

GOOD HOPE SCHOOL ANNUAL REPORT 2019-2020



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Introduction

GOOD HOPE is a Catholic school sponsored by the Missionary Sisters of the Immaculate Conception (MIC), originally established as a Kindergarten on Waterloo Road in 1954. In 1955, the Primary School opened at its current location on Clear Water Bay Road. The Secondary School accepted its first Secondary 1 students in 1957. These students sat their HKCE Examination in 1962.

Good Hope School Secondary Section grew to its current size of 36 classes in 1975. The Secondary Section became fully subsidized under the Hong Kong Education Department in 1978 and since 2002 the school has been operating under the Direct Subsidy Scheme, which allows greater flexibility for the school to provide quality education.

Mission Statement

Good Hope School puts special emphasis on the Christian values of Love, Hope, Joy and Thanksgiving.

Through a whole-school approach we aim to draw out the potential and foster the sense of uniqueness of each student.

We are committed to providing all Good Hoppers with equal opportunities to develop their spiritual, moral, intellectual, physical, social, emotional and aesthetic dimensions.

We accept the call to facilitate the formation of graceful, reflective young women who have a global perspective and are mindful of both their responsibilities of citizenship and their capability of making a difference.

Theme of the Year

Gratitude Unlocks the Fullness of Life

‘There is more happiness in giving than in receiving.’ (Acts 20:35) In 2018-2019, we found joy by sharing and serving: teachers took part in sharing sessions on the design and implementation of the STEAM curriculum and positive education, while students joined various community services locally and globally. We are very grateful that we have a chance to serve those who are in need. Through them, we understand how blessed we are.

Thanksgiving, a combination of ‘thanks’ and ‘giving’, refers to ‘giving thanks for God’s grace.’ The gentle flow of His grace gives us all such wonderful gifts. This is particularly so as ‘the blood of Jesus cleanses us from all sin.’ (1 John 1:7-10) Expressing thanks brings more positive energy into our lives. When we feel grateful, we will be more generous and selfless. Like Jesus, we are ready to sow the seeds of love, hope and joy. Our life can come to its fullest when we are ready to share and serve.

Gratitude, a significant virtue that reminds us to count our blessings, leads to a purposeful life. With thanks, we are going to celebrate the achievements of our School in 2019-2020. We give our appreciation to the MIC Sisters for their unconditional love and our thanks to our teaching and non-teaching staff in the last 65 years for their loyal contributions to our School. With the support of all stakeholders of Good Hope, our students have made remarkable accomplishments in the academic, aesthetic and athletic domains. The completion of the new Delia’s Wing is another reason for us to show our gratefulness. With all the state-of-the-art facilities, students will have more opportunities to flourish, foster friendships, showcase their potential and a lot more.

Our school annual theme, ‘Gratitude Unlocks the Fullness in Life’ (by Melody Beattie), focuses on how thanksgiving will lead us to a purposeful life. To show our thankfulness to our predecessors in the last 65 years, we will continue to give love, hope and joy to everyone.

Medium of Instruction

The school’s Medium of Instruction is English. All subjects, except Chinese Language, Chinese Literature and Chinese History are taught in English. Chinese Language is taught in Putonghua from Secondary 1 to Secondary 3.

Religious Education

The School offers weekly religious education lessons - namely Ethics and Religious Education (ERE) - for all students. From S.4 onwards, students can choose to study Ethics and Religious Studies (ERS) as an elective. The purpose of including ERE and ERS in the formal curriculum is to spread the Good News of Christ to our students and foster their holistic growth by developing their ethical and spiritual character, personal integrity and moral courage.

The aim of the Catholic Society is to strengthen the Catholic faith among the student body, as well as to unite all Catholic students and teachers in the same Christian family of Good Hope School. There are four religious clubs under the Catholic Society, namely: the Altar Service Society, Word and Worship Teens, 3D Youth, and ACTS.

Academic Affairs Committee

Job Specifications

The intellectual development of students is one of the primary concerns of every member of the Good Hope community. This is also in line with the school’s mission of nurturing women leaders of tomorrow who are capable of making informed and rational decisions.

The Academic Affairs Committee (AAC), headed by the Head and Associate Head of AAC, is composed of three main branches, namely the Key Learning Areas (KLAs) Committee, the Curriculum Development Committee and the Assessment and IT Committee.

The KLAs Committee comprises the Religious Education, Chinese Language Education, English Language Education, Mathematics Education, Science Education, Personal, Social and Humanities Education, Technology Education, Arts Education, and Physical Education KLAs. Each of the 9 KLAs is taken charge of by a KLA Head. The KLA Heads work closely with Panel Heads under the same KLA in the domains of curriculum planning, implementation and evaluation, budgeting and personnel management.

The Curriculum Development Committee oversees the direction of the school curriculum development. It is made up of the Inter-disciplinary Curriculum Development Team, the Reading Team and the Diversity Learning Team. The Inter-disciplinary Curriculum Team takes charge of the development, implementation and evaluation of school-based curricula and learning activities which are cross-curricular in nature e.g. S.1 STEAM, S.2 Project Learning, S.3 learning tour, the STEAM Day and others. The Reading Team organizes reading-related activities to strengthen the reading culture at school and, more importantly, to promote strategic reading and “reading across the curriculum”. It also coordinates the nomination processes of various internal and external reading awards. The Diversity Learning Team centralizes the arrangements of all enhancement and enrichment programmes offered by different panels either during school hours or after school, and coordinates gifted programmes provided by outside

institutions. It also supports teachers in their endeavours to cater for learner diversity in the classrooms by conducting surveys and issuing e-newsletters regularly.

The Assessment and IT Committee administers all major assessment events and manages WebSAMS-related issues. Under the Committee are the WebSAMS and Internal Website Team, the School Assessment Team and the External Assessment Team. The WebSAMS and Internal Website Team is responsible for timetabling, processing students' and assessment data, and updating information about school events on the school website. The School Assessment Team focuses on devising the time schedules and invigilation duty rosters for the Mid-Year Exam, Mock Exam, Standardized Test Week and the Final Exam, whereas the External Assessment Team sees to all matters relating to public examinations, including the TSA, HKDSE, SBA and GCSE.

The AAC partners with the Student Affairs Committee and the School Administration throughout the school year to provide all-round quality education to our students.

Student Affairs Committee

The Student Affairs Committee (SAC) aims to lay a sound moral foundation for the personal development of Good Hoppers, focusing mainly on the acquisition of positive values, the development of a sense of responsibility, and social awareness. Through a whole-school approach, we aim to nurture intelligent, passionate and caring leaders of tomorrow.

The SAC consists of five sub-committees, namely the Student Support Committee (SSC), Student Leadership Committee (SLC), Values Education and Careers Life Planning Committee (VECLPC), Other Learning Experiences Committee (OLEC) and Student Admission Committee (STAC).

Under the SSC, the Student Growth Team (SGT) gives support to students in their development of self-discipline and personal growth, while the Individual Needs Team (INT) arranges individual or small group tutorials and moral support for students with specific needs. The Scholarship, Subsidy and Fee Remission Team (SSFRT) collects and disseminates information on various types of scholarship applications and subsidies for teachers and students. It also helps to follow through with the application process to ensure students will not be deprived of receiving quality education at Good Hope School.

Nurturing women leaders of the future plays a crucial role at Good Hope School. The SLC comprises the Leadership Training Team (LTT), Central Board (CB), Prefect Board (PB) and External Nominations Team (ENT). Leadership opportunities begin in Secondary One. The 7 Habits of Highly Effective Teens Workshop, designed mainly for S.1 and S.2 students, aims to sharpen their leadership skills while the Leadership Training Session for Club Exco and Class Committee members includes both junior and senior form students. The Big Sisters, Student Ambassadors, Central Board executive and sub-committee members, as well as Prefect Board executive committee members and school prefects take up various leadership responsibilities to help with the smooth execution of school events. Through the ENT, students have ample opportunities to learn and take up the roles of young leaders outside school and their achievements are recognised.

The VECLPC includes the Values Education Team (VET) and Careers Guidance Team (CGT). Both teams collaborate closely to make sure that all values education programmes and activities, including the careers guidance service, are goal-directed. The VET helps students to develop their personal growth and a healthy lifestyle, while the CGT introduces multiple career pathways to them so as to motivate them to actualize their study and career aspirations. The VET also works closely with the SGT to instill positive values and attitudes into students through home room periods and pastoral care lessons.

The OLEC is made up of the Co-curricular Activities Team (CAT), the Excursion Team (ETT) and the Community Service Team (CST). Its primary objective is to ensure students can broaden their horizons through co-curricular activities, exchange programmes, excursions and community service. Every year, S.1-S.4 classes go on learning tours to Macau, Mainland China and Taiwan. Both teachers and students find the experience very meaningful.

Under the STAC, the Recruitment, Admission and Registration Team (RART) aims to offer comprehensive and accessible information about entry requirements, as well as recruit high-caliber students to the school in line with the admission criteria.

Moreover, the SAC collaborates with the Academic Affairs Committee and School Administration throughout the year.

School Administration

The School Administration is made up of eight sub-committees that are responsible for the general running of school operations. They make it possible for teachers and students to engage in a rich school life at Good Hope School.

The sub-committees include Human Resources, IT Administration, Finance and Accounting, Strategic Planning Implementation and Evaluation, Campus Improvement, Administration, Communications and Relations, and General Affairs.

Further division of responsibilities can be viewed on the Good Hope School website under ‘School Structure’.

Classes and Enrollment

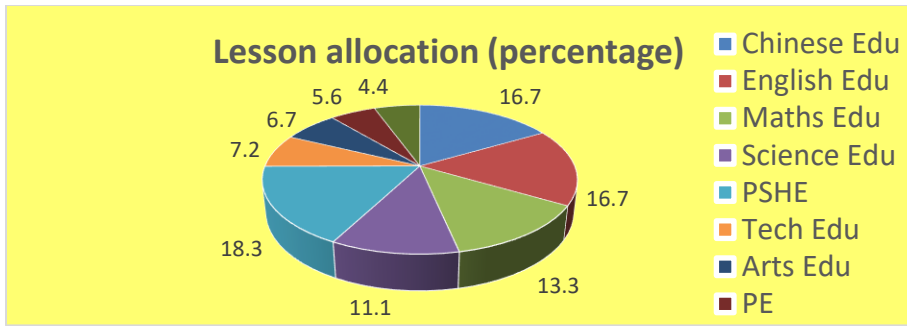
The school has 36 classes, 6 at each level. In 2019 - 2020, the total enrollment was 1308. The school has implemented small class teaching for junior secondary levels since 2002. In S.1 and S.2, each class is split into two and each small class is taken care of by two class teachers. In 2019 - 2020, the S.1 intake was 246. There were 6 classes of S.1, S.2 and S.3. The following table shows the number of students at each level.

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Girls (2017-2018)	246	238	223	215	200	176	1298
No. of Girls (2018-2019)	244	239	226	210	195	182	1296
No. of Girls (2019-2020)	246	232	225	213	202	190	1308

Lesson Allocation

At Good Hope School, the lesson allocation for different Key Learning Areas (KLAs) is designed to maintain a balance between different subject areas.

The following pie chart shows the overall lesson allocation among the KLAs (S.1 – S.3)



To meet the developmental needs of the students, different focuses are placed at different levels. The following table illustrates the lesson allocation at junior levels in the Key Learning Areas.

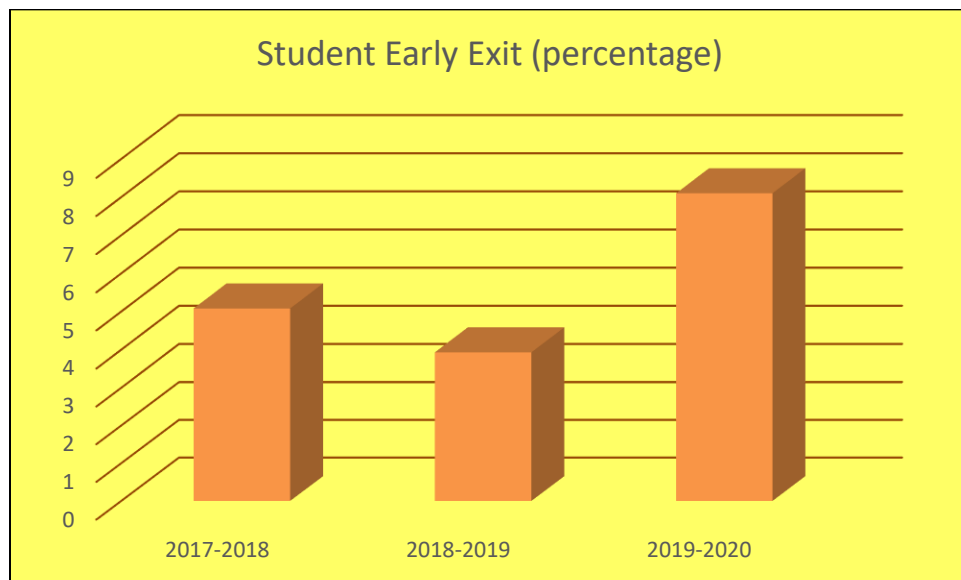
KLA	Subjects	No. of lessons per week in GHS			Percentage
		S.1	S.2	S.3	Total
Chinese Education	Chinese	10	10	10	16.7%
English Education	English	10	10	8	16.7%
	English Literature	NA	NA	2	
Maths Education	Mathematics	8	8	8	13.3%
Science Education	Integrated Science	8	6	NA	11.1%
	Physics	NA	NA	2	
	Chemistry	NA	NA	2	
	Biology	NA	NA	2	
Personal, Social, Health and Economic Education	Geography	2	2	2	18.3%
	History	2	2	2	
	Economics	NA	NA	1	
	Liberal Studies	NA	NA	4	
	Project Learning	NA	4	NA	
	Chinese History	2	2	2	
	Ethics and Religious Education	2	2	2	
Technology Education	Technology & Living	2	2	2	7.2%
	Information and Communication Technology	2	2	2	
	BAFS	NA	NA	1	
Arts Education	Music	2	2	2	6.7%
	Visual Arts	2	2	2	
Physical Education	Physical Education	4	4	2	5.6%
Others	Pastoral Care	2	2	2	4.4%
	STEAM	2	NA	NA	
Total		60	60	60	100.0%

Student's Early Exit

Before graduation, some students choose to further their studies overseas: in the UK, the USA, Australia, Canada and New Zealand, for example.

The following table and pie chart show the early exit data for the past three years.

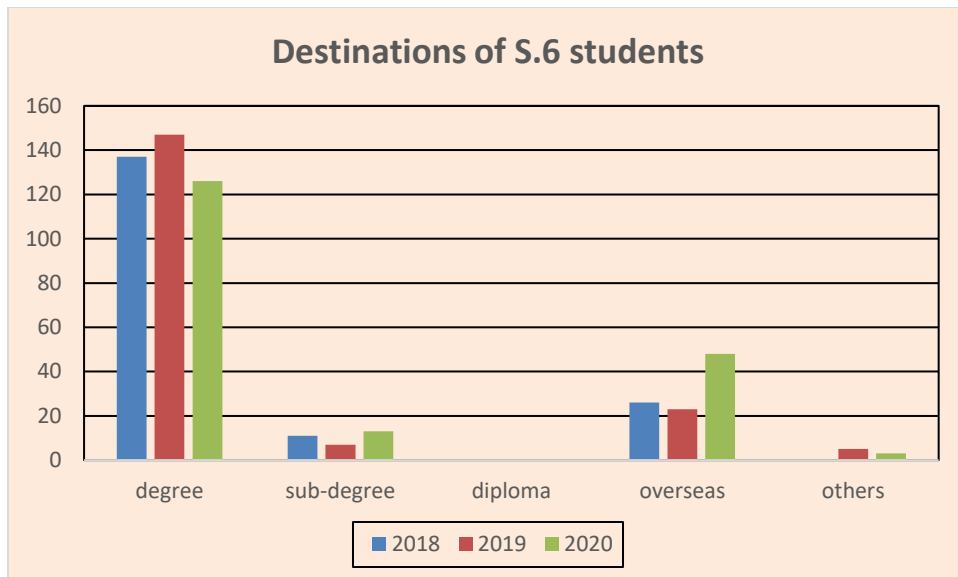
Year	Percent
2017-2018	5.08
2018-2019	3.93
2019-2020	8.10



Destinations of Secondary 6 Graduates

The majority of the S.6 graduates further their studies at local universities to obtain a higher education qualification, while some choose to study abroad. The following charts show the destinations of the S.6 graduates.

	Programme	LOCAL			Overseas	Others	Total
		Bachelor's Degree Programmes	Sub-degree Programmes	Diploma Programmes			
No. of students	2018	137	11	0	26	0	174
	2019	147	7	0	23	5	182
	2020	126	13	0	48	3	190



Our Students' Accomplishments

The students' public exams achievements, along with a complete list of awards and scholarships, are posted on the school webpage. Our students have continued to excel in all areas, notably academics, sports, music, drama, languages, leadership and community service.

In 2020, our students continued to perform well in the DSE exams, with 89.9% of Good Hoppers meeting the basic entrance requirements for admission to publicly-funded (UGC) undergraduate programmes (3322).

Results in the core subjects were also impressive:

Core subject	2018	2019	2020		2018	2019	2020
	Meeting basic entrance requirement for admission to UGC funded programmes				Level 5 or above		
English Language	100%	100%	100%		60.3%	63.2%	56.8%
Chinese Language	94.3%	93.9%	90.0%		28.7%	26.0%	18.5%
Mathematics	100%	100%	100%		40.2%	43.4%	30.5%
Liberal Studies	100%	100%	100%		34.5%	40.7%	30.5%

In 2020, 95.2% of our S.6 students received JUPAS offers.

Overall JUPAS offers rate		
2018	2019	2020
95.4%	94.5%	95.2%

Report - Priorities, Outcomes and Strategies for 2019-2020

Priority I: Getting well-equipped as 21st century learners focusing on achievement

1. Intended Outcome: To re-orientate the curriculum to align with the latest Learning to Learn 2.0

Strategies Proposed:

- 1.1 To enrich the S.1 STEAM curriculum which is pertinent to its sustainable development
- 1.2 To deepen the reading strategies which enable students to learn effectively
- 1.3 To step up efforts to strengthen students' learning motivation, a prerequisite for self-directed learning to take place

Achievements:

Students in STEAM classes, together with their teachers, organized two lessons with students from Hong Kong Red Cross John F. Kennedy Centre in the first term. The feedback from both sides was very encouraging. Although the planned project in the 2nd term was cancelled due to class suspension, there are plans to have further cooperation in the next academic year. Additionally the planned talk of “Technology and People” was also cancelled for the same reason.

Colleagues from the various disciplines represented by STEAM were proactive in contributing their ideas and willing to learn new things. Much of the structural curriculum has been well designed and students found the lessons were interesting and rewarding.

The co-work with the Visual Arts Panel was done in the first term to create mascots and a chess design. Research and design work was done in VA lessons, while all the technical issues were completed during STEAM lessons. Further to the cooperation with VA, curriculum mapping with ICT was carried out. It focused on the teaching of programming. It was observed that students performed better in programming this year and we are investigating how to further deepen the cooperation.

The year's plan included having students create their portfolios in the 2nd term. However, due to the class suspension, this idea was not carried out and will be moved to the next academic year.

A whole-school approach was supported by a Reading Team initiative to enrich students' understanding and utilization of various reading strategies. Talks were arranged in the library for 17 classes before class suspension in February 2020. A survey was conducted which found that all respondents agreed that they had better understanding of the reading strategies of fix-up options and synthesizing after the library visit. Due to COVID-19, book circulations were suspended from January 2020 onwards.

Due to the COVID-19 school suspension, the Reading Festival was cancelled. A whole-school reading programme, Reading for Subject Learning, was implemented as a replacement. A list of suggested articles recommended by subject panels was shared with students. These articles were taken from Britannica School or Hong Kong Public Libraries, and were related to themes chosen by the subject panels. Students were encouraged to further explore Britannica School by joining an extension activity in which they suggested additional articles from Britannica

School which were related to the theme of any subject. 85 additional articles were recommended by students. 97.6% of the participating students found Britannica School to be a useful platform and 66.6% of the teachers agreed that the site had a good selection of suitable material.

All panels continued to focus on the learning attitude that pertains to self-directed learning. Panels planned to fine-tune the pedagogies experimented with this year and explore other student-centered approaches which engage students and cater to their needs by stepping up collaborative lesson planning in ALL subject panels. For most of the panels, these arrangements were scheduled for second term. Unfortunately the tasks could not be completed due to class suspension in response to the COVID-19 pandemic.

2. Intended Outcome: To enhance assessment literacy

Strategies Proposed:

2.1 To critically evaluate learning and teaching effectiveness focusing mainly on internal assessment (question setting as well as assessment data analysis)

Achievements:

This year the School continued to enhance teachers' assessment literacy with a focus on internal assessment practice. With the support of CUHK, panel heads examined one mid-year exam paper together with students' results (alignment between curriculum, assessment and instruction; level of difficulty) and then devised an assessment blueprint which would help to inform future learning and teaching, and raise the assessment literacy of all parties involved. The next step was for subject panels to then set the final exam paper in consultation with the SDOs based on the assessment blueprint developed. The first phase of the programme was completed and an assessment blueprint was drafted. Due to class suspension, the setting of the exam paper based on the assessment blueprint devised as well as a final evaluation of student performance alongside the design of the question paper will be moved to the upcoming academic year.

3. Intended Outcome: To build from strength to strength

Strategies Proposed:

3.1 To strengthen the enhanced culture of professional sharing of teaching practice

Achievements:

The new Appraisal System introduced this year was unfortunately put on hold due to class suspensions as a result of the COVID-19 pandemic. To start the school year, the T-standard + was introduced in coordination with the School's Appraisal System and goal setting processes. The cycle of goal setting and reflection will be extended to next year. Staff found the initial introduction to be very helpful with all staff completing the goal setting.

Six professional learning community (PLC) sessions were held this year. As the teaching mode shifted online due to COVID-19, four sessions of the PLC were held to address needs in this area. Colleagues' responses were extremely positive among those PLCs and they agreed the sessions were helpful in learning to use different online platforms to conduct online live teaching.

Peer lesson observation was disrupted due to COVID-19 and will be extended to the next year.

4. Intended Outcome: To support 21st Century Teaching and Learning
Strategies Proposed:

4.1 To continue to target facility and IT upgrades/initiatives with high impact

Achievements:

A formal entrance gate was erected at the main entrance of the school off of Clearwater Bay Road providing a welcoming introduction to the school. The School's Canteen was completely renovated and modernized with bright and refreshing décor. Its kitchen facility was outfitted with state of the art equipment to provide a clean and sanitized working environment for meal and snack preparation. All stakeholders agreed that the facility had undergone a significant improvement and provided a more inviting environment for students and staff.

The U-Zone, a comfortable student-focused gathering space was created for students to meet to talk and play board games or music. Students had the opportunity to contribute to the design and decoration of the room. All facility renovations were well received and appreciated for their enriching contribution to establishing a welcoming school environment.

The revitalization of Delia's Wing has been slowed due to a number of issues including the COVID-19 pandemic. As the construction of the superstructure nears the end, internal outfitting will intensify and be the focus of the upcoming year.

Reflections:

1. To re-orientate the curriculum to align with the latest Learning to Learn 2.0

Overall, the STEAM arrangements are now firmly established and thriving as part of the unique learning environment of Good Hope School. STEAM-based colleagues are more active in contributing to the planning and designing of the hands-on learning opportunities. STEAM design activities and lessons have become routine and anticipated by both S.1 students and their parents.

For further promoting reading strategies for learning, the whole school approach will be stepped up and the work of the last four years will be consolidated. All panels will continue to include reading strategies applied in their scheme of work for each form. More opportunities to cooperate and coordinate across KLAs will be sought.

The CLP (Collaborative Lesson Planning) work that most subject panels had planned to start in term 2 of this year will be moved to the next academic year. They will continue to focus on enhancing students' learning motivation as well as catering to learner diversity.

2. To enhance assessment literacy

The current programme to enhance assessment literacy will be extended to the next school year. Panels will make use of the newly-developed assessment blueprints in drafting the 1st term exam papers. A follow-up evaluation of the exam paper and students' performance will be carried out. The assessment blueprint will be revised if necessary.

3. To build from strength to strength

As students have been making use of different online platforms in learning during the COVID-19 school suspension period, it is a good time to explore how mobile devices, laptop computers and tablets can be incorporated more into teaching and assessment.

Next year the School will complete and review the unfinished implementation of the new Appraisal System. As well, the collaborative lesson planning arrangements have become routine and will continue yearly.

4. To support 21st Century Teaching and Learning

As the final stages of the Revitalisation of Delia's Wing approaches, the School will be focused on supporting the finishing features of the space in collaboration with all relevant staff, teachers and other stakeholders.

Priority II: Strengthening the sense of well-being within the GHS Community while nurturing leaders for tomorrow

1. Intended Outcome: To enhance positive character formation of students upholding the principles of Catholic education

Strategies Proposed:

1.1 To increase students' awareness of their character strengths and ability to utilise them

Achievements:

Despite class suspension (Feb - May 2020) over the COVID-19 pandemic, S.1-S.5 students were still able to increase their awareness of their character strengths through learning topics such as gratitude and resilience during their Pastoral Care/Other Learning Experiences (PC/OLE) lessons.

According to the Values Education Team's survey, more than 80% of teachers and S.1-S.5 students agreed that the revised curricula could help students reflect on how they had made good use of their character strengths during the COVID-19 pandemic.

Some more new tasks and content were added to the Joyful Booklets this year, which aimed to help students reflect on what they learnt and how they strengthened their resilience. During the first form meeting in August 2019, Class Teachers and Foster Parents were advised on how they could make good use of Joyful Booklets during homeroom periods and PC OLE lessons.

Around 70% of the S.1-S.5 classes used the Joyful Booklets during most of the PC/ OLE lessons (mainly used for note-taking and writing reflections). They agreed to use the same Joyful Booklets the next school year.

This year, the Central Board has also responded to some unexpected incidents in which students had more chances to practise their character strengths. For instance, a 3-day fundraising event was held on 13, 14 and 17 January 2020, with the hope of calling on all stakeholders of Good Hope School to extend a helping hand to the victims of the bushfires in Australia by donating to the Australian Red Cross (ARC), a non-profit organization. 97.1% of the students found that the Australian bushfire fundraising activity provided them with the opportunity to incorporate the school core values and gratitude into their daily lives.

Moreover, CB exco members and some S.5 students also arranged free online tutorials to help junior form students during class suspension. 91.4% of students thought that the e-tutorial groups during the school suspension period made them feel supported by the Central Board. Students and parents are generally thankful about the work of the Central Board.

2. Intended Outcome: To foster students with global perspectives

Strategies Proposed:

- 2.1 To offer more life-wide learning opportunities for students
- 2.2 To build connections with universities in China

Achievements:

The Excursion Team started to prepare for the S.3 STEAM learning tour with the AAC, and to organize cultural excursions to South Africa, Okinawa, Kazakhstan, and Dunhuang & Xi'an during the 1st term. Students were enrolled.

Though the Careers Guidance Team was also unable to collaborate with tertiary institutions in China to explore local study opportunities because of the pandemic, S.6 students were informed about the application, principal nomination, and scholarship for further studies in the Mainland through email.

3. Intended Outcome: To cultivate and sustain student leadership

Strategies Proposed:

- 3.1 To strengthen students' resilience

Achievements:

The Leadership Training Team organised the Club Exco/Class Committee Workshop in September 2019 which included elements on how to manage ad hoc requests and deal with sudden difficult situations. 96.4% of participants agreed they understood better how they could deal with stress and problems as a school leader, while 97% agreed they learnt how to deal with unexpected situations better.

The four Student Heads of the Central Board and Prefect Board promoted positive mindset and resilience skills through their sharing sessions on food and Chinese New Year customs during morning assemblies. 94.8% of students agreed they learnt something new and the sharing sessions inspired them how to have a positive mindset.

The Central Board (CB) exco members posted Instagram messages to encourage S.6 students in their DSE exams and during the school suspension period. They also welcomed students when school resumed on 27 May 2020 (senior forms) and 8 June (junior forms) by giving their schoolmates candies. 92% of recipients agreed the activities made them feel more positive.

The Prefect Board (PB) distributed a Class Yearbook to every S.4-S.6 class. Students could write words of encouragement to their classmates to support each other. They could also paste photos of collective memories, or certificates received for the whole class. This Yearbook will be kept with their class till graduation.

The Values Education Team (VET) invited Ms Carmen Ho from Direction Association for the Handicapped to deliver a presentation on Resilience and Gratitude on 16 Oct 2019. About 98% of teachers and students agreed that they understood and appreciated how resilience helped them handle stress more positively and recover from their setbacks. 100% of teachers and 97% of students agreed they learnt to be more grateful even in times of adversity.

4. Intended Outcome: To strengthen the sense of community and well-being for all GHS stakeholders

Strategies Proposed:

- 4.1 To streamline administrative duties for teaching and non-teaching staff
- 4.2 To highlight values cultivated at GHS to the community

Achievements:

This year, the VET organised the Ikani Community Event in Lok Fu Plaza to spread positive vibes to society on 12 October. Workshops for different GHS stakeholders were arranged before the event. More than 95% of participants agreed the activities have enhanced their wellbeing and gave them a chance to practise the GHS core values.

In response to the bushfires in Australia, the VET coordinated with the Animal Welfare Club, Green Club and Central Board to hold two bushfires-related events:

- a talk about the current situation in Australia
- a sharing session by a Hong Kong firefighter about a local hill fire fundraising event

To boost positive energy during the outbreak of COVID-19, the VET shared a 4-part *Stay Positive, Stay Healthy Leaflet* (March 2020), a VET music video (March 2020) and other inspiring videos (March to May) with all GHS stakeholders via Gmail. More than 85% of parents, teachers and students agreed that these productions conveyed positive messages and strengthened their resilience.

To give the S.6 students a confidence boost, each student also received a DSE bag from the VET. The gift aimed to delight (chocolates), support (energy bar and sanitary hand-wash) and encourage (Lenten Challenge card and personal message) them when they were facing challenges (the DSE exams) ahead.

In June, the VET was invited by the City University of Hong Kong to deliver an online presentation - 'Experiences in Implementing Positive Education in Our School: Challenges and Opportunities' - to approximately 125 participants, including Principals, Vice Principals, teachers and social workers.

The newly-refreshed school website was launched mid-July. The updated and modern appearance serves to highlight student achievements and build stronger bonds with all stakeholders. The upgrade also provides an internal portal for current students, staff and parents to use. With the new website, the school will move to a secure online S.1 registration arrangement as of September 2020. The online registration will streamline much of the data collecting processes, releasing teaching and non-teaching staff from time-consuming administrative tasks.

A revamped and streamlined appraisal process began this year. Due to the COVID-19 pandemic the process was suspended. The review and fine-tuning of the new appraisal forms will be completed at the end of next year.

Additional administrative staff were hired to support the Scholarship, Subsidy and Fee Remission Team and the Excursion Team due to the fact that both teams have grown in breadth and complexity. The data collected by these two teams is both highly sensitive and extensive. The additional support for both teams has received praise and positive feedback. The teams' efficiency and ability to be responsive to the needs of students and parents has been greatly increased, especially during these tough financial times in Hong Kong and the cancellation of all excursions and tours in the second term due to the pandemic. These two positions will be made permanent for the foreseeable future.

Reflections:

1. To enhance positive character formation of students upholding the principles of Catholic Education

The Values Education Team believes it will be more useful not to merge the concepts of positive education into the PC/OLE curricula. In the coming year, topics of positive education will be taught explicitly during lessons.

Less input should be provided during PC/OLE lessons so as to allow more debriefing time and discussion with the class. There should be more experiential activities for Positive Education lessons instead of teaching theories/concepts.

The Joyful Booklets can also be used as a communication channel. Class Teachers and Foster Parents may collect the booklets once in a while to check students' feedback and give them comments or encouragement.

The same Joyful Booklets for each form will be used again in the coming year.

2. To foster students with global perspectives

The Excursion Team had to cancel all the exchange programmes and excursions due to the spread of COVID-19. Some of the programs will be postponed to next year.

Owing to the COVID-19 pandemic during the 2nd term, the Careers Kaleidoscope will be postponed to 2020-2021. The Careers Guidance Team will explore different further studies options and opportunities for our students in the coming academic year.

3. To cultivate and sustain student leadership

Owing to class suspension, there was not much time and chance for teachers to evaluate students' application of the leadership skills learnt in the Club Exco/Class Committee Workshop organised by the Leadership Training Team. The Committee Workshop will continue and the evaluation will be done in the coming year.

The CB thematic sharing in the morning assemblies and encouraging messages on Instagram will be continued next year since students take these as channels to learn from one another and boost positivity.

The PB intended to select good pieces of work from the S.4-S.6 Class Yearbooks in February and May so as to spread positivity to all students during the morning assemblies. However, the sharing sessions were cancelled because of school suspension. Classes will continue to use this Class Yearbook next year.

The VET will continue to invite an organisation to give a talk on our annual theme in the coming year so that students will have better understanding of how they can actualise the concept in their daily lives.

4. To strengthen the sense of community and well-being for all GHS stakeholders

Workshops for VET Parent Ambassadors were cancelled due to COVID-19. They can be arranged again in the coming year.

COVID-19 gave the VET a chance to think of various ways to keep spreading positivity to all GHS stakeholders without being disrupted by class suspension. In the coming future, the VET will continue to take the initiative to handle ad-hoc incidents.

Financial Summary

Financial Summary for the 2018/2019 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	61.72%	N.A.
School Fees	N.A.	33.96%
Donations, if any	N.A.	0.93%
Other Income, if any	1.72%	1.67%
Total	63.44%	36.56%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	71.33%	
Operational Expenses (including those for Learning and Teaching)	12.88%	
Fee Remission / Scholarship ¹	6.24%	
Repairs and Maintenance	1.17%	
Depreciation	7.63%	
Miscellaneous	0.75%	
Total	100%	
Surplus for the School Year #		
	0.31 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year		
	10.75 months of the annual expenditure	

Details of expenditure for large-scale capital works, if any:

One of the school's premises is under reconstruction during 2018-19 school year and therefore the expenses amount shown for this period does not truly reflect the real amount spent.

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements. The expenditure of fee remission/scholarship of our school is above the 10% of the total school fee income set by EDB requirement.