Introduction
GOOD HOPE is a Catholic school conducted by the Missionary Sisters of the Immaculate Conception (MIC) and established as a Kindergarten on Waterloo Road in 1954. In 1955, the Primary School opened at its current location at Clear Water Bay Road. The Secondary School accepted its first Secondary 1 students in 1957, where 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 provide 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 their responsibilities of citizenship and their capability of making a difference.

Medium of Instruction
The Medium of Instruction is English. All subjects, except Chinese Language and the third language, are taught in English. Chinese Language is taught in Putonghua from Secondary 1 to Secondary 3. Third language, either French or German, is incorporated into the S.2 curriculum. Students are motivated to learn a third language enabling them to learn about the linguistic and cultural differences, with no assessment required. Students’ language ability is further enhanced through this third language learning experience.

Classes and Enrollment
There are now 36 classes, with total enrollment being 1,264. In 2012-2013, In S.1 and S.2, each class is split into two and each small class is taken care of by two class teachers. The school has implemented small class teaching for lower forms since 2002. The following table shows the number of students in each level.

<table>
<thead>
<tr>
<th>Level</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Girls (2012-2013)</td>
<td>246</td>
<td>244</td>
<td>216</td>
<td>193</td>
<td>179</td>
<td>186</td>
<td>1264</td>
</tr>
</tbody>
</table>
Lesson Allocation
At Good Hope School, the lesson allocation for different KLA areas is designed to maintain a balance between different subject areas. The following pie chart shows the overall lesson allocation in 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.

<table>
<thead>
<tr>
<th>KLA</th>
<th>Subjects</th>
<th>No. of lessons per week in GHS</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>Chinese Education</td>
<td>Chinese</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Chinese History</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English Education</td>
<td>English</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>French / German</td>
<td>NA</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>Mathematics</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Science Education</td>
<td>Integrated Science</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Personal, Social, Health and</td>
<td>Geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Economic Education</td>
<td>History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Liberal Studies</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Project Learning</td>
<td>NA</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Ethnic and Catholic Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Technology &amp; Living</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Information and Communication</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Arts Education</td>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Others</td>
<td>Pastoral Care</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Assembly</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Home Time</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
Major Concerns 2012/2013

1. To further enhance Management and Organization

Targets to be achieved:

I. To further develop an effective organizational structure

Strategies proposed:

i. To review and revise school organization structure,
ii. To submit recommendations for restructuring for approval,
iii. To assign appropriate staff to take up duties in the new structure.

Achievements:

i. The SMC has approved the proposed restructuring of the organization structure. The modification of the Academic Affairs Committee and the restructuring of the Student Affairs Committee into the School Culture and Student Development Committee led to greater synergies and flexibility. The Student Leadership Committee and Student Growth Committee collaborated to groom our student leaders. Also, the Central Board and the Prefect Board worked closely together to create a better school life for students.

ii. Appropriate teachers have been assigned to take up duties in the new structure.

II. To build a more professional staff force

Strategies proposed:

i. To develop a staff capacity building framework for staff
ii. To come up with a programme for staff professional development

Achievements:

i. A staff capacity building framework has been discussed. A proposal was drafted and when finalized, the school would have its own staff capacity building framework for developing the skills, knowledge, and the capacity of our staff to respond to future challenges.

ii. For this year, the newly set up Teaching Strategy / Staff Development Team not only sent all staff information of EDB circulars, and seminars organized by EDB or other institutions through the Intranet and notice boards in the staff rooms, they also took charge of the staff development programmes of the year.

III. To allocate resources more efficiently

Strategies proposed:

i. To streamline teachers’ administration duty
ii. To provide more clerical support to assist teachers in handling administration duty
iii. To implement a revised system of workload distribution among teaching staff

Achievements:

i. After the review on the administrative structure, a proposal to restructure the administrative arm was submitted to and approved by the SMC. Officers in charge of
different areas were recruited and duties for different clerical staff were clarified. Administrative duty at school has been streamlined.

ii. In the restructured Students Affairs Committee, the Value Education Development Committee worked closely with the Student Growth Committee to provide talks for students, and useful resource materials for class teachers and foster parents. Throughout the year, the committee organized 9 mass talks.

iii. The revamped Careers Guidance Committee helped students recognize their aptitudes and explore overseas learning opportunities. Apart from organizing various information talks on JUPAS and other study paths, it also worked with other committees, Past Students Association (PSA) and Parent Teacher Association (PTA) to organize new programmes for students. The following are some highlights of the new programmes:

(a) Ox-bridge Programme – The programme was co-organized with the PTA. The participants were introduced the tips for successful admission into Oxford University and Cambridge University.

(b) Road Show of UK Universities – It was held in late September during lunch hour. Information about studying in the UK was provided to students.

(c) “Interviewing Skills” workshops – Two interview workshops were organized in November and May, in which the past students served as interviewers and the S.6 students participated in group discussions. Continual feedback was provided to the students for further improvement.

(d) Exhibition on non-JUPAS programme and overseas studies – It was organized on Parents Day in early November with a total of 13 institutions participating. Valuable information was provided to both parents and students.

(e) HKU Consultation Session – It was held before the Graduation Ceremony for both S.5 and S.6 students, in which updated information of admission and courses of HKU was provided to students.

(f) Admission talk by Associate Director of the Undergraduate Recruitment and Admissions Office, HKUST – the admission talk and sharing were conducted by Ms Betty Law, who was our past student currently working in the Undergraduate Recruitment and Admissions Office of HKUST.

iv. Working closely with PSA and PTA, the Careers Guidance Committee was able to arrange internships to all S.5 students during post examination period.

v. Ms. Pauline Ng, Good Hoper and former Secretary General of the Legislative Council Secretariat, organized a Leadership Training Programme for teachers. The programme invited 8 teachers who were trained as teacher trainers and afterwards organized a Leadership Training Workshop to a group of 24 students. This training programme provided a good opportunity for different committees to work together.

vi. The school is still reviewing how a fair system of workload distribution among teaching staff which could also address the needs of the school could be worked out.
Reflections:

i. The Academic Affairs Committee could be further modified so that the Curriculum Committee and Assessment Committee could play a stronger role in policy making, data analysis and enhancing stronger collaboration among different KLAs.

ii. The School Culture and Student Development should be further modified so that the well-being of new students can be better taken care of, and school activities can better become a means for character building and leadership development in students.

iii. The structure of the School Administration should be modified to ensure that administrative support could be maximized.

iv. The collaboration among committees under the School Culture and Student Development Committee (SCSDC) should be further strengthened so that there will be greater synergies and support.

v. PSA and PTA are important partners of the school. The various committees under SCSDC should work closely together and make full use of the resources.

2. To facilitate Effective Learning

Targets to be achieved:

I. To strengthen students’ English language proficiency

Strategies proposed:

i. To further develop learning and teaching strategies in English language subject in meeting the diversity of students

ii. To further develop learning and teaching strategies in the use of English as medium of instruction in non-language subjects

iii. To enhance students’ interest in language learning through meaningful English language-related activities

iv. To assess S1 – S2 students’ English proficiency comparing with the England students’ standard through INCAS

Achievements:

i. In order to meet the diverse needs of students in the learning of English and to enhance students’ interest in language learning, the school organized a wide range of English language-related activities throughout the year, including Digital Story Telling, S.2 Drama Festival, S.4 OLE Musical Performance, S.5 Inter-class Debate, Public Speaking Contest, Speech Festival and Assembly Sharing. Also, the school MC Team invited and trained some students to be MCs both inside and outside school, in which students received very positive feedback. Listed below were some of the achievements of the students:

(a) This year, the school submitted 345 entries to the 64th Hong Kong Schools Speech Festival (English). Whether through solo verse speaking, solo prose reading, dramatic duologue, public speaking or Shakespeare Monologue, students experienced the excitement and challenge of competition. The competitions improved students’ articulation, projection and enunciation, and, in the choral speaking event, teamwork. All students participated enthusiastically, and gained commensurately good results. Over 400 students took part in 118 competitions. Of
which, 8 students came first, 23 students came second and 16 students came third. For choral speaking, and words and movement, our S.2 team came first, and our S.1, S.3 and S.5 teams came second.

(b) In February 2013, the top 10 English students from S.1 to S.3 were invited to join the Hong Kong International Creative Readers Award 2013, a competition exclusively for junior form students. Two students were awarded bronze awards (in 2 different categories), and 3 students were recognized as 'Notable Entries'.

(c) Our students are always encouraged to participate in international, as well as local competitions. Tullia Fraser of S.3B participated in the Royal Commonwealth Youth Essay Competition, which has been running for over 100 years. Over 8,000 young people from all over the world submitted an essay, a story or a poem on this year's theme, 'Connecting Cultures' for 2012. Tullia wrote about the funeral of a war hero and won a Silver prize.

ii. The English Panel made use of the Refined English Enhancement Scheme (REES) to further develop learning and teaching strategies in the use of English as medium of instruction in non-language subjects.

(a) A course on language across the curriculum was organized for all Maths and Science teachers in December 2012. The workshop was conducted by Pearson Longman on 'Using English as a teaching medium in the classroom II: A functional look at classroom English'. The course included 'Language of Instruction', 'Questioning techniques', 'Classroom interaction' and practice session.

(b) The workshops for English teachers focused on teaching English through language arts and developing materials for the NSS short stories module. These workshops included input sessions, lesson observations and post-lesson discussions.

(c) The workshops were well received. Over 85% of the participants were satisfied with the workshop. They found the modules on ‘language scaffolding’ and ‘common mistakes in real classrooms’ most useful. In addition, with the funding, students were also encouraged to read extensively through the class library.

iii. In order to understand more about the English language proficiency of our students, all S.1 and S.2 students took the InCAS (Interactive Computerized Assessment System) assessment in May 2013. The InCAS test is a computerized adaptive assessment programme designed by Durham University in the UK. It involves a computer-based test that gives the English Panel a clearer sense of the English reading and spelling ability of students. Students’ individual results were received in August 2013. We are glad to see that our students’ English proficiency is comparable to that of UK school students. Students of the two forms performed best in the Word Recognition Paper, but worst in comprehension. This analysis of scores shows that students have good word recognition and decoding skills but perhaps understanding of a passage of text has to be strengthened. By looking at individual results, it will help teachers identify students’ strengths and weaknesses.

iv. In line with the objective of understanding the English language ability of our students, all S.3 students took part in the TOEFL Junior Test in April 2013. While the full mark of the test is 900, 61% of our students scored 851 or above, 32% scored 796-850, 5% scored 746-795 and 1 student scored 696-745. The excellent results they achieved showed that they have an internationally-recognized high standard of English proficiency.
II. To broaden students’ horizon in multi-lingual proficiency

Proposed strategies:

i. To provide other language programmes, such as Spanish, German and French, etc
ii. To explore international benchmark examination to meet their needs

Achievements:

i. This year all S.2 students now learn a foreign language, either French or German, within school hours. Students, parents and teachers provided positive feedback towards the course.
ii. Students who showed interest in French or German might continue to study the subject outside normal lesson hours in senior levels. Arrangement would be made for them to sit for IGCSE examination.

III. To encourage students to read extensively

Proposed strategies:

i. To revise the current reading scheme
ii. To provide theme-related and cross-curriculum reading suggestion list to students
iii. To promote book reading through Campus TV and book sharing activities
iv. To ensure effective use of morning reading time

Achievements:

i. The school further built a rich reading environment to students through the provision of more reading time, and cross-curricular theme-based reading lists.
ii. To foster a reading culture among students, activities such as reading circles, book sharing and book floating were organized in April to May to allow students to share their reading experiences.
iii. The reading committee also brought together the school library and different panels, especially Chinese and English panels, to make the library an essential learning hub to support both teaching and learning.
iv. The S.1-S.2 class libraries allowed students to borrow books in their own classrooms. These class library books are chosen by the English teachers, and they include modern and classical English works of different times. Students were required to submit at least 8 reading journals every year. Their quality work proved that they have read at least 8 English books a year, and have been benefited from reading, both linguistically and in terms of the enhancement of knowledge of the world.

IV. To improve learning & teaching effectiveness in the classroom

Proposed strategies:

i. To disseminate good practices of pedagogy among colleagues
ii. To facilitate peer learning, collaborative teaching and peer lesson observation
iii. To promote an in-school sharing culture
iv. To build up a network with local schools or schools in mainland for professional exchange
Achievements:

i. Some sharing sessions were organized and presented by different colleagues:
   (a) Teaching Literature through drama
   (b) How to read a poem in English Literature
   (c) How to read a poem in Chinese Language
   (d) Teaching of Science
   (e) Effective use of Smartboard in teaching – demonstrated by a Science teacher and an ICT teacher
   (f) Effective use of eClassroom – demonstrated by a LS teacher and an ICT teacher

ii. The school organized a seminar on e-learning – introduction of e-Book.

iii. A visit to a local school was organized for Maths teachers to learn how e-learning could be effectively incorporated into a normal Maths lesson so that lessons could be more interactive.

iv. Peer observations have become part of the staff appraisal so as to encourage teachers to learn from each other through peer observations.

v. Some joint schools activities have been organized in the hope to build up a network with other local schools so that professional exchange would be possible. Some of the activities are listed below:
   (a) The school organized a ‘Performing Arts Appreciation Night’ in May which put together different forms of performing arts on stage, including Drama, Music, Dance and Choral Speaking. This was a joint school activity in which teachers from different schools worked together to make the appreciation night a great success.
   (b) English oral practice and Chinese oral practice were organized to provide an opportunity for students from different schools to practise for their skills in speaking.

V. To provide opportunities to develop high achievers according to their potential

Proposed strategies:

i. To provide enrichment programmes for high-achievers to widen their horizon

ii. To provide opportunities for high-achievers to participate in external competitions and receive support from teachers

iii. To network the high achievers in regular sharing sessions

Achievements:

i. Enrichment programmes in Maths and Science were arranged for high-achievers so that they could further develop their strengths.

ii. A team was set up to encourage high-achievers to participate in external competitions in a more systematic way

iii. During the year, different panels came up with strategies to develop high achievers and support low achievers. In general, the school encouraged the high achievers to participate in competitions and courses to further develop their potentials, and organized additional remedial tutorials for the low achievers, with a view of providing intensive guidance.
VI. To provide support for late developers

Proposed strategies:

i. To organize after-school classes
ii. To maximize the learning time of S4-S6 students who have dropped an elective
iii. To provide guidance or workshop for the students so as to raise their self-esteem and to build up a positive attitude and self-discipline towards learning.

Achievements:

i. After-school classes were organized to help late developers to catch up.
ii. Tutorials were organized within free periods for students who had dropped an elective. Core subjects were given priorities over electives in the allocation of tutorials. Some afterschool tutorials were also organized for late developers to cope with the lessons on a need basis.
iii. The Student Growth Committee and the Value Education Development Committee had worked together to provide supports in terms of counselling, talks and workshops. Students were also encouraged to take part in co-curricular activities, e.g. community services, to raise their self-esteem and to build up a positive attitude.

Reflections:

i. A variety of English language-related activities should continue to be organized. Debate and Public Speaking should be expanded to provide more opportunities to build students’ confidence and their English communicative skills. Other new dimensions such as mock trial can also be explored.
ii. Reading Corners could be set up around the campus and a Reading Room could be set up to cultivate students’ reading culture further.
iii. The class library books could be catalogued in the school library. This could encourage a fuller utilization of the library as a learning hub.
iv. Closer collaboration with the library should be established to further build students’ reading habit
v. The training opportunity of becoming a confident MC should be given to all students that are interested.
vi. Each cohort of students will take the test in S.1, then again in S2, which will allow us to gauge our students’ progress year on year.
vii. S.2 students should be given an opportunity to continue their study of the third language in Secondary 3 if they are interested.
viii. In order to develop students’ multi-lingual proficiency, students should be encouraged to learn Putonghua outside classrooms. More Putonghua related activities should be organized to provide a better environment to learn Putonghua. Students should be encouraged to take external Putonghua assessments.
x. The external English language assessments for Junior Secondary students will continue to be organized in the next academic year.
x. Continual feedback should be given to encourage students to boost their confidence and explore their potential.
x. All students should be given an opportunity to compete inside and outside school events that cater for a complete range of student ability.
3. **To provide Students with Ample Opportunities to develop their Potentials to be Future Leaders with Moral Integrity who are Proud of their National Identity**

**Targets to be achieved**

I. To develop the leadership capacity of students

**Proposed strategies:**

i. To restructure the existing Students Affairs Committee so that the leadership capacity of students can be developed through the collaboration of the different teams newly set up

**Achievements:**

i. The Students Affairs Committee was restructured. A new committee, namely the Student Leadership Development Committee (SLDC) was set up. This committee had worked together with different teams to provide trainings and opportunities to unleash the potentials of students of different caliber. The various teams under the SLDE ensure that all students of different caliber are given opportunities to develop their leadership.

II. To boost the moral integrity of students

**Proposed strategies:**

i. To review the existing PATHS programme and devise a comprehensive value education programme both horizontally and vertically for all students

**Achievements:**

i. The Value Education Development Committee worked closely with the Student Growth Committee to review the resources provided by the PATH programme. A set of useful resources materials was devised for class teachers and foster parents. Class teachers and fosters parents were encouraged to use these materials during Home Room period and Pastoral Care lessons.

III. To further enhance Good Hope Spirits among students

**Proposed strategies:**

i. To incorporate Good Hope Spirits into the current co-curricular activities systems

**Achievements:**

i. Good Hope Spirits have been incorporated into co-curricular activities. The Central Board organized the Hunger Meal and the Snackathon to raise fund to help the needy, through which the students learnt to appreciate their blessings and develop empathy for the under-privileged.

ii. The school created a lot of new opportunities for students and teachers to work together to develop and sustain the school culture. The following are some highlights:

   (a) A fun fair was held in the covered court of the Primary section right before Christmas. A lot of teachers and students helped organize the booths, joined the performances or served as ambassadors. It was a special day where teachers and students came with their families and friends to celebrate the coming of Christmas.
(b) 1st March, 2013 was a day of joy and thanksgiving for MIC sisters and the Good Hope family. On this day a statue of Mother Delia Tetreault, Foundress of the Missionary Sisters of the Immaculate Conception, was unveiled in the new Delia's Garden at Good Hope Primary School. In a separate ceremony the Missionary Sisters of the Immaculate Conception Gallery (MIC Gallery) was also opened. The Gallery is dedicated to sharing the MIC ministry, its mission, spirit and its work in Hong Kong as well as other parts of the world. MIC sisters, guests, staff members and students from the secondary school, primary school and kindergarten all gathered in Delia's Garden to witness our guests of honor Superior General Sr. Louise Denis MIC (from Canada), Vicar General Sr. Delia Regidor MIC (from Canada), and Regional Superior Sr. Pauline Yuen MIC (Supervisor of GHS, GHPS cum Kindergarten) to officiate the ceremony. This is an important day for the Good Hope family and Good Hopers will always remember to count and give thanks for all the blessings from God our Heavenly Father!

(c) A Performing Arts Appreciation Night (P.A.A.N.) was held on 4 May 2013. It was initiated and led by Drama Club as an occasion that involved the Good Hope Kindergarten, Primary Section and Secondary Section. Our students, together with the guests from St Paul’s School (Lam Tin) and Sing Yin Secondary School, showcased their talents in the form of Drama, Music, Dance and Choral Speaking.

(d) The school organized a banquet to celebrate the hard work of the Good Hope School Athletics team over the last 30 years in Wan Chai on 1 March 2013, right after the finals of the Inter-school Athletics Championships. It was a memorable occasion in which students, teachers and alumni all gathered together to recapture the great achievements in athletics.

IV. To provide leadership development programmes for students

Proposed strategies:

i. To design leadership development programmes for students

Achievements:

i. The school organized a few leadership camps to train students how to be a leader and to build rapport among different parties. Most of the participants, Central Board Exco members and sub-committee members, prefect leaders, school prefects had better understanding of how to be a good leader.

ii. The school also organized a leadership training programme to develop leadership potentials in students in which students were encouraged to participate in activities inside and outside school to further develop their leadership skills. Ample opportunities were provided for students to speak publicly to build their confidence.

iii. The school organized a few study tours to China this year, which greatly enhanced students’ self-management skills and leadership qualities:

(a) All Secondary 3 students went on a two-day Study Tour to Guangdong organized by the Student Leadership Development Committee in March. The students visited the historical sites of Zhongshan and Guangzhou where they learnt a lot about the contemporary Chinese History.

(b) Two groups of students went on one-week tours to visit our sister schools in China. One group went to Beijing No.15 School in Beijing and the other group to the High School Attached to Shanghai Normal University. The students visited sites of
historical sites and cultural importance. They also made use of the opportunity to know more about Chinese Culture and practice Putonghua in real situations.

(c) Other study tours were organized to different parts of the world including Sydney, New Zealand, the UK and Singapore.

V. To further develop school culture among students and teachers

Proposed strategies:

i. To develop the Code of Professional Practice for Teachers and Hopers’ Expected Qualities for students

Achievements:

i. A Student Culture Development Committee was set up this year. The committees has worked collaboratively with other committees under the School Culture and Student Development Committee to ensure sufficient work was done on hopers’ expected qualities.

ii. The committee has been working towards a common consensus among staff on the code of professional practice for teachers and hopers’ expected qualities for students.

Reflections:

i. More Leadership Training Workshops should be organized to benefit more students.

ii. Students should be encouraged to live up to the Good Hope Spirits and some form of recognition should be given to those students who have demonstrated Good Hope Spirits.

iii. Closer collaboration among committees under the School Culture and Student Development Committee should be established to further develop the Good Hope Spirits and the school culture among teachers and students.

iv. A new committee should be set up to help the new comers learn more about the school culture and expectations, and adapt to the new learning environment.
Financial Summary for the 2011/2012 School Year

<table>
<thead>
<tr>
<th>INCOME (in terms of percentages of the annual overall income)</th>
<th>Government Funds</th>
<th>Non-Government Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)</td>
<td>49.6%</td>
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</tr>
<tr>
<td>School Fees</td>
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</tr>
<tr>
<td>Donations, if any</td>
<td>N.A.</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other Income, if any</td>
<td>1.4%</td>
<td>3%</td>
</tr>
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<td><strong>Total</strong></td>
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<td><strong>49%</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>EXPENDITURE (in terms of percentages of the annual overall expenditure)</th>
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</thead>
<tbody>
<tr>
<td>Staff Remuneration</td>
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<td>Operational Expenses (including those for Learning and Teaching)</td>
</tr>
<tr>
<td>Fee Remission / Scholarship(^1)</td>
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<td>Repairs and Maintenance</td>
</tr>
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<td>Depreciation</td>
</tr>
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<td>Miscellaneous</td>
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<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Surplus/Deficit for the School Year #</th>
<th>1.5 months of the annual expenditure</th>
</tr>
</thead>
</table>

**Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #**\(^1\) | 11.3 months of the annual expenditure

\(^1\) in terms of equivalent months of annual overall expenditure

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

\(^1\) 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%. Our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau’s requirements. The expenditure of fee remission/scholarship of our school is above the 10% of the total school fee income.

\(\mathbb{V}\) 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).