

GOOD HOPE SCHOOL ANNUAL REPORT 2022-2023



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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 Hopers 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

Be a Blessing to Others by Sharing Our Joy

2 Corinthians 9:6-8

Remember that the person who plants few seeds will have a small crop; the one who plants many seeds will have a large crop. You should each give, then, as you have decided, not with regret or out of a sense of duty; for God loves the one who gives gladly. And God is able to give you more than you need, so that you will always have all you need for yourselves and more than enough for every good cause.

God tells us it's always good to be a blessing to others by giving, because real joy can only be found by seeking God and the things God loves, for God's sake.

There is a Chinese saying that goes: "If you want happiness for an hour, take a nap. If you want happiness for a day, go fishing. If you want happiness for a year, inherit a fortune. If you want happiness for a lifetime, help somebody." For centuries, the greatest thinkers have suggested the same thing: Happiness is found in helping others."

There is in fact inherent motivation to be generous, for example:

Giving helps others — When we give to others, we can help them do something that might seem easy and routine to us but would be difficult for them. Being a blessing to others might mean helping a homeless person get a meal. It might mean giving money to an organization that helps orphans receive good housing and education. It could even be a bit closer to home, such as helping a friend or family

member who's going through a hard time. Even the smallest generosity can have a large impact on others!

Giving increases our personal outlook — Being a blessing to others increases our sense of self-worth and creates a positive impact on our life. Not that the sole reason for giving to others should be self-focused, but it is nice that it feels good to share.

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 Catholic Society aims 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, Care Club, 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 following KLAs: Religious Education; Chinese Language Education; English Language Education; Mathematics Education; Science Education; Personal, Social and Humanities Education; Technology Education; Arts Education; and Physical Education. Each of the 9 KLAs is taken charge of by a KLA Head and one / two Associate KLA Head(s) in some cases. 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, e.g. S.1 STEAM, S2 Life and Society (project learning), learning tours, the STEAM Day and others. The Reading Team organizes reading-related activities to strengthen the reading culture at school and, more importantly, to promote extensive reading, 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 (E-learning) Committee administers all major assessment events and promotes e-learning at school. Under the Committee are the School Assessment Team, the External Assessment Team and the E-learning Team. 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 E-learning Team runs workshops for both students and teachers to raise information literacy within the school community and to boost learning and teaching effectiveness through the use of information technology.

The AAC partners with the Student Affairs Committee and the School Administration throughout the school year to provide all-around 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 .

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. With the help of the school counsellor and two social workers, the team provide individual counselling for students who need extra help. 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 recognized.

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 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 homeroom periods and pastoral care lessons.

The OLEC is made up of the Co-curricular Activities Team (CAT), the Excursion Team (ET) 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.

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

School Administration

The School Administration is made up of nine 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 committees include Human Resources, IT and AV, Finance and Accounting, Strategic Planning, Implementation and Evaluation, Campus Improvement, Administration, Communications and Relations, Student Admission Committee and General Affairs.

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

Classes and Enrollment

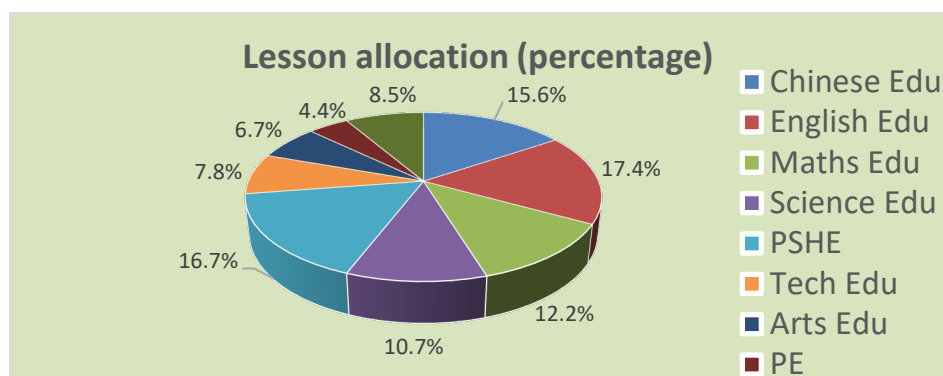
The school has 36 classes, 6 at each level. In 2021-2022, the total enrollment was 1162. The school has implemented small class teaching for junior secondary levels since 2002. In S.1 and S.2, each class is split into two and each small class is taken care of by two class teachers. In 2021-2022, the S.1 intake was 225. 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 (2020-2021)	241	240	220	203	182	177	1263
No. of Girls (2021-2022)	228	224	202	203	155	150	1162
No. of Girls (2022-2023)	246	195	200	183	191	141	1156

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.

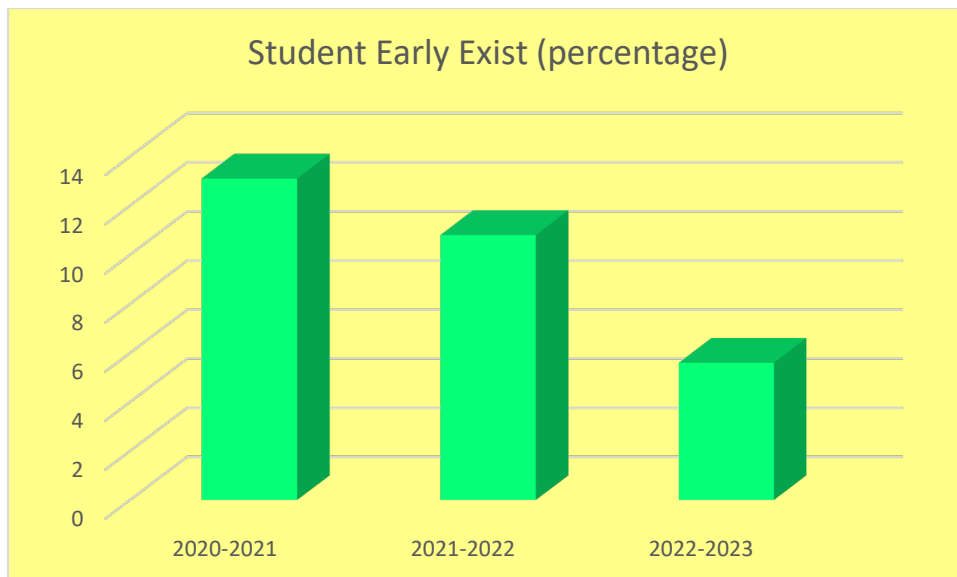
KLA	Subjects	No. of lessons per week in GHS			Percentage
		S.1	S.2	S.3	Total
Chinese Education	Chinese	14	14	14	15.6%
English Education	English	15	15	14	17.4%
	English Literature	NA	NA	3	
Maths Education	Mathematics	11	11	11	12.2%
Science Education	Integrated Science	10	10	9	10.7%
Personal, Social and Humanities Education	Geography	3	3	3	16.7%
	History	3	3	3	
	Economics	NA	NA	NA	
	Liberal Studies	NA	NA	NA	
	Life and Society	3	4	3	
	Chinese History	4	4	3	
	Ethics and Religious Education	2	2	2	
Technology Education	Technology & Living	3	3	3	7.8%
	Information and Communication Technology	3	3	3	
	Business Studies	NA	NA	3	
Arts Education	Music	3	3	3	6.7%
	Visual Arts	3	3	3	
Physical Education	Physical Education	4	4	4	4.4%
Others	Pastoral Care & Assembly	2	2	2	8.5%
	STEAM	3	NA	NA	
	Reading	1	1	1	
	Foreign Language	NA	2	NA	
	Activity	3	3	3	
Total		90	90	90	100.0%

Student's Early Exit

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

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

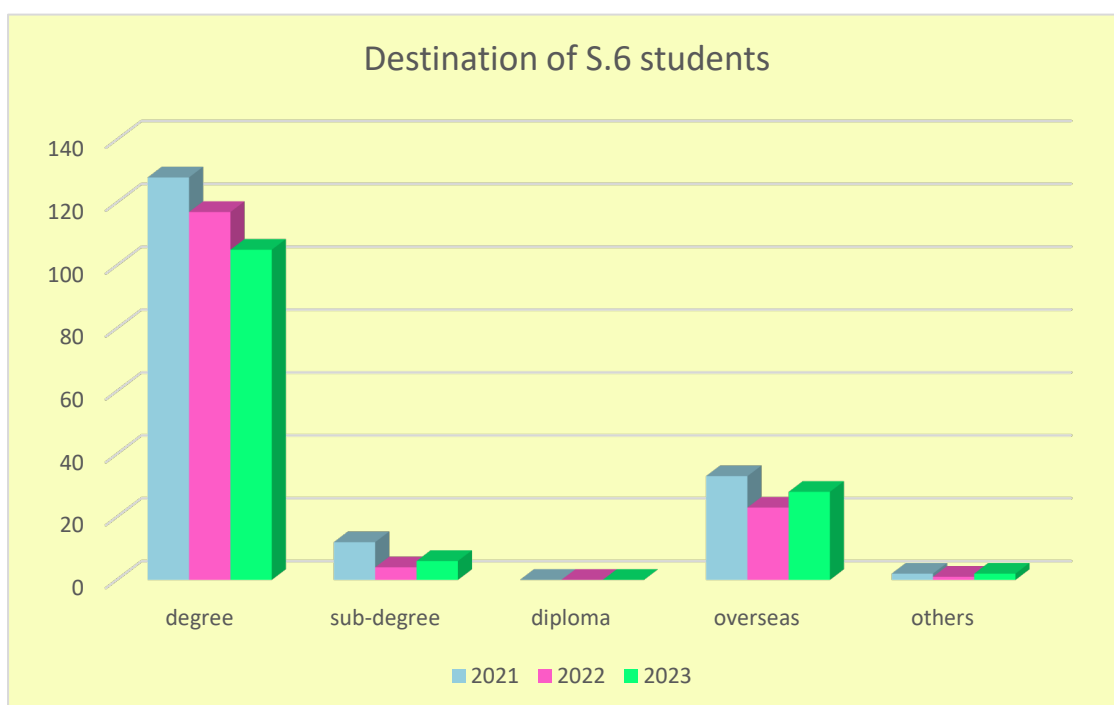
Year	Percent
2020-2021	13.1
2021-2022	10.8
2022-2023	5.6



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	2021	128	12	0	33	2	175
	2022	117	4	0	23	1	145
	2023	105	6	0	28	2	141



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 2023, our students continued to perform well in the DSE exams, with 95.0% 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	2021	2022	2023		2021	2022	2023
	Meeting basic entrance requirements for admission to UGC funded programmes				Level 5 or above		
English Language	100%	100%	100%		63.0%	63.9%	68.9%
Chinese Language	90.0%	94.5%	95.5%		29.5%	32.9%	36.1%
Mathematics	100%	100%	100%		39.9%	38.1%	44.9%
Liberal Studies	100%	99.3%	99.3%		42.2%	49.0%	53.7%

In 2022, 95.8% of our S.6 students received JUPAS offers.

Overall JUPAS offers rate		
2021	2022	2023
91.9%	95.8%	95.0%

Report - Priorities, Outcomes and Strategies for 2022 – 2023

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

1. Intended outcome: To respond to the Optimization of the Four Core Senior Secondary subjects

Strategies Proposed:

- 1.1. To better coordinate the special time slots in the interest of enhancing students' learning experience
- 1.2. To step up efforts to promote reading to learn
- 1.3. To broaden the curriculum

Achievements

1. After the implementation of the 10-day cycle timetable for a year, there was a better coordination of the special time slots and a varieties of learning activities took place during the activity timeslots to enhance the students' learning experience.
2. All KLAs represented in the reading team have had a reading element in their curriculum. The English Panel has used Newsela for students to complete their reading journals and SDL package. It was highly recommended by the panel and the students found the platform informative and effective for their learning.
3. E-reading resources such as newsela and fireflies are introduced to students. According to the surveys, 81% of S4 and 83% of S5 students express that they have enjoyed reading the fireflies articles, and 83% of S4 students and 74% of S5 have completed the reflective journal monthly in order to earn bonus marks.
4. During the Reading Festival, a series of Authors' Talks/ Workshops, Book Fair and Subject Booths were organised. In particular, Keynote speaker Dr. Jeffrey Clapp shared with our students his passion for reading, and why he has chosen reading over scrolling. He also introduced his favourite Hong Kong writers to our students, as well as e-books and reading apps that are highly accessible. The students were certainly captivated by his sharing. Through this range of activities, the application of reading strategies such as activating background knowledge, drawing inferences, making predictions and determining main ideas were illustrated.
5. 73.5% of students strongly agreed or agreed that they were encouraged to read by the Reading Festival; and 87.1% of students strongly agreed or agreed that the Reading Festival was meaningful, and the time was well spent.
6. The students' feedback on the reading activities was encouraging. Over 70% students responded positively in the survey on the participation in reading activities, reading time and achieving reading goals.
7. 4 languages were offered in the Other Languages programme to allow S2 students more exposure and choices. Students welcomed the addition of at least one other foreign language for them to choose
8. An implementation roadmap of IGCSE has been devised with all related parties. The IGCSE would be offered to S2 students as an option in the next academic year.

2. Intended outcome: To further enhance learning and teaching effectiveness

Strategies Proposed:

- 2.1. To promote e-learning alongside the BYOD policy
- 2.2. To continue to promote self-directed learning starting with goal setting as the first step
- 2.3. To manage diversity in classroom

Achievements

1. Time was allocated during Staff Development Day to allow S1 and S2 teachers to draft their lesson plans using e-platforms to promote self-directed learning, student engagement, classroom assessment and diversity management, or any combination of the above.
2. All classrooms and labs were installed with webcams, cables and mics so that online learning and lessons recording were made available. Students could review lessons if they could not attend lessons for special reasons.
3. Microsoft Team training was organized to teachers to allow them to familiarize themselves with Microsoft Team for blended lessons.
4. In general, teachers are more confident when using e-platforms in lesson planning and they believe that the use of e-platforms helps to strengthen learning and teaching effectiveness.
5. For VA, the panel members were able to master the Apps and execute the E-Learning tasks with the students.
6. For BAFS, the teacher tried a variety of eLearning tools (e.g. Kahoot x3, Nearpod x2, Jamboard, WordWall, Padlet, Google doc) in six of the S.4 BAFS(BM) topics this year. The proportion of students who were more participative and had better memory of the lesson content range from 26.3% to 68.4%. Google doc was more commonly used in the lessons for groups to share their ideas and illustrate their understanding.
7. For Geography, panel members were more familiar with using iPad to facilitate e-teaching. Most students were using iPad to take notes, retrieve learning materials and complete assignments. Two panel members have joined the e-learning team to do collaborative lesson planning. Among the panel members, we have shared some good practices of e-teaching. The panel has also explored and designed new assignments which will involve good use of e-learning tools and resources, e.g. Make use of Canva to produce an infographics on “Renewable Energy”, Google Map (my map) to do map labelling, Padlet to do consolidation mind map and group discussion, etc.
8. For History, the Panel systematically incorporated skills and practices that pertain to self-directed learning into S1-S3 and e-learning was also utilized.
9. All respondents agree that the summary of Learning Styles and Multiple Intelligence of students is easy to view and 75% agree that the summary is beneficial to your teaching. 88.9% respondents always alter their teaching based on the summary. Respondents also find that a noticeable number of students try the study tips.
10. The information literacy programme was fine-tuned and disseminated to both teachers and S1 students.
11. 47.2% notice students trying those study tips. However, over 80% students claimed that they had tried the study tips. Most students maintain that they have a stronger sense of ownership over their learning.
12. Timeslots were incorporated into teachers’ timetable for collaborative lesson planning so that teachers share their lesson plans and good practices together. Timeslots were also given on Staff Development Days to allow teachers to allow development of learning materials with a focus on learners’ diversity.
13. Most panels agree that they have strategically adjusted their curriculum to address learner diversity both within the classroom and across the form. Most teachers have employed at

least one learning and teaching strategy for the sake of managing diversity in the classroom. Most teachers believe that they can more effectively handle diversity in the classroom.

3. Intended outcome: To meet curriculum requirements as stipulated in EDB / CDI documents

Strategies Proposed:

3.1. To revamp/restructure the curriculum

Achievements

1. Curricula of KS3 Tech Ed KLA and S1 STEAM were reviewed and revamped with the support of EDB officers
2. “Box lamp project” was introduced to S3. The learning and teaching materials including teaching videos, worksheets and self-check lists were developed. Over 90% of students enjoyed the project and were able to identify areas of interest for possible career development. The project is a success because of the following:
 - 2.1. in-house training provided by Technology KLA to teachers
 - 2.2. Computers are available for students in classrooms or MMLC
 - 2.3. Supports available for students to meet criteria for laser cutting
 - 2.4. loan or rental of laser cutters from EDB ATEC and Choi Wan Rhenish Makerspace
3. There have been more collaborations with the School Working Group.
4. The work plans, learning / teaching materials and student results have been constantly reviewed and related materials have been archived in google folder.
5. For the newly designed / revised curricula, panel heads / teachers agree that the requirements stated in the EDB / CDI documents can easily be met.
6. The contents related to Constitution, Basic Law and national security Education in the curriculum have been strengthened. Documents and materials related to Constitution, Basic Law and national security Education are reviewed and archived as required.

Priority II: To move from strength to strength in promoting well-being and increase learning opportunities to members of the Good Hope Community

1. Promoting positive character formation and the well-being of students while upholding the principles of Catholic education

1.1.Intended outcome 1: Actualizing the concepts of positive education more effectively among the members of the Good Hope Community

Strategies Proposed:

- 1.1.1. Modify the positive education curriculum to better suit students’ needs, e.g. swap the S1 and S2 curriculum and make use of the Joyful Booklet for reflection
- 1.1.2. Organise whole-school activities that target at developing positive values, e.g. respect for others, care for others, perseverance in students
- 1.1.3. i) Modify the ‘My Reflection’ sheet -Modify the guidance questions and format to let the student write down the action plan easily.
ii) Ask the student write down specific and feasible action plan (student can relate the character strengths in the action plan) on ‘My Reflection’

- 1.1.4. Work closely with CTs & FPs -SGT teachers will work closely with Class Teachers and Foster Parents to guide students throughout the school term and check the progress regularly
- 1.1.5. Support parents who may need help in handling the needs of their daughters by communicating with the parents regularly and/or referring the case to the school counsellor or school social workers for professional advice
- 1.1.6. Strengthen the communication with parents of SEN students
- 1.1.7. Class-based community services -We will look for different possibilities on the mode of community services to ensure that student still have opportunity to serve. -We will organise different resources for S.1 to S.3 student to prepare them for serving the community in the future

Achievements

1. Face-to-face positive education lessons were resumed after Covid. S1 focused on learning more about Character Strengths and Flow this year and it suited the needs of S1 students more.
2. Over 86% of the class teacher agreed that students enjoyed the positive education lessons in general. Over 79% thought that students learnt something new. Although over 50% of the teachers 'agreed' with the statement 'I am confident in teaching the positive education curriculum', 40% of them chose 'neutral'. This reflects that more teaching training is needed. In fact, teacher's training on positive education has been limited due to the pandemic in the past years but many colleagues are new.
3. Over 50% of the class teachers have stated that students enjoyed doing the well-being tasks in the Joyful booklet and it is a good tool for teaching. However, over half of the teachers observed that their students only used a few pages in the booklet. To better utilize this teaching and learning material, teachers have suggested that more time needs to be given to them to use the booklet with students.
4. The VET has focused a lot more on teaching positive values, especially 'respect', 'diligence' and 'gratitude' this year and these three values are our focus. Students have also been making good use of their character strengths and discovering their talents through the activities.
5. The parent talk on Emotion Management was organized by VET and INT.
6. A talk related to African culture was co-organized with the Excursion Team. A guest speaker was invited to talk to students during PC lesson and share with them more about the culture and lives of the poor living in Africa. However, it was observed that the guest was not engaging and students were not attentive in the talk. As the talk was not well-received, it is evaluated that more interactive cultural activities should be organized instead next year.
7. SGT teachers handled all cases with CTs and FPs, met students and clarified what happened. Finally, SGT accompanied CT to meet parent and check the improvement progress. CTs / FPs feel supportive by SGT.
8. SGT found that most of the cases were about peer issues (e.g. physical conflicts, relationship problems) in junior form. After settle down their behavior problems, The girls were transferred to INT for additional support and the students' situations have improved.
9. Survey showed that parents found the INT teachers/ the school counsellor / the school social workers can be easily approached and they were given suggestions on how to support the students in need. Furthermore, all respondents agreed that they had sufficient information and communication regarding their daughter's progress and they were satisfied with the SEN service provided by the school. Parents, who did not use any SEN service, stated that they had professional help outside school and they had privacy concern.

10. 26% CB members strongly agree and 48% members agree that the meetings with the respective executive committee member was helpful for boosting their organisational skills and the sub-committee members are generally satisfied with the experience this year. They thought the exco had given them support
11. 3 formal group meetings between prefect leaders and school prefects were held in the year to discuss the progress and difficulties faced when carrying out their duties, communicating with the schoolmates, handling uniform issues etc. All the participants agreed that the meetings are useful and encouraging.
12. For the PB message sharing activities, 21 messages were collected from S1 to S6 students through the Good Hope Corner. Some messages were posted on the PB Instagram and notice board. Most of the messages were positive and encouraging. Over 93% of the students find the messages boosted positivity, hope, and are encouraging to schoolmates.
13. The PB held the monthly song dedication activity - Sharing Broadcast. Songs were broadcasted through the PA system and enthusiastic responses were received. Positivity and joy have been spread to all schoolmates, teachers and staff. Over 87% of the students find the messages boosted positivity, hope, and are encouraging to schoolmates.
14. Five questions about the domains in Whole Person Development Inventory (WPDI), namely career preparation, leadership, civic responsibilities, community care and peer relationship, were added in the post-event feedback form. Students involving in long-term programmes such as Orbis Student Ambassador Campaign, HKOSA Youth Summit, PolyU Junior Research Programme and student leader elections, were invited reflect on their development on WPDI. 28 students filled in the survey and the results of the WPDI-related questions are as follows
15. Under the restrictions due to the COVID-19 pandemic, we had designed different class-based community service that can keep the possible precaution, but student still have a chance to serve the needy in the community. All students agree that the service is relevant to our school theme. 98% of students think that the time spent on community service is appropriate. 96% of students find that the experience of class-based community service helps them develop empathy for the needy. 99% of students agree that community service improves their connection to the community.

1.2.Intended outcome: Enhancing counselling support for Good Hope students, teachers and staff

Strategies Proposed:

- 1.2.1. Provide preliminary counselling service to students who sign up for counselling service
- 1.2.2. Support students with their personal development by implementing regular class visit
- 1.2.3. Provide guidance programmes for students to have in-depth sharing with counselling teachers, school counsellor or school social workers
- 1.2.4. Equip teachers with counselling skills by organising staff training

Achievements

1. Compared to last year, more students (about 20% increase) approached INT for counselling service. This indicated that more students feel comfortable in using the counselling service in school.
2. A student's survey was sent to students who used the counselling service and we received 13 responses. The response rate is 26.5%. Among the responses we received, all respondents agreed that it was easy for her to approach the School Counsellor and the School Counsellor provided advice, emotional support and a safe environment for them to share their secret. All of them are satisfied with the current counselling service.

3. 20 regular class visits and 1 special class visit were conducted by the School Counsellor and the School Social Workers.
4. From students' feedback, most of them enjoyed the activities conducted in the class visit while some of them suggested having more challenging tasks when it comes to problem solving tasks. From School Counsellor's and School Social Workers' observation, more students visited their rooms for a causal chat. It is agreed that the class visits are effective and it is necessary to continue with the class visit next year.
5. An in-house training was conducted for all S1 to S6 class teachers and foster parents. The training workshop "From Symptoms to Relationships" enhanced teachers' awareness to students' needs and provided an opportunity for them to share their difficulties and useful strategies. About 80% of the participants find the workshop useful and relevant.
6. More than half of the INT team members could fulfil the training target. Some team members failed to fulfil the target because of time clashes with other school duties and enrolment being rejected by the organizers.

1.3.Intended outcome: Improving the work of various teams so as to align with our goal of fostering the well-being and whole-person development of our students

Strategies Proposed:

- 1.3.1. To collaborate with INT and other teams (i.e. PB)to -handle cases (if it is necessary, will be refer to INT for follow up) -Organize Mass Talk (Internet issues, Drugs abuse, Sexual harassment, assault and abuse)
- 1.3.2. Regular meetings between team heads in regulating the support given to students in need
- 1.3.3. Regular meetings with the School Social Workers and Committee Head in evaluating the support given to different students
- 1.3.4. Increase the awareness of Co-curricular Activities Subsidies to support the financially needy students to participate in Co-curricular Activities. -Put more emphasis on procedure and timeline of the Subsidies to parents, students and teachers via different channels
- 1.3.5. Increase the awareness of IMP and Donated Awards' application to recognize students in the achievement in academic, service and music. -Encourage students to apply for the awards
- 1.3.6. Refining the content of Leadership Workshop for Club ExcOs and Class Committee members to help them reflect on their roles and plan for the activities in the second term
- 1.3.7. Executive committee members will hold two meetings with their respective sub-committee to share the challenges the sub-committee members face and support their leadership and organisation skills
- 1.3.8. Grouping of prefect leaders and school prefects is devised to facilitate support and encouragement among them, which in turn enhance the school prefects in their roles
- 1.3.9. Organize PB message sharing activities so that students can encourage one another in order to spread more positivity in the student body
- 1.3.10. Amend the Post-event Feedback Form to incorporate the domains mentioned in the Whole Person Development Inventory (WPDI), in addition to character strengths, for the participants of external leadership awards, scholarships and programmes to reflect their experiences. [WPDI domains include Professional (Career preparation,

- Leadership), Psychological (Self appreciation), Social (Civic responsibilities, community care, peer relationship), etc. Reference: <https://eduhk.hk/sao/info/wpdi/>
- 1.3.11. Collaborate with INT and social workers to hold Personality Dimensions Workshop for students
 - 1.3.12. To strengthen collaboration with and/or seek advice and/or assistance from other teams of SAC to see if there is any need to modify or add any programmes for students' wellbeing and whole-person development
 - 1.3.13. Take the lead to revamp and streamline the data input process on eClass by liaising with different parties concerned to keep an accurate record of student leadership
 - 1.3.14. Share the information of community services related activities received regularly -We would like to encourage student to join different fields of volunteer services -Through the service experience, we hope to cultivate among students the spirit to serve others and broaden horizon.
 - 1.3.15. To collaborate with VET to offer pilot group and whole-school experiential learning opportunities

Achievements

1. SGT found that most of the cases were about peer issues (e.g. physical conflicts, relationship problems) in junior form and working collaboratively with INT and other teams would have. After the behavior problems of the girls were settled, the girls were transferred to INT for additional support and the students' situations have improved.
2. To help students better understand and aware their behaviour, the SGT arranged two police talks this year, one on Cybercrime and the other about animal protection.
3. INT will continue with the existing practice of maintaining a constant communication with parents concerned.
4. To enhance parents' understanding of the student support service available in the school, INT should review the information on the school website and see if any revision is necessary.
5. INT will continue to offer educational psychology services and clinical psychology services to students in need.
6. INT would continue to remind parents to complete the feedback form at the end of the school year.
7. Even during the COVID-19 pandemic, we were able to design different class-based community services for students to serve the needy in the community. Each S.1 class chose a local NGO to donate goods, over 95% students gave positive feedbacks about the activity. Due to availability of Special schools and elderly centres, only two S.2 classes prepared some game booths for the students at Special school and two S.3 prepared the life story booklet for the Elderly. For S.4 and S.5 students, they also participated in community services and over 96% students gave positive feedbacks about the activity.
8. 4 "Monthly Bulletin from Community Services Team" were sent to share the information of community services related activities to students.
9. To increase the awareness of Co-curricular Activities Subsidies to support the financially needy students to participate in Co-curricular Activities, e-Notices about the Subsidies were released to parents in September and June. Class Teachers could also get the information about the Subsidies through this channel. The number of applications was 31 this year while it was 19 last year. As for the IMP and Donated Awards, there were 18 applications for Donated Awards compared to 15 the last year.
10. The focus on Leadership Workshop has changed from writing up proposals, planning activities and class bonding to the following: reflect on the activities days in September,

how to execute an activity better, how to make contingency plans (e.g. switching between face-to-face schooling to online schooling) and achieve effective communication.

11. Club excos have a thorough reflection on whether they made good use of the two activity time slots to kick start the club activities, e.g. appealing to their club members, preparation for the rundown, and whether the club theme is clearly delivered to the members. Student leaders were also encouraged to design a timeline for an authentic activity and see if they had missed out anything important through group discussions. They also took online learning and meetings into account and analyze the possibility of making use of online platforms for effective communication on post-Covid days.
12. All participants agreed that the Leadership Workshop for Club ExcOs and Class Committee members enabled them to reflect on their roles, and plan for the activities in the second term.
13. 52% CB sub-com agreed that they have taken up a leading role in designing and launching activities / projects / schemes.
14. The Careers Guidance Team has held two PD workshops together with the social workers during the post exam periods. Feedback was good and students have taken 6 hours of workshops in two separate days. Through activities and different PD tools, they all had a chance to understand their personality and how to work with people with similar or different personality.
15. CCAT collaborated with Leadership Training Team for CB, PB, House Exco Training and Club Exco Training in Oct. More than 80% of participants agreed that the objectives were met. Participants were more aware of the responsibilities as a leader and were more confident of working with other people.
16. Appeal of report cards and S6 SLP reports are yet to receive. (Last year there were 18 appeal cases for report cards.)
17. The process in data input of club membership on eClass has been modified to reduce the number of mistakes in CCA posts.

2. Fostering students with global perspectives

2.1.Intended outcome: Enhancing students' exposure to local, national and global issues and contexts

Strategies Proposed:

- 2.1.1. Collaborate with HKU for the GHS X HKU X MOOC for students to freely access online courses from local and overseas universities
- 2.1.2. Invite both local, mainland and overseas tertiary institutions to organize events for our students
- 2.1.3. Promote and invite students to participate both local and overseas careers-related activities.
- 2.1.4. Offer one to two whole-school and/or formbased experiential learning activities of issues of local, national and global contexts in each term.
- 2.1.5. Clubs to promote issues of local, national and global contexts to their members as well as the whole school via different means.
- 2.1.6. To organise pilot group or form-based thematic experiential activities to widen students' exposure
- 2.1.7. To explore opportunities of the implementation of COIL in hybrid mode
- 2.1.8. To explore opportunities to organise host family program and possibilities to be a host school with AFS Intercultural Exchanges

- 2.1.9. Create a Google site e-programme accessible by all students to promote external leadership programmes related to local, national and global issues and contexts

Achievements

1. GHS X HKU X MOOC has been continued in this school year. Two representatives from our school shared their experience in the HKU X MOOC conference.
2. During experiential learning week in March, all S.5 students have a chance to visit both HKU and PolyU.
3. During the post-exam period, HKU, CUHK, HKUST and PolyU have been invited to set booth at the school where parents are also invited to join. In the exhibition, overseas institution and NGOs are invited to set booth and let students have a chance to speak to them.
4. Throughout the year, mainland talk, overseas studies talk, local University talks are arranged.
5. To enhance students' exposure to local, national and global issues and contexts, CCAT has invited the Hong Kong Red Cross to give a mass talk to students about Hong Kong people's participation in international humanitarian work in Term 2, 95% students understood more about what humanitarian work they can offer, as well as cultivating the value of global citizenship.
6. Different clubs have been promoting the understanding of issues of local, national and global contexts to students in club activities and school activities they helped/organized, e.g. Promotion of Chinese Martial Arts Dance, understanding Innovation and technology, and National security education.

3. Cultivating and sustaining student leadership

3.1.Intended outcome: Promoting greater leadership opportunities and training for students

Strategies Proposed:

- 3.1.1. To Support PB duty -Daily Morning Duty: SGT teachers help and support school prefects at SJH/OLH -Other school events e.g. Sports Day, Swimming Gala etc
- 3.1.2. SGT teachers will invite some potential students to apply the Self-Nomination Scheme to join Central Board or Prefect Board
- 3.1.3. Organising a High Table Dinner for S6 students and students from another school
- 3.1.4. More autonomy is given to the more capable sub-committee members to design and launch activities. (This is based on the involvement of subcommittee members in designing and launching the ARG activity in the special holiday in 2022.)
- 3.1.5. Organize workshops to train and empower school prefects.
- 3.1.6. Organize workshops to train and empower class prefects with reference to the feedback in the last school year.
- 3.1.7. By increasing the number of Values Education Team Ambassadors, supporting more students to take a leading role in the planning and implementation of wholeschool events.
- 3.1.8. Recruit and Train careers ambassadors -Promote career opportunities for them to plan, promote and organize different careers-related activities -Link the current careers ambassadors with the past ambassadors, past students and parents.
- 3.1.9. Clubs & Houses a. To Students *Offer leadership training opportunities to various students. -Club exco (to be collaborated with LTT) -House exco -Potential upcoming

- student leaders *Allow students to exercise the leadership among peers b. To teachers:
-Offer assistance to new club moderators
- 3.1.10. To fine tune Cultural Ambassadors scheme to foster cultural exchanges and promote cultural diversity
 - 3.1.11. Co-organize a Tea Party training workshop with the Leadership Training Team for the potential applicants for different external leadership awards. The content includes: - etiquettes during interviews -sharing by the past awardees -practice in mock group interviews
 - 3.1.12. Whole school community services project to encourage our student to plan and take action to serve the needy in the community.

Achievements

1. This year, there were a total of 15 current VETAs and 2 honorable VETAs. They have taken an assisting role in organizing whole-school events with the VET. They also organized two student-led activities for their schoolmates. The activities were well-received and they enjoyed the process of planning and implementing a lot.
2. The High Table Dinner on 26 Nov was a success. 96.9% of the participants agreed that they had an enjoyable evening, got to know new people and were generally satisfied with the overall arrangement.
3. School prefects training workshop was held in Feb. Different groups had their own training workshop on different days. There were 5 different daily scenarios for their discussion. The training work helped raise the school prefects' awareness on the Uniform Offences and Behavioural Reminders (UOBR). It also provided more opportunities for the school prefects to practice their communication skills and adaptability under unpredictable circumstances.
4. 97.9% of the participants of the training workshop agreed that the group meetings and leadership training workshop have enabled them to join more leadership activities.
5. The Class Prefect Training Workshop was held on 14 Mar 2023. All class prefects attended this half-hour training workshop. The workshop for junior forms included practical skills since such need was raised in the annual report in the last school year. 94.1% of the class prefects agreed that they have more opportunities for leadership training.
6. There were 13 posts updated on the PB IG. Photos of 4 activities were posted on the PB website. Over 95% of students agree they learn about the leadership training activities from the PB website/IG
7. To provide training for the potential applicants for different external leadership awards, the External Nomination Team held two mock interviews cum tea parties this year. During the parties, students had refreshment while listening to the sharing of the past awardees and members of HET about their interview experiences and tips on preparing for interviews. This event fostered bonds among students and helped unify our Good Hope community. All participants find the sharing of the Tea Party training workshop useful for their future external leadership awards competitions.
8. The Careers Guidance Team has recruited Careers ambassadors and organized "The bittersweet market". Careers ambassadors have been trained by past students from PSA and some had the chance to visit café and coffee company in Hong Kong.
9. CCAT collaborated with Leadership Training Team for CB, PB, House Exco Training and Club Exco Training in Oct. More than 80% of participants agreed that the objectives were met. Participants were more aware of the responsibilities as a leader and were more confident of working with other people.
10. CCAT held a leadership training with House Exco at Pat Heung JPC Permanent Activity Centre. All participants agreed that they understood themselves and their Exco

more. They revealed that their problem-solving skills were enhanced, and were able to cope with the different opinions from the team. The house Exco training will be continued. It is suggested that 70% of House Exco should be present for the training.

11. “Monthly Bulletin from Community Services Team” has been sent out 4 times, and
12. A group of students joined “Youth Impact Award 2.0” organised by The Boys' and Girls' Clubs Association of Hong Kong. The program was completed in April 2023 and all the participants agreed that it was a valuable experience for them to know more about the low-income families in Hong Kong.

4. Strengthening the sense of community for all GHS stakeholders

4.1.Intended outcome: Nurturing a sustainable link between different members of the Good Hope Community (past, present and future)

Strategies Proposed:

- 4.1.1. Continue to strengthen the collaboration with Past Student Association (PSA) and Parent Teacher Association (PTA) in organizing different careers-related activities including but not limited to, mentorship programmes, workplace experience, careers sharing and interviewing skills workshops, and assembly
- 4.1.2. Clubs -Invite alumni to share in / host / participate in different types of experiential learning activities -Encourage clubs to invite alumni to club activities/meetings -CCAT to keep a record of alumni invited to any activities
- 4.1.3. Improve the past exco mentorship conducted in the last school year to foster a closer link and more regular interactions (e.g. matching is done in small group instead on one-on-one)

Achievements

1. In order to nurture a sustainable link between different members of the Good Hope Community, different alumni greeted and led our students in different activities, e.g. the House exco training and the S2A-C experiential learning day both at the Pat Heung JPC Permanent Centre. Around 35% of clubs invited alumni to at least one of their club activities.
2. Careers ambassadors have been trained by past students from PSA and some had the chance to visit café and coffee company in Hong Kong.
3. Students find the meet-up session with the past ExcOs after the Pinning Ceremony very useful, that the past Exco were helpful when asked for advice.
4. One Exco who did not interact with the past Exco frequently this year reflected that she would do her best to connect with the incoming Exco. She might have realized the benefit of doing so.

4.2.Intended outcome: Positioning our students and alumni much more as “partners” in co-creating a positive learning environment

Strategies Proposed:

- 4.2.1. Provide academic support for SEN students or students with long-term health issues

- 4.2.2. Organize Careers Kaleidoscope (Careers Exploration Day) during post-exam period with PSA & PTA for a whole school events that students will have a chance to meet professional across different spectrum

Achievements

1. Among the 52 SEN cases, 2 students applied for the tutorial service. Two past students were recruited to conduct tutorial with these students individually on a regular basis. Students concerned achieved 100% attendance and showed positive feedback after attending the tutorial service.
2. The careers kaleidoscope and the bittersweet market have been a great success in involving the whole school, PSA and PTA. The tie with PTA and PSA remain strong. The mentorship programme, interviewing skills workshop, workplace experience scheme, careers talks have all been carried out with close collaboration.

4.3.Intended outcome: To disseminate to the public how our school nurtures young leaders of tomorrow

Strategies Proposed:

- 4.3.1. Share students' participation in large-scale leadership programmes or related training programmes on the school web news
- 4.3.2. Co-organising a Tea Party with External Nomination Team to give a sharing on etiquette to students who are going to participate in external leadership competitions
- 4.3.3. Launch two activities (e.g. leadership training, community service) involving collaboration of outside organisation or other school, or participants of other schools
- 4.3.4. Update the website/ IG of PB by posting different leadership training activities that PB organizes or joins
- 4.3.5. Updates careers google site, invite careers ambassadors to be interviewed and upload articles of different careers activities in school webpage
- 4.3.6. Keep abreast of different experiential learning opportunities on school website
- 4.3.7. Invite clubs to share good club meetings/activities on different means, including morning assembly, school email, their social media platform(s) etc
- 4.3.8. To launch Excursion Team website to help disseminate information related to the Excursion Team
- 4.3.9. To reach different party in the society in order to let public know more about our students. (a) We will join the "Sports Without Limits" Youth Empowerment Programme prepared by The Department of Sports Science and Physical Education of the Chinese University of Hong Kong. (b) We will update the school webpage regularly

Achievements

1. The passage regarding the Orbis Student Ambassadors Campaign 2022-23 and the PolyU Junior Research Mentoring Programme 2023 are posted on the school webnews after the Prize Presentation Ceremony on 15 July and Closing Ceremony on 18 August respectively. Sharing on the 5th 'Distinguished Master, Accomplished Students' Mentorship Programme and Journey of Exploring Life and Death were published in the School Anchor.
2. The Tea Party co-hosted with the External Nominations Team (ENT) took place on 28 Apr 2023 after school. Three Exco members from the Hospitality and Etiquette Team (HET) gave an interactive presentation to 27 external award nominees on interview etiquette, including tips on handshaking and the art of self-interaction. Past awardees,

Jovi Wa (5D) and Cherry Pei (4F) gave a sharing on their experiences in external interviews. A mock interview and evaluation session was conducted afterwards in 4 groups. Interviewers included ENT team members, Ms Holly Ho, Miss Eva Leung, and HET ExcOs asked the nominees questions and gave them feedback. Some cakes were provided as refreshments.

3. 3 joint-school activities were launched: a joint-school social service with WYC, Kowloon, co-organised a Photography Contest with St Paul's Co-ed College, DBS and WYC, HK and also co-organised EKI. Joint-school Leadership Programme with WYC, Kowloon.
4. Careers Google site and web news have been updated regularly and after each major event.
5. 40% of clubs with a wide spectrum of nature of establishment were invited to showcase their good work on the school website.
6. Students in HET excOs were given more autonomy to design the interactive workshop to their fellow schoolmates. They managed to make good adaptations from the old online workshop materials.
7. 60% of the CB Exco agreed that the past executive committee members has helped them understand their responsibilities. Yet only 30% agreed that they have interacted frequently with the past CB ExcOs.
8. For the joint school activities organized by the CB, over 70% of the participants strongly agreed and agreed that the objectives of the activities are met.

Reflections

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

1. The 15-day cycle timetable could lead to an undesirable distribution of lessons in different weeks and is not recommended to be used even when whole-day F2F school cannot be continued. A shortened timetable version of the 10-day cycle timetable will be used instead. For example, in VA, the learning pace of different classes varied because of the 15-day timetable. This affects the time management of each class when covering topics and the depth of learning varied between classes.
2. Feedback from Geography panel is that some students are distracted during lesson time by browsing the iPad and do not pay attention in class. Students should be reminded of the proper etiquette of using iPad. More creative e-learning tasks and assignments will be designed.
3. The learning pace of different VA classes varied because of the 15 days' timetable. This affect the time management of each classes when conducting the topic and the depth of experiment were vary between classes. It is suggested to change the assessment into several short tasks, so classes can based on their learning pace to adjust the teaching schedule.
4. The planned E-learning topic for VA cannot be introduced to the S2 students because of the sudden change in mode of teaching during the DSE Exam.
5. More English e-reading platforms will be explored so that students can also familiarise themselves with different terminology related to current issues.
6. Most colleagues and students prefer the summary of Learning Styles and Multiple Intelligence of students to be carried once a year and that students should be given the Individual Learning Profile every year. They also find the e-Newsletter beneficial to their teaching.
7. For S3 "box lamp project", lesson time was insufficient for introducing 3D modelling skills. The students' areas for improvement include understanding of whether their designs meet the criteria, students' spatial sense, students' understanding of and adherence to the criteria on the self-check list

8. The Junior ICT curriculum will be further revamped to include more elements in the 'Systems & Control' topic. Essential conceptual parts will be retained but the conceptual parts will be reduced overall. There will be more practical work and it is expected that students will submit classwork as their daily assessment in the next school year
9. All ICT panel members agreed that the lesson materials provided by the CUHK Jockey Club AI Project is too difficult for junior secondary students. In order to carry on with artificial intelligence education, which is a de facto required topic from the next school year, the panel should identify the learning objectives and develop learning materials suitable for the students based on the available resources.
10. For the revamp of the KS3 Technology Education curriculum, a new subject S.3 Business & Technology (B&T) will be introduced to replace S.3 Business Studies. Business learning elements will be condensed and more technology learning elements, e.g. 3D modelling for 3D printing, will be introduced.
11. National Security Education will be further strengthened: the curriculum will be further reviewed to incorporate this element across all panels.

Priority II: To move from strength to strength in promoting well-being and increase learning opportunities to members of the Good Hope Community

1. Promoting positive character formation and the well-being of students while

- 1.1. The INT suggested that a talk related to emotions would help.
- 1.2. All S1-3 students will continue to have positive education lessons and the lessons should continue to be taught in consecutive weeks.
- 1.3. It is recommended that students' feedback could be collected once all positive education lessons have been completed so that the effectiveness of the lesson outcome could be better measured.
- 1.4. Teacher training has to be done because many new teachers have been recruited these few years.
- 1.5. More guidance may be needed for class teachers so they know when they could use the Joyful Booklet with students.
- 1.6. For board decoration, it is advised that all classes can just focus on working on the largest board at the back.
- 1.7. For the 'Month of Happiness', it is suggested that other activities could be organized to replace the laughing yoga as it was not well-received by some staff and students only.
- 1.8. INT will continue with the existing practice of maintaining a constant communication with parents concerned.
- 1.9. To enhance parents' understanding of the student support service available in the school, we should review the information about the INT on the school website and see if any revision is necessary.
- 1.10. INT will continue to offer educational psychology services and clinical psychology services to students in need.
- 1.11. INT should continue to remind parents to complete the feedback form at the end of the school year.
- 1.12. INT will continue with the regular class visit in the next academic year. Instead of visiting every class once per term, we suggest reducing the number to once per class in each academic year. It allows more room in case special class visits are needed. Also, the topics and content will be further revised based on teachers' and students' feedback.

- 1.13. To encourage participation of peer counsellor programme, INT is going to revise the structure of the programme, strengthen the promotion, give participants recognition by adding their participation to their OLE record and include an experiential learning activity.
- 1.14. The focus of the Leadership training can carry on in the next school year and see if it still fit the needs of the students before further big changes are made.
- 1.15. For the PB, apart from 3 formal group meetings, a group meeting with ice-breaking games and chit-chat session can be held in Oct or Nov so that every group member can know each other well at the beginning of the term of service.
- 1.16. For community services, it is difficult to arrange the class-based services for all classes each year because of the big class size. Besides all school activities have been resumed, it is difficult to find a timeslot to arrange community service within the weekday schedule. More flexible community service is needed.
- 1.17. The External Nomination Team suggested that It is not realistic for students to improve in all of the domains in WPDI as different external programmes have different focuses.

2. Fostering students with global perspectives

- 2.1. The focus of the Leadership training can carry on in the next school year and see if it still fit the needs of the students before further big changes are made.
- 2.2. After discussing with ENT teachers and students who joined the ENT programmes in the past, it was agreed that the Google site e-programme is not an effective way to promote external leadership programmes to students. More promotions can be done through the PA system and more regular updates can be done on the notice board, especially for large-scale programmes.
- 2.3. There is a need to cultivate in students the etiquette in asking questions in a mass talk as this kind of activity has not been held for a few years. This could be done at the earlier stage of a year.

3. Cultivating and sustaining student leadership

- 3.1. Holding the High Table Dinner in the second term would allow more time for preparation, both for teachers and participants.
- 3.2. The reminders on the attire and table manners could have been given out to students earlier so that they will be allowed more time to get prepared.
- 3.3. It is suggested that the CB sub-com can be involved in more CB activities and play a more important role in organising activities.

4. Strengthening the sense of community for all GHS stakeholders

- 4.1. HET ExcOs conducted the workshop in Chinese as it is the required language in the interviews with external organisations. HET ExcOs need better language input to avoid using mixed language for the workshop.
- 4.2. For the CB Exco, the quality and frequency of support and connection with past ExcOs depends on a number of factors.
- 4.3. The sense of belonging to CB and the collaborative experience the Exco has as a group are the fundamentals for continuous support to the future CB Exco.

- 4.4. For the joint school activities organized by the CB, to better work with other schools, the preparation period should be longer to allow sufficient time for communication. The timeline should be planned more precisely and accurately to avoid the missing of deadlines. Some buffer time should be set aside to deal with uncertainties and changes. To increase the number of participants, the recruitment period should be extended.
- 4.5. It is more appropriate to hold the School Prefect training workshop at the beginning of the term of service in October. To deliver messages consistently, the workshop can be held for all school prefects all together instead of on a group basis.
- 4.6. It is more suitable to hold the Class Prefect workshop in September. Boosting the class prefects' understanding on their responsibilities and equipping them with leadership skills at the start of the term can help them to become a more effective class prefect. Some class prefects suggested holding the workshop after school to allow more time for training.
- 4.7. It is suggested to update the website and the IG of PB at the same time and to post the link of the PB website and IG on the school website.
- 4.8. The mock interview cum tea parties should be held before the two major external interviews and so limited time is given for ExcOs preparations. HET ExcOs conducted the workshop in Chinese as it is the required language in the interviews with external organisations. HET ExcOs need better language input to avoid using mixed language for the workshop.
- 4.9. Not enough workplace offers caused extra problems in planning whole week events for students without placement. It is suggested to start looking for companies earlier and inform students that they may also reach out to seek placement at the beginning of 2nd term.
- 4.10. Some mentor and mentee from the mentorship programmes express the interest to have more big group activities such as some social events (BBQ, hiking, back to school gathering etc.)
- 4.11. It is suggested more clubs be invited to showcase, so more students (as well as teachers) earn the appreciation of their creativity and efforts.
- 4.12. The whole school community services project had been canceled for two years. Some students wanted to plan and take action to serve the needy in the community, but they didn't know how to start.
- 4.13. Although fewer than 100 parents attended the second parent talk, those who attended reported that the talk was very rewarding and insightful.

Report on Use of Citizenship and Social Development Grant (2022-2023)

Our school has spent the Citizenship and Social Development Grant (the CS Grant) for the following use:

Area	Items	Actual Expenses (\$)
Developing or procuring relevant learning and teaching resources	Procurement of CS teaching materials and aids	\$15,288
Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum iii. Organising school-based learning activities relating to the CS curriculum	Expenses on sim cards for teacher-escorts of the CS tour	\$525
		\$15,813

Financial Summary

Financial Summary for the 2021/2022 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64.70%	N.A.
School Fees	N.A.	32.48%
Donations, if any	N.A.	1.01%
Other Income, if any	1.40%	0.41%
Total	66.10%	33.90%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	72.78%	
Operational Expenses (including those for Learning and Teaching)	7.57%	
Fee Remission / Scholarship ¹	7.16%	
Repairs and Maintenance	2.28%	
Depreciation	8.19%	
Miscellaneous	2.02%	
Total	100%	
Deficit for the School Year [#]	1.22 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year	9.28 months of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

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

One of the school's premises is under reconstruction during 2021-22 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.