CONTENTS

School Information          Pg. 3 – 9
Report – Major Concerns     Pg. 10 – 17
Financial Report            Pg. 18
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.

Theme of the Year
For what has been, Thanks; for what will be, Yes!

For what has been, Thanks
This year, Good Hope School celebrated her 60th birthday. For the last 60 years, the MIC sisters have been given the vision and mission of providing quality education to young girls and nurturing them to be future women leaders, using the school core values of Love, Hope, Joy and Thanksgiving and the gospel values as their guiding principles.

Looking back into the past 60 years, we are truly thankful to God for the many blessings He has bestowed upon the Good Hope Family. The school has not only moved forward in terms of upgrading her physical environment and facilities, but has also fulfilled her mission of nurturing graceful young women to have a global perspective, be mindful of their responsibilities as citizens and capable of making a difference.

To thank the Lord for His blessings and guidance over the past 60 years, the Diamond Jubilee Thanksgiving Mass, celebrated by His Eminence, Cardinal John Tong and attended by the three sections of the school, was held in the Queen Elizabeth Stadium, Wan Chai, on 24th March, 2014.

Besides the Diamond Jubilee Thanksgiving Mass, the walkathon, involving again the whole school, was held on our own school campus on 28th March, 2014. The Diamond Jubilee Walkathon symbolized the
journey of Good Hope. It is good to look back at this stage of the journey to reminisce about all the good times and thank God for His help.

For what will be, Yes!
Our Diamond Jubilee celebration is not yet over. It will carry on into the school year of 2014-2015, with the musical “Alice in Wonderland” involving students and staff from all three sections of Good Hope and an Education Symposium with the theme Nurturing Women Leaders of Tomorrow, as our major celebration events. Truly, Good Hope will continue to say ‘Yes’ to our commitment in education.

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.

Religious Education
The School offers weekly religious education lessons, namely the Ethics and Religious Education (ERE) programme, for all students. From S.4 onwards, students can choose to study Ethics and Religious Studies (ERS) as an elective.

The aim of the Catholic Society is to promote the Catholic faith in the student body, as well as to unite all Catholic students and teachers in the same Christian family of Good Hope School. There are three religious clubs under the Catholic Society, namely the Altar Society, the Catechism Class and the Word and Worship Club.

Academic Affairs Committee
The Academic Affairs Committee is made up of three sub-committees, namely, the Key Learning Areas Committee, the Curriculum Development Committee and the Assessment and IT Committee. The Head of AAC heads the Committee.

The Key Learning Areas (KLAs) Committee is made up of the Heads of the KLAs, under which are the Panel Heads. They are responsible for curriculum planning and implementation, budget matters and personnel management within each panel.

The Curriculum Development Committee oversees the implementation of the curriculum. It is made up of the Implementation Team, the Homework Makeup Team, the Reading Team, the Learners’ Diversity Team and the Teaching Strategy and Staff Development Team. The Implementation Team is responsible for dealing with all issues relating to the curriculum and its implementation while the Homework Makeup Team gives students time, venues and assistance, enabling them to complete any unfinished homework that may be due on that day. The Reading Team is responsible for promoting reading activities throughout the school. The Learners’ Diversity Team is responsible for coordinating different teams to cater for the gifted and students with special education needs while the Teaching Strategy and Staff Development Team focus on providing workshops for teachers and updating teachers’ latest education reforms and pedagogies.
The Assessment and IT Committee oversees the implementation of all major assessment events and IT implementation. It is made up of the Websams, Website and IT Team, the School Assessment Team and the External Assessment Team. The Websams, Website and IT Team is responsible for data processing, maintenance of the hardware and software, providing staff and students’ IT support, timetabling and promoting IT in education. The School Assessment Team focuses on the timetabling and invigilation duties for all internal assessments namely, the Mid-Year Exam, Mock Exam, Standardized Test Week and the Final Exam. The External Assessment Team is responsible for arranging all matters regarding public examinations including TSA, HKDSE, SBA and IGCSE arrangements.

School Culture and Student Development Committee
The School Culture and Student Development Committee aims to nurture a sense of ownership of the school among the students as well as helping them to be lovable and loving individuals. To achieve the goals, student leaders and ambassadors rendered their service to both their schoolmates and Little Sisters in kindergarten and primary section. The Central Board had also reinforced the Good Hope spirit in their activities, e.g. Hunger Meal. Community service, such as teaching primary school students in rural villages in China, cultivates students’ compassion for the weak and underprivileged. Various leadership programmes were organized to sharpen their social and communication skills. Feedback from all the participants was very positive.

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

The sub-committees include Human Resources, IT Administration, Finance and Accounting, Strategic Planning and Review, Campus Improvement, Stakeholders’ Communications and General Affairs.

The further division of responsibilities can be reviewed on the Good Hope School website under the School Structure.

Classes and Enrollment
There are now 36 classes, with total enrollment being 1,249. The following table shows the number of operating classes 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 Classes (2009-2010)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>No. of Classes (2010-2011)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>No. of Classes (2011-2012)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>36</td>
</tr>
</tbody>
</table>
The school has implemented small class teaching for junior secondary levels since 2002. In S.1 and S.2, each class is split into two and each small class is taken care of by two class teachers. In 2013-2014, the S.1 intake was 246. There were 6 classes of S.1, S.2 and S.3. The following table shows the number of students 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 (2011-2012)</td>
<td>245</td>
<td>223</td>
<td>211</td>
<td>193</td>
<td>207</td>
<td>159</td>
<td>1316</td>
</tr>
<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>
<tr>
<td>No. of Girls (2013-2014)</td>
<td>246</td>
<td>241</td>
<td>229</td>
<td>191</td>
<td>185</td>
<td>157</td>
<td>1249</td>
</tr>
</tbody>
</table>

**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 in different 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.
### Personal, Social, Health and Economic Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10.6%</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>NA</td>
<td>NA</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>NA</td>
<td>NA</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Project Learning</td>
<td>NA</td>
<td>2</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>Ethics and Catholic Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Technology Education</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Living</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Information and Communication</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Technology Technology</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BAFS</td>
<td>NA</td>
<td>NA</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Arts Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6.1%</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>5.6%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6.7%</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Student’s Early Exit

Before graduation, some students further study overseas in the UK, the USA, Australia, Canada and New Zealand.

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

#### Yearly Student Early Exit Rate (percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 - 2012</td>
<td>6.07</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>5.60</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>6.24</td>
</tr>
</tbody>
</table>
**Destinations of Secondary 6 Graduates**

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

<table>
<thead>
<tr>
<th>Programme</th>
<th>Bachelor's Degree Programmes</th>
<th>Sub-degree Programmes</th>
<th>Diploma Programmes</th>
<th>Overseas</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>2012</td>
<td>100</td>
<td>21</td>
<td>2</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>119</td>
<td>33</td>
<td>3</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>101</td>
<td>31</td>
<td>0</td>
<td>23</td>
<td>0</td>
</tr>
</tbody>
</table>

**Our Accomplishments**

The students’ public exams achievements, along with a complete list of awards and scholarships have been 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 2013-2014, students’ performance in all areas showed a steady rise. In the DSE exams, 86.5% of Good Hopers met the basic entrance requirement for admission to publicly funded undergraduate programmes (3322) (UGC).
The school is proud to announce that Joyce Mok of S6F had the best HKDSE results in Good Hope School 2014. She achieved six level 5**, one level 5* and 5* in Mathematics (Module 1). Results of the core subjects were also impressive and were illustrated as follows:

<table>
<thead>
<tr>
<th>Core subject</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting basic entrance requirement for admission to UGC funded programmes</td>
<td>Level 5 or above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>63.7%</td>
<td>68.3%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>80.3%</td>
<td>83.3%</td>
<td>86.5%</td>
<td>19.2%</td>
<td>22.6%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>100%</td>
<td>100%</td>
<td>99.4%</td>
<td>27.4%</td>
<td>32.3%</td>
<td>44.5%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>24.2%</td>
<td>24.7%</td>
<td>41.9%</td>
</tr>
</tbody>
</table>
Major Concerns 2013/2014

1. Campus Enhancement (Phase II)

Targets to be achieved:

I. To enhance the Catholic atmosphere on campus

Strategies proposed:

i. Place religious statues in more prominent places,
ii. Display religious posters displayed along corridors and staircases,
iii. Create a richer religious environment through the use of a wider variety of prayers, Bible scriptures and hymns,
iv. Help students to articulate prayers meaningfully,
v. Convert Room W2 into a Prayer Room

Achievements:

The statue of Mother Delia is now handsomely displayed in the newly renovated main reception area. Inspirational posters and student work were displayed throughout the school halls. The main entrance celebratory poster boards have been reinstalled as well as displays celebrating the 60th Diamond Jubilee Mass.

The Ethics and Catholic Education panel organized many extra-curricular activities including weekly Masses, Bible service and daily prayers to enhance the Catholic faith experience at Good Hope School. The panel upgraded their resources with materials supporting the Catholic female perspective. Students were involved in the mass and actively participated in creating daily prayers in the morning, lunch and end of the day relevant to current events and focusing on those in need.

II. To nurture and facilitate students to keep up campus cleanliness

Strategies proposed:

i. Address rapport with the maintenance staff
ii. Help students to love school property
iii. Establish a habit of personal and school tidiness
iv. Display boards decoration

Achievements:

The maintenance staff was included in the occasional staff meeting. All staff members, including the maintenance staff were invited by the student leaders to participate in the graduation dinner. Birthdays of non-teaching staff were also celebrated in the bimonthly birthday celebration parties. Non-teaching staffs were also involved in the end-of-term lunch gathering.

Students are very appreciative of the renovations and upgrades to several of the common areas and participated in campus clean-ups weekly. Each panel together with interested students were responsible for the regular maintenance of display boards and their timely decorations.
III. To maximize usable space

**Strategies proposed:**

i. Encourage inventory and write-off disposal exercises
ii. Reorganize storage space
iii. Review room allocation

**Achievements:**

The inventory and write-off policy was reviewed and updated. The staff was informed of the policy and where to access it during a staff meeting. EDB regulations are followed during the inventory and write-off disposal processes. The write-off disposal process has been used in some areas allowing for the reorganization of some storage spaces which was also done after some renovations were completed.

Following the renovations, the general office staff were able to move back into their new working environment.

IV. To encourage students to frequent not-so-common locations on campus

**Strategies proposed:**

i. Improve House Areas
ii. Add furniture and aesthetics to the areas
iii. Utilize areas by making them available for student meetings

**Achievements:**

The House storage areas were moved to small rooms on each floor. This provided easy access to the materials for student work.

The Physical Education panel with the help of the Sports Ally decorated the two playgrounds to make them more inviting to encourage more student activity during free time. This was partially completed due to delays in resurfacing the open playground. It was noted that there was an increase in student activity during free time on the playgrounds.

**Reflections:**

I. Maintenance staff should be included in all staff celebrations and monthly meetings. There is still more room to improve in developing an inclusive and supportive environment for all members of faculty, staff and students. Encouraging and welcoming all members of the community and developing the understanding that everyone’s contribution is important in making Good Hope School full of energy, learning and love.

II. Although the inventory/write off practices were focused on during the 2013-2014 school year, there is still more to be done. Each panel, maintenance and the general office should take a new look at the use of space within their responsibilities.

III. More reflection and consideration needs to be taken on the purpose of the green space found within the campus.

IV. Benches and sitting area in the open playground would encourage more students to gather in the area.

V. Further consideration should be done on the utilization of several spaces.
2. **Academic Pride**

**Targets to be achieved:**

I. To commend academic efforts and achievements

**Strategies proposed:**

i. Establish academic prizes for all calibers/Improvement Prizes

ii. Showcase achievements

iii. Academic expectation tie-in’s for non-academic awards

**Achievements:**

Various panels created opportunities to showcase academic achievements and provided multiple activities to target all levels of ability. For example the English panel created the opportunity for healthy interclass competition to showcase the skills they had acquired in debating. Students showed great enthusiasm and confidence. Various awards for academic excellence were created. Awards were also created for S.6 students who performed well in HKDSE.

The new PSHE website was uploaded showcasing achievements. Short assemblies were used to celebrate student successes. The assemblies were also used to make connections between the panels and student achievements in non-academic awards.

Subject specific contests were held and remedial lessons were provided by many panels. An example of this was the inter-house cooking competition which was a success and the competitors enjoyed the whole process. Students found the remedial lessons useful in consolidating what they have learnt in Technology and Living. Success was celebrated as a result of a higher passing rate for the underachievers. Remedial lessons will be continued.

II. To inculcate a sense of academic responsibility

**Proposed strategies:**

i. Revise Homework Makeup Time (HWMT) policy that respects autonomy and encourages accountability

ii. Develop closer liaison with parents

iii. Establish talks and other activities on “Responsibility and Privilege”

**Achievements:**

The records of student not submitting homework for subject teachers and class teachers was provided once during the school year. Record keeping by class teacher helped to improve the process to ensure the accuracy of the data provided by the HWMT team which was then communicate to parents in order to support their daughter’s growth and self-regulation.

III. To help students to catch up/not to lag behind

**Proposed strategies:**

i. Provide furniture outside staff rooms to facilitate one-on-on coaching

ii. Provide theme-related and cross-curriculum reading suggestion list to students
iii. Promote book reading through Campus TV and book sharing activities
iv. Ensure effective use of morning reading time

Achievements:

The Business, Accounting and Financial Studies (BAFS) panel developed a news reading habit in student in order to establish a connection between learning and real-life situations. Students indicated that their reading of the newspaper and BAFS related articles increased.

The Liberal Studies (LS) panel held a book display in collaboration with the library in February. Over 360 students from S3 to S5 attended and 265 S3-S6 students subscribed to the LS section of the Economic Journal. The LS corner in the library was reestablished and a member of the LS panel liaises with the library to ensure there is a smooth collaboration for all reading programmes.

Students were provided excerpts from various books during reading time to encourage a broader range of reading materials. Students were somewhat interested in the new material.

IV. To lend emotional support

Proposed strategies:

i. Kick-off a whole school approach to move forward academically
ii. Facilitate peer learning, collaborative teaching and peer lesson observation
iii. Promote an in-school sharing culture
iv. Build up a network with local schools or schools in mainland for professional exchange

Achievements:

Some sharing sessions were organized and presented by different colleagues within panels and cross curricular. The English panel presented sessions on debating skills and reading poetry in Chinese and English. The ICT department shared learning from various professional development sessions as well as provided opportunities for peer lesson observations. The Technology and Living panel participated in peer lesson observations and found the experience very rewarding and beneficial. Members made efforts to participate in EDB sponsored NSS Learning Community meetings.

Many panels established meetings to evaluate schemes of work, teaching materials and teaching strategies and student learning. Teachers found the meetings productive and insightful especially in addressing students with different learning capacities. The Assessment and IT Committee organized a seminar on e-learning and Microsoft Office software during the staff development day in November.

V. To boost staff academic readiness

Proposed strategies:

i. Staff Capacity Enhancement Grant – subsidy for staff development for the entire staff and individual members
ii. Reorganize the Staff Development Team
Achievements:
The Staff Capacity Enhancement Grant supported staff members in their pursuit of higher professional qualifications. Seven staff members received funds from the Grant.

The staff development team regularly disseminated information and training opportunities to various panels and individual colleagues from the EDB and other organizations. Staff meetings were used to inform staff of professional development opportunities. Book shelves have been installed in two staffrooms to display the new teacher resources supporting teaching and learning strategies. Two staff development sessions were organized and approximately 90% agreed that the development goals were reached.

VI. To coordinate academic co-curricular activities

Proposed strategies:

i. Streamline and repackage activities by reviewing/removing/revising/ replacing activities

ii. Establish activities for exposure and to support curriculum

Achievements:

The Chinese panel introduced an inter-class Putonghua Singing Contest to promote language development and provide additional learning opportunities. Once every week, Putonghua was also used in prayers and announcements through the school PA system.

An inter-house cooking competition was organized to support curriculum and highlight achievements. The Physical Education department celebrated success within the student body in different skills tests in different class levels on the display board and website. This activities help to develop self-regulation and support the curriculum.

In addition, panels took the opportunity to celebrate the significance of their discipline within society today during school assemblies. The ICT panel increased its enrolment as a result of the panel’s more concentrated presence at the subject promotion booth, the creation of a promotional video and the visits to tertiary institutions where seminars were provided.

In addition, the BAFS panel introduced the “Manage Your MPF Master Your Wealth Online Learning Platform and Competition” to support the curriculum and consolidate learning. Students also participated in a cross-curricular food product development project with Technology and Living Panel. Students were able to integrate and apply their business knowledge in a simulated charity sale activity.

The LS panel joined various essay competitions throughout the academic year and students received encouraging results. As well, the LS Club organized with the History Club excursions to King Yin Lei and Legislative Council. The first Inter-house Quiz General Knowledge Quiz Contest was held. The contest supported and furthered exposure to curriculum from the PSHE KLA.
Reflections:

I. Continue to celebrate in a variety of ways the student success from all aspects of school life to develop confidence, joy and appreciation of all efforts.

II. Increase the number of times the data is shared with teachers to three times in the year from the HWMT: November, February and April. Ensure that teachers understand the HWMT is not a punishment but another avenue to support students to be the best that they can be and continue to ensure teachers are using the information to help keep parents engaged in the home-school link to support our students.

III. Integrating more opportunities for students to access real-life situations and continue to incorporate non-school reading materials in class lessons supporting connection to real world learning.

IV. Many panels indicated that they will continue sharing and peer observations.

V. Staff members are just starting to appreciate the value of being connected to external organizations to enhance their teaching skills. Further development in this area would help to continue the growth that has started.

VI. Feedback needs to be gathered from the staff, in terms of their own learning needs for professional development. A staff development survey should be completed next year.

VII. Continue to take advantage of opportunities to put learning into practice in real or simulated life experiences. Increase the number of experiences for students to participate in these activities.

VIII. The library will focus on other methods to encourage reading and broadening the scope of reading material.

3. Ownership Culture

Targets to be achieved:

I. To inculcate a sense of school togetherness across the school

Strategies proposed:

i. Share the history of our SSB and the school
ii. Revisit and reinforce the vision and mission of the school
iii. Formulate the theme of the year
iv. Illustrate the school core values
v. Participate in the Diamond Jubilee Celebrations and ventures

Achievements:

New staff participated in staff development focusing on the school’s sponsoring body, the founding of the Missionary Sisters of the Immaculate Conception, the vision of Venerable Delia Tetreault, the philosophy and mission statement of Good Hope School.

All staff participated in revisiting and sharing the MIC mission and vision for Good Hope School.
The theme, For What Has Been, Thanks; For What Will Be, Yes! was echoed and reinforced in all clubs, teams and committees. Teams within the Student Development Committee reinforce the message and strengthen student articulation of not only the theme but the school’s core values. The Prefect Board and Central Board created assemblies and activities which highlighted and reinforced the values of love, hope, joy and thanksgiving.

Panel members and their clubs and teams also ensured that Good Hope School’s values were emphasized in all activities. The PE panel developed a strategy to ensure that students took good care of the PE equipment by taking the initiative to put back the equipment after use and to not need the reminders from teachers. Students’ respectful use of equipment and the facility demonstrated the core value of appreciation. Students created slogan for their own teams sharing love, joy and team spirit.

Staff members continued involvement in many ways to support the continuation of the Diamond Jubilee Celebrations. Staff members have begun organizing and develop plans for the 60th Anniversary Musical and Education Symposium which will take place in October/November 2014.

II. To enhance a stronger bond between staff and management

**Strategies proposed:**

i. Restructure the school organization chart
ii. Improve communication channels
iii. Establish mutual appreciation

**Achievements:**

Changes to the school organizational chart were meant to improve communication as new school leaders headed various committees and teams. Communication and other challenges were expected and somewhat overcome. Further changes to the organizational chart were made in June 2014. The changes will be put into action during the school year 2014-2015.

III. To delegate duties of responsibility and accountability

**Strategies proposed:**

i. Heads of the 3 school sections working together for a school theme of the year
ii. Provide leadership training and practice opportunities for all calibers of students and for all ranks of staff members

**Achievements:**

Part of the staff development days revolved around the theme of “Inter-connectivity among the three school sections”.

Staff members participated in EDB sessions in the subject areas to develop expertise and leadership in their subject area. Over 116 continuing professional development (CPD) courses were taken in the first term.

Some of the leadership programs for students included S.1 camps (summer and 1st term), Central Board election and Prefect appointment. Leadership camps were held for Central and Prefect Boards as well as Campus TV. The Athletic team, Orchestra and Choir all participated.
in a leadership camp to develop a cohesive team spirit while clearly outlining leadership roles and expectations of all members.

IV. To share triumphs and defeats

Strategies proposed:

i. Appreciate all efforts
ii. Applaud teachers-in-charge as well while applauding student achievements
iii. Overcome challenges together

Achievements:
Time was set aside during staff meetings for teachers-in-charge or panel heads to share with the rest of the staff the student achievements or the successes of the activity, committee or club. Each panel head was given the opportunities to applaud their panel members and the results of the students’ achievements at both the staff meetings and the AAC meetings.

V. To enhance the Good Hope Spirit

Strategies proposed:

i. Establish Good Hope Spirit Awards
ii. Organize a series sharing sessions with past students on how they have lived out the 4 core values
iii. Stress the significance of the GH spirit in GH education by highlighting the core values in homeroom time and pastoral care lessons, staff appraisal, activities and service, PTA meetings and workshops

Achievements:
An award for an S.6 student who best represented Love, Hope, Joy and Thanksgiving was established.

Past students’ provided support student mentorship and leadership programs. Past students also provided internship opportunities.

Putting special emphasis on the Christian values of Love, Hope, Joy and Thanksgiving, the Pastoral Care team created lessons to support staff and students. Students receive weekly Ethics and Catholic Education lessons as part of their regular curriculum.

Reflections:

I. Continue to work hand in hand with Good Hope Primary School and cum Kindergarten to establish a strong cohesive vision

II. Use the 2014-2015 to review the changes to the organizational chart, gather feedback from staff and administration team to further revise if necessary

III. Feedback from staff indicated that more work should be put into communication with all stakeholders and in creating a positive supportive working environment

IV. Feedback from staff indicated that the sharing should be limits to one or two successes per meeting.
Financial Summary for the 2012/2013 School Year

<table>
<thead>
<tr>
<th></th>
<th>Government Funds</th>
<th>Non-Government Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME (in terms of percentages of the annual overall income)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)</td>
<td>52.3%</td>
<td>N.A.</td>
</tr>
<tr>
<td>School Fees</td>
<td>N.A.</td>
<td>43.3%</td>
</tr>
<tr>
<td>Donations, if any</td>
<td>N.A.</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other Income, if any</td>
<td>1.8%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>54.1%</td>
<td>45.9%</td>
</tr>
</tbody>
</table>

|                             |                  |                      |
| **EXPENDITURE (in terms of percentages of the annual overall expenditure)** |                  |                      |
| Staff Remuneration          |                  | 76.8%                |
| Operational Expenses (including those for Learning and Teaching) |                  | 8.9%                 |
| Fee Remission / Scholarship ¹ |                  | 6%                   |
| Repairs and Maintenance     |                  | 1%                   |
| Depreciation                |                  | 7.2%                 |
| Miscellaneous               |                  | 0.1%                 |
| **Total**                   |                  | 100%                 |

|                              |                  |                      |
| **Surplus for the School Year #** |                  | 2 months of the annual expenditure |

|                              |                  |                      |
| **Accumulated Surplus in the Operating Reserve as at the End of the School Year #** |                  | 7.31 months of the annual expenditure |

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%. It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau’s requirements. The expenditure of fee remission/scholarship of our school is above the 10% of the total school fee income set by EDB requirement.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau’s requirements.