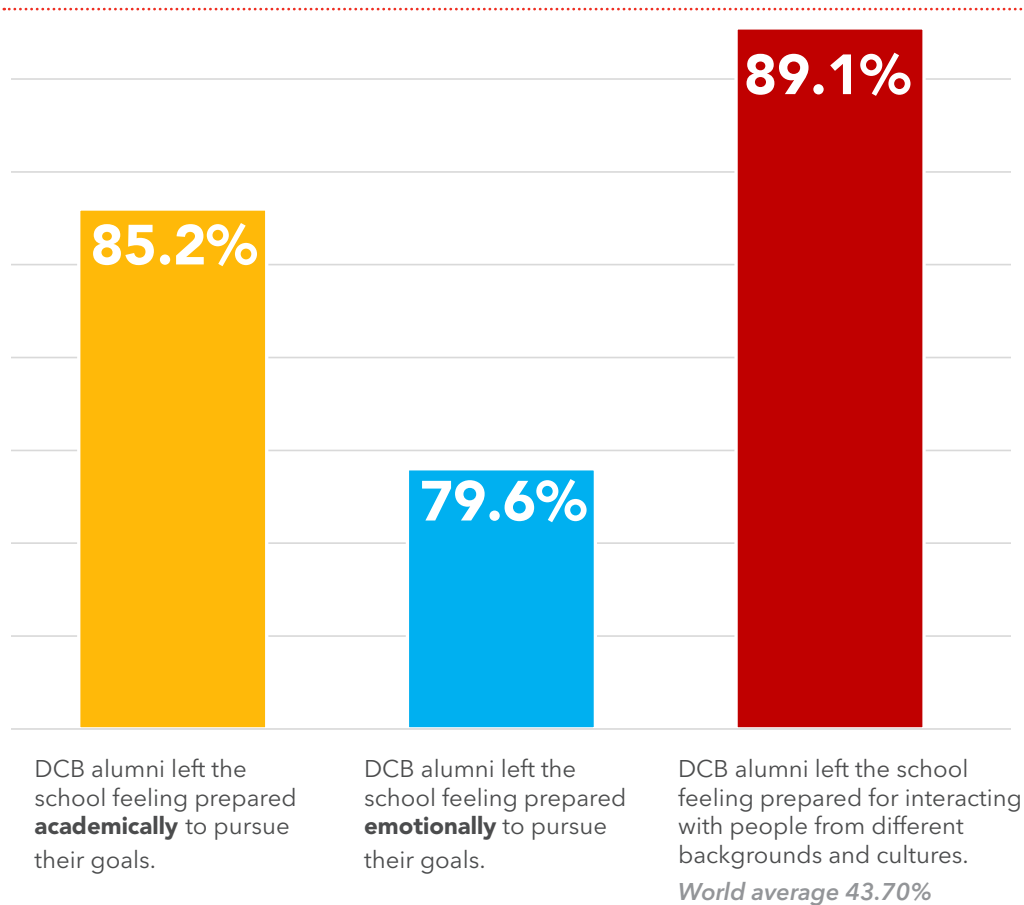
EVALUATION 1:

Are DCB students motivated and prepared for an uncertain world?

KEY OBSERVATIONS FOR 2020/21:

- DCB students are confident, motivated, and prepared for an uncertain world.
- DCB students continue to achieve stellar academic results.
- "Make It Real" is a priority agenda for the learning in DCB.

CIS Survey



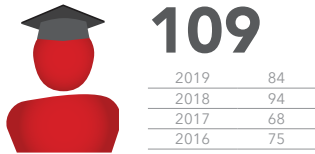
DCI PARENT Survey

75%

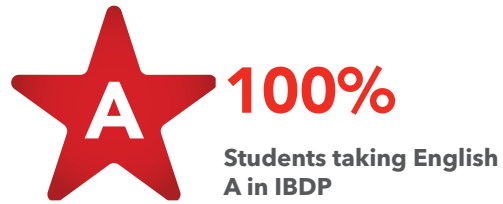
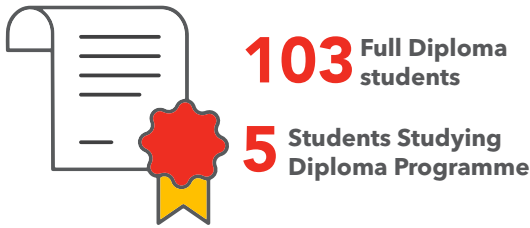
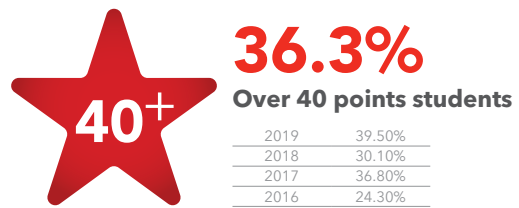
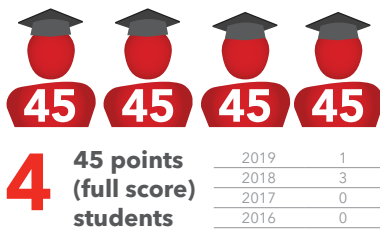
Parents agreed that DCB students are motivated and prepared for an uncertain world.

Class of **2020**

DCB Year 13 students



Average IB Score

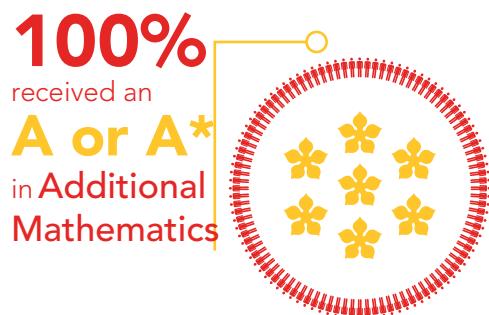
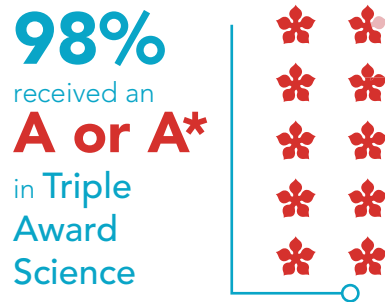
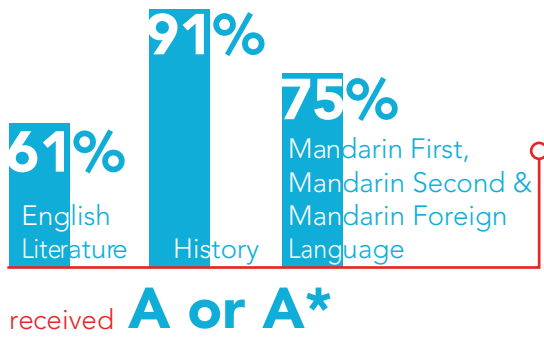
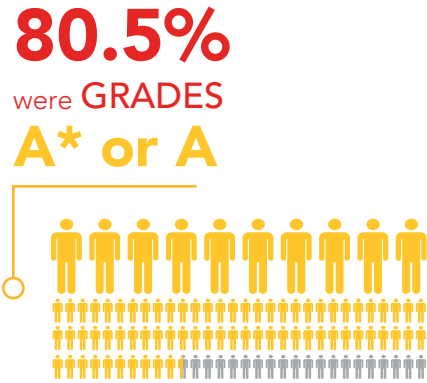


University Matriculations



and other reputable universities!

IGCSE Results in **2020**



Worldwise Academy



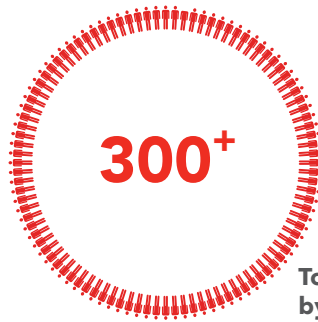
20

Student hosts and panelists
in WWA in 20/21



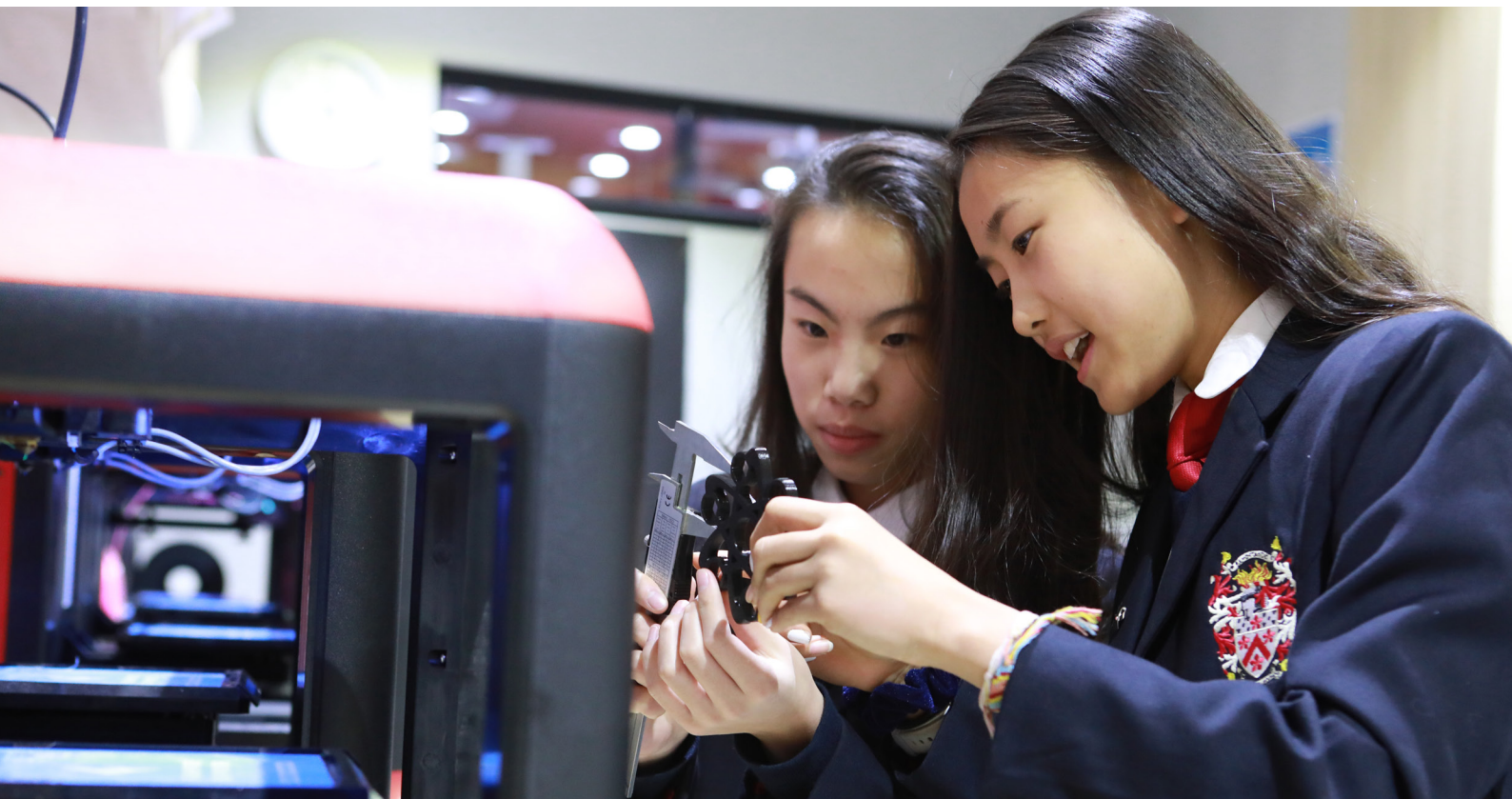
16

Parent committee members
in WWA in 20/21



Total community members impacted
by WWA in 20/21

Worldwise Academy is an initiative linking students with professionals in areas of science and technology; business, finance and entrepreneurship; arts and creative industries; and public affairs and law.



EVALUATION 2:

Do we provide a safe, secure, and stimulating environment?

KEY OBSERVATIONS FOR 2020/21:

- DCB community agreed that the school provides a healthy and safe environment for students.
- Safeguarding is at the centre of DCB education and operations.
- DCB students are well supported socially and emotionally.
- Students in focus groups feel the pressure of school and family expectations.
- Wellbeing of students continues to be a focus for students of all ages.
- Student attitudes to school will be unpacked via focus groups.

Affiliations and Accreditations



Council of International Schools



The Western Association of Schools and Colleges



The National Centre for School Curriculum and Textbook Development

- Annual inspections from Dulwich College, our founding school in London.
- In regular contacts with over 40 governmental authorities and departments
- Completed over 100 on-site and off-site inspections in 2020/21

CIS Survey



96.9%

Parents agreed that DCB provides a healthy and safe environment for their children.



99.4%

Faculty

99%

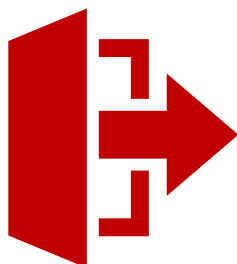
Support Staff

Staff understand DCB's policies on child protection and are confident to carry out their related responsibilities.



95.1%

Parents agreed that DCB promotes a supportive environment for students' learning and wellbeing.



98.2% **Faculty**

Effective procedures are in place for emergency situations (fire, earthquake, lockdown, evacuation, etc) and are regularly practiced.

World average: 93.3%

86.7%

Students know what to do if there is an emergency at school.

88%

Students agreed that they are encouraged to express views to DCB on matters concerning their learning and wellbeing.

World average: 74%

DCI Parent Survey

Net Promoter Score

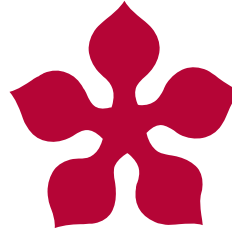
8.2

(2018/19: 7.9)



87%

Parents agreed that their children are happy with their overall school experience.



79%

Students feel safe and well cared for at school.

84% Parents agreed to that statement.



83%

Parents agreed that their children consistently enjoy their learning experience.



82%

Parents agreed that making friends at school has been easy for their children.

PASS Survey Data (Junior School & Senior School)

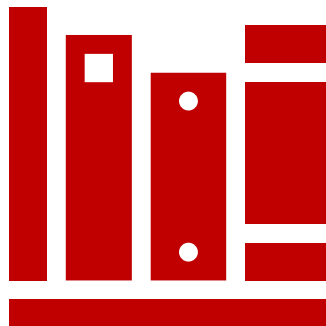
Students' average feelings about school

66.9 SS 20/21

SS 19/20	68.6
SS 18/19	69.7
SS 17/18	71
SS 16/17	71.8

63.2 JS 20/21

JS 19/20	58.1
JS 18/19	53.4
JS 17/18	62.2
JS 16/17	55.2



Students' average attitudes to attendance

69.7 SS 20/21

SS 19/20	69.7
SS 18/19	69.8
SS 17/18	71.9
SS 16/17	72.8

68.1 JS 20/21

JS 19/20	62.4
JS 18/19	58.8
JS 17/18	64.6
JS 16/17	59.1

Support Programmes



121

Senior School **EAL** students

EAL programmes

KS3

A sheltered content program. Small and supportive English classes with an **EAL** teacher.

KS4

An options course - Academic English (before SY2021/22). **IGCSE ESL** starting from 2021/22.

Safeguarding

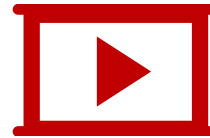
Policies in place:

Safeguarding Policy, Safe-Touch Policy, Anti-bullying Policy, Speak Out and Stay Safe Guidance



100%

Staff received **safeguarding training**



100%

External visitors watching the **safeguarding video**.

100%

Staff completed the criminal record check and background check.

15

Safeguarding workshops offered to parents in 20/21



6

Drills (fire, earthquake, lockdown, evacuation) in 20/21

Wellbeing



91%

Students considered themselves being supported socially and emotionally.

- Monthly **"Life Skills" classes** for KS3/4/5 students
- Weekly **Team Talks** with IB students
- Weekly **wellbeing meetings** between school counsellors, Key Stage leaders, and IB pastoral leader
- **Counselling sessions** for "high-need" students on topics like anxiety, test prep, and study skills.
- 100% JS & SS students have access to **drop-in sessions** and **individual counselling** with counsellors
- A designated **wellbeing centre** in Junior School

Facilities



122

Class rooms

1

Sport Hall

3

Libraries

2

Sports Domes

2

Cafeterias

313

Parking Spaces

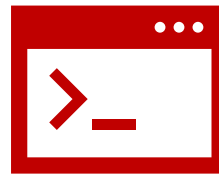
272 for cars / **41** for buses

Technology



SE21

SE21 centre received the
2019 International School Award
for Creativity in Learning

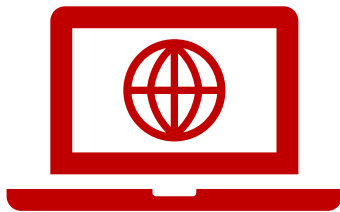


ICT Helpdesk tickets

6124

 20/21

19/20	10,880
18/19	11,479
17/18	12,022
16/17	13,227



90

ICT Helpdesk sessions for
parents since COVID-19

1018

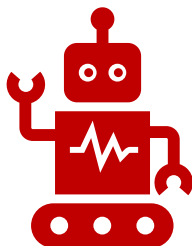
MacBooks, Surface, iPad,
and other computer devices

68

Maxhubs

16

3D printers



155

Robots



30626

Zoom & Microsoft Teams
meetings in 20/21

97%

Parents believed that DCB
uses information technology
to enhance learning.

EVALUATION 3:

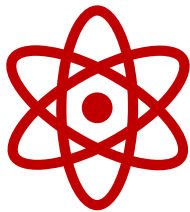
Do we educate the whole child?

KEY OBSERVATIONS FOR 2020/21:

- DCB offers extensive extra curricular and enrichment activities to balance the academic focus of the school.
- Plenty of leadership opportunities are available.
- Students in focus groups describe their personal schedules beyond the school day as demanding.
- Service projects in the external community have been affected by the pandemic and they will need to be a focus next year.

CIS Survey

DCB's activities and programmes match students' interests



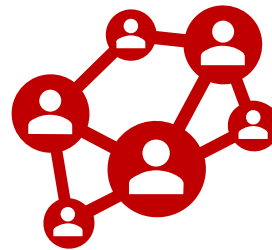
90.6%

Students

87.2%

Parents

DCB supports students socially.

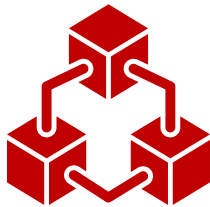


91.2%

Students

90.5%

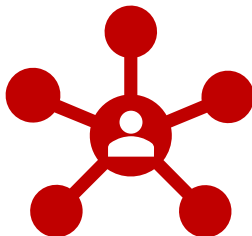
Parents



87.9%

Students agreed that DCB provides them with opportunities to engage in service learning or community service.

DCI Parent Survey



72%

Parents agreed that DCB has effective student support networks.

81%

Parents agreed that DCB has a student centred approach.

71%

Parents agreed that the co-curricular activities support their children's interests.

Dulwich Challenge

The Dulwich Challenge encourages Senior School students to participate in a range of academic enrichment, community service, sporting and creative activities. To qualify for certification students must attend at least one activity per week, complete the year trip and participate in a charitable project. To qualify for the more exclusive Dulwich Challenge Elite, students are required to complete additional activities and to lead or inspire in some area of school life.

Student participation in Dulwich Challenge



36 2020

Elite: 24
Gold: 2
Silver: 3
Bronze: 7

2019	41	Elite	23
		Gold	0
		Silver	4
2018	48	Bronze	14
		Elite	20
		Gold	1
2017	26	Silver	8
		Bronze	19
		Elite	26
		Gold	0
		Silver	0
		Bronze	0

Student Leadership



400⁺

Leadership positions in Senior School

145

Student Reps in Key Stage 3 and Key Stage 4

35

Key Stage 5 Perfects responsible for 17 portfolios

100

House leaders (5 Houses)

120-150

Interact ECA students

38

Project Nightingale students

40

SDG students

57

DIMUN students

60

Senior School Student Council

35

Senior School student mentors, tutors & buddies

50+

Senior School Sports Captains

16

Junior School Student Council students

60 (20 per term)

Senior School student mentors, tutors & buddies

20

Junior School House Captain

10

Early Years Student Council students

After School and Extra-Curricular Activities



ECAs in the past three years

379 SS

ECAs in 20/21	99
ECAs in 19/20	101
ECAs in 18/19 (before pandemic)	179

189 JS

ECAs in 20/21	51
ECAs in 19/20	58
ECAs in 18/19 (before pandemic)	80

ECA attendance rate

81% SS 20/21

SS 19/20	69%
SS 18/19	88%

80% JS 20/21

JS 19/20	78%
JS 18/19	85%

Activities offered by DCP

30

Activities in 19/20	18
Activities in 18/19	24

Student attendance in DCP programmes in 20/21

570

Student attendance in DCP programmes in 19/20	625
Student attendance in DCP programmes in 18/19	824

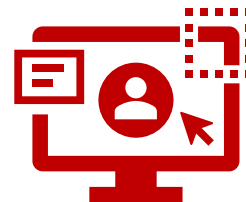
STEAM

ECA categories



7

academics, creative, sports, performing arts, service, debate and public speaking



17

Staff members acclaimed the title of Microsoft Innovative Educator (MIE) Experts

STEAM Club students

136 20/21

19/20	135
18/19	171

STEAM Club ECAs

10 20/21

19/20	9
18/19	12

Sports



1756

Total student sport participation in 20/21

Senior School student sport participation	800
Junior School student sport participation	595
Early Years student sport participation	361

Visual and Performance Arts



97

Music classes per week

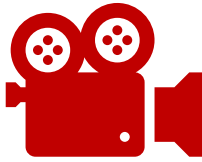
Early Years	33 classes per week
Junior School	22 classes per week
Senior School	42 classes per week



77

Student participation in the **annual musicals** (Shrek, Annie)

Shrek: 37 (but did not happen because of COVID); Annie: 40



55

Students in the **virtual performances** in the past three years

20/21	18
19/20	17
18/19	20



1163

Student participation in the **concerts** in the past three years

20/21	312
19/20	440
18/19	411



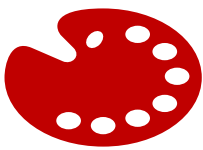
16

Student bands



12

IB students showcased at the IBDP Art Exhibition in 20/21



3

IGCSE art classes per week in 20/21



48

IGCSE art students in 20/21

Y10 IGCSE art students	26
Y11 IGCSE art students	22

EVALUATION 4:

Do we live by our values? Are students agile for change, open-minded, and resilient?

KEY OBSERVATIONS FOR 2020/21:

- DCB community is highly supportive, collaborative, and united.
- DCB students are challenged to do their best.
- Student self-regard has increased but their own sense of work-ethic slightly decreased during the pandemic.
- 95.7% DCB students understand DCB's values.
- The communication experience of parents has improved in many key areas, specifically relating to the relevance of communications.

CIS Survey

VALUES

95.7%

DCB students understand DCB's values.

95%

Parents



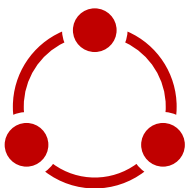
91%

DCB students believe the school supports them emotionally.

90%

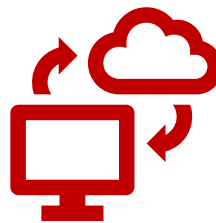
Parents think DCB effectively manages parental communications.

DCI Parent Survey



78%

Parents agreed that DCB has a strong sense of community.



72%

Parents agreed that DCB has effective student support networks.



75%

Parents agreed that their children are challenged to do their best.



83%

Parents were satisfied with their overall communication experience.

2018/19 75%

Community Engagement

Every DCB parent is a Friend of Dulwich.



22

Friends of Dulwich committee members

20⁺

FoD initiated events and activities in 20/21

76

Parent class representatives

36

Weekly newsletters in English and Chinese in 20/21

5

Parents on Board of Trustees

74

Parent events and workshops in 20/21.

60

Whole College letters to the community in 20/21 in bilingual languages (as of 20 Apr)



126

Articles published on DCB's social platforms in 20/21



4500⁺

Receivers of DCB's direct communications



14252

DCB's public WeChat account followers

3836

DCB LinkedIn followers

EVALUATION 5:

Do DCB students live Worldwide? Do DCB students grow as global citizens?

KEY OBSERVATIONS FOR 2020/21:

- Students and Staff agree that sustainability, global citizenship and culture is embedded in the curriculum.
- DCB students actively lead or participate in sustainability themed projects.
- We can do more to “live” our DCB Sustainability Goals.
- DCB EdTech made outstanding efforts during the COVID-19 pandemic and received highly positive comments from the community.

CIS Survey



94.5% Students

95.2% Parents

DCB's mission includes respect for diversity and the development of global understanding



87.9%

Students agreed that DCB provides them with opportunities to engage in projects that promote environmental responsibility.

95.8%

Faculty agreed students are encouraged to engage in and discuss issues of environmental stewardship.



91.2% Students

83.5% Parents

Chinese language and culture are used to enhance learning.



86.9%

Parents agreed that DCB provides their children with sufficient opportunities to learn languages other than English.

92.7%

Students were encouraged to share about their ethnic/cultural heritage.



93.1%

Students agreed that they learn about cultures different to their own.

World average 36.1

DCI Parent Survey



76%

Parents agreed that DCB has a commitment to sustainability and global citizenship.

74%

Parents agreed that DCB is actively encouraging actions and promoting sustainability and global citizenship amongst our community.

84%

Parents believe that sustainability and global citizenship is important in schools.

Sustainability

School buses



38.4%

Staff taking school buses

11

Green school buses

36%

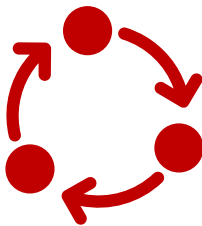
Students taking school buses

12

College Sustainability Committee members

16

Student-led sustainability programmes in 20/21



11

Sustainability committee members

30

Senior School SDG Group students

Students	5
Staff members	7

Sustainability education for Early Years students

- **Toddler** - Different types of transport and the emissions they produce (UoI). How trees absorb emissions and why planting trees is important (World Earth Day).
- **Nursery** - Focused on climate change (UoI and World Earth Day).
- **Reception** - Plastic in the ocean (UoI and World Earth Day).
- **Year 1** - Minibeasts and their habitats (UoI) and Repairing the Planet (World Earth Day)
- **Year 2** - How human decision making can impact the planet in positive and negative ways? (UoI) Taking action to save the planet (World Earth Day).
- Both **World Earth Day** and **International Women's Day** were marked throughout the **Early Years** and **Foundation Stage** with an assembly and then discreet teaching and activities.



5

Water fountains
across the campus



31

Hand dryers



1/4/2021

Take-away boxes were
banned on campus.



66

Solar lights at DCB



86.47kg

from mid Nov till
23 Apr
Food waste disposal



The grass uses
**recycled
water**

DIMUN (Dulwich International Model United Nations)



57

Students involved in DIMUN
out of 120 students from different countries

Language and Diversity



45

Staff and student
nationalities

CHINESE LESSONS



EY

Nursery: 2
Reception: 3
Y1: 5
Y2: 5
lessons per week

JS

5 lessons per week

SS

KS3: 4+5 lessons in two weeks;
KS4/5: 3 lessons per week



112

Students learning
Spanish in SS

9

Students learning
German in SS

112

Students learning
French in SS

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