

GOOD HOPE SCHOOL ANNUAL REPORT 2023-2024



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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

Gratitude is our attitude!

Rejoice always, pray continually, give thanks in all circumstances; for this is God's will for you in Christ Jesus. (1 Thessalonians 5:16-18)

Gratitude is more than just a polite gesture; it also gives an idea of how blessed we are in many ways. If we want to develop an attitude of gratitude, make it a daily habit!

How to Develop an Attitude of Gratitude:

The simplest way to start developing an attitude of gratitude is to choose to appreciate things in life, for example:

- I. When we wake up every day, say or write down three things we are grateful for.
- II. Acknowledge other people and thank them for inspiring/helping/supporting us.
- III. Start a gratitude journal to write down what we are grateful for, proud of, and excited about.
- IV. By the end of the day, tell someone three things that happened which made us grateful.

Practicing gratitude on a regular basis can help us cultivate a more joyful outlook and bring immeasurable benefits, including both physical and mental.

- (a) **Mindset:** Developing a mindset of gratitude leads to positive results and helps us handle difficult situations. It helps us recognize and appreciate the goodness in ourselves and others.
- (b) **Bring happiness:** It opens the door to happiness and positivity in life. We vibe differently when we have a positive approach toward different matters in life.
- (c) **Optimistic behavior:** Optimism and gratitude often go hand in hand, as focusing on the positive aspects of our lives helps us maintain an optimistic outlook for the future.

- (d) **Empathic behavior:** It makes us more empathic towards people. We are keener to learn and listen to the problems of others and propose their solutions. We all need someone to listen to and know us, and what else can be more significant than helping someone in need?
- (e) **Better Health:** When we are positive and emphatic, we are most likely stress-free. It saves us from anxiety attacks, overthinking and depression, which helps us build up our immune system.

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. They are separated into 12 groups which organized different activities such as visiting Our Lady of Joy Abbey and Caritas Bazaar. We also have a religious club under the Catholic Society, namely: the Altar Service Society.

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 programme, Achievement Showcase and others. The Reading Team takes charge of the design of the school-based reading curriculum, 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 to learner diversity in the classroom by conducting surveys on students' learning styles and multiple intelligences and by issuing e-newsletters on strategies for diversity management 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 Spiritual & Pastoral Committee (SPC).

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.

As a catholic school, we put special emphasis on the Catholic values of Love, Hope, Joy and Thanksgiving. The Spiritual & Pastoral Committee (SPC) was set up to promote the school's overall Catholic values and spiritual formation. It also promotes Religious Education in both the specific and broad sense, including the formal and informal, subject-based or interdisciplinary and even the hidden curricula of RE and other subjects.

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’.

The School Administration ensures the smooth running of the school and execution of all school plans and policies by working closely with the Academic Affairs Committee and the Student Affairs Committee.

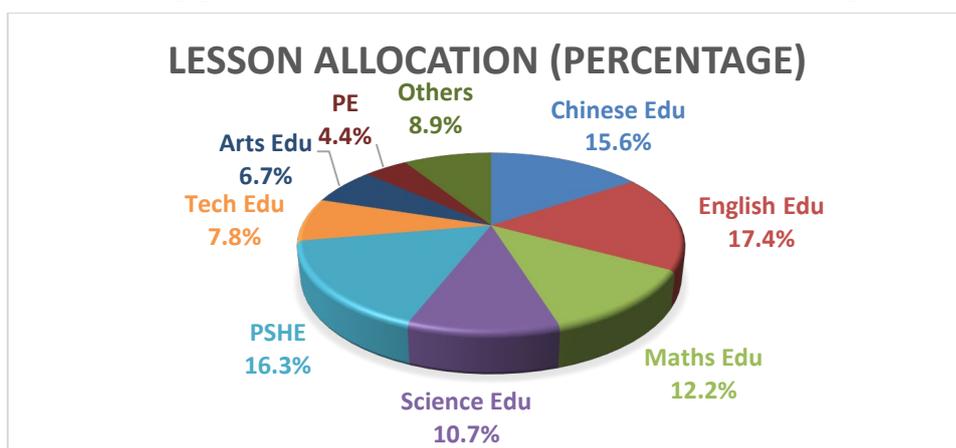
Number of Classes and students

The school has 36 classes, 6 at each level. 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. There were 6 classes of S.1, S.2 and S.3. The capacity of each class is 41, making up the net capacity of the school is 1476.

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	16.3%
	History	3	3	3	
	Economics	NA	NA	NA	
	Liberal Studies	NA	NA	NA	
	Life and Society	3	3	3	
	Chinese History	4	4	3	
Technology Education	Ethics and Religious Education	2	2	2	7.8%
	Technology & Living	2	2	3	
	Information and Communication Technology	4	4	3	
Arts Education	Business & Technology	NA	NA	3	6.7%
	Music	3	3	3	
Physical Education	Visual Arts	3	3	3	4.4%
	Physical Education	4	4	4	
Others	Pastoral Care & Assembly	2	2	2	8.9%
	STEAM/Foreign Language	3	3	NA	
	Reading	1	1	1	
	Activity	3	3	3	
Total		90	90	90	100.0%

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/ mainland	Others	Total
		Bachelor's Degree Programmes	Sub-degree Programmes	Diploma Programmes			
No. of students	2022	117	4	0	23	1	145
	2023	105	6	0	28	2	141
	2024	142	13	0	20	2	177

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 2024, our students continued to perform well in the DSE exams, with 96.0% of Good Hoppers meeting the basic entrance requirements for admission to publicly-funded (UGC) undergraduate programmes (332A).

Results in the core subjects were also impressive:

Core subject	2022	2023	2024		2022	2023	2024
	Meeting basic entrance requirements for admission to UGC funded programmes				Level 5 or above		
English Language	100%	100%	100%		63.9%	68.9%	55.9%
Chinese Language	94.5%	95.5%	96.6%		32.9%	36.1%	33.9%
Mathematics	100%	100%	99.4%		38.1%	44.9%	40.7%
Liberal Studies	99.3%	99.3%	99.4%		49.0%	53.7%	N/A

In 2024, 91.5% of our S.6 students received JUPAS offers.

Overall JUPAS offers rate		
2022	2023	2024
95.8%	95.0%	91.5%

Report - Priorities, Outcomes and Strategies for 2023 – 2024

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. A wide varieties of learning activities took place during the activity timeslots in the 10-day cycle, including different types of talks, visits to museums, community services, workshops, etc. According to the survey, 74% students agreed that these activities provided opportunities for them to develop their moral character, interests and life skills. In the activities organized for S.5, over 80% students agreed that both the duration and arrangements of the activities were appropriate. In the visit to Palace Museum, almost 100% agreed that the activity improves their understanding and appreciation of the history and cultural development of their Country.
2. With the assistance from the Reading Taskforce, some book clubs were held throughout the year and thematic books were also introduced by different subjects to students in these months.
3. The Reading Task force organized a few activities this year. The literary events were well received. The 21 events attracted 267 participants in total. Events which were led by students were more popular. The Reading Challenge was introduced this year, and the results were encouraging. For the Bookplate Design Competition, the winner's design will be made into an embosser stamp to be used in the library. Other activities included book donations and Macbeth Podcast.
4. the Reading Festival, joint efforts from Reading Team, Reading Task Force and the Library have come together to organise a range of reading related activities. Even the P.E. Panel has set up a reading booth during the Reading Festival.
5. According to the APASO III Data, students have very positive perceptions on reading. When asked if they hate reading in English, 72.4% gave a positive response. 80.6% disagreed that reading is a waste of time, 64.8% students view reading as one of their favourite hobbies and 65.5% considered themselves a lover of books and reading.
6. The School has implemented IGCSE English (Specification A) as an additional option to the regular curriculum. Lessons were conducted on Fridays, half-day school, school holidays and post-exam periods. About 30 S.2 students were selected from the applicants. About 60% considered the duration appropriate, 66.7% considered the class size appropriate and 53.3% students found the lessons easy to follow. The programme will continue next year with Mathematics and Science (triple award) Courses being taught in S.3 and S.4 on top of S.2 English (Specification A).

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

Strategies Proposed:

- 2.1. To enhance the capacity of middle managers as agents of change
- 2.2. To emphasise the correlation among curriculum, learning and teaching strategies, and assessment practice (literacy) in order to enhance the overall learning and teaching effectiveness
- 2.3. To promote e-learning alongside the BYOD
- 2.4. To manage diversity in classrooms

Achievements

1. The school has invited QSIP of the CUHK to help organize a series of Middle Managers Workshop.
 - The first one was scheduled for 24 August 2023 in which Dr. Michael Tai gave a talk titled 'Leadership Training for Leaders' to kick start the series of workshops and shadowing for the middle managers at school so as to enhance their capacity as agents of change.
 - Then the SDOs from QSIP gave us a workshop on E-PIE and 'the roles of subject panel heads and strategies of facilitating panel improvement on 21 Sep 2023.
 - On 4 June 2024, the SDOs gave the second workshop of the year on 'Enhancing school self-evaluation: From school level to departmental level'.
2. Panel heads have been using what they have learned in setting papers, making use of the tools to assess the level of difficulties of questions. Also, they are encouraged to use PIE in their collaborative lesson planning.
3. Professionals from the CUHK provided coaching and shadowing to our new panel heads, including Chinese Language, English Language, Biology and Geography. Detailed post-lesson discussions were conducted on 2 lessons by 2 members of the panel. The panel heads experienced how debriefing should be carried out. Colleagues have learnt a lot from the expert's coaching and showing. They all found that the teaching and learning could be more efficient through learning from the QSIP expert.
4. All students were allowed to bring their iPad to school. They were encouraged to use iPads to help them learn better. Following last year's effort, e-learning was widely incorporated into different subjects to promote self-directed learning using e-platforms. With different e-platforms, teachers could better understand the learning progress of the students, engagement students in different tasks, e.g. online assessments, more effectively. This also help teachers in dealing with diversity in the classroom. For example, in Music, different music apps and softwares are used by students for music production, enabling students to record, mix and collaborate on tracks. For example, Garageband was used in S.1 and S.3 curriculum as it offered a wide range of features including virtual instruments, effects and multi-track recording capabilities. From S.1 small-scale music production and S.3 creative work, around 80% students could submit satisfactory compositional work and production projects. Their compositional skills have strengthened, their music production skills have improved and the learning motivation on creativity have become stronger.
5. Good practices on e-learning were shared in some panels. In some panels, good classroom etiquette on using electronic devices was established. In general, teachers are more familiar with e-learning and they are more able to retrieve different e-learning materials.
6. Some colleagues have compared the use of e-learning (JamBoard) with glass surface. They found that for complicated task, the use of a tool that can visualize everything among peers and can make changes easily & quick could be better than e-learning; however, for simple

tasks, e-learning tool/ platform that operates simply with short answer/ choice of answer provided would be more effective. Yet the SDO from QSIP gave some more insights on the teaching strategies of the topics that whether a visual model is needed is not important but how teachers to carry it out in lessons is even more crucial to the learning effectiveness.

7. Colleagues were encouraged to use the Diagnostic Feedback System developed by HKEAA in collaboration with HKEdCity to provide useful feedback for the purpose of promoting assessment literacy in both students and teachers. Subject teachers of Maths, Chemistry, Biology, Physics, Economics, Geography, BAFS, ICT can use the question banks to tailor-make question papers and students' performance were compared to that of the DSE candidates of that particular year.
8. Timeslots were incorporated into teachers' timetable for collaborative lesson planning so that teachers share their lesson plans and good practices together. Many panels made use of the CLP timeslots to discuss and share their best practices.

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

Strategies Proposed:

- 3.1. To revamp/restructure the curriculum to align with the latest curriculum
- 3.2. The Constitution, Basic Law and national security Education in the curriculum is to be reinforced
- 3.3. The school's values education curriculum will be reviewed with the support from EDB officers

Achievements

1. Foreign language workshops were offered to S.2 students. Students have a chance to leaning one more language. The feedbacks of the survey was very positive. 90.6% students claimed that they understood the lessons, 78.5% considered the teaching pace appropriate, even though the subject is not examined, 94.8% students claimed that they took the lessons seriously, 87.6% found the lessons interesting.
2. Panel heads have reviewed the NE and BL curriculum with reference to the Constitution, Basic Law and national security Education and the curriculum has been reinforced.
3. Panel heads have also reviewed the NE and BL curriculum with reference to the Constitution, Basic Law and national security Education and the curriculum has been reinforced.
4. The school's values education curriculum have also be reviewed to strengthen value educations and to work with SAC

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. Teach S1-3 students positive education through lessons; make use of the Joyful Booklet for reflection
- 1.1.2. Teach students values through PC lessons and whole school activities.
- 1.1.3. Organize teacher-training workshops so as to equip class teachers for the delivery of positive education concepts in class.
- 1.1.4. Modify the 'My Reflection' sheet -Modify the guidance questions and format to let the student write down the action plan easily.-Ask the student write down specific and feasible action plan on 'My Reflection'. -CTs / FPs can help and check with students easily.

Achievements

1. The positive education lessons have run smoothly throughout the year.
2. Important concepts in positive education have been taught through experiential learning. Students find the lessons rewarding and enjoyable.
3. The positive education handout pages in the Joyful booklet has been a useful tool for teachers. Students are asked to refer to the additional information provided in the booklets after their positive education lessons. However, only a minority of students have been using the wellbeing pages in the booklet.
4. A few new Joyful booklet cover designs have been received in the Booklet cover design competition. Hence, the covers of three forms will be updated.
5. SGT handled all cases with CTs and FPs, met students and clarified what happened. Finally, SGT accompanied CT to meet parents and check the improvement progress. CTs / FPs feel supported by SGT.
6. In this year, SGT found that most of the cases were about peer issues in junior form. After settling down their behavior problems, with the help of INT, social workers, the student situation has improved.
7. An input talk 'Addressing Children's Behaviours in the Family Process' for all teaching staff was held on 24 August. Two speakers from the AAFT were invited to conduct the talk. 80% of the participants agreed or strongly agreed that the talk met its stated objectives and enhanced their understanding towards the topic. 70% of the participants thought that the talk was useful to their work and they would apply what they had learnt in the input talk.
8. Throughout this academic year, INT organized three parent's talk and three corresponding focus group sessions. The participation rate was 49%.
9. The following topics were covered in the series of talks and participants showed positive feedback to the content of the talk.
- *Family Falls Sick*

- *Unstoppable Force Versus Immovable Object*

- *What Can Parents Do If Children Never Let Go of Their Electronic Devices?*

5. More than 90% of the participants agreed or strongly agreed that the talk and focus group sessions allowed them to develop deeper understanding in family relationship, facilitated them to understand how children's behaviour may be affected by family members' interaction, and stimulated their interest in the effects of family relationship on children's behaviour.
6. After the events, 11 parents volunteered to be parent ambassadors in promoting the significance of family health.
7. 80% of S.1 student participated at least one community service throughout the year. Class teacher of each class selected one student with the most active participation from each big class for a reward.
 - S.4 and S.5 participated in form-based community services.
 - S.4 students went to visit elderly centre. They had very positive feedback: Over 96% of student agree that the service was relevant to our school theme; Most of the student (98%) think that the time spent on community service is appropriate. After this service, 98% student agree that they have sharpened my generic skills (self-management skills, collaboration skills, IT skills, etc.). 96% of student found that the experience of class-based community service helps them to develop empathy to the needy. 95% of student think that the community service improves my connection to the community.
 - S.5 students organized a class-based service activity on their own in 2nd term.

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

Strategies Proposed:

- 1.2.1. Organize a mental health week to promote mental wellbeing among students and teachers
- 1.2.2. Provide/join guidance programmes for students to learn to be peer counsellor or mediators
- 1.2.3. Equip teachers with skills in handling students' emotional breakdowns in class

Achievements

1. The mental health week was successfully held between 22/1 and 25/1 during recess and lunch time. For activities that require enrolment, 144 students signed up. The most popular one is handicraft workshops and the least popular one is guest speaker sharing. For activities that do not require enrolment, the number of participants is estimated based on teacher's observation, number of feedbacks collected and number of mental health tips cards distributed at the booth.
2. After the event, an evaluation form was sent to all students asking for their feedback. Students showed positive feedback towards the activities.

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. Continue the close partnership with major local tertiary institutions and invite major universities to hold in house admission talks and information booths.
- 2.1.2. Arrange overseas and mainland studies talk for students to know more about the opportunities outside Hong Kong.
- 2.1.3. Promote different learning opportunities from both local and overseas tertiary institutions to let students have a taste of unilife during their S.4-S.6 years.
- 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 thematic tours to widen students' exposure
- 2.1.7. To explore opportunities of new exchange opportunities
- 2.1.8. Students' experiences in the external leadership programmes/awards related to local, national and global issues (e.g. mainland and overseas tours, international conferences, social projects) will be shared through the ENT Bulletin Board and ENT Exhibition

Achievements

1. Join-schools mainland university admission talk was organized.
2. HKU, CUHK and HKUST have been invited and offered on campus admission talks to our S.5 & S.6 students.
3. Students have been invited and participated in various programmes/competitions/summer institute throughout the year.
4. All S.3, S.5 and S.6 students have met their careers teacher to discuss their further studies path way.
5. UK admission talk has been organized.
6. Admission officer from Cambridge has been invited to give a talk to our S.4- S.5 students.
7. Representatives from British council and Australia study consultant have been invited to give a talk on overseas studies.
8. CCAT organized a talk to S4 students on cultural tourism in Term 2. The talk successfully widened students' awareness of cultural difference as more than 90% of them agreed. They also showed interest in knowing more about different cultures and receptivity in embracing different cultures with more than 85% agreed so.
9. Different clubs continued to offer activities of issues of local, national and global contexts to their club members and even to the whole school. Some examples are as below
10. 4 Easter tours, 4 summer tours and 4 Form Tours were organised by the Excursion Team.
11. Accepting Differences was held successfully with Values Education Team on 16 May 2024. It included Bamboo Dance, Costume Catwalk, and Henna Workshop, Food Tasting workshops and Human Libraries. We had guest speakers of Nepali, Indian, Pakistani and Sri Lankan descent living in Hong Kong. Responses from students and teachers were very positive and majority of them have reflected they have learnt more about cultural differences and be more aware of different cultures and how to respect them.
12. Exchanges with Shanghai and Beijing were rekindled. 20 host families were recruited and 19 were also invited to host Shanghai exchange students. Students' responses were positive overall.
13. Service tour to Vietnam was rekindled in Easter and a tour focusing on exploring Chinese History in Kyoto, Osaka and Nara was also held in collaboration with the Chinese History Panel. Another tour to explore Xinjiang province and visit iconic projects of One-Belt-One-Road was organised for students in collaboration with La Salle College. Therefore, more thematic tours were organised.

14. The exchange with Sophianum has been rekindled and it would be held in September 2024 with La Salle College. More leadership opportunities were offered to Cultural Ambassadors. The Excursion Team has also touched base with Ōtani Junior and Senior High School in Osaka. Further discussion will be held in Christmas 2024 to decide whether our school will be able to visit them in 2025.
15. Cultural Ambassadors successfully facilitated the session with Shanghai exchange students, ranging from the welcoming ceremony, orientation, tour in HK to welcoming dinner. They also organised a range of activities to promote a racially diverse and inclusive school environment on 11 to 12 March 2024.
16. To facilitate the team's efficiency, 4 more procedural manuals will be developed including Shanghai and Beijing exchange programs, Vietnam Service Tour and Form Tour.
17. The External Nomination Team board is regularly updated with students' reflections on their experiences in participating in various external leadership programmes, awards, and scholarships. There were a total of 15 entries posted.
18. One ENT exhibition was held during the Orbis Fundraising Week from 4th to 8th March 2024 at Our Lady's Hall to showcase different posters depicting students' reflections and achievements from the awardees of the Arete Outstanding Student Leaders, Sustainable Development Goals eLearning Award Scheme, Love U All Charitable Foundation Yuet Yat Scholarship, Love Action Awards, Hong Kong Outstanding Student Award, HKSAR Outstanding Student Award, the 12th Junior Chief Executive of Hong Kong and Pursuing Excellence and Beyond.
19. The Hong Kong Special Administrative Region Outstanding Students' Union (HKSAROSU) was invited to conduct a leadership seminar titled 'Step-up: Reshaping Leadership' for all S3 students on 4 July 2024. The seminar featured Hebe Chau, a 6F student, Elyse Ng, a past student, and Mr. Angus Chung, an exco member of the Union, as guest speakers. During the seminar, the speakers encouraged the S3 students to explore different opportunities by participating in external leadership programmes. In summary, the seminar was found to be informative and encouraging by the majority of the participants. More than 70% of them indicated their potential interest in joining external leadership programmes mentioned during the seminar.

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 /Uniform Check (Monthly) : SGT teachers help and support school prefects at SJH/OLH / classrooms-Other events-SGT teachers will invite some potential students to apply the Self-Nomination Scheme to join Central Board or Prefect Board
- 3.1.2. Refine the content of S6 Pastoral Care lessons: tips on how to increase productivity and foster good habits will be included
- 3.1.3. To foster proactiveness of the sub-committee members, they are invited to initiate activities or scheme to the exco. Quality proposals will be actualised under the guidance of the exco
- 3.1.4. Organize workshop(s) to train and empower class prefects and grooming ambassadors in carrying out their roles more effectively.

- 3.1.5. Publish posts about leadership in PB and class prefects through various means, e.g. PB website, IG and bulletin board, to share leadership experiences.
- 3.1.6. By increasing the number of Values Education Team Ambassadors, support more students to take a leading role in the planning and implementation of whole-school events.
- 3.1.7. Encourage the Values Education Team Ambassadors to organise student-led activities.
- 3.1.8. Maintain the good tradition in recruiting careers ambassadors to lead various careers related activities both inside and outside school.
- 3.1.9. Collaborate with PSA to enhance the exposure and training opportunities for our careers ambassadors.
- 3.1.10. 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.
- 3.1.11. To teachers:
 - Offer assistance to new club moderators
 - Hold regular meeting with new club moderators to help with any difficulties they face
- 3.1.12. To students
 - To empower Cultural Ambassadors in organizing activities to help foster cultural exchanges and promote cultural diversity
- 3.1.13. To team members
 - To develop and revamp procedural manual and timelines to facilitate the work of ET
- 3.1.14. A training workshop for potential applicants for various external leadership programmes/awards will be held at the beginning of each term, allowing the team to identify potential students for regular leadership programmes/awards
- 3.1.15. Mock group interviews specific to the leadership programmes/awards prior to the selection interviews will be held for the nominees
- 3.1.16. The input session for each form will still be arranged during the activity timeslot to prepare them for future
- 3.1.17. To promote the atmosphere of participate community service, we will start the “Community Services Ambassador Scheme”. Through the core members of community services ambassador, to promote and develop the positive attitudes of participating community services at school. Beside they may also plan the services and recruit the other schoolmates for help. We hope to cultivate among students the spirit to serve others and become the lifelong volunteer
- 3.1.18. Reform the grouping of Catholic students. Group leaders and coordinators of each group are assigned their roles and duties

Achievements

1. The SCT handled all cases with CTs and FPs, met students and clarified what happened. Finally, SGT accompanied CT to meet parents and check the improvement progress. CTs / FPs feel supported by SGT.
2. In this year, SGT found that most of the cases were about peer issues (e.g. physical conflicts, relationship problems) in junior form. After settling down their behavior problems, SGT transferred those girls to INT to give additional support. The student situation has improved.
3. To help students better understand the possible impact of their behaviors, SGT arranged two police talks this year.
4. Two S6 PC lessons on productivity were conducted.
5. Two sessions were designed to provide evidence-based methods to help enhance S6 students' productivity in different areas in life, with the first session focused on building good habits and the second on setting priorities. The first session gave students tips on how to follow a four-step process (i.e. cue, craving, response and reward) to build new habits. The second session exposed students to advice on how to identify and prioritise the most important tasks and streamline workflows. Over 80% of students agreed that the objectives of the programmes were met.
6. The PB posted 9 posts on our Instagram (@ghsprefectboard) and 3 posts were posted on PB website. Most of the posts were about leadership training news and a reel of Instagram was the sharing video of leadership by prefect leaders from different forms. 66.3% agreed that the Instagram posts and stories enhanced your understanding towards the leadership training programmes/activities that the Prefect Board have joined and 65.4% agreed that the website enhanced your understanding towards the leadership training programmes/activities that the Prefect Board have joined.
7. The VETAs have been put into three groups, each working under a VETA leader. Each group was responsible for different activities. This has increased their teamwork and allowed them to work together more closely compared to previous years.
8. The VETAs have been taking a proactive role in organizing student- led activities. Throughout the year, they have not only organized regular wellbeing activities, but a few more workshops.
9. CGT has recruited new Careers ambassadors. Leaders from the recruited ambassadors initiated and proposed projects to the school.
10. Partnered with "Inspiring girls" to train 40 leaders with collaboration with past students.
11. There was strong support from PTA & PSA in organizing different events both inside and outside school.
12. Cultural Ambassadors successfully facilitated Shanghai exchange. They organised a range of activities to promote a racially diverse and inclusive school environment on 11 to 12 March 2024 by introducing the culture and customs of different countries and facilitated the activities of Accepting Differences with VETAs.
13. To facilitate the team's efficiency, 4 more procedural manuals will be developed including Shanghai and Beijing exchange programs, Vietnam Service Tour and Form Tour.
14. CCAT collaborated with Leadership Training Team for CB, PB, House Exco Training in July and Club Exco Training in Oct. More than 90% of participants agreed that the objectives were met. Participants were more aware of and more confident in taking the responsibilities as a leader.
15. CCAT held a leadership training with house exco with the help of Inspirer in Late August. All participants agreed that they understood themselves and their exco more. They all agreed that they knew how to communicate with and cope with the differences among their

excOs. They also agreed that they looked forward to take up the responsibilities as student leaders.

16. CCAT held a club briefing in late August. All club moderators were invited to join to refresh their memories and clear some concerns or confusions. Some young club moderators were invited to share their experiences to new colleagues in a special session afterwards.
17. CCAT received some concerns about the clash of club activities throughout the term, and had successfully helped different clubs to negotiate and compromise.
18. The Community Services Ambassadors Scheme was initiated, in which the ambassadors had formed group to organize different community services for classmates. 15 students were selected as core members. They have organized 3 community services throughout the year: (a) "Here to Hear" consisted of craft making session on 26 Jan 2024 and the elderly home visit on 8 Feb 2024, (b) joining Oxfam Rice Event on 20 Apr 2024 by setting up the rice stall and selling the Oxfam Rice to the public, (c) HKFHY School-based Disability Experience Project on 13-16 May 2024.
19. The ENT organized a mock interview cum tea party on 16 May 2024. Three past awardees from S5 were invited to share their experiences with 24 participants. The gathering not only strengthened the bonds among students, but also fostered a sense of unity within our Good Hope community. Following the sharing session, the participants were divided into groups to participate in group mock interviews. Ms. Holly Ho, the Teacher-in-charge of the Hospitality and Etiquette Team, along with the past awardees (speakers) and ENT teachers, served as interviewers for the mock interviews. Students had the opportunity to introduce themselves, engage in discussions on relevant social issues, and collaborate on group tasks with their fellow group members.
20. The grouping of Catholic students was reformed and group leaders and coordinators of each group were assigned with roles and duties. 91.7 % of Catholic leaders or coordinators agreed that they could have more opportunities to show their leadership in the new 12 groups.

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. Connect and work with PSA and PTA in all major careers related events (Interviewing skills workshop, mentorship programme, workplace experience scheme, training workshop for students/teachers)
- 4.1.2. Interview past students from different professions and publish the interview
- 4.1.3. - 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
- 4.1.4. To match some past exco with the current exco for experience sharing in groups (e.g. online means to allow overseas past exco to be mentors). The grouping is based on the activities they hold

Achievements

1. The CGT received strong support from PTA & PSA in organizing different events both inside and outside school.
2. All students in S.5 have given a job placement this year (offered by PTA, PSA and Staff connection)
3. CCAT encouraged clubs to invite alumni to club activities/meetings. Around 35% of clubs did so, which is similar to last year.
4. For CB, the current exco were matched with some CB exco studying in university so that they could exchange ideas. The matching was done by the current exco based on their roles in CB and their desired university programme. 63.7% agreed that the link has helped them understand their responsibilities and 72.8% were able to build a meaningful bond with the past executive committee member.

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. Invite Past students, PSA and PTA in participating the careers related activities in a role as speaker/trainer/facilitator/mentor/participants.
- 4.2.3. -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

Achievements

1. Among the 54 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. Altogether, 35.75 hours of tutorial were conducted.
2. Students concerned achieved 100% attendance and showed positive feedback after attending the tutorial service.
3. 14 S6 SEN students had successfully applied for special exam arrangements in the HKDSE and 23 SEN students were granted with special exam arrangements in internal assessment.
4. Strong support was received from PTA & PSA in organizing different events both inside and outside school, including mentorship programme, alumni sharing sessions and interviewing skills workshop.
5. The CGT interviewed our Past students and the interview have been published (Careers Compass) by the careers ambassador
6. CCAT encouraged clubs to invite alumni to club activities/meetings. Around 35% of clubs did so, which is similar to last year.
7. With the help of alumni, the house exco training was held in JPC Permanent Activity Centre at Pat Heung. Some alumni has also hosted part of the training programmes to the house excos.

Reflections

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

1. The activity time is an important part of the timetable, more efforts will be made to ensure a balance in the learning activities; academic subjects can also make good use of the activity time.
2. The literary events were reviewed in January and in May. Though the response rate was not satisfactory, the information received was useful for future planning. Most respondents agreed that the events were fun, informative and could further boost their interest in reading. They suggested the events could be more interactive. More contemporary titles or those for teens and young adults are also preferred.
3. In the Reading Challenge, a number of teachers claimed their students did not participate in the scheme. This raised questions about students' behavior during the reading lessons. This showed that some teachers were unaware of the scheme and the significance of their roles. This is the area that needs to be strengthened in the coming years.
4. In the book donation activities, the number of books collected were smaller than expected. Probably students nowadays are more used to read electronic books.
5. For the IGCSE curriculum, we will continue to monitor the popularity of the course and how students could benefit from taking the course.
6. We will continue to seek help from external organisations to help develop our middle managers in different dimensions so that they are ready to face the challenges.
7. We have introduced BYOD for a few years, students and teachers all benefit from increased student engagement and collaboration. Yet for some students may be using their iPad / electronic inappropriately. The school may come up with policy to help those who have poor self-control to avoid spending too much time on electronic devices not for learning purposes.
8. The National Security education will continue to be strengthened. While the SAC and AAC will work closely on this, the different panels will be asked to review their curriculum to ensure that there are sufficient National Security elements and the teaching materials are uploaded to the respective folders. This is the same for value education.

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. It has been a few years since the booklet has been used. Since the usage of the booklet has not been much improved, we will try to further arrange time for teachers to use the booklet with students in the PC lesson. The situation will be evaluated again next year before we decide if we should still keep the booklet.
- 1.2. The feedback from all activities have been very positive in general. Teachers find the activities rewarding and beneficial in fostering students' value development. Students also find the activities meaningful and inspiring. Below are some examples of students' feedback in our highlight activities.
- 1.3. Since the feedback for the highlight activities are very good, it is believed that more experiential activities could be held for students to introduce them to new groups of people/ concepts/ things in the society in the coming year.
- 1.4. Only little has been done to support teachers in delivering positive education concepts and value-teaching/ debriefing. Since there are a lot of new teachers in recent years, it is crucial that more training is provided for them in the coming year.

- 1.5. Regarding the modification of 'My reflection' sheet, the SGT's teachers had different thoughts about it and they also had no time to modify it.
- 1.6. SGT will continue to organize mass talk (police talk) to alert students about their behavior and continue to work closely with CTs/FPs and INT to help students to learn from their mistakes and develop positive values. 2 SGT teachers will be asked to modify the 'My Reflection' sheet.
- 1.7. We will continue to organize the mental health week next year, preferably before S6 student leave. We will keep all activities but replace guest speaker's sharing with teachers' sharing which could be done in writing. We will also use stamp collection system to encourage participation and see if it is possible to arrange students to visit the mobile van during PC lessons.
- 1.8. For E.A.S.E. programme, it would be more practical to follow up on the adaptation progress of the newcomers through regular communication with the class teachers.
- 1.9. To encourage participation of peer counsellor programme, we are going to revise the structure of the programme, strengthen the promotion, give participants recognition by adding mental health first aider training in the programme.
- 1.10. Our school counsellor, Miss Carol Cheung will deliver one parent's talk and focus group in each term next year since she has been taking training course in AAFT after work. Instead of using videos, she will collaborate with the staff in AAFT in adapting some role play scripts to deliver the talk.
- 1.11. Parent ambassadors will help promote the events through different social media platforms among parent
- 1.12. The ET reported that there was an inadequate number of host families to cater for exchange families from Shanghai, Beijing, Japan and the Netherlands if they were to visit us. It is suggested that the school invite outstanding and responsible host families for sharing in Host families' briefing or PTA so as to recruit more host families for future exchange programs.

2. Fostering students with global perspectives

- 2.1. As far as inviting potential students to apply the Self-Nomination Scheme, the CB asked CTs to nominate directly.
- 2.2. Regarding uniform check, because of Security Measures, most students tapped their student cards at the gate, and SGT teachers needed to be on duty there and could not help with uniform checks in the morning daily.
- 2.3. The ENT suggested that more updates should be made on the bulletin board. A template should be adopted to make it easier for colleagues to select and post students' reflections.
- 2.4. It is advisable to request students to write their reflections upon completion of the programme. To facilitate this process, a standardised form can be created, providing guiding questions to assist students in crafting their reflections effectively.

3. Cultivating and sustaining student leadership

- 3.1. The wellbeing activities held by the VETAs have been very successful. Many students have participated in them and find them fun and rewarding. The VETAs have also enjoyed the chance to lead and organize activities from scratch. It is believed that these student-led activities should continue to be held.

- 3.2. The participation rate of community service for S.2 and S.3 was only 50%. The atmosphere of participate community service still not common among student because of the busy schedule on study and ECA. More encouragement is needed for building up the habit of the lifelong volunteer.
- 3.3. Some student reported that it is difficult to get the community service, as the age is limited. More small-scale community services organize by different parties in school is needed.
- 3.4. The Community Services Ambassadors Scheme only started at 2nd term limited to the time for planning different community services. Many of community service training program was started at the 1st term, the ambassadors missed the chance to join.
- 3.5. Originally, the team planned to organise a workshop in the first term to prepare potential nominees for different awards. However, due to time constraints, the team could only arrange selection interviews in October 2023. Students showed interest by filling out a Google Form. All these students were invited for the selection interviews held during lunchtime and after school from 4 to 10 October. Ultimately, more than 20 students were identified suitable for the upcoming leadership awards.
- 3.6. In the second term, the training workshop was held in the form of a tea party cum mock interview on 16 May. Ideally, the workshop should be held at the beginning of each term. By conducting the workshops earlier, the team can provide students with valuable tips on how to fill out the application form, as some leadership awards require an essay or personal aspirations, as suggested by several students.
- 3.7. The CB sub-committee members did not submit proposals of events themselves in the school year, and they made the following suggestions.
 - 3.7.1. Sub-committee members should have the opportunities to plan and hold events, in addition to helping out the activities.
 - 3.7.2. There can be more regular sub-committee meetings.
 - 3.7.3. Sub-committee members can join the exco meetings.
- 3.8. Apart from the class prefects training workshop on 22 Nov 2023, the PB would like to have one more class prefects training/ grooming ambassadors workshop held in the 2nd term. This can ensure that leaders of the Prefect Board are up-to-date with the current concerns and challenges of class leaders, and work with them to improve.
- 3.9. Apart from online means, students may pass by the Prefect Board Office and take a look at the photos on the window that capture memorable moments of the leadership programmes hosted or joined by the Prefect Board. PB bulletin boards can be updated from time to time according to different themes.
- 3.10. Reforming the grouping of Catholic students could cultivate and sustain student leadership and students could develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work.

4. Strengthening the sense of community for all GHS stakeholders

- 4.1. We will persuade SEN students and their parents to give consent for enhancement of the service provided by the school. We may target at students who used the EP/CP/ST service.
- 4.2. For speech therapy service, we will arrange senior form students to attend the training session at the centre during school holidays or the last hour of the activity time slot on Thursday. For the group therapy session for junior form, it will be done on campus after school.

- 4.3. Meeting with SEN students and their parents should be made compulsory so as to collect feedback from students and parents regularly.
- 4.4. We have to discuss with the Staff Development Team on how to soft target recommended by the EDB.
- 4.5. CCAT would continue organizing and encouraging clubs to introduce and even strengthen understanding of students to local, national and global issues and contexts.
- 4.6. CCAT would seek opportunities to collaborate with different parties to keep achieving the goal.
- 4.7. CCAT was reminded to observe the procedures in organizing leadership training which requires quite a portion of fundings last year. This year, quotation has been started in early May to avoid the same problem.
- 4.8. CCAT planned to have a follow-up meeting with new club moderators in Term 2, yet it was not done so due to the different school activities. However, the follow-up with new club moderators is highly recommended so that the new colleagues could feel more supported.
- 4.9. More encouragement would be sent to clubs
- 4.10. CCAT would keep seeking opportunities to invite alumni to join our activities
- 4.11. With the help of the team efforts, CGT managed to meet the target to find enough placements for our students. From their reflections, that experience was valuable to them and worth the hardship in continuing this practice. To allow deeper learning experience, CGT may invite students that have gone through the workplace experience to share the experience to S.5 early in the term next year. Also as there are more companies we are working with, we need to streamline the whole process from recruitment to job allocation.
- 4.12. The closing ceremony of the mentorship programme was a new trial and the feedback is very good. Yet the connection between mentor and mentee are very diverse across different groups. It is suggested more briefing and follow-ups are needed for both Mentor and Mentee. A closer partnership with PSA on this matter will be needed.
- 4.13. The current CB exco made suggestions about how to boost the bonding further.
 - 4.13.1. Organise informal social gatherings / meet-ups for the past and current exco.
 - 4.13.2. Organise online AGM for the past and current exco where the latter present activities of CB. They can then share opinions.
 - 4.13.3. Strengthen the handover by having a period that incoming and outgoing exco work together for planning or organising activities.

Report on the Use of Career and Life Planning Grant (CLP) for 2023-2024

Intended Targets / Outcomes	Strategies / Tasks 2023-2024	Timeline	Achievement
<p>1. Enhancing students' exposure to local, national and global issues and contexts.</p>	<p>1.1 Continue the close partnership with major local tertiary institutions and invite major universities to hold in house admission talks and information booths.</p> <p>1.2 Arrange overseas and mainland studies talk for students to know more about the opportunities outside Hong Kong.</p> <p>1.3 Promote different learning opportunities from both local and overseas tertiary institutions to let students have a taste of uni-life during their S.4-S.6 years.</p>	<p>Whole Year</p>	<ul style="list-style-type: none"> • Achieved • Join-schools mainland university admission talk is organized • HKU, CUHK and HKUST have been invited and offered on campus admission talks to our S.5 & S.6 students • Students have been invited and participated in various programmes/competitions/summer institute throughout the year • All S.3, S.5 and S.6 students have met their careers teacher to discuss their further studies pathway. • UK admission talk has been organized • Admission officer from Cambridge has been invited to give a talk to our S.4- S.5 students • Representatives from British council and Australia study consultant have been invited to give a talk on overseas studies.
<p>2. Promoting greater leadership opportunities and training for students.</p>	<p>2.1 Maintain the good tradition in recruiting careers ambassadors to lead various careers related activities both inside and outside school.</p> <p>2.2 Collaborate with PSA to enhance the exposure and training opportunities for our careers ambassadors.</p>	<p>Whole Year</p>	<ul style="list-style-type: none"> • Achieved • Careers ambassadors are recruited. • Leaders from the recruited ambassadors initialed and proposed projects to the school. • “Bloom now or never” event (pop-up café and pop-up stores) was organized this year to cultivate students' leadership and entrepreneurship. The event was well supported by students and staff and managed to raise tens of thousands of dollars for charity support.

Intended Targets / Outcomes	Strategies / Tasks 2023-2024	Timeline	Achievement
3. Nurturing a sustainable link between different members of the Good Hope Community (past, present and future)	3.1 Connect and work with PSA and PTA in all major careers related events (Interviewing skills workshop, mentorship programme, workplace experience scheme, training workshop for students/teachers). 3.2 Interview past students from different professions and publish the interview.	Whole Year	<ul style="list-style-type: none"> • Partnered with “Inspiring girls” to train 40 leaders with collaboration with past students. • A visit to Google Hong Kong head office has been organized for the ambassadors where a past student working at Google shared the experience. • Strong support from PTA & PSA in organizing different events both inside and outside school. • All students in S.5 have given a job placement this year (offered by PTA, PSA and Staff connection) • Continuous support from the PSA on mentorship programme, alumni sharing sessions and interviewing skills workshop. • Past students have interviewed and the interview have been published (Careers Compass) by the careers ambassador.
4. Positioning our students and alumni much more as ‘partners’ in co-creating a positive learning environment.	4.1 Invite Past students, PSA and PTA in participating the careers related activities in a role as speaker/trainer/facilitator/mentor/participants.	July	

Report Capacity Enhancement Grant for 2023-2024

Task Area	Indicator	Achievement	Budget Amount (HK\$)	Actual Amount (HK\$)
Teaching and Learning	<ul style="list-style-type: none"> • Regular teachers will be released from some non-teaching duties and have more time to focus on curriculum development • Teaching Assistant can facilitate tutorial sessions for students • Teachers' workload is reduced • Staff appraisal • Attendance record • Updated teaching materials • Acquisition of leadership qualities and skills 	<ul style="list-style-type: none"> • Teachers' workload was reduced and there was more support provided to students • All panels agreed that the Teaching Assistant was responsible, organized and efficient • The Teaching Assistant helped preparing worksheets for students and collating exam paper after teachers' discussion. The learning materials prepared were in good quality and useful. • Students are positive about the training and workshop experience 	\$1,351,798.60	\$1,139,595.17

Balance carried forward from the school year 2022-2023	\$	580,035.32
Capacity Enhancement Grant for the academic year 2023-2024	\$	891,142.00
Less Expenditure for the year	\$	(1,139,595.17)
Balance for the academic year 2023-2024	\$	331,582.15

Report on Sister School Exchanges (Mainland) 2023-2024

Name of the Mainland Sister School (1): The High School Attached to Shanghai Normal University

(2): Beijing No.15 Middle School

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1. 2.	<p>Programme:</p> <ul style="list-style-type: none"> • Shanghai Sister School Exchange Programme • Beijing Sister School Exchange Programme <p>Content:</p> <ul style="list-style-type: none"> • 20 GHS students took part in Shanghai Exchange program from 23 to 29 March 2024 and 10 students took part in Beijing Exchange program from 26 March to 1 April 2024. • They visited historical and cultural sites organized by Beijing No. 15 School / The High School Attached to Shanghai Normal University, observed lessons and experience the school life in mainland. • 19 Exchange students from High School Attached to Shanghai Normal University visited us from 1 to 7 May 2024. They took part in activities led by Cultural Ambassadors to visit Hong Kong Museum of Art and Tai Kwun, 	<ul style="list-style-type: none"> a. To foster students with global perspectives b. To develop friendship while exchanging cultures c. master Putonghua skills d. acquire the skills for studying and living in a different culture e. develop life skills 	<p>1. Shanghai Sister School Exchange Programme: (Shanghai visit)</p> <ul style="list-style-type: none"> a. Most students agree with the objectives of the tour. b. Students were attentive in general and they enjoyed special lessons like sports, dance and handicraft prepared. c. More time should be allocated to explore Shanghai, such as tasting authentic Shanghainese food and visiting Shanghai Normal University. (HK visit) d. Cultural Ambassadors were involved to help organize activities for Shanghai students who seemed to enjoy them. <p>2. Beijing Sister School Exchange Programme: (Beijing visit)</p> <ul style="list-style-type: none"> a. Most students agree with the objectives of the tour. 	<p>Reflection:</p> <ul style="list-style-type: none"> • Students from Shanghai were from their junior and senior secondary sessions. They departed on a different date – 5 May 2024 for senior and 7 May 2024 for junior. And there were quite a number of last minute requests to cater for diverse age groups. For example, we arranged university visit to UST for them originally on 6 May 2024. But unfortunately, we cancelled the school tour as it was less relevant to junior form students to attend the admission talk. <p>Follow-up:</p> <ul style="list-style-type: none"> • It is hoped that schools in Shanghai and Beijing could finalise the dates and itineraries with us earlier to facilitate our planning and

	<p>attended special lessons offered by Technology and Living, Visual Arts Panel. They were welcome by the hosts, buddies and Cultural Ambassadors in a welcoming diner.</p>		<p>b. Students would love to have a homestay option instead of staying in the dormitory which was a bit worn off.</p> <p>c. Most students were very active during excursions. (HK visit)</p> <p>d. They could not visit us in May as their approval could only be obtained in July.</p>	<p>minimize last minute changes. Sharing our itineraries with them earlier next year can be a method to better cater for diverse students' needs.</p>
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Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount (HK\$)	
			Beijing	Shanghai
1.a	Shanghai Sister School Exchange Programme	Tour fees		11660
1.b	Beijing Sister School Exchange Programme	Air tickets	39,600	68,794
		Meals in China	634.29	1546.9
		Transport in China	144.33	279.96
		Sundries in China	40.03	
		Sim card to be used in China	130	130
		Expenses on activities in Hong Kong		23736.1
		Sub-total:	40,548.65	106,146.96
		Total:	146,695.61	

Report on Diversity Learning Grant (DLG) for 2023-2024

- i The School used the grant for gifted education programmes. The DLG expenditure for the school year 2023-2024 was \$114,850 (Other Programmes: \$110,550; and Other Languages: \$4,300).

Domain:	Mathematics
Title:	Enrichment Programmes
Objectives:	<ul style="list-style-type: none"> • To provide high achievers ample opportunities to learn advanced mathematics content • To equip students with advanced problem-solving techniques and participate in various mathematics competitions to extend their exposure in the subject.
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> • 8-10 S4 students having good performance in the previous S.3 Summer Enrichment Programme(s)
Lessons and duration/ Start Date:	<ul style="list-style-type: none"> • 21 lessons with 3 hours each in 7 months from September to March • 4 lessons with 3 hours each in April and May for intensive training for IMO preliminary contest (HK)
Deliverables:	<ul style="list-style-type: none"> • Practice of challenging Mathematical problems • External competitions
Evaluation:	<ol style="list-style-type: none"> 1. <u>Tasks scheduled were fulfilled</u> in 2023-2024 Programme Proposal 2. Actual number of participants: 8 S.4 students + 3 S.5 students 3. A total of 25 three-hour face-to-face sessions were held successfully in the whole school term 4. <u>The average attendance rate is 81.9%.</u> 5. 4 sessions from the original schedule could not be conducted due to the tutor's sick leave and conflicts with other sudden engagements. For the IMO training sessions, only 4 sessions (instead of the planned 6) were ultimately scheduled because of the challenges in coordinating the availability of all contestants in the lead-up to the contest. Despite the reduction in the number of sessions offered this year, the results from various competitions indicate that the learning outcomes of the program remain strong. Participants have demonstrated significant improvements in their problem-solving skills and overall performance, reflecting the effectiveness of the training provided. 6. 6 students have participated in <u><i>The 41st Hong Kong Mathematics Olympiad and The IMO Preliminary Selection Contest (HK)</i></u>

Evaluation:	<p>7. Details of the awards were listed in the following table:</p> <table border="1" data-bbox="434 232 1471 1245"> <thead> <tr> <th data-bbox="434 232 820 297">Competitions</th> <th data-bbox="820 232 1471 297">Prizes</th> </tr> </thead> <tbody> <tr> <td data-bbox="434 297 820 434">Mathematics Book Report Competition for Secondary Schools</td> <td data-bbox="820 297 1471 434">1 Second-Class Prize</td> </tr> <tr> <td data-bbox="434 434 820 719">Inter-School Mathematics Contest 2024</td> <td data-bbox="820 434 1471 719">2 Merit Awards in Individual Event, Senior Division, 1 Second-Class Honour and 1 Third-Class Honour in Individual Event, Senior Division, Third-Class Honour in Individual Event, Senior Division, 2 Third-Class Honour in Group Event</td> </tr> <tr> <td data-bbox="434 719 820 896">International Competitions and Assessments for Schools (ICAS) 2024 - Mathematics in English</td> <td data-bbox="820 719 1471 896">1 Distinction Award, 1 Merit Award, 1 Credit Award</td> </tr> <tr> <td data-bbox="434 896 820 1032">International Mathematics Olympiad Preliminary Selection Contest 2024</td> <td data-bbox="820 896 1471 1032">2 Honourable Mention Awards</td> </tr> <tr> <td data-bbox="434 1032 820 1245">The 41st Hong Kong Mathematics Olympiad</td> <td data-bbox="820 1032 1471 1245">2 Honourable Mentioned Certificates (Individual) 1 Third-class Honour Certificate (Individual) 1 First-class Honour Certificate (Individual) Kowloon Region One Regional Winner</td> </tr> </tbody> </table> <p>8. It is recommended to offer a similar programme next year.</p>	Competitions	Prizes	Mathematics Book Report Competition for Secondary Schools	1 Second-Class Prize	Inter-School Mathematics Contest 2024	2 Merit Awards in Individual Event, Senior Division, 1 Second-Class Honour and 1 Third-Class Honour in Individual Event, Senior Division, Third-Class Honour in Individual Event, Senior Division, 2 Third-Class Honour in Group Event	International Competitions and Assessments for Schools (ICAS) 2024 - Mathematics in English	1 Distinction Award, 1 Merit Award, 1 Credit Award	International Mathematics Olympiad Preliminary Selection Contest 2024	2 Honourable Mention Awards	The 41st Hong Kong Mathematics Olympiad	2 Honourable Mentioned Certificates (Individual) 1 Third-class Honour Certificate (Individual) 1 First-class Honour Certificate (Individual) Kowloon Region One Regional Winner
Competitions	Prizes												
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International Mathematics Olympiad Preliminary Selection Contest 2024	2 Honourable Mention Awards												
The 41st Hong Kong Mathematics Olympiad	2 Honourable Mentioned Certificates (Individual) 1 Third-class Honour Certificate (Individual) 1 First-class Honour Certificate (Individual) Kowloon Region One Regional Winner												
Expenditure:	<p>Proposed amount: Tutoring salary for trainer \$26,350 (\$850 x 31 lessons)</p> <p>Actual Expenditure: Total: \$21,250 (\$850 x 25 lessons)</p>												

Domain:	中文 Chinese
Title:	寫作能力拔尖課程(中四) Enrichment Programme (Writing) S.4
Objectives:	<ul style="list-style-type: none"> • 提升學生中文寫作能力 • 訓練學生創意思考 • 改進學生的寫作技巧，在內容、組織方面，均有進步 • Improve students' writing ability • Train students' creative thinking • Enhance students' writing skills,,improve their content and organization.
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> • 20 位中四學生(中三期末試或中四期中試卷二成績最好的首 15%學生或獲老師推薦者) • 20 S.4 students (Students ranking top 15% in S.3 final exam or S.4 mid-year (Paper2) examination or recommended by teachers)
Lessons and duration/Start Date:	<ul style="list-style-type: none"> • 共 6 節，每節 90 分鐘 • 1 班 • 10-12 月 或 2-5 月 • 6 lessons with 90 minutes each • 1 class • October to December or February to May
Deliverables:	<ul style="list-style-type: none"> • 兩篇散文/片段創作 • 2 compositions or short paragraph
Evaluation:	<p>能完成 2023-2024 建議書訂下的目標。 課堂順利完成。 學生出席率為 92.9%。整體出席率高。</p> <p>學生須於完成課程後填寫課堂問卷，部分數據整理如下： 100% 學生「十分同意」或「同意」舉行日期、時間合適。 100% 學生「十分同意」或「同意」課程次數適中。 100% 學生「十分同意」或「同意」課程深淺適中。 100% 學生「十分同意」或「同意」課程能提高學生創意及思辨能力。 100% 學生「十分同意」或「同意」課程能提高學生審題、組織材料及深化立意的能力。 100% 學生「十分同意」或「同意」老師講解清晰，備課充足，其中 84.2%選擇「非常認同」。</p> <p>建議在下學年（2024-2025）繼續申請資源，開辦本課程，以期進一步提升同學的寫作能力。</p> <p>The goals stated in the 2023-2024 proposal were all achieved. All the lessons were completed successfully. The attendance percentage was 92.9%. The attendance was good. After completion of the course, some data was shown below: All students “agreed” or “strongly agreed” that the dates and the time of the course were suitable. All students “agreed” or “strongly agreed” that the number of lessons was suitable. All students “agreed” or “strongly agreed” that the level of difficulty of the content was suitable. All students “agreed” or “strongly agreed” that the course could improve students' creative writing skills and high-order thinking skills. All students “agreed” or “strongly agreed” that the course could improve students' ability to analyze the topic, organize the materials, and deepen the theme. All students “agreed” or “strongly agreed” that the instructor was well-prepared and gave clear instructions. 84.2% of students chose “strongly agreed”. It is suggested that this course should continue in the coming year 2024-2025 to help students improve their writing ability.</p>
Expenditure:	<ul style="list-style-type: none"> • 預期支出:一班，共\$6,500 • 實際支出：一班\$6,000 • Proposed amount:1 class, total \$6,500 • Actual expenditure: 1 class Total \$6,000

Domain:	中文 Chinese
Title:	中文精進班(中五) – 第一班 Enrichment Programme S5 (Class One)
Objectives:	<ul style="list-style-type: none"> • 通過閱讀優秀文章及講師指導，提升學生寫作能力，訓練學生創意、思維能力。 • Improve students' writing ability, training students' creative and critical thinking skills by reading classical text and other articles.
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> • 20 位中五學生(中四期末試或中五期中試中文成績最好的首 15%學生或獲老師推薦者) • 20 S.5 students (Students ranking top 15% in S.4 final exam or S.5 mid-year examination or recommended by teachers)
Lessons and duration/Start Date:	<ul style="list-style-type: none"> • 每班 6 節，每節 90 分鐘 • 10-12 月 • 6 lessons with 90 minutes each • October to December
Deliverables:	<ul style="list-style-type: none"> • 兩篇散文/片段創作 • 2 compositions or short paragraph
Evaluation:	<p>能完成 2023-2024 建議書訂下的目標。 課堂順利完成。 出席率為 88.5%。整體出席率不俗。 學生須於完成課程後填寫課堂問卷，部分數據整理如下： 100% 學生「十分同意」或「同意」舉行日期、時間合適。 100% 學生「十分同意」或「同意」課程次數適中。 100% 學生「十分同意」或「同意」課程深淺適中。 100% 學生「十分同意」或「同意」課程能提高學生創意及思辨能力。 100% 學生「十分同意」或「同意」課程能提高學生審題、組織材料及深化立意的能力。 100% 學生「十分同意」或「同意」老師講解清晰，備課充足。 建議在下學年（2024-2025）繼續申請資源，開辦本課程，以期進一步提升同學的寫作能力。</p> <p>The goals stated in the 2023-2024 proposal were all achieved. All the lessons were completed successfully The attendance percentage was 88.5%. The attendance was good. After completion of the course, some data was shown below: All students “agreed” or “strongly agreed” that the dates and the time of the course were suitable. All students “agreed” or “strongly agreed” that the number of lessons was suitable. All students “agreed” or “strongly agreed” that the level of difficulty of the content was suitable. All students “agreed” or “strongly agreed” that the course could improve students' creative writing skills and high-order thinking skills. All students “agreed” or “strongly agreed” that the course could improve students' ability to analyze the topic, organize the materials, and deepen the theme. All students “agreed” or “strongly agreed” that the instructor was well-prepared and gave clear instructions. It is suggested that this course should continue in the coming year 2024-2025 to help students improve their writing ability.</p>
Expenditure:	<p>預期支出:一班，\$10,000 實際支出: 一班 \$8,550 Proposed amount:1 class, total \$10,000 Actual expenditure: Total \$8,550</p>

Domain:	中文 Chinese
Title:	中文精進班(中五) – 第二班 Enrichment Programme S5 (Class Two)
Objectives:	<ul style="list-style-type: none"> • 通過閱讀美文，提升閱讀能力，訓練學生高階思維能力。 • Improve students' reading ability, training students' high order thinking skill by reading and appreciating literature.
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> • 20 位中五學生(中四期末試或中五期中試中文成績最好的首 15%學生或獲老師推薦者) • 20 S.5 students (Students ranking top 15% in S.4 final exam or S.5 mid-year examination or recommended by teachers)
Lessons and duration/Start Date:	<ul style="list-style-type: none"> • 每班 6 節，每節 90 分鐘 • 2-5 月 • 6 lessons with 90 minutes each • February to May
Deliverables:	<ul style="list-style-type: none"> • 四次閱讀理解練習或堂上討論 • 4 Comprehensions and group discussion
Evaluation:	<ul style="list-style-type: none"> • 能完成 2023-2024 建議書訂下的目標。 • 課堂順利完成。 • 出席率為 82%，整體出席率理想。 <p>學生須於完成課程後填寫課堂問卷，部分數據整理如下： 100% 學生「十分同意」或「同意」舉行日期、時間合適。 100% 學生「十分同意」或「同意」課程次數適中。 100% 學生「十分同意」或「同意」課程深淺適中。 100% 學生「十分同意」或「同意」課程能通過閱讀文章，習得閱讀技巧，訓練學生高階思維能力。 100% 學生「十分同意」或「同意」老師講解清晰，備課充足，其中 71.4%選擇「十分同意」。 部分學生建議增加課時，及提供增潤篇章在家閱讀。 建議在下學年（2024-2025）繼續申請資源，開辦本課程，以期進一步提升同學的閱讀能力。</p> <p>The goals stated in the 2023-2024 proposal were all achieved. All the lessons were completed successfully. The attendance percentage was 82%. The attendance was good. After completion of the course, some data was shown below: All students “agreed” or “strongly agreed” that the dates and the time of the course were suitable. All students “agreed” or “strongly agreed” that the number of lessons was suitable. All students “agreed” or “strongly agreed” that the level of difficulty of the content was suitable. All students “agreed” or “strongly agreed” that by reading articles, students could acquire reading skills and train their higher-order thinking abilities. All students “agreed” or “strongly agreed” that the instructor was well-prepared and gave clear instructions. 71.4% of students chose “strongly agreed”. Some students suggest increasing the class hours and providing supplementary reading materials for them to read at home. It is suggested that this course should continue in the coming year 2024-2025 to help students improve their reading ability.</p>
Expenditure:	<p>預期支出：一班，\$10,000 實際支出：一班 \$8,550 Proposed amount: 1 class, total \$10,000 Actual expenditure: Total \$8,550</p>

Domain:	English
Title:	English Youth Leadership Programme (Public Speaking Training)
Objectives:	<ul style="list-style-type: none"> To nurture students' interest in public speaking To build students' confidence in speaking in front of an audience; To equip students with more advanced knowledge in public speaking, including but not limited to speech crafting, delivery skills, impromptu speaking skills, prepared speech craft skills and stage presence To give students a platform to learn from one another
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> 8 S4 students 8 S5 students Selected student leaders and external public speaking competition contestants
Lessons and duration / Start date:	<ul style="list-style-type: none"> Four 2-hour sessions including small group coaching, workshops for all contestants and feedback from trainers Optional sessions for students who are shortlisted to continue the competition in the semi-finals, up to the grand final December to April or May (depending on when the Grand Final of the external competition is held)
Deliverables:	<ul style="list-style-type: none"> Pre-Contest workshop and rehearsal session External competition, in particular HKFYG English Public Speaking Contest
Evaluation:	<p>All tasks were fulfilled as in 2023-24 Programme Proposal. All four 2-hour workshops were held successfully. Estimated number of participants: 8 S4 students + 8 S5 students</p> <p>Actual number of participants: 9 S4 students + 7 S5 students</p> <p>Rehearsal sessions for the preliminary rounds were conducted by Mr. Talis Wong and his associates, including Ms. Vanessa Li and Ms. Irene Chen. The contestants received constructive feedback from the speech trainers and their performance improved.</p> <p>Altogether 17 students participated in the HKFYG English Public Speaking Contest 2024. Their results were as follows:</p> <p>Senior division (S4-6): 17 participated with 10 District Semi-finalists, 5 of whom shortlisted to be District Finalists.</p> <p>Students had plenty of opportunities to rehearse their speech and get personal feedback from the trainers. All workshops were conducted face to face and students were encouraged to submit videos for additional feedback before submitting their work for the District preliminary round.</p> <p>District finalists were trained in a separate workshop with immediate feedback from trainers in a small group. They all found the suggestions useful and felt more confident after the rehearsal. The Finalist had one-to-one training with the trainer.</p> <p>The programme in general was a successful one and a similar one is recommended next year.</p>
Expenditure	<p>Proposed amount: \$18,000</p> <p>Actual Expenditure: \$15,000</p>

Domain:	English
Title:	Hong Kong Schools Mooting and Mock Trial Competition
Objectives:	<ul style="list-style-type: none"> To provide a platform for students to practice the legal knowledge and skills they have learned from club meetings.
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> 6 S4-5 students Students having excellent English performance, being recommended by teacher(s) and having good performance in the selection interviews conducted by the teacher(s)-in-charge
Lessons and duration / Start date:	<ul style="list-style-type: none"> Four rounds of 2-hour competition Two to three 1.5 hour input sessions delivered by the tutor delegated by the organization
Deliverables:	<ul style="list-style-type: none"> External competition
Evaluation:	<p>Task was fully fulfilled as in 2023-2024 Programme Proposal</p> <p>Intended number of participants: 6 S4-5 students Actual number of participants: 6 S4-5 students</p> <p>Students were unable to proceed past the two mock-trial preliminary rounds and enter the semi-final.</p> <p>Training was provided by assigned tutors.</p> <p>It is suggested to offer a similar programme next year.</p>
Expenditure	<p>Proposed amount: \$3,000</p> <p>Actual Expenditure: \$2,700</p>

Domain:	English
Title:	Harvard Model Congress
Objectives:	<ul style="list-style-type: none"> ● To provide students with an immersive educational experience with other secondary students from around the globe
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> ● 7 S4 students ● 9 S5 students ● Students having excellent academic performance and being recommended by teacher(s)
Lessons and duration / Start date:	<ul style="list-style-type: none"> ● Pre-event input ● 4 full days (January 2024) ● Post-event debriefing
Deliverables:	<ul style="list-style-type: none"> ● Model congress reflections
Evaluation:	<ol style="list-style-type: none"> 1. Task was NOT fulfilled as in the 2023-2024 Programme Proposal 2. Intended number of participants: 7 S4 students + 9 S5 students Actual number of participants: (Did not attend) 3. The venue for the Harvard Model Congress Event in January 2024 was Seoul, South Korea. When previously attending the conference, there were several difficulties, particularly with students falling sick due to the cold weather. 4. Hence, this event did not take place successfully. 5. It is suggested to continue to offer a similar programme next year if the hosting country is different. <p>It is suggested to offer a similar programme next year.</p>
Expenditure	<p>Proposed amount: \$20,000</p> <p>Actual Expenditure: Nil</p>

Domain:	Visual Arts
Title:	Arts making Enrichment workshop
Objectives:	<ul style="list-style-type: none"> ● To provide students a chance to advance their art-making technique ● To provide high achievers ample opportunities to learn arts out from normal lesson and syllabus ● To provide hands-on experience and community outreach program by local artist ● Allow time to build students' confidence through exploration of material and developing their imagination
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> ● 4 S4 students ● 4 S5 students ● 2 S6 students ● Students having good past performance and being recommended by teacher(s)
Lessons and duration / Start date:	<ul style="list-style-type: none"> ● 4 days 3 hours workshop
Deliverables:	<ul style="list-style-type: none"> ● Students' artwork ● Exhibit students' artwork
Evaluation:	<ul style="list-style-type: none"> ● Task was partially fulfilled as in the proposal ● Actual number of participants: 5 S4 Students, 4 S5 students and 1 S6 students ● Some targeted students are not able to come back to school for workshop because the crash of some other school training workshop held at the same period. This affect the final recruitment of the total numbers of participants. ● Very positive feedback received from students and all of them agreed that the enrichment programme was very interesting and they learnt a lot from the tutor. They all agreed that the programme allows them to have time execute some artwork that they did not encounter in the curriculum. It equipped them some valuable art making technique. ● It is suggested to offer a similar programme next year.
Expenditure	<p>Proposed amount: \$30,000</p> <p>Actual Expenditure: \$20,000</p>

Domain:	Music																								
Title:	Music Enrichment Scheme																								
Objectives:	<ul style="list-style-type: none"> To allow our students to learn with the experts of different music aspects Have expert in Cantonese opera to demonstrate and explain the theory in a western theory analytically way Enhance students' composition technique and give them inspiration on how to organise music 																								
Target students: (No./ level/ selection)	<ul style="list-style-type: none"> S4-6 talented music students (15 S4 students, 15 s5 students & 15 s6 students) 																								
Lessons and duration / Start date:	<p>Input talk on 4 topics</p> <ul style="list-style-type: none"> 1-2 talks/topic 2 hours/talk Topics: Composition, Cantonese opera, pop music, ensemble playing <p>Consultation on composition</p> <ul style="list-style-type: none"> 10 sessions 2 hours/session 4 student/session 																								
Deliverables:	<ul style="list-style-type: none"> Input talk Small group consultation 																								
Evaluation:	<p>1. Tasks scheduled were fulfilled in 2023-2024 Programme Proposal.</p> <p>2. A total of one 2-hour input talk on composition, 12 hours for composition consultation in the second term and 13.5 hours for lectures on Cantonese operatic music and Chinese Instrumental music, Cantopop music and Western pop music were held successfully. Details of the Programme were listed in the following table:</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Time</th> <th>Participants</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>06-Jan</td> <td>0900 -1200</td> <td>Lecture on Cantonese operatic music (S6: 3 students)</td> <td>100%</td> </tr> <tr> <td>09-Feb</td> <td>1800 - 2000</td> <td>Input Talk on Composition (S4: 11 students)</td> <td>100%</td> </tr> <tr> <td>08-Mar</td> <td>0825 - 1125</td> <td>Composition consultation (S4: 9 students; S5: 2 students)</td> <td>78.6%</td> </tr> <tr> <td>13-Apr</td> <td>2000 - 2130</td> <td>Composition consultation (S4: 2 students; S5: 1 student) *for the absentees on 8 Mar</td> <td>100%</td> </tr> <tr> <td>19-Apr</td> <td>0825 -1255</td> <td>Lecture on Cantonese operatic music (S4: 11 students; S5: 3 students; S6: 3 students)</td> <td>100%</td> </tr> </tbody> </table>	Date	Time	Participants	Attendance	06-Jan	0900 -1200	Lecture on Cantonese operatic music (S6: 3 students)	100%	09-Feb	1800 - 2000	Input Talk on Composition (S4: 11 students)	100%	08-Mar	0825 - 1125	Composition consultation (S4: 9 students; S5: 2 students)	78.6%	13-Apr	2000 - 2130	Composition consultation (S4: 2 students; S5: 1 student) *for the absentees on 8 Mar	100%	19-Apr	0825 -1255	Lecture on Cantonese operatic music (S4: 11 students; S5: 3 students; S6: 3 students)	100%
Date	Time	Participants	Attendance																						
06-Jan	0900 -1200	Lecture on Cantonese operatic music (S6: 3 students)	100%																						
09-Feb	1800 - 2000	Input Talk on Composition (S4: 11 students)	100%																						
08-Mar	0825 - 1125	Composition consultation (S4: 9 students; S5: 2 students)	78.6%																						
13-Apr	2000 - 2130	Composition consultation (S4: 2 students; S5: 1 student) *for the absentees on 8 Mar	100%																						
19-Apr	0825 -1255	Lecture on Cantonese operatic music (S4: 11 students; S5: 3 students; S6: 3 students)	100%																						

27-Apr	0900 -1200	Revision on Cantonese operatic music and Chinese Instrumental music (S6: 3 students)	100%
31-May	0825 -1125	Lecture on Cantonese operatic music (S4: 11 students; S5: 3 students)	100%
24-Jul	1000 -1230	Composition consultation (S4: 5 students)	100%
4-Aug	1000 – 1230; 1330 - 1500	Composition consultation (S4: 5 students; S5: 3 students)	100%

3. The average attendance rate is almost 100%.

4. It is recommended to offer a similar programme next year.

Expenditure

Proposed amount:

Approx. \$35,000

Actual Expenditure:

TOTAL: \$28,500

Composition:

Total: \$15,000 (input talk: \$1500 x 2 hours + consultations: \$1000 x 12 hours)

Cantonese operatic music and Chinese Instrumental music; Cantopop music and Western Pop music

Total: \$13,500 (\$1000 x 13.5hours)

Domain:	General
Title:	Programme for the Gifted and Talented Organized by Different Universities
Objectives:	<ul style="list-style-type: none"> • To enhance students' interests in the subject domains • To let students acquire advanced knowledge in the subject domain • To support elite students whose families have financial needs
Target students (No. / level/ selection)	<ul style="list-style-type: none"> • 0 to 3 S4 students • 0 to 3 S5 students • Students having excellent academic performance and being recommended by teacher(s)
Lessons and duration/ Start date:	<ul style="list-style-type: none"> • Two to three half days in designated periods
Deliverables	<ul style="list-style-type: none"> • Depending on the programme offered to students
Evaluation:	<ol style="list-style-type: none"> 1. Task was fulfilled. 2. Invitations to join the programme were sent to all S4 to S6 students. Students were informed of possible financial subsidy provided by the school and/ or the university should their families have financial needs. 3. No application was received. As the programmes were mainly held in long school holidays, students might have their own plans and were unable to join the programmes. 4. It is recommended to offer subsidies to similar programmes on a need basis next year.
Expenditure	<p>Proposed amount: \$10,500</p> <p>Total Expenditure: \$0</p>

Domain:	Other Languages
Title:	French
Objectives:	<ul style="list-style-type: none"> To enhance students' competitiveness in the 21st century and increase their chances for tertiary education To strengthen the ability to understand and communicate in French, which is a lifelong skill for meeting the challenges of the world
Target students (No. / level/ selection)	<ul style="list-style-type: none"> 1 S6 students who have attained A2 in Diplôme d'Études de Langue Française (DELFF)
Lessons and duration	<ul style="list-style-type: none"> Lessons provided by Academy of the Baptist Convention of Hong Kong (Weekly)
Deliverables	<ul style="list-style-type: none"> Student will take the AS-level examination offered by the Cambridge Assessment International Education and administered by the HKEAA in her S.6 study
Evaluation	<ol style="list-style-type: none"> Task was fulfilled. The S6 student received grade B in the Cambridge Assessment International Education (with Merit in Speaking) It is recommended to offer similar programme in coming school years.
Expenditure	<p>Proposed amount: \$4,300</p> <p>Total Expenditure: \$4,300</p>

Report on Use of Citizenship and Social Development Grant

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

	Area	(HK\$)
i.	Developing or procuring relevant learning and teaching resources	21,872.80
ii.	Subsidizing students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	245,353.00
iii.	Organizing school-based learning activities relating to the CS curriculum	3,413.60
iv.	Organizing or subsidizing students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	32,150.00
v.	Others (please specify): To be absorbed by Non-government Fund	(2,789.40)
	Total expenditure:	300,000.00
	Unspent balance	/

Report on Promotion of Reading Grant for 2023-2024

The EDB issued the Promotion of Reading Grant to the school as follows:

1. The amount of the Promotion of Reading Grant for 2023-2024 is HK\$76,064.00.
2. The balance of Grant brought forward from the school year 2022-2023 is HK\$0.00.
3. The total budget of the programmes for 2023-2024 is HK\$76,064.00.
4. The School used the Grant for purchasing reading materials for students' use and arrange reading activities for students. The Promotion of Reading Grant expenditure for the school year 2023-2024 was \$63,256.56.

	Item*	Budget (HK\$)	Actual expenses (HK\$)
1.	Total budget of the programmes	\$76,064.00	
2.	Purchase of Books and Reading Materials		
	-Printed books and reading materials		\$43,263.24
	-e-Books		
	- Online reading materials		
3.	Reading Activities		\$19,993.32
4.	Unspent Balance / (Deficit)	\$12,807.44	

Report on the Use of Life-wide Learning Grant for 2023-2024

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	Hong Kong Palace Museum Visit	Sep-23	S4-5	69	\$5,400.00	\$78.26	E1	Patriotic education	Satisfactory	✓		✓		
2	school bus to HK Palace Museum			69	1,750.00	\$25.36	E2							
3	S5 Palace Museum visit	Mar-24	S5	175	2,760.00	\$15.77	E1	Patriotic education		✓		✓		
4	school bus to Palace Museum			175	1,900.00	\$10.86	E2							
5	S5 Palace Museum visit			175	2,850.00	\$16.29	E1	Patriotic education		✓		✓		
6	school bus to Palace Museum			175	1,900.00	\$10.86	E2							
7	Information Literacy program	Oct-23	S5	175	\$24,000.00	\$137.14	E1 E5	Value education, PSHE	Good	✓	✓			
8	school bus to Crossroads	Oct-23	S5	175	4,000.00	\$22.86	E2							
9	school bus to Crossroads Foundation	Mar-24	S5	175	4,400.00	\$25.14	E2							
10	S5 cross-disciplinary learning, gifts			175	524.00	\$2.99	E1							
11	school bus to City U for Steam activity	Oct-23	S2	50	700.00	\$14.00	E2	STEAM	Good		✓			✓
12	School bus to Yuen Long Bypass Floodway Eco Tour	Dec-23	S6	177	4,400.00	\$24.86	E2	PSHE	Good	✓	✓			
13	Graduation gown for graduates	Jan-24	S6	177	44,030.00	\$248.76	E7	Value Education		✓				
14	PSHE Day	Jan-24	S1-6	1200	49,800.00	\$41.50	E1	PSHE	Good	✓	✓	✓		
15	S5 PSHE workshop	Jan-24	S5	175	19,650.00	\$112.29	E1	PSHE	Good		✓			
16	HKAF, performance	Jan-24	S1-5	1000	600.00	\$0.60	E1	Aesthetic	Satisfactory	✓		✓		
17	HK Hist, ICH lecture & experience	Mar-24	S3	193	9,000.00	\$46.63	E1	Cross-curricular	Good		✓			
18	S5 News Expo visit	Mar-24	S5	175	8,600.00	\$49.14	E1	PSHE	Good	✓	✓			
19	school bus to HK News Expo			175	2,700.00	\$15.43	E2							
20	Struggle for Survival program	Apr-24	S5	175	480.00	\$2.74	E1	PSHE, Value education	Good	✓	✓		✓	
21	Dep for S5 STREAM workshop	Apr-24	S5	175	44,062.50	\$251.79	E1	STREAM	Good		✓			✓
22	Bal for S5 STREAM workshop	Apr-24		175	44,062.50	\$251.79	E1							
23	20% dep for Accepting Differences program	May-24	S1-5	1000	9,999.60	\$10.00	E1	Cross-curricular, Value education	Very Good	✓		✓		
24	80% bal for Accepting Differences program			1000	39,998.40	\$40.00	E1							
25	S1 handicraft workshop	Jul-24	S1	240	19,940.00	\$83.08	E1	Aesthetic	Good			✓		

26	S6 DSE talk	Apr-24	S6	177	2,000.00	\$11.30	E1	Cross-curricular	Good					✓	
27	Leadership training,Inspiring Youth-Global Education Initiative Phase 1	Nov-23	S1-2	30	45,000.00	\$1,500.00	E6	Value Education	Good	✓			✓	✓	
28	50% dep Leadership training-CB,PB	Nov-23	S4-5	50	19,875.00	\$397.50	E1	Value Education	Good	✓			✓	✓	
29	Leadership training-CB,PB	May-24	S4-5	50	19,875.00	\$397.50	E1								
30	VA Oil painting workshop	Jul-24	S3-5	40	13,000.00	\$325.00	E5	Aesthetic	Good			✓			
31	VA,Oil painting workshop		S3-5	40	14,000.00	\$350.00	E5					✓			
32	VA Chi painting workshop		S3-5	40	14,000.00	\$350.00	E5					✓			
33	tuition fee S1-3 Maths Enrich't(Sat)x8session		S1-3	30	6,800.00	\$226.67	E5	Maths	Good		✓				
34	tutor fee,Maths Enrich't(Sat) x12 sessions		S4-5	30	10,200.00	\$340.00	E5				✓				
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				8,112	\$492,257.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Subsidy on form tours	24-27 April 2024	S1-4	840	\$622,516.18	\$741.09	E3 E4	Cross-curricular, Patriotic education, Value education		✓	✓		✓		
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				840	\$622,516.18										
Expenses for Category 1				8,952	\$1,114,773.18										

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,114,773.18

Category 3: Number of Student Beneficiaries

Total number of students in the school:	1,200
Number of student beneficiaries:	1,200
Percentage of students benefiting from the Grant (%):	100%

Name of Contact Person for LWL:	Mr Leander Pang
Post of Contact Person for LWL:	Vice Principal (Students Affairs)

* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Financial Summary

Financial Summary for the 2022/2023 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)	64.15%	N.A.
School Fees	N.A.	30.38%
Donations, if any	N.A.	0.91%
Other Income, if any	1.67%	2.89%
Total	65.82%	34.18%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	72.30%	
Operational Expenses (including those for Learning and Teaching)	10.72%	
Fee Remission / Scholarship ¹	6.92%	
Repairs and Maintenance	0.75%	
Depreciation	7.90%	
Miscellaneous	1.41%	
Total	100%	
Deficit for the School Year #	0.90 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year	7.76 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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

One of the school's premises is under reconstruction during 2022-23 school year and therefore the expenses amount shown for this period does not 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.