GOOD HOPE SCHOOL
ANNUAL REPORT
2025-2026

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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

In all things, give thanks.

"Be thankful in all circumstances. This is what God wants from you in your life in union with Christ Jesus" (1 Thessalonians 5:18).

As members of a Catholic school, we are called to live with **gratitude**, recognising every blessing as a gift from God. Thanksgiving is more than a feeling – it is **an act of faith**, a way of seeing the world through God's love. When we cultivate gratitude, we grow closer to Christ, who gave thanks to our Father even in sacrifice.

How to develop an Attitude of Thanksgiving:

1. *Begin and end each day with thanks* – Offer a short prayer of gratitude for God's blessings.
2. *Keep a gratitude journal* – Write down three things you are thankful for daily.
3. *Recognise God in small blessings* – Even challenges can be opportunities for growth.
4. *Express thanks to others* – A kind word or note can strengthen relationships.
5. *Reflect on the Eucharist* – The word "Eucharist" means "thanksgiving" – Jesus' greatest gift calls us to live thankfully.

How to Practice Thanksgiving on a Daily Basis:

In our busy lives, it is easy to overlook the many blessings God gives us each day. Yet gratitude is more than just a feeling – it is a choice we make to recognise His gifts in both big and small moments. By intentionally practising thankfulness, we draw closer to God and cultivate joy in our hearts. Here are some simple yet meaningful ways to weave gratitude into your daily routine, turning ordinary moments into opportunities to give thanks.

- **Morning Offering:** When you wake up, thank God for a new day – even for simple things like a warm bed or breakfast.
- **Mealtime Thanks:** Before eating, pause to appreciate the food and those who prepared it.
- **Thank Someone Daily:** Tell a teacher, friend, or family member one thing you appreciate about them.
- **Turn Complaints into Thanks:** Instead of grumbling about unpleasant circumstances, thank God for the chance to grow and learn.
- **Nature Gratitude:** Notice God's beauty – a sunny sky, a flower, or a cool breeze – and say a quick prayer of thanks.
- **Bedtime Reflection:** At night, recall one good thing that happened and thank God for it.

A Prayer of Thanksgiving:

Dear Loving Father,

We thank You for the gift of life, for our families, and for this school where we grow in faith and wisdom. Help us to see Your hand in all things—in moments of joy and in times of trial. Teach us to be grateful not only for what we have but for the love You constantly pour upon us. May our hearts overflow with thanksgiving, and may we share Your blessings with others. We ask this in Jesus' name. Amen.

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. 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's curriculum development. It comprises 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-S.2 STEAM programme, other languages programme, and others. The Reading Team designs 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 for all enhancement and enrichment programmes offered by different panels either during school hours or after school and coordinates gifted programmes provided by external 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 is responsible for 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 manages 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 across the school community and to enhance learning and teaching effectiveness through the use of information technology and other emerging technologies.

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 Hopers, 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) and Other Learning Experiences Committee (OLEC).

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, students will embark on tours to different places. In 2025-26, the S.2 to S.4 classes travelled to Mainland China and Taiwan for learning tours, while the S.1 classes participated in experiential learning camps in Hong Kong. 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 Team (SPT) 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 (1) Strategic Planning, Implementation and Evaluation, (2) Campus Improvement, (3) Finance and Accounting, (4) Human Resources, (5) IT and AV, (6) General Affairs, (7) Administration, (8) Student Admission Committee and (9) Communications and Relations.

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.

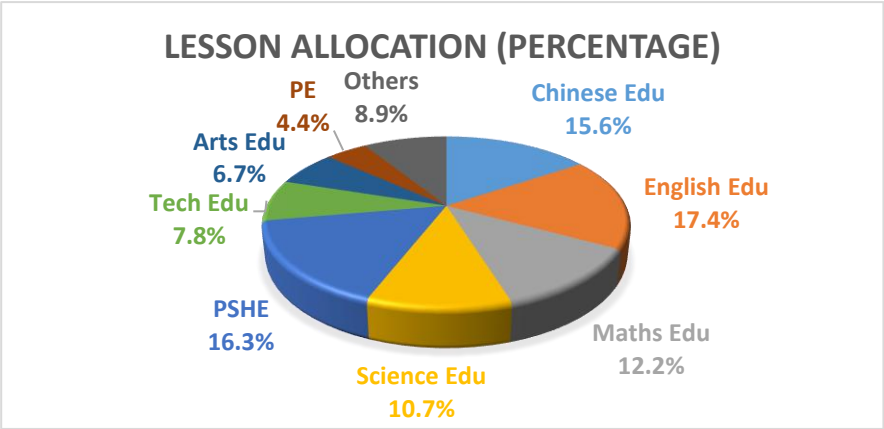
Number of Classes and students

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 cycle 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	
	Citizenship, Economics and Society	3	3	3	
	Chinese History	4	4	3	
	Ethics and Religious Education	2	2	2	
Technology Education	Technology & Living	2	2	3	7.8%
	Information and Communication Technology	4	4	3	
	Business & Technology	NA	NA	3	
Arts Education	Music	3	3	3	6.7%
	Visual Arts	3	3	3	
Physical Education	Physical Education	4	4	4	4.4%
Others	Pastoral Care & Assembly	2	2	2	8.9%
	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	2024	142	13	0	20	2	177
	2025	139	13	0	14	0	166
	2026	143	8	2	8	3	164

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 2026, our students continued to perform well in the DSE exams, with 91.5% of Good Hopers meeting the basic entrance requirements for admission to publicly-funded (UGC) undergraduate programmes (3332A).

Results in the core subjects were also impressive:

Core subject	2024	2025	2026		2024	2025	2026
	Meeting basic entrance requirements for admission to UGC funded programmes				Level 5 or above		
English Language	100%	100%	100%		55.9%	71.1%	74.4%
Chinese Language	96.6%	95.2	92.0%		33.9%	32.1%	27.0%
Mathematics	99.4%	100%	100%		40.7%	50.0%	41.5%
Liberal Studies/CS	99.4%	100%	99.4%		N/A	N/A	N/A

In 2026, 91.5% of our S.6 students received JUPAS offers.

Overall JUPAS offers rate		
2024	2025	2026
91.5%	91.6%	91.5%

Report - Priorities, Outcomes and Strategies for 2025 – 2026

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

1. Intended outcome:
Students are to sharpen their skills and strengthen their competencies by immersing in dynamic learning ecosystems fostered based on the seven learning goals

Strategies Proposed:

1.1. To offer an extensive array of learning experiences to students during the activity / special slots (once every two weeks) by coordinating efforts from different teams / committees at school and collaborating with tertiary / external institutions

1.2. To progressively develop students' self-learning capacity through the school's reading initiative and the use of emerging technologies in learning and teaching

Achievements

1. **Extensive Learning Experiences & External Collaborations (Strategy 1.1):**

1.1. **Competitions & External Awards:**

Students actively participated in external academic, scientific, and cultural competitions, yielding remarkable achievements:

1.1.1. ICT / Robotics / STEM: Students won accolades in events such as the Sichuan-Chongqing-Hong Kong-Macau Youth Science Competition (securing First, Second, Third Prizes and the Outstanding School Award), CityU Database Programming Challenge (Bronze Medal), Hong Kong Youth Aerospace Innovation Competition, and the Bright Future Cup Soccer Robot Competition.

1.1.2. Business & Accounting (BAFS): Students engaged in the Business-School Partnership Programme (Visit to GBA Healthcare Group Ltd), HKICPA/ HKABE Mock Examinations, Online Quiz Competitions, and the JA Company Programme, where multiple students earned Most Valuable Player and Merit awards.

1.1.3. Geography: Students competed in "Create Your District 2025" (earning 2nd Runner-Up in the Micro Film Category hosted by the Hong Kong Institute of Surveyors) and participated in "Be a Teen Town Planner" with the Planning Department.

1.1.4. Chinese History & Cultural Ambassadors: Students excelled in the PolyU Hong Kong Chinese History Essay Competition (winning the Outstanding Grand Award), the "Chinese History and Culture Student Docent Ambassador" training, and the Hong Kong Palace Museum Student Cultural Ambassadorship.

Furthermore, a student was selected through strict auditions to perform as the young wife of Lin Zexu in a public drama production at the Hong Kong Polytechnic University, attended by government officials.

1.2. **Fieldtrips, Excursions, and Specialized Workshops:**

1.2.1. Chinese History: Organized a Japanese Historical and Cultural Research Tour to Shimonoseki and Northern Kyushu, visits to the exhibition "Splendors of Tang: A Cosmopolitan Age," and community heritage walking tours exploring Tung Wah Group of Hospitals and the Tai Hang Fire Dragon Heritage Class.

1.2.2. Geography & Science: Fieldwork was successfully arranged for S4 and S5 Geography students to master geographical investigation (FBQ), alongside curriculum-aligned campus slope safety tours and proposed excursions to Xi'an.

1.3. **Progressive Self-Learning Capacity through Emerging Technologies and Reading (Strategy 1.2):**

1.3.1. **Integration of Artificial Intelligence (AI) and Digital Tools across Subjects:**

1.3.1.1. Biology: All subject teachers successfully integrated AI tools (Gemini, Perplexity, Canva) for virtual laboratory tasks (such as virtual osmosis where S4 students manipulated variables) and visual scenario rendering for complex DSE concepts, with 85–90% of senior students agreeing AI shortened revision time and deepened learning.

1.3.1.2. Chemistry: Deployed AI-generated interactive tools—including chemistry games, virtual labs, flashcards, and self-quizzes—via the centralized "GHS Chemistry Hub" webpage, with 80% of students confirming the tools effectively supported self-directed learning.

1.3.1.3. Integrated Science (IS) & Computer Science: Subscribed to Gemini Pro and established HTML simulations and digital resource websites. S1 and S2 students extensively utilized AI for scientific investigation, water rocket design, and automated revision note generation. S6 ICT students used POE to generate and debug Python programs, while S2–S3 students mastered prompt engineering and multimedia generation (Suno AI, Dreamlab).

1.3.1.4. Geography & Technology and Living (TL): Students utilized advanced online mapping resources (GeoInfo Map, Open 3D HK, Padlet) and design apps to construct interactive spatial maps, sustainable development project tours, and AI-assisted fashion design projects.

2. Reading **Initiatives & Literacy Development:**

2.1. Chinese History & Religious Education:

2.1.1. Extensive reading award schemes, online reading platforms, and targeted reading extracts (e.g., Vatican News, Examiner articles, and historical documents) were

implemented, helping students build foundational knowledge, enhance critical thinking on real-world issues, and strengthen subject text comprehension.

2.2. Technology and Living: Successfully pivoted reading strategy initiatives to focus on famous Chinese fashion designers, boosting student engagement and aligning with national/global identity learning goals.

2. Intended outcome:

Students are to develop an appropriate values system through a collaborative and strategic implementation of values education focusing on the affection and action levels

Strategies Proposed:

2.1. To progressively develop students' selflearning capacity through the school's reading initiative and the use of emerging technologies in learning and teaching.

2.2. To develop and implement Phase II of the school's information literacy initiative

Achievements

1. Integration of Values Education with Subject Content & National Education:
   1.1. Religious Education (RE):
      1.1.1. Core values were successfully integrated into Bible characters and stories across all levels. Over 97% of student respondents agreed that this helped them reflect on applying values to daily life. The RE Panel also collaborated with the Chinese Panel on a calligraphy competition integrating bible quotes with Chinese and Catholic values, and introduced the practice of Examen for S6 students to deepen reflection skills.
   1.2. Biology Panel:
      1.2.1. S5 successfully integrated National Education (NE) and National Security Education (NSE) into Health & Diseases and Applied Ecology. 85% of S5 students agreed they could relate biological concepts (such as support and movement) to core values like perseverance (demonstrated by national athletes) and national identity.
   1.3. Chemistry Panel:
      1.3.1. Successfully integrated National Security Education (NSE) across S3–S6 through targeted thematic tasks (e.g., Waste-to-Energy, Rare Earth elements, New Energy Vehicles, and Green Chemistry). Over 85% of students demonstrated an understanding of scientific contexts linked to national security and a heightened sense of civic responsibility and willingness to act.
   1.4. Integrated Science (IS) Panel:

1.4.1. Updated reading tasks with national security elements and China's scientific achievements. Implemented a soft approach where students drew thank-you cards to China’s astronauts, exploring space technology achievements and challenges. Over 90% of students agreed these tasks enhanced their learning of China's scientific achievements and national security.

1.5. Geography Panel:

1.5.1. Integrated national geography, resource security, and ecological security into topics across junior and senior forms (e.g., food security, water trouble, climate change) while utilizing multimedia packages from the EDB and Our Hong Kong Foundation to foster national identity and global citizenship.

1.6. BAFS Panel:

1.6.1. Developed new learning materials using Chinese enterprises as case studies (e.g., Xinjiang business, Midea) for S.4 and S.6 to enhance students' recognition, sense of belonging, and responsibility towards the country.

2. Promotion of Self-Learning Capacity through Emerging Technologies and Reading:

2.1. Use of AI and Digital Tools:

2.1.1. Biology: All subject teachers integrated AI tools (Gemini, Perplexity, Canva) for virtual practicals (e.g., virtual osmosis), interactive demonstrations, and generating custom visuals for complex DSE scenarios. 85–90% of S4 and S5 students agreed AI shortened revision time and deepened learning.

2.1.2. Chemistry: Deployed AI-generated interactive tools—such as chemistry games, virtual labs, flashcards, and self-quizzes—through the centralized "GHS Chemistry Hub" webpage. 80% of students found the AI tools effective for self-directed learning.

2.1.3. Integrated Science: Subscribed to Gemini Pro and built HTML simulations, learning sites, and AI-driven revision tools. Over 80–90% of students demonstrated competence and confidence in using AI for learning and revision.

2.1.4. ICT & Technology and Living (TL): S2 and S3 students utilized generative AI tools (such as Suno AI, Dreamlab, and POE) for prompt engineering, multimedia generation, python programming debugging, and fashion design projects, significantly improving their digital literacy.

2.1.5. Geography: Students widely utilized online mapping resources (GeoInfo Map, Open 3D HK) and Padlet to construct interactive spatial maps and sustainable development project tours.

2.2. Reading Initiatives:

2.2.1. Religious Education: Incorporated extensive reading extracts into S1, S4, and S5 curricula, with 96.9% of students agreeing that reading strategies enhanced their subject knowledge.

2.2.2. Chinese History: Implemented extensive reading reward schemes and cultural activities (e.g., "Childhood Paper Toys" talks and museum visits) which successfully deepened students' knowledge and love for Chinese history and national identity.

2.2.3. Technology and Living: Shifted reading strategies to focus on famous Chinese fashion designers, aligning reading activities with national/global identity and breadth of knowledge.

3. Intended outcome:

Students are to receive a balanced and well-rounded education developed in response to the latest EDB

Strategies Proposed:

3.1. To conduct curriculum revamp, review and refinement to ensure alignment with current educational standards

Achievements

1. Curriculum Revamp and Restructuring for New EDB Guidelines:
   1.1. Integrated Science (IS): In alignment with the updated science curriculum guidelines from the EDB, the panel successfully redesigned and completed a revamped S.1 scheme of work and assessment framework. This included introducing a two-tier Multiple Choice (MC) example system, reviewing key practical tasks (KPT), and integrating an interdisciplinary approach incorporating STEAM, AI, and Values Education.
   1.2. Religious Education (ERE/ERS): The ERE curriculum was systematically adjusted across all levels to focus more prominently on positive Catholic values, integrating social teachings and ethics issues. Assessment policies were refined (reducing S1–S3 and S6 assessments to twice per term) to allow more space for deeper reflection, and the practice of Examen was officially introduced.
   1.3. Chinese History: Optimized the junior secondary curriculum and assessment to better align with the HKDSE framework. This included increasing the weighting of foundational question types (such as MC, fill-in-the-blanks, and chronology questions) in regular assessments and modifying junior notes to systematically embed National Security Education (NSE) concepts.
   1.4. Geography: Initiated preparations and structured curriculum mapping ahead of the upcoming launch of the optimized Junior Secondary Geography Curriculum (2027/2028

academic year), positioning National Geography as a core S.1 syllabus focus and embedding resources on resource, ecological, and energy security.

2. Subject-Specific Curriculum Refinement & Assessment Alignment:
   2.1. Biology & Chemistry: Refined senior secondary curricula to address upcoming DSE changes, such as updating School-Based Assessment (SBA) task sheets for Parts B1 and B2 in Biology and integrating the Online Question Bank (OQB) and structured paragraph-length question strategies in Chemistry.
   2.2. BAFS & ICT: Updated teaching materials with recent news, data, and case studies (e.g., Chinese enterprises like Midea, Xinjiang business cases) to reflect economic interdependence and national development, while ICT successfully incorporated 15 hours of Artificial Intelligence learning into the S.2 curriculum to match digital competency trends.
   2.3. Technology and Living (TL): Adapted curriculum reading and design strategies to focus on Chinese fashion designers and traditional Chinese costumes across dynasties/minorities, fulfilling both National Security Education (cultural security) and modern curriculum demands.

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:

Enhancing students' exposure to local, national and global issues and contexts.

Strategies Proposed:

1.1.1. Assign an ENT teacher to update the board monthly with leadership opportunities and student achievements.

1.1.2. When students write reflections on external awards or programmes, their awareness and engagement with local, national, and global issues should be evaluated in relation to the theme of the respective award or programme.

1.1.3. Organize three tiers of information sessions and systematic information to be disseminated to different forms of students.

1.1.4. Explore and try out the use of AI in constructing useful information and interactive elements in our google site for self-exploration and information about further studies. Explore how AI can assist careers counselling.

1.1.5. Fine tune the existing collaboration with AAC for the S2 and S4 form tours to optimise the learning outcomes and extend the collaboration to S3.

1.1.6. Disseminate and nominate students to participate in different external programmes / summer school offered by varies NGOs/local, mainland and overseas institutions.

1.1.7. Local, national and global issues can be promoted to members and the whole school through different club meetings/activities such as the Club promotion.

1.1.8. Strengthen students' national awareness and identity through the Chinese New Year Celebration and the Inter-house Chinese culture knowledge competition.

1.1.9. Catholic students are invited to join at least one activity/ Mass from the parish/ Catholic groups in Hong Kong.

1.1.10. Catholic Society join Caritas bazaar to hold a booth.

Achievements

1. Monthly Bulletin Board Updates (Strategy 1.1.1):
   1.1. An External Nomination Team (ENT) teacher updated the bulletin board monthly, showcasing students' participation in external programmes, awards, and scholarships alongside their reflections. Over 20 articles covering local, national, and global issues were posted, featuring student involvement in initiatives such as the Orbis fundraising campaign, the Hong Kong Laureate Forum, and the Be a Change-maker initiative.
2. Evaluation of Student Reflections (Strategy 1.1.2):
   2.1. Students' reflections on external programmes and awards were collected, and their initial submissions primarily focused on social concerns and issues within Hong Kong.
3. Three-Tiered Information Sessions (Strategy 1.1.3):
   3.1. The Careers Guidance Team (CGT) successfully organized a three-tiered system of information sessions. Locally, they invited institutions to meet students; for mainland opportunities, students were kept informed and successfully nominated; and for overseas perspectives, talks were organized by team members and external parties.
4. AI Integration for Careers Exploration (Strategy 1.1.4):
   4.1. The Careers Guidance Team developed and implemented AI tools on their Google Site to assist students with self-exploration and further studies information. Most S.6 students successfully utilized these AI tools to help make their JUPAS choices, and the team explored AI applications to assist in careers counselling.
5. External Programmes and Nominations (Strategy 1.1.6):
   5.1. Students were nominated for and participated in various external programmes, awards, and scholarship opportunities managed through the External Nomination Team and other school bodies.

6. Club Activities and Local/Global Issues (Strategy 1.1.7):
    6.1. Various clubs—such as the Board Game and Bridge Club (global board games), Chinese History Club (3D ancient Chinese paintings with HKBU), Psychology Club (technology addiction), Girl Guides (Chinese patrol), Zonta Z Club (Mothers' Day celebration), Chinese Martial Arts Club (Lion Dance), and Animal Welfare Club—promoted local, national, and global topics to members and the school.
7. Chinese New Year Celebration and Cultural Competitions (Strategy 1.1.8):
    7.1. The school successfully hosted Chinese New Year celebrations and an inter-house Chinese culture knowledge competition ("Chong Yuen Hung"). Survey results showed that 89.3% of students enjoyed the Chinese Orchestra and Lion Dance performances, 67.6% found the quiz competition exciting and educational, and 81.2% agreed the celebration fostered a strong festive atmosphere.
8. Catholic Parish/Group Activities and Masses (Strategy 1.1.9):
    8.1. Catholic students were invited to join parish activities or Masses, with 40% of Catholic students participating and visiting their parishes with friends or family.
9. Catholic Society Caritas Bazaar Booth (Strategy 1.1.10):
    9.1. The Catholic Society successfully participated in the Caritas Bazaar by hosting game/activity booths.

1.2. Intended outcome:

Promoting greater leadership opportunities and training for students.

1.2.1. Strategies Proposed:

1.2.1.1. The number of the upcoming EXCO members of KATSO increase
1.2.1.2. Group leaders have more opportunity to lead different Catholic activities such as Catholic Rally, Catholic Action Day, leadership training camp and Catholic Camp.
1.2.1.3. To support PB duty and promote leadership opportunities
1.2.1.4. Include a training session for subcommittee members in the CB and PB Camp in October serving as an input about their roles and usual practice in the running of CB and preparation of activities.
1.2.1.5. Organise a joint-school activity about leadership.
1.2.1.6. Experience sharing
1.2.1.7. Engagement Opportunities
1.2.1.8. Make use of Personality Dimensions (PD) as a new set of tools for self-discovery and team communication in the programme
1.2.1.9. Explore and link up with external parties to offer training, job-shadowing, workplace experience for our students.

1.2.1.10. Recruit and train the new cohort of careers ambassadors. Involve students from different forms in hosting different careers events at school such as Mentorship programmes, S.6 interviewing skills workshop etc.

1.2.1.11. Each VETA team will choose one of the 12 values and promote through Assembly Talk / Presentation Broadcast.

1.2.1.12. Each VETA team will design their wellbeing workshop to promote positive wellbeing.

1.2.1.13. Review the Cultural Ambassador programme and strengthen the bonding and organise more regular meetings.

1.2.1.14. Foster students-led approach by letting Cultural Ambassadors organize various activities (including orientation for new ambassadors and activities for exchange students).

1.2.1.15. More collaboration with other teams will be sought after to reduce the redundancies of activities. Cultural Ambassadors will work with Central Board in organizing aqctivities to celebrate Diwali on 20 October 2025.

1.2.1.16. Organize leadership training workshops in two parts: student sharing during lunch, followed by mock interviews after school to allow more time for interview practice and feedback.

1.2.1.17. Ensure each mock interview candidate receives feedback, verbally or in writing.

1.2.1.18. Organize a more interactive leadership seminar session for junior form students with surveys and anonymous Q&A via mobile devices.

1.2.1.19. Offer leadership training opportunities to various students to strengthen students' responsibility and commitment

1.2.1.20. Provide opportunities for student leaders to exercise leadership among peers in different activities.

1.2.1.21. S.5 class-based services will continue, requiring students to engage in discussions and planning. This initiative provides an opportunity for them to demonstrate leadership during the preparation phase. Additionally, students can select services aligned with their interests, fostering their initiative

1.2.1.22. Send out information about community service activities regularly via mass emails to encourage students to participate in various volunteer opportunities.

1.2.1.23. The 'Community Services Ambassador Scheme' will continue. By showcasing students' achievements in volunteer programmes outside of school, we aim to provide role models for others to follow. We will

encourage passionate students to participate in related volunteer opportunities beyond the school environment

Achievements

1. Increase EXCO Members (Strategy 2.1.1):
    1.1. The number of EXCO members for the Catholic Society will increase.
2. Leadership Opportunities for Catholic Group Leaders (Strategy 2.1.2):
    2.1. 100% of Catholic leaders or coordinators agreed they had ample opportunities to polish leadership skills while organizing activities, and that the Catholic Society Leadership Training Camp helped them learn to be a great leader. Furthermore, students helped clean up the venue after activities.
3. Support Prefect Board (PB) Duty and Leadership (Strategy 2.1.3):
    3.1. Student Growth Team (SGT) teachers provided consistent presence and on-the-spot guidance during morning duties and major events, helping school prefects become more confident and better empowered to manage discipline. SGT teachers also invited potential students to apply for the Self-Nomination Scheme to join the Central Board or Prefect Board.
4. Central Board and Prefect Board Camp Training (Strategy 2.1.4):
    4.1. In the CB and PB Camp, one hour was scheduled for the executive committee and sub-committees to present expectations and initial plans. Survey results indicated that 92.9% of sub-committee members felt more prepared for their roles, and 92.9% formed deep, meaningful connections. Throughout the year, sub-committee members planned and conducted activities, with 94.7% noting that exco members provided guidance, and 89.4% reporting that participation improved their teamwork skills.
5. Joint-School Leadership Activity (Strategy 2.1.5):
    5.1. A coastal cleanup was held on Lamma Island on 18 April 2026, in collaboration with Ying Wa College, Wah Yan College Kowloon, and the Hans Andersen Club. A total of 44 students participated (16 from GHS, with 9 from junior forms), and 100% of GHS student respondents reported that they enjoyed the activity.
6. External Partnerships for Training and Experience (Strategy 2.1.9):
    6.1. The Careers Guidance Team successfully linked up with various external parties to offer specialized training, job-shadowing, and workplace experiences, establishing new partnerships with AECOM and EMSD.
7. Careers Ambassadors Recruitment and Training (Strategy 2.1.10):
    7.1. A new cohort of Careers Ambassadors was successfully recruited and trained. They took the initiative to produce engaging vlogs interviewing past students for Instagram.

8. Values Education Team Ambassadors (VETAs) Promotion (Strategy 2.1.11):
    8.1. VETA teams chose values to promote through three assembly presentations. More students were attentive to these VETips compared to previous years, and VETAs gained opportunities to showcase presentation skills in front of the whole school.
9. Mock Interviews and Sharing Sessions (Strategies 2.1.16 & 2.1.17):
    9.1. The External Nomination Team organized a Lunch Party cum Mock Interview session on April 21, 2026, involving 40 students across the week. Every candidate received tailored individual feedback, and 91.7% of interviewees agreed the workshop increased their readiness and confidence.
10. Club Leadership Training (Strategy 2.1.19):
    10.1. Collaborating with the Leadership Training Team, club executive committee members received leadership training. All chairpersons and activity coordinators agreed that the workshop helped them reflect on performance and boosted their confidence in holding activities.
11. S.5 Class-Based Community Services (Strategy 2.1.21):
    11.1. S.5 students actively engaged in class-based community service activities throughout the year—such as flag-selling, beach cleaning, elderly centre visits, food recycling, and lunch distribution—providing opportunities to demonstrate leadership during preparation. Additionally, 47 students participated in JC Volunteer Together (Component C) to develop and implement community service projects.

Reflections

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

1. Extensive Learning Experiences & External Collaborations (Strategy 1.1):

1. Competitions & External Awards:
    1.1. Students actively participated in external academic, scientific, and cultural competitions, yielding remarkable achievements:
    1.2. ICT / Robotics / STEM: Students won accolades in events such as the Sichuan-Chongqing-Hong Kong-Macau Youth Science Competition (securing First, Second, Third Prizes and the Outstanding School Award), CityU Database Programming Challenge (Bronze Medal), Hong Kong Youth Aerospace Innovation Competition, and the Bright Future Cup Soccer Robot Competition.

1.3. Business & Accounting (BAFS): Students engaged in the Business-School Partnership Programme (Visit to GBA Healthcare Group Ltd), HKICPA/HKABE Mock Examinations, Online Quiz Competitions, and the JA Company Programme, where multiple students earned Most Valuable Player and Merit awards.

1.4. Geography: Students competed in "Create Your District 2025" (earning 2nd Runner-Up in the Micro Film Category hosted by the Hong Kong Institute of Surveyors) and participated in "Be a Teen Town Planner" with the Planning Department.

1.5. Chinese History & Cultural Ambassadors: Students excelled in the PolyU Hong Kong Chinese History Essay Competition (winning the Outstanding Grand Award), the "Chinese History and Culture Student Docent Ambassador" training, and the Hong Kong Palace Museum Student Cultural Ambassadorship. Furthermore, a student was selected through strict auditions to perform as the young wife of Lin Zexu in a public drama production at the Hong Kong Polytechnic University, attended by government officials.

2. Fieldtrips, Excursions, and Specialized Workshops:

2.1. Chinese History: Organized a Japanese Historical and Cultural Research Tour to Shimonoseki and Northern Kyushu, visits to the exhibition "Splendors of Tang: A Cosmopolitan Age," and community heritage walking tours exploring Tung Wah Group of Hospitals and the Tai Hang Fire Dragon Heritage Class.

2.2. Geography & Science: Fieldwork was successfully arranged for S4 and S5 Geography students to master geographical investigation (FBQ), alongside curriculum-aligned campus slope safety tours and proposed excursions to Xi'an.

3. Progressive Self-Learning Capacity through Emerging Technologies and Reading (Strategy 1.2):

3.1. Integration of Artificial Intelligence (AI) and Digital Tools across Subjects:

3.1.1. Biology: All subject teachers successfully integrated AI tools (Gemini, Perplexity, Canva) for virtual laboratory tasks (such as virtual osmosis where S4 students manipulated variables) and visual scenario rendering for complex DSE concepts, with 85–90% of senior students agreeing AI shortened revision time and deepened learning.

3.1.2. Chemistry: Deployed AI-generated interactive tools—including chemistry games, virtual labs, flashcards, and self-quizzes—via the centralized "GHS Chemistry Hub" webpage, with 80% of students confirming the tools effectively supported self-directed learning.

3.1.3. Integrated Science (IS) & Computer Science: Subscribed to Gemini Pro and established HTML simulations and digital resource websites. S1 and S2 students extensively utilized AI for scientific investigation, water rocket design, and automated revision note generation. S6 ICT students used POE to generate and

debug Python programs, while S2–S3 students mastered prompt engineering and multimedia generation (Suno AI, Dreamlab).

3.1.4. Geography & Technology and Living (TL): Students utilized advanced online mapping resources (GeoInfo Map, Open 3D HK, Padlet) and design apps to construct interactive spatial maps, sustainable development project tours, and AI-assisted fashion design projects.

4. Reading Initiatives & Literacy Development:
   4.1. Chinese History & Religious Education: Extensive reading award schemes, online reading platforms, and targeted reading extracts (e.g., Vatican News, Examiner articles, and historical documents) were implemented, helping students build foundational knowledge, enhance critical thinking on real-world issues, and strengthen subject text comprehension.
   4.2. Technology and Living: Successfully pivoted reading strategy initiatives to focus on famous Chinese fashion designers, boosting student engagement and aligning with national/global identity learning goals.
5. Curriculum Anchoring & Timing:
   5.1. Values education and national/security education are most effective when organically anchored within explicit, examinable subject contexts (e.g., linking biological principles or chemical concepts directly to real-world applications) rather than being treated as standalone additions.
   5.2. Structural timeline mismatches and tight teaching schedules (such as incomplete foundational topics like S4 ecosystems or packed ERE/IS lesson slots) occasionally hindered the smooth rollout of advanced conservation or social teaching components, highlighting the need for better curriculum pacing.
6. Student Engagement with Self-Directed Learning & AI:
   6.1. While teacher-led AI demonstrations and gamified digital resources received high engagement, independent student usage for pre-lesson learning or long-term cognitive strategies (like spaced repetition and active recall) sometimes lagged behind established, traditional study habits. Students require continued guidance to move from passive viewers to active users of diagnostic AI tools.
   6.2. Quantitative surveys and teacher observations noted that students need clear, structured guidelines (such as prompt engineering frameworks and scientific fact-checking habits) to maximize the utility of digital platforms.
7. Balancing Knowledge Acquisition and Action:
   7.1. Feedback across panels (such as RE, Geography, and Chemistry) indicated that while students readily grasped cognitive and knowledge-based components of values and national education, translating self-reported willingness and affective awareness into

concrete, sustained personal actions or school-wide campaigns remains an area for ongoing cultivation and design refinement.

8. Curriculum Pacing and Structural Bottlenecks:
   8.1. Frequent updates and substantial changes introduced by the EDB present significant planning challenges, requiring teachers to constantly review and revise scheme-of-works, teaching sequences, and resource items to stay fully aligned with policy trends.
   8.2. Tight lesson times and heavy curriculum volumes (such as in S3 Chinese History modern history topics, S4 Biology ecosystems, or upper-form ERE/ERS social teachings) created tension, often making it difficult to fully cover advanced content or deep analytical tasks without careful scheduling.
9. Junior-to-Senior Curriculum Continuity and Learner Diversity:
   9.1. The transition from junior secondary to updated senior secondary elective structures (e.g., in Chinese History, Geography, and ERS) exposed gaps where students struggled with high-order thinking, source interpretation, and structured argumentative writing, highlighting the ongoing need to build solid foundational skills early.
   9.2. Varying student performance across classes (learner diversity) indicates that curriculum refinements must include differentiated support, structured scaffolding, and targeted remedial measures rather than a uniform one-size-fits-all approach.

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. Reflection on Student Reflections and Timeliness (Strategies 1.1.1 & 1.1.2):
   1.1. Some students submitted their reflections late. To resolve this, a clear deadline policy and automated reminders will be established. Additionally, because initial reflections focused heavily on local issues, updated reflection prompt templates with guiding questions and a 1–5 rating scale were designed to better evaluate students' awareness and interest in local, national, and global issues.
2. Reflection on Parish Mass Participation (Strategy 1.1.9):
   2.1. While some students successfully visited their parish, a few forgot to take photos or upload them to Google Classroom. It was noted that more frequent reminders, enhanced promotion, and introducing broader programs (such as the "Youth on Stage" activity where students recognized the 80th-anniversary Catholic Church theme song) can further encourage participation.

3. Sub-Committee and Exco Collaboration (Strategy 2.1.4):
    3.1. Feedback from sub-committee members and exco members highlighted the need for more structured, regular face-to-face interactions rather than relying solely on WhatsApp. Suggestions included holding monthly meetings, increasing sub-committee involvement in exco meetings, allowing sub-committees to act as PICs or plan activities with supervision, and starting promotions earlier. Teachers also observed that a few exco members need to allow more room for others to contribute.
4. Joint-School Activity Logistics (Strategy 2.1.5):
    4.1. The original plan for the coastal cleanup required site visits, which revealed that student-led site scouting faced accessibility or trash-volume issues. Bringing in an NGO (Hans Andersen Club) provided resourceful inputs, and future student-led planning will require starting research and site visits much earlier.
5. Careers Ambassadors Scheduling (Strategy 2.1.10):
    5.1. Due to heavy commitments with other school engagements, the Careers Ambassadors' student-led entrepreneurship programme ("Then2Now," organized with the PSA) was delayed to October.
6. VETips Duration (Strategy 2.1.11):
    6.1. Colleagues reported that the duration of VETips presentations could be optimized, suggesting they should not exceed 6 minutes.
7. ENT Lunchtime Scheduling and Application Training (Strategies 2.1.16 & 2.1.17):
    7.1. Holding sessions during lunchtime accommodated student schedules, but required flexible labor among ENT teachers. Participants also requested additional training focusing specifically on the written application process for specific awards.
8. Club Training Revamping (Strategy 2.1.19):
    8.1. CCAT noted a need to revamp club exco training to increase student comfort, provide more follow-up support for new club moderators, and organize training for 2026–2027 house exco members.

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant (Template)
Good Hope School

Schools are required to upload this Report on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs/IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

^ List of Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "–" on the left to hide this part】
[Please click "Enable Content" / "啟用內容" above before completing the template.]

Evaluation Method:	E1 Questionnaire	E2 School Meeting and Discussion	E3 Professional Sharing in School	E4 Interview	E5 Observation	E6 Written report and record	E7 Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	Local Activities (including online exchanges)											
1	S5 Experiential Learning	Oct 2025-June 2026	How art, design and cultural heritage reflect Hong Kong's changing society and cultural identity	S5 (185)	12	0	0	$17,950.00		E1 Questionnaire		Mostly achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.1	$17,950.00				
1.2	Non-local Activities											
1	S2 Learning Tour	4-7 Feb 2026	Improve their core values, character, and academic outcomes, as well as promote a sense of connectedness to the community and the world	S2 (237)	23	1	0	$362,416.17		E1 Questionnaire		Mostly achieved
2	S3 Learning Tour	4-7 Feb 2026		S3 (238)	24	0	0	$234,136.77		E1 Questionnaire		Mostly achieved
3	S4 Learning Tour	4-7 Feb 2026		S4(227)	22	1	0	$450,999.66		E1 Questionnaire		Mostly achieved
4	S5 Learning Tour	02 Feb 2026		S5 (185)	20	0	0	$660.00		E1 Questionnaire		Mostly achieved
5	Sister School Exchange	28 Mar - 3 Apr 2026 (Beijing) 29 Mar - 3 Apr 2026 (Shanghai) 1 - 6 May 2026 (HK)	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	S1 (13) S2 (4) S3 (3) S4 (7) S5 (2)	4	0	0	$24,183.26	Beijing No.15 Middle School The High School Attached to Shanghai Normal University	E2 School Meeting and Discussion		Mostly achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.2	$1,072,395.86				
							Total actual expenses (sum of items 1.1 and 1.2)	$1,090,345.86				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Most students actively participate in activities; students need a diverse range of activities to relax their body and mind.	National identity, Proper values and attitudes, Knowledge of Key Learning Areas & Generic skills. The grant provides financial support, enabling schools to explore more resources for students.	Use the Grant in line with students' and curriculum needs as well as social trends. Most students are able to meet the expected targets. Overall, national identity still needs to be strengthened.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	Most students are satisfied with the current mode of exchange, which can be retained.
2	**Time arrangement of the activity**	Suitable
3	**Organisation and arrangements of the activity**	Most students are satisfied with the current mode of exchange, which can be retained.
4	**Others (Please specify)**	

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	

* Our school confirms that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	Leander Pang	Position:	Vice Principal
Name of Teacher Responsible for the Sister School Scheme:	Leander Pang	Position:	Vice Principal

Report on Diversity Learning Grant (DLG) for 2025-2026

The School used the grant for gifted education programmes. The DLG expenditure for the school year 2025-2026 was $125,914.88 (Other Programmes: $125,914.88; and Other Languages: $0). $85.15 surplus should be clawed back after 2025-2026.

<table>
<tr><td>Domain:</td><td>Mathematics</td></tr>
<tr><td>Title:</td><td>Enrichment Programmes</td></tr>
<tr><td>Objectives:</td><td>• 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.</td></tr>
<tr><td>Target students: (No./ level/ selection)</td><td>• 7 S4 students having good performance in the previous S.3 Summer Enrichment Programme(s)</td></tr>
<tr><td>Lessons and duration/Start Date:</td><td>• 31 lessons with 3 hours each in 7 months from September to April</td></tr>
<tr><td>Deliverables:</td><td>• Practice of challenging Mathematical problems
• External competitions</td></tr>
<tr><td>Evaluation:</td><td>1. Tasks scheduled were fulfilled in 2025-2026 Programme Proposal.

2. Actual number of participants: Eight S.3 students and Seven S.4 students in the class of S3-4 Enrichment programme (Saturday)
A total of 22 three-hour face-to-face sessions were held successfully in the whole school term
It is noted that the original proposal targeted 8–10 S4 students. However, only 7 S4 students finally enrolled in the enrichment programme, as two selected students did not proceed with enrolment after the Summer Enrichment Programme due to their engagement in other academic activities.”

3. The average attendance rate is 88.1%.

4. 4 selected school representatives joined the True Light Girls’ Invitational Mathematics Contest 2025
6 students have participated in The 43rd Hong Kong Mathematics Olympiad

5. Details of the awards were listed in the following table:

<table>
<tr><th>Competitions</th><th>Prizes</th></tr>
<tr><td>True Light Girls’ Invitational Mathematics Contest 2025</td><td>1 Certificate of Distinction (Individual Event)
1 Certificate of Merit (Individual Event)</td></tr>
<tr><td>Inter-School Mathematics Contest 2026</td><td>1 First-Class Honour (Individual event, Senior Division)</td></tr>
</table>
</td></tr>
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<table>
<tr><td></td><td>
<table>
<tr><td></td><td>2 Distinction (Top 10 in Individual event, Senior Division)
2 Outstanding Female Contestant Award (Individual event, Senior Division)
1 Merit (Individual event, Senior Division)
1 Third-Class Honours (Individual event, Senior Division)
2 Second-Class Honours (Group event)
1 Merit (Group event)</td></tr>
<tr><td>International Competitions and Assessments for Schools (ICAS) 2024 - Mathematics in English</td><td>2 Distinction Award,
3 Credit Award</td></tr>
<tr><td>Canadian Intermediate Mathematics Contest</td><td>2 Certificate of Distinction</td></tr>
<tr><td>Canadian Senior Mathematics Contest</td><td>2 Certificate of Distinction</td></tr>
<tr><td>Canadian Open Mathematics Challenge</td><td>2 Performance with Honours (Highest recognition in the contest)</td></tr>
<tr><td>The 43rd Hong Kong Mathematics Olympiad</td><td>Top 50 schools in the Final Event
1 First-class Honour (Individual)
1 Second-class Honour (Individual)
1 Honourable Mention (Individual)</td></tr>
<tr><td>Mathematics Book Report Competition for Secondary Schools</td><td>Third Class Prize (Senior Secondary Category)</td></tr>
</table>

6. It is recommended to offer a similar programme next year.</td></tr>
<tr><td>Expenditure:</td><td>Proposed Amount:
Tutoring salary for trainer
$26,350 ($850 x 31 lessons)

Actual Expenditure:
Total: HKD 8,726.66 ($850 × 22 lessons × 7/15) on a pro rata basis for a class ratio of S3 to S4 students (8:7)</td></tr>
</table>

Domain:	中文 Chinese
Title:	寫作能力拔尖課程(中四) Enrichment Programme (Writing) S.4
Objectives:	• 提升學生中文寫作能力 • 訓練學生創意思考 • 改進學生寫作技巧 • Improve students' writing ability • Train students' creative thinking • Enhance students' writing skills
Target students: (No./ level/ selection)	• 20 名中四學生 (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 (Paper 2) examination or recommended by teachers
Lessons and duration/Start Date:	• 共 6 節，每節 90 分鐘 • 1 班 • 1-5 月 • 6 lessons with 90 minutes each • 1 class • January to May
Deliverables:	• 散文或片段創作 • Compositions or short paragraph
Evaluation:	能完成 2025-2026 建議書訂下的目標。 課堂順利完成。 學生出席率為 94.2%，整體出席率理想。 學生須於完成課程後填寫課堂問卷，部分數據整理如下： 94.2% 學生「十分同意」或「同意」舉行日期、時間合適。 88.2% 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 82.4%選擇「非常認同」。 建議在下學年（2026-2027）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。 The goals stated in the 2025-2026 proposal were all achieved. All the lessons were completed successfully. The attendance percentage was 94.2%. The attendance was good. After completion of the course, some data was shown below: 94.2% students "agreed" or "strongly agreed" that the dates and the time of the course were suitable. 88.2% 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. 82.4% of students chose “strongly agreed”. It is suggested that this course should continue in the coming year (2026-2027) to help students improve their writing ability.
Expenditure:	預期支出：一班，$9000 實際支出：一班，$7200 Proposed amount: 1 class, total $9000 Actual expenditure: 1 class, total $7200

Domain:	中文 Chinese
Title:	中文精進班(中五) Enrichment Programme (S.5) (2 Classes)
Objectives:	(第一班) • 提升學生中文寫作能力 • 訓練學生創意思考 • 深化內容及反思 • Improve students' writing ability • Train students' creative thinking • Deepen students' reflection (第二班) • 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)	• 每班 20 名中五學生，共 40 人 • 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 per class (Total 40 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:	• 每班 6 節，每節 90 分鐘 • 2 班 • 上學期 9-12 月；下學期 1- 5 月 • 6 lessons with 90 minutes each • 2 classes • September to December (1st Term), January to May (2nd Term)
Deliverables:	(第一班) • 散文或片段創作 • Compositions or short paragraph (第二班) • 閱讀理解練習或堂上討論 • Comprehensions or group discussion
Evaluation:	（第一班：寫作班） 能完成 2025-2026 建議書訂下的目標。 課堂順利完成。 出席率為 95%。整體出席率理想。 學生須於完成課程後填寫課堂問卷，部分數據整理如下： 94.5% 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（2026-2027）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。 The goals stated in the 2025-2026 proposal were all achieved. All the lessons were completed successfully The attendance percentage was 95%. The attendance was good. After completion of the course, some data was shown below: 94.5% 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 (2026-2027) to help students improve their writing ability. （第二班：閱讀班） ● 能完成 2025-2026 建議書訂下的目標。 ● 課堂順利完成。 ● 出席率為 87.5%，整體出席率理想。 學生須於完成課程後填寫課堂問卷，部分數據整理如下： 92.3 % 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。 建議在下學年（2026-2027）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。 The goals stated in the 2025-2026 proposal were all achieved. All the lessons were completed successfully. The attendance percentage was 87.5%. The attendance was good. After completion of the course, some data was shown below: 92.3% 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. It is suggested that this course should continue in the coming year (2026-2027) to help students improve their reading ability.
Expenditure:	預期支出：兩班，每班$10,000，共$20,000 實際支出：兩班，每班$8550，共$17,100。 Proposed Amount: 2 classes, $10,000 per class, total $20,000 Actual expenditure: 2 classes, $8550 per class, total 17,100

<table>
<tr><td>Domain:</td><td>English</td></tr>
<tr><td>Title:</td><td>English Youth Leadership Programme (Public Speaking Training)</td></tr>
<tr><td>Objectives:</td><td>• 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</td></tr>
<tr><td>Target students: (No./ level/ selection)</td><td>• 10 S4-5 students
• Selected student leaders and external public speaking competition contestants</td></tr>
<tr><td>Lessons and duration/Start Date:</td><td>• Five 1.5-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
• Jan to April or May (depending on when the Grand Final of the external competition is held</td></tr>
<tr><td>Deliverables:</td><td>• Pre-Contest workshop and rehearsal session
• External competitions</td></tr>
<tr><td>Evaluation:</td><td>1. <u>All tasks were fulfilled as in 2025-26 Programme Proposal.</u> More than four 2-hour workshops were held successfully. Estimated number of participants: 8 S4 students + 8 S5 students
Actual number of participants: 8 S4 students + 9 S5 students

2. Rehearsal sessions for the preliminary rounds were conducted by Mr. Talis Wong. The contestants received constructive feedback from the speech trainers and their performance improved.

3. Altogether 17 students participated in the HKFYG English Public Speaking Contest 2026. Their results were as follows:

<table>
<tr><th></th><th>Senior Division</th></tr>
<tr><td>District Preliminary Round</td><td>17</td></tr>
<tr><td>District Semi-final Round</td><td>7</td></tr>
<tr><td>District Final Round</td><td>6</td></tr>
<tr><td>Grand Final</td><td>1 (Second Place Winner and Audience Favourite Award)</td></tr>
</table>
4. Students had plenty of opportunities to rehearse their speech and get personal feedback from the trainer. All workshops were conducted face to face and students were encouraged to submit videos for additional</td></tr>
</table>

	feedback before submitting their work for the District preliminary round. 5. 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. 6. Mr. Wong and his team were willing to work beyond contractual hours during the Easter holidays to ensure that our two finalists were well equipped for the contest 7. The programme was a successful one and a similar one is recommended next year.
Expenditure:	Proposed Amount: $18,000 Actual Amount: $18,000

Domain:	Visual Arts
Title:	Oil Painting - Asian Scenery Workshop
Objectives:	• Offer talented senior art students specialized, advanced learning opportunities outside regular class time to stretch their creative abilities. • To explore and appreciate the natural beauty of Asian landscapes, focusing particularly on China. • Encourage students to move forward and use a more narrative depth and creative art making skill to express themselves. • Produce exhibition-quality artworks that can be utilized for college applications, competitions, or public exhibitions.
Target students: (No./ level/ selection)	• 12 S4 students/ S5 students • Students having good past performance and being recommended by teacher(s)
Lessons and duration/Start Date:	• 3 days 3 hours workshop
Deliverables:	• Students' artwork • Exhibit students' artwork
Evaluation:	• Participation Rate: 100% • All students actively engaged in the art-making process, demonstrating enthusiasm and commitment throughout the programme. • Students demonstrate proficient control of oil paint dynamics, indirect layering (fat-over-lean), edge control, accurate value structure, and color mixing. • Artwork is professionally finished accompanied by a compelling artist statement. • Students display unique narrative or thematic depth, composition, and willingness to take creative risks. • Suggestions: Include more time for refinement, especially for techniques students are most interested in. Given the success of this programme, it is highly recommended to organize similar workshops in the future.
Expenditure:	Proposed Amount: $15,000 Actual Amount: $12381

Domain:	Visual Arts
Title:	Fashion Design Workshop
Objectives:	• Offer talented senior art students specialized, advanced learning opportunities outside regular class time to stretch their creative abilities. • Gain hands-on expertise in pattern drafting, draping, seam assembly, garment fitting, and finishing techniques. • Explore zero-waste pattern engineering, upcycling physics to reduce fashion's environmental footprint.
Target students: (No./ level/ selection)	• Students demonstrating high potential and talent in visual arts, design technology, applied mathematics, or material sciences.
Lessons and duration/Start Date:	• 3 days 3 hours workshop
Deliverables:	• Students' artwork
Evaluation:	• Participation Rate: 100% • All participating students were highly engaged in the creative process, exhibiting outstanding enthusiasm, focus, and dedication throughout the programme. • Students demonstrated a high standard of craftsmanship, showcasing precise sewing mechanics, clean seam finishes, and sound structural construction. • The final garments made a striking visual impact, featuring innovative concepts and original silhouette design. • Future Enhancement: Schedule a professional photoshoot for final product photography. Given the success of this programme, it is highly recommended to organize similar workshops in the future.
Expenditure:	Proposed Amount: $10,000 Actual Amount: Total: $6007.22 ($9830 x 11/18) (on a pro rata basis for class ratio of S3 to S4 students (7:11)

Domain:	Visual Arts
Title:	Arts making Enrichment workshop - Flower Arrangement
Objectives:	• To provide students with an opportunity to improve and advance their aesthetic sense and art making techniques. • To provide high achievers with ample opportunities to learn the arts beyond normal lessons and the syllabus. • To provide hands-on experience and a community outreach programme led by local artists. • To allow time for students to build confidence through exploring materials and developing their imagination**.**
Target students: (No./ level/ selection)	• 10 S4 students & 3 S5 students • Students having good past performance and being recommended by teacher(s)
Lessons and duration/Start Date:	• 2 days 6 hours workshop
Deliverables:	• Students' artwork • Exhibit students' artwork
Evaluation:	• Participation Rate: 100% • All students actively engaged in the art-making process, demonstrating enthusiasm and commitment throughout the programme. • Students learned and practiced techniques for different flower arrangement styles. • Students appeared confident when working with guidance and were motivated to refine their arrangements. • Students gained an understanding of how arrangement styles can vary in structure, balance, and presentation. • Many students were interested in learning beyond the standard workshop instructions and sought to apply techniques they had seen in other media. • To reduce the cost of purchasing fresh flowers, the workshop is delivered over two days, with extended session durations • Suggestions: Include more time for refinement, especially for techniques students are most interested in. Given the success of this programme, it is highly recommended to organize similar workshops in the future.
Expenditure:	Proposed Amount: $30,000 Actual Amount: $25000

Domain:	Music
Title:	Music Enrichment Scheme
Objectives:	• 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)	• S4-6 talented music students (15 S4 students, 15 s5 students & 15 s6 students)
Lessons and duration/Start Date:	• Input talk on composition: ❖ 1 2-hour talk • Workshop on special topics: ❖ 2-3 2-hour workshops ❖ Topics: Composition, Cantonese opera, Chinese instrumental music, etc. • Consultation on composition: ❖ 8 sessions ❖ 2 hours/session
Deliverables:	• Input talk • Small group Consultation
Evaluation:	Overall, the workshops and talks were effective. However, scheduling challenges arose with the Cantonese operatic music tutor due to her limited availability. To prevent disruptions, we need to secure guaranteed teaching hours in advance and require her to reschedule any canceled workshops rather than removing them entirely.

<table>
<tr>
<td>Expenditure:</td>
<td>Proposed Amount: $35,000

<table>
<tr><td></td><td>Input Talk</td><td>Workshops</td><td>Consultation</td></tr>
<tr><td>Duration</td><td>1 talk
(2 hours)</td><td>8 workshops
(2 hours each)</td><td>8 sessions
(2 hours each)</td></tr>
<tr><td>Fee</td><td>$3,000</td><td>$16,000</td><td>$16,000</td></tr>
</table>

Actual Amount: $31,500

<table>
<tr><td></td><td>Input Talk</td><td>Workshops</td><td>Consultation</td></tr>
<tr><td>Duration</td><td>1 talk
(1 hours)</td><td>7 workshops
(2 hours each)</td><td>8 sessions
(2 hours each)</td></tr>
<tr><td>Fee</td><td>$1,500</td><td>$14,000</td><td>$16,000</td></tr>
</table>
</td>
</tr>
</table>

Domain:	General
Title:	Programme for the Gifted and Talented Organized by Different Universities
Objectives:	• 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)	• 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:	• Two to three half days in designated periods
Deliverables	• Depending on the programme offered to students
Evaluation:	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	Proposed amount: $13,500 Total Expenditure: $0

Report on Promotion of Reading Grant for 2025-2026

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

1. The total budget of the programmes for 2025-2026 is HK$95,000.00.
2. The School used the Grant for purchasing reading materials for students' use and arranging reading activities for students. The Promotion of Reading Grant expenditure for the school year 2025-2026 was HK$56,858.31.

	Item*	**Budget (HK$)**	**Actual expenses (HK$)**
1.	Total budget of the programmes	$95,000.00	
2.	Purchase of Books and Reading Materials		
	-Printed books and reading materials		$43,268.21
	-e-Books		
	- Online reading materials		
3.	Reading Activities		$13,590.10
4.	Unspent Balance / (Deficit)	$38,141.69	

Report on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools for 2024-2027

	Area	Actual Expenses ($) 2024-2026
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	$0
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	$23,389.00
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas[3]	$20,000.00
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	$9,953.50
V.	To purchase or upgrade PE/sports equipment in the school	$29,444.00
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	$0
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	$27,000.00
viii	Others (Please specify):	$0
	Total Expenditure:	$109,786.50
	Unspent Balance:	$40,213.50

One-off Grant for 2024 – 2027:	$150,000.00
Less Expenditure for the year:	($109,786.50)
Balance for the academic year 2026 – 2027:	$40,213.50

Report on Life Planning Education and Career Guidance Service 2025-2026

Objectives	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
1. Fostering students with global perspectives	1.1 Organized three tiers of information sessions and systematically disseminated information tailored to various student demographics. 1.2 Explored and implemented the integration of AI technologies to enrich the content and interactivity of our Google site, enabling self-exploration and access to comprehensive insights on higher education. Evaluated AI's potential in enhancing career guidance services.	• Event Record • Online Survey • Students' feedback	• The CLP Grant was fully utilized. • 100% in full-time teaching position
2. Cultivating and sustaining student leadership	2.1 Fostered partnerships with external organizations to provide training opportunities, job-shadowing experiences, and real-world exposure for our student body. 2.2 Recruited and trained a new cohort of career ambassadors, engaging students from diverse academic levels in hosting a range of career-oriented events within the school premises, including Mentorship programmes and S.6 interviewing skills workshops.		
3. Strengthening the sense of community for all GHS stakeholders	3.1 Improved the quality of students' workplace experience by implementing robust preparatory measures ahead of their placements. 3.2 Conducted evaluative meetings with our collaborative partners and actively sought feedback from all stakeholders involved. 3.3 Documented and publicized key activities and outcomes from significant career events on the school's official web platforms.		

Capacity Enhancement Grant Report (2025-2026)

Task Area	Indicator	Achievement	Budget Amount ($)	Actual Amount ($)
Teaching and Learning	• 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	• 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	HK$1,090,331.28	HK$904,297.43

Balance carried forward from the school year 2024-2025	HK$	196,088.28
Capacity Enhancement Grant for the academic year 2025-2026	HK$	894,243.00
Less Expenditure for the year	HK$	(904,297.43)
Balance for the academic year 2026-2027	HK$	186,033.85

One-off Grant on Parent Education

Report on the use of the Grant 2023-2027 school year

	Area	Spending (2023-2026)
1	Organising structured or thematic parent education programmes • Total expenditure on services provided by organisations • Total expenditure on services provided by individual speakers or experts	$36,000.00
2	Designing and producing school-based parent education resources	$0
3	Organising school-based parent education promotional activities to the “Positive Parent Campaign”	$49,800.00
	Total Expenditure:	$85,800.00
	Unspent Balance:	$114,200.00

One-off Grant for 2024 – 2027:	$200,000.00
Less Expenditure for the year:	($85,800.00)
Balance for the academic year 2026 – 2027:	$114,200.00

One-off Grant for Promotion of Chinese Culture Immersion Activities

Report on the use of the Grant 2023-2027 school year

	Area	Spending (2023-2026)
1	Organising subject-based or cross-curricular student learning/immersion activities or lectures about Chinese culture (e.g. organising Chinese Culture Week/Day, arranging various learning programmes on topics such as calligraphy, Chinese painting, tea art, speech arts, Cantonese opera, Chinese music and Chinese dance, organising lectures, reading circles or reading activities on themes related to Chinese culture)	$59,317.54
2	Organising joint-school activities or competitions related to Chinese culture in Hong Kong or the Mainland, or subsidising students to participate in such activities	$0
3	Organising local cultural study tours or visits, or subsidising students to participate in such activities	$0
4	Developing curricula related to Chinese culture	$0
5	Procuring and developing learning and teaching resources on Chinese culture (e.g. books, multimedia and electronic teaching resources) to enhance students' interest in learning	$0
6	Subsidising students and accompanying teachers to participate in Mainland exchange activities to learn more about *Chinese* culture	$3440

To: Permanent Secretary for Education
(Attn: Mr TAM Ho-lun)
Address: Science Education Section, Innovation Technology Education Division, EDB
Room E232, East Block, Education Bureau Kowloon Tong Education Services
Centre, 19 Suffolk Road, Kowloon Tong, Kowloon

[Please complete and return this report to the Science Education Section, Innovation Technology Education Division, EDB on or before 30 September 2026.]

"AI for Science Education" Funding Programme
Interim Report
on the Use of Funding
(2024/25 to 2025/26 s.y.)

1. As at 31 August 2026, our school has used the funding on the following items:

Expenditure Items (as at 31 August 2026)	**Expenditures ($)** (Please list the total expenditures for items (i) and (ii) separately.)
Item (i) ➢ **Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching** • The number of teachers who enrolled in training course(s) is (4) • The number of training courses in which teacher(s) was/were enrolled is (1) ➢ **Information of the short courses taken** • Are the courses arranged for teachers organised by the course providers listed in the "Information of the training courses" section of Annex 2 in EDBCM No. 227/2024? [Link: https://www.edb.gov.hk/aiforsci] ☑ Yes ☐ No (Please specify the reason.) _____	40800
Item (ii) **Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching** • The number of support programmes launched is ( ) (Remark: The funding amount for the support programme shall not exceed $50,000.)	
Total:	40800

2. As at 31 August 2026, the "AI for Science Education" funding

☐ has been fully spent.
☑ has an unspent balance of $ 59200 .
(Please put a "✓" in the appropriate box.)

3. **As at 31 August 2026, the progress of the items that our school is required to complete is as follows:**

Items to be completed by school	Progress (as at 31 August 2026) (Please put a "✓" in the appropriate box)	
Develop at least two teaching examples or sets of resources with the application of AI in Science (S1-3)	☐ Completed	☑ In preparation
Conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school)	☑ Completed	☐ In preparation
Conduct at least one experience sharing session (within or outside the school)	☑ Completed	☐ In preparation

4. **Declaration**

This is to certify that:

- our school has observed the principles and ambit set out in EDBCM No. 227/2024, as well as the requirements of relevant guidelines, circulars and letters issued by EDB from time to time when using the relevant funding. All of the expenditure is in line with the principles and purposes of using the relevant funding, and in compliance with the financial management guidelines as well as circulars and guidelines on procurement procedures applicable to our school type;
- our school has kept a separate ledger account to properly record all the income and expenditure of the "AI for Science Education" Funding Programme. All expenditure items are supported with documentary proof. All the financial records and receipts have been handled in accordance with the accounting procedures and properly filed for auditing and inspection purposes by EDB;
- our school will submit the annual audited accounts (if applicable) to EDB within the prescribed period after the end of each school year, in which the total income and expenditure of the funding will be recorded. In case of any discrepancy between the actual unspent balance as stated in the annual audited accounts and the aforesaid balance, we will notify EDB as soon as possible for follow-up actions; and
- the information provided in this Report is true and accurate. We understand that EDB reserves the right to request documentary proof of the expenditure from schools for auditing and inspection purposes. We also understand our school is required to return any disbursed amounts that are not associated with the subsidised items of the "AI for Science Education" Funding Programme to EDB.

Financial Summary

Financial Summary for the 2024/2025 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)	65.28%	*N.A.*
School Fees	*N.A.*	31.07%
Donations, if any	*N.A.*	0.01%
Other Income, if any	1.39%	2.25%
Total	66.67%	33.33%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	66.45%	
Operational Expenses (including those for Learning and Teaching)	11.28%	
Fee Remission / Scholarship[1]	5.81%	
Repairs and Maintenance	1.52%	
Depreciation	13.73%	
Miscellaneous	1.21%	
Total	100%	
Deficit for the School Year #	0.1 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year	6.15 months of the annual expenditure	
# *in terms of equivalent months of annual overall expenditure*		

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

[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 (Put a "✓" where appropriate).*