

GOOD HOPE SCHOOL ANNUAL REPORT 2024-2025



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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 Hoppers 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

Rejoice in Hope

SPES NON CONFUNDIT. "Hope does not disappoint" (Rom 5:5).

In the Catholic Church, a Jubilee or Holy Year is a special year of forgiveness and reconciliation, in which people are invited to reconcile with God, with one another, and with all of creation.

Pope Francis has given the 2025 Jubilee Year the theme of Pilgrims of Hope. In his remarks at the announcement of the papal bull titled "Spes Non Confundit" (meaning "Hope Does Not Disappoint"), delivered at the Vatican, he encouraged people to seek signs of hope in the world around them and to work towards peace and justice.

“May the Jubilee be a moment of genuine, personal encounter with the Lord Jesus, the ‘door’ (cf. Jn 10:7,9) of our salvation, whom the Church is charged to proclaim always, everywhere, and to all as ‘our hope’ (1 Tim 1:1),” Pope Francis wrote in the papal bull.

Other than a grand celebration for all Catholics, this is also a particularly remarkable year for the Good Hope Community since the theme of the 2025 Jubilee Year, Hope, resonates profoundly with the anchor on our school emblem - "Tu Es Spes Mea" (You are my hope).

During times of challenge, hope can be a powerful force that sustains and propels us forward. Here are some recommendations to help you stay hopeful:

- (a) **Embrace a Growth Mindset:** Rather than viewing obstacles as insurmountable, try to see them as opportunities for learning and improvement. Setbacks are temporary, but with effort and persistence, you can overcome them.
- (b) **Practice Gratitude:** Take a few moments each day to reflect on the positive aspects of your life, no matter how small. This simple exercise can shift your perspective and cultivate a greater sense of appreciation.
- (c) **Seek Meaning and Purpose:** Identify your personal values and align your goals with a meaningful vision for the future.
- (d) **Nurture Supportive Relationships:** Surround yourself with peers, teachers, and mentors who can provide encouragement, guidance, and a sense of community. Strong social connections can be a vital source of hope.
- (e) **Practice Self-Care:** Prioritise your physical and mental well-being through activities like exercise and healthy eating. Taking care of yourself can enhance your resilience and overall sense of hope.

Medium of Instruction

The school’s Medium of Instruction is English. All subjects, except Chinese Language, Chinese Literature and Chinese History are taught in English. Chinese Language is taught in Putonghua from Secondary 1 to Secondary 3.

Religious Education

The School offers weekly religious education lessons - namely Ethics and Religious Education (ERE) - for all students. From S.4 onwards, students can choose to study Ethics and Religious Studies (ERS) as an elective. The purpose of including ERE and ERS in the formal curriculum is

to spread the Good News of Christ to our students and foster their holistic growth by developing their ethical and spiritual character, personal integrity and moral courage.

The Catholic Society aims to strengthen the Catholic faith among the student body, as well as to unite all Catholic students and teachers in the same Christian family of Good Hope School. They are separated into 12 groups which organized different activities such as visiting Our Lady of Joy Abbey and Caritas Bazaar. We also have a religious club under the Catholic Society, namely the Altar Service Society.

Academic Affairs Committee

Job Specifications

The intellectual development of students is one of the primary concerns of every member of the Good Hope community. This is also in line with the school's mission of nurturing women leaders of tomorrow who are capable of making informed and rational decisions.

The Academic Affairs Committee (AAC), headed by the Head and Associate Head of AAC, is composed of three main branches, namely the Key Learning Areas (KLAs) Committee, the Curriculum Development Committee and the Assessment and IT Committee.

The KLAs Committee comprises the following KLAs: Religious Education; Chinese Language Education; English Language Education; Mathematics Education; Science Education; Personal, Social and Humanities Education; Technology Education; Arts Education; and Physical Education. Each of the 9 KLAs is taken charge of by a KLA Head and one / two Associate KLA Head(s) in some cases. The KLA Heads work closely with Panel Heads under the same KLA in the domains of curriculum planning, implementation and evaluation, budgeting and personnel management.

The Curriculum Development Committee oversees the direction of the school'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, Achievement Showcase, 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 Hoppers, focusing mainly on the acquisition of positive values, the development of a sense of responsibility, and social awareness. Through a whole-school approach, we aim to nurture intelligent, passionate and caring leaders of tomorrow.

The SAC consists of five sub-committees, namely the Student Support Committee (SSC), Student Leadership Committee (SLC), Values Education and Careers Life Planning Committee (VECLPC), Other Learning Experiences Committee (OLEC) and Spiritual & Pastoral Committee (SPC).

Under the SSC, the Student Growth Team (SGT) gives support to students in their development of self-discipline and personal growth, while the Individual Needs Team (INT) arranges individual or small group tutorials and moral support for students with specific needs. With the help of the school counsellor and two social workers, the team provide individual counselling for students who need extra help. The Scholarship, Subsidy and Fee Remission Team (SSFRT) collects and disseminates information on various types of scholarship applications and subsidies for teachers and students. It also helps to follow through with the application process to ensure students will not be deprived of receiving quality education at Good Hope School.

Nurturing women leaders of the future plays a crucial role at Good Hope School. The SLC comprises the Leadership Training Team (LTT), Central Board (CB), Prefect Board (PB) and External Nominations Team (ENT). Leadership opportunities begin in Secondary One. The 7 Habits of Highly Effective Teens Workshop, designed mainly for S.1 and S.2 students, aims to sharpen their leadership skills while the Leadership Training Session for Club Exco and Class Committee members includes both junior and senior form students. The Big Sisters, Student Ambassadors, Central Board executive and sub-committee members, as well as Prefect Board executive committee members and school prefects, take up various leadership responsibilities to help with the smooth execution of school events. Through the ENT, students have ample opportunities to learn and take up the roles of young leaders outside school and their achievements are recognized.

The VECLPC includes the Values Education Team (VET) and Careers Guidance Team (CGT). Both teams collaborate closely to make sure that all values education programmes and activities, including the careers guidance service, are goal-directed. The VET helps students to develop their personal growth and a healthy lifestyle, while the CGT introduces multiple career pathways to them to motivate them to actualize their study and career aspirations. The VET also works closely with the SGT to instill positive values and attitudes into students through homeroom periods and pastoral care lessons.

The OLEC is made up of the Co-curricular Activities Team (CAT), the Excursion Team (ET) and the Community Service Team (CST). Its primary objective is to ensure students can broaden their horizons through co-curricular activities, exchange programmes, excursions and community service. Every year, students will embark on tours to different places. In 2024-25, the S.2 and S.4 classes travelled to Mainland China and Taiwan for learning tours, while the S.1 and S.3 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 Committee (SPC) was set up to promote the school's overall Catholic values and spiritual formation. It also promotes Religious Education in both the specific and broad sense, including the formal and informal, subject-based or interdisciplinary and even the hidden curricula of RE and other subjects.

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

School Administration

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

The committees include (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.

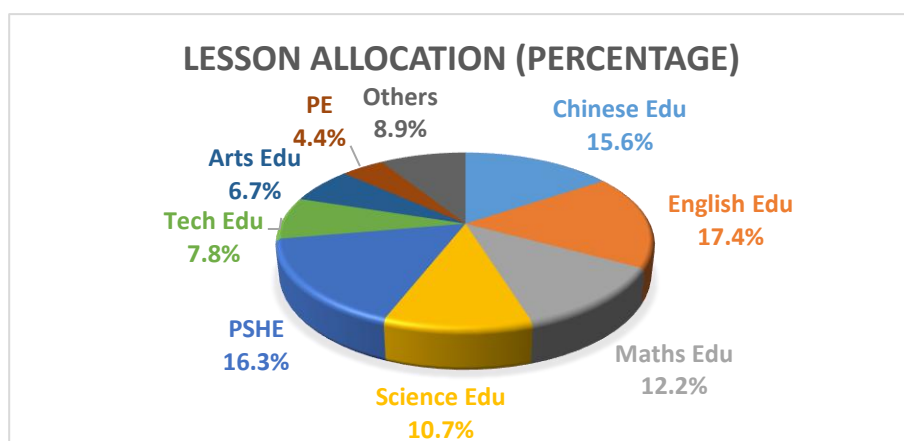
Number of Classes and students

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	NA	
	Life and Society	NA	NA	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	2023	105	6	0	28	2	141
	2024	142	13	0	20	2	177
	2025	139	13	0	14	0	166

Our Students' Accomplishments

The students' public exams achievements, along with a complete list of awards and scholarships, are posted on the school webpage. Our students have continued to excel in all areas, notably academics, sports, music, drama, languages, leadership and community service.

In 2023, our students continued to perform well in the DSE exams, with 95.2% of Good Hoppers meeting the basic entrance requirements for admission to publicly-funded (UGC) undergraduate programmes (3332A).

Results in the core subjects were also impressive:

Core subject	2023	2024	2025		2023	2024	2025
	Meeting basic entrance requirements for admission to UGC funded programmes				Level 5 or above		
English Language	100%	100%	100%		68.9%	55.9%	71.1%
Chinese Language	95.5%	96.6%	95.2		36.1%	33.9%	32.1%
Mathematics	100%	99.4%	100%		44.9%	40.7%	50.0%
Liberal Studies/CS	99.3%	99.4%	100%		53.7%	N/A	N/A

In 2025, 91.6% of our S.6 students received JUPAS offers.

Overall JUPAS offers rate		
2023	2024	2025
91.5%	90.8%	91.6%

Report - Priorities, Outcomes and Strategies for 2024 – 2025

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

1. Intended outcome: To maximise students' learning opportunities

Strategies Proposed:

- 1.1. To continue to enrich students' learning experiences based on the seven learning goals through coordination and collaboration
- 1.2. To step up efforts to promote reading to learn through the bi-weekly reading programme and various reading-related activities
- 1.3. To expose students to more opportunities by broadening the curriculum

Achievements

1. The Reading Team has successfully organized a range of literary activities across the school, which have been pivotal in fostering a vibrant reading culture. By empowering reading ambassadors to lead these initiatives, we engaged students and promoted collaboration and enthusiasm for literature. Notable achievements include various events, such as book fairs and themed reading days, which encouraged participation from all students and staff, creating a communal atmosphere centered around reading.
2. The involvement of reading ambassadors during designated reading times significantly enhanced peer engagement and provided creative opportunities for students to explore literature. There has been a marked increase in student participation, reflecting a heightened interest in literature, with overwhelmingly positive feedback regarding the activities led by the ambassadors. Overall, these initiatives have successfully nurtured a love for reading within our school community.
3. The English Panel has successfully aligned the Literacy Circle curriculum with the IGCSE framework, ensuring consistency in teaching strategies, learning outcomes, and assessments across both programs.
 - 1.1. A cohesive scope and sequence for the Literacy Circle and IGCSE have been developed, facilitating smoother transitions between lessons and better integration of key concepts.
 - 1.2. Teachers have reported improved clarity in lesson planning and delivery, resulting in more focused instruction and enhanced student engagement and assessment.
 - 1.3. Furthermore, NSE topics have been incorporated into lesson plans, creating natural connections between language learning and important societal themes, while resource

materials covering various national security domains provide teachers with accessible tools for discussions and activities.

4. In the TL program, 99.5% of students were able to choose a famous fashion designer for their reading activities, and 66.7% agreed, with an additional 26.9% strongly agreeing, that the reading activities enabled them to learn more about famous fashion designers around the world.
5. In the CES program, a wider variety of materials has been introduced. Students are encouraged to read these materials and complete reading journals regularly. Teachers incorporate extracts from these sources for various learning tasks before, during, and after lessons. Consequently, most S4 and S5 students—approximately 82% of S4 and 97% of S5 respondents—report reading the recommended texts and completing the reflective journals accordingly.

2. Intended outcome: To enhance learning and teaching effectiveness using e-learning tools

Strategies Proposed:

- 2.1. Local: organize whole form events with local top universities for S.3, S.5 and S.6. Arrange careers consultation for every students in S.3, S.5 and S.6.
- 2.2. Mainland/overseas: organize small group's event with mainland/overseas institutions.
- 2.3. Disseminate and nominate students to participate in different external programmes /summer school offered by varies NGOs/local, mainland and overseas institutions.
- 2.4. Organise one to two whole-school and/or form-based experiential learning activities of issues of local, national and global contexts in each term.
- 2.5. Clubs to promote issues of local, national and global contexts to their members as well as the whole school via different means.
- 2.6. Optimise the learning outcome of form tour by collaborating with AAC
- 2.7. To organize a host family sharing to help recruit host families and promote homestay culture
- 2.8. To explore opportunities of new exchange opportunities
- 2.9. The bulletin board will be updated once a month with students' reflections and promotions of different external programmes
- 2.10. A template with guiding questions will be designed for students to write their sharing / reflections
- 2.11. A sharing by the past students with a more interactive Q & A sessions will be organised for the S3 students

2.12. Excursion to Japan

2.13. S.1 class-based community service will be resumed during the Experiential Learning days. By joining different volunteer services organized by NGO in Hong Kong to give more opportunity for the younger student to participating different community services

Achievements

1. In the TL Panel, S.3 students were tasked with using AI in their Fashion Design Projects, with all students successfully utilizing AI tools for background research on their chosen movie characters. This information guided them in designing suitable garments, and around 60.2% of students agreed, while 20.5% strongly agreed, that AI facilitated efficient research and informed, well-designed costume concepts.
2. In the BAFS Panel, students acquired skills and a positive attitude toward using AI tools to enhance their learning.
 - 2.1. S3 B&T students learned to write effective prompts for AI chatbots to deepen their understanding of accounting double-entry concepts while recognizing AI's limitations in tasks like balance sheet preparation.
 - 2.2. S4 BM students selected an industry and used AI to analyze product sustainability in the product life cycle, reviewing and discussing the results.
 - 2.3. Meanwhile, S4 ACC students prepared for a quiz on accruals by researching the differences between accrued expenses and other payables using AI, receiving guidance on prompt accuracy and creating new questions for self-study based on inventory valuation.
3. In ICT Panel, S6 students were instructed on how to leverage AI for their learning, completing a written assignment on ethical issues surrounding AI use. All students generated programs as required by the assignment, achieving an average satisfactory score of 6.8 out of 8, reflecting their awareness of the pros and cons, data privacy, and potential risks associated with AI in learning.
4. In the Science KLA, over 90% of students agreed that using AI can enhance the effectiveness of their learning.
5. In the RE Panel, various e-learning tools have been incorporated into ERE lessons, with 89.3% of students strongly agreeing or agreeing that diverse student-centered learning strategies were adopted during these sessions.
6. In CES, supported by the EDB, Collaborative Lesson Planning (CLP) sessions were conducted to develop lessons on the S4 topic of China's achievements. Student groups researched specific areas of these achievements using a generative AI music program.

- 6.1. Our survey indicates that 90% of students (124 out of 137 S4 respondents) strongly agree or agree that the use of emerging technologies enhances their learning experience and increases their interest in the subject, with 92% open to continued use. Approximately 86% of students strongly agree or agree that they apply the skills learned in CES to other subjects.
7. In the Chinese History Panel, students reported increased engagement (S1 - 91.7%) in Chinese History lessons and found challenging concepts easier to understand (S1 - 94.4%) through CLP and the use of AI. This approach also aided students in answering related questions more effectively (S1 - 92.6%; S2 - 90.1%).
8. The Geography panel shared best practices among members, demonstrating how AI can assist students in creating maps and travel logs on Padlet, showcasing outcomes from the S2 Form Tour "A Journey to a Sustainable Future." They utilized online resources from JC-WISE to illustrate energy changes and fluvial processes in Hong Kong, enhancing students' understanding of geographical settings and flood prevention measures.
- 8.1. Additionally, EDB's online resources with AR functions helped students learn about Mainland China's terrain and drainage systems while reinforcing national security education. Senior students continued using online maps (1:20,000 and 1:5,000) for self-directed map-reading practice, with most students effectively using note-taking apps and appropriate graphic organizers.
9. For students taking Economics, over 90% agreed or strongly agreed that they gained a better understanding of using AI responsibly for learning. Additionally, 90% reported increased confidence in applying economic concepts and real-world cases after these lessons. Various e-learning tools were explored, including the use of POE in CLP design and the EdCity platform for generating MC papers. Some struggling students were encouraged to create MC papers for topics they found challenging using the EdCity platform.
10. In Visual Arts, different AI tools were introduced according to the teaching topic. For instance, during an S2 CnC workshop organized by the Jockey Club, students used several AI apps, such as Perplexity and Picsart, to produce artwork. They also utilized 3D printing to transform their sketches into 3D art, which received overwhelmingly positive feedback from students, parents, and teachers alike.
11. E-learning has become essential in the Music Panel, with apps like Garageband, Sibelius, and iMovie widely used for music production.
- 11.1. In S1, students learned about Western and Chinese instruments using Garageband, focusing on intervals, keys, and tonalities.

- 11.2. In S2, they created sound projects and one-man-band productions, utilizing Garageband's features to craft professional-sounding music, while iMovie helped them edit and combine recordings.
- 11.3. For S3, students analyzed pop songs, composing verses and choruses using Garageband to explore musical accompaniments, and produced scores with Sibelius for their final assessment. Approximately 80% of students submitted satisfactory work, enhancing their music theory and production skills. Online assessments via Google Forms at the term's end showed average scores of 7.5 out of 10 for S1 music theory, 21 out of 30 for S2 projects, and 7 out of 10 for S3 assessments, reflecting satisfactory overall performance.

3. Intended outcome: To provide students opportunities to acquire essential knowledge and skills through curriculum review and refinement

Strategies Proposed:

- 3.1. To broaden and deepen students' knowledge base and skill set through curriculum review and refinement

Achievements

1. S.3 students were tasked with designing and producing a food item for a food fair using a 3D food printer. Approximately 80% of the students' designs were successfully actualized, with 69.9% agreeing and 25.8% strongly agreeing that they acquired and applied the knowledge and skills necessary to use the 3D food printer effectively.
2. In the second term, S3 B&T students learned to design a company logo and create 3D models for chocolate printing during T&L lessons. Again, about 80% of the students' designs were successfully realized and explained in relation to the context. The same percentage of students—69.9% agreed and 25.8% strongly agreed—felt they could acquire and apply the skills needed to produce a food item using the 3D food printer.
3. Over 90% of S4 and S5 Chinese History students provided positive feedback on the revised high school curriculum. S4 students noted that learning the historical context of a dynasty significantly aids memory retention, while S5 students found the content of the compulsory "Part A" courses beneficial for understanding the thoughts of intellectuals. Notably, S5 students excelled in the second paper on "Era and Intellectuals," with the pass rate increasing by nearly 20% compared to the mid-term exam, and top scores improving by 12 points, which is very encouraging.

4. All Chinese History students agreed that their teachers have effectively adjusted the curriculum to meet individual needs, enhancing both motivation and effectiveness in their learning.
5. In the History curriculum, a broader range of topics, historical skills, and concepts outlined in the junior curriculum guide has been covered, particularly in S2, where the passing rate stands at approximately 91.5%.
6. Music teachers have developed a balanced assessment blueprint that incorporates various tasks, including instrumental and singing performances, one-man band projects, rhythm and sight-singing exams, music appreciation, and musical theory assessments. Each task is accompanied by clear rubrics, aiding teachers in understanding students' abilities and backgrounds while promoting effective learning. This approach enables students to showcase their strengths and interests and ensures a clear communication of learning objectives. Additionally, teachers conduct lesson observations and post-lesson evaluations to review and refine the curriculum for each form.

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

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

1.1.Intended outcome 1: Enhancing counselling support for Good Hope students, teachers and staff

Strategies Proposed:

- 1.1.1. Organize a mental health week to promote mental wellbeing among students and teachers

Achievements

1. The Mental Health Week was successfully organized, featuring significant participation: 940 stickers were distributed, 55 students attended the handicraft workshop, and 145 prize redemptions occurred. Students, teachers, and non-teaching staff enjoyed the game booths and food stalls, particularly the hot chocolate station. Over 90% of participants reported gaining valuable insights into mental well-being and found the activities engaging, reflecting a notable increase in participation compared to last year.
2. The peer counsellor program achieved notable success this year, with peer counsellors actively contributing to Mental Health Week by designing and running game booths and preparing materials.
 - 2.1. On February 7, 19 counsellors participated in a rewarding 120-minute VR workshop simulating depression symptoms, which included interactive games and a sharing session, leading to suggestions for future experiential activities during Mental Health Week.
 - 2.2. Additionally, 40 students completed the Mental Health First Aid Course Teen Version, enhancing the skills of both current and former peer counsellors.
 - 2.3. Collaboration with The Mental Health Association of Hong Kong to organize a 14-hour Mental Health First Aid Course for teaching staff was successful, with 23 colleagues completing the course. All participants provided positive feedback on its content, highlighting the relevance of the material to their roles, the engaging delivery by trainers, and the practical skills gained, which increased their confidence in supporting students' mental health.
3. The ENT created reflection prompts to guide students in writing about their experiences in external leadership programs, including questions such as, “What challenges did you overcome on your path to earning this award?”
 - 3.1. The ENT Bulletin Board was regularly updated with students' achievements and reflections on their participation in external leadership programs, awards, and

scholarships. Throughout the year, a total of 15 events were highlighted using various templates on Canva, and some students' reflections on external leadership programs were also published in the School Anchor.

- 3.2. On 30 June 2025, the ENT organized a leadership seminar titled “Step-Up: Reshaping Leadership Qualities through Oles” for all S3 students. The seminar featured three former GHS students and a non-GHS executive member of the Hong Kong Special Administrative Region Outstanding Students' Union (HKSAROSU) as guest speakers. They shared their experiences in various internal and external leadership programs, co-curricular activities, and student leader elections, emphasizing the inspirations gained throughout their journeys. The speakers encouraged S3 students to explore different opportunities by participating in external leadership programs. The seminar was deemed informative and encouraging by the majority of participants, with over 70% expressing potential interest in joining external leadership initiatives.

2. Fostering students with global perspectives

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

Strategies Proposed:

- 2.1.1. Local: organize whole form events with local top universities for S.3, S.5 and S.6. Arrange careers consultation for every students in S.3, S.5 and S.6.
- 2.1.2. Mainland/overseas: organize small group’s event with mainland/overseas institutions.
- 2.1.3. Disseminate and nominate students to participate in different external programmes /summer school offered by varies NGOs/local, mainland and overseas institutions.
- 2.1.4. Organise one to two whole-school and/or form-based experiential learning activities of issues of local, national and global contexts in each term.
- 2.1.5. Clubs to promote issues of local, national and global contexts to their members as well as the whole school via different means.
- 2.1.6. Optimise the learning outcome of form tour by collaborating with AAC
- 2.1.7. To organize a host family sharing to help recruit host families and promote homestay culture
- 2.1.8. To explore opportunities of new exchange opportunities
- 2.1.9. The bulletin board will be updated once a month with students’ reflections and promotions of different external programmes
- 2.1.10. A template with guiding questions will be designed for students to write their sharing / reflections

- 2.1.11. A sharing by the past students with a more interactive Q & A sessions will be organised for the S3 students
- 2.1.12. Excursion to Japan
- 2.1.13. S.1 class-based community service will be resumed during the Experiential Learning days. By joining different volunteer services organized by NGO in Hong Kong to give more opportunity for the younger student to participating different community services

Achievements

1. The CGT successfully expanded students' exposure to diverse post-secondary pathways through several key activities:
 - 1.1. University Engagement: On-campus admission talks were held with top local universities. The team also coordinated joint-school talks for mainland university admissions and hosted sessions with the British Council and Australian education consultants.
 - 1.2. Individual Consultation: All S.3, S.5, and S.6 students received personalised consultations with career teachers to map out their further studies.
 - 1.3. External Opportunities: Students were actively nominated for and participated in a wide range of external programmes, competitions, and summer institutes throughout the year. Additionally, students will join an EDB-organised career exploration tour to Shenzhen, providing them with an opportunity to explore developments in the Great Bay Area concerning Environmental, Social, and Governance (ESG) issues.
2. CCAT organised an anti-drug talk for S1, S3, and S4 students during an activity time slot in Term 1. This talk strengthened students' understanding of the negative impacts of drugs on themselves, their peers, and society, with more than 90% of students agreeing with this assessment. Students also had the opportunity to engage closely with drug-related materials under the guidance of police officers, with around 70% expressing enjoyment of this interaction.
 - 2.1. To address personal issues, CCAT conducted another talk on nonviolent communication for S3 and S4 students during a separate activity time slot in Term 1. This session prepared students to communicate effectively with different individuals. More than 90% of students found the elements of nonviolent communication relevant and useful, and over 80% enjoyed the talk.
 - 2.2. Various clubs continued to offer activities addressing local, national, and global issues to their members and the wider school community.

3. Teacher escorts and students reported a more structured learning experience before, during, and after tours following collaboration with AAC, which the ET plans to continue next year.
 - 3.1. Feedback for the host family sharing session, led by the mother of a 2C student, was overwhelmingly positive.
 - 3.2. The ET has also explored additional exchange opportunities, including a successful exchange with Sophianum in the Netherlands held in September 2024, and upcoming exchanges with Sarasas Ektra School and Ohtani Junior and Senior High School scheduled for June 2026.
4. CST organised various class-based community services, receiving positive feedback. Survey results indicated that over 90% of students felt the time spent on input talks was appropriate, that experiential workshops helped develop altruism and empathy toward those in need, and that the talks and workshops improved their sense of connectedness to the community while fostering a deeper understanding of social disparities.
5. For the ENT, organising an after-school training workshop at the beginning of Term 1 proved challenging due to students' commitments to interviews and training. To identify potential candidates for external leadership awards, several group interviews were conducted during lunchtime and after school from 23 to 25 September 2024, involving 36 interested students (2 junior and 34 senior form). Interviewees discussed their desired awards and received valuable interview tips, resulting in 72.2% of these students being nominated for various awards in the 2024/25 school year.
 - 5.1. Additionally, 23 students participated in group interviews for volunteering awards in late September and early October, consisting of 14 junior and 9 senior form students.
 - 5.2. To prepare applicants, the ENT held a mock interview and tea party on 14 March 2025, with 24 participants. They listened to past awardees share their experiences and tips, fostering community bonds. Students were grouped for mock interviews led by teachers and past awardees, with a focus on specific award requirements. Feedback indicated that all participants found the event valuable, with 78.6% agreeing it enhanced their understanding of interview skills and award criteria.
6. A class prefect training workshop was held in the first term on 19 November 2024. Prefect leaders introduced the roles and responsibilities of class prefects and provided uniform reminders. Through the game Jeopardy, prefect leaders discussed potential challenges class prefects may face when communicating with classmates and offered corresponding solutions. During the workshop, class prefects had the opportunity to meet with peers from other forms, allowing them to share experiences and insights.

3. Cultivating and sustaining student leadership

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

Strategies Proposed: Promoting greater leadership opportunities and training for students

- 3.1.1. Include BYOD Scheme in the class contract
- 3.1.2. Modify the guidance questions and format to let the class be able to use their devices appropriately
- 3.1.3. Daily Morning Duty: SGT teachers help and support school prefects at SJH/OLH
- 3.1.4. Other events e.g. Swimming Gala
- 3.1.5. SGT teachers will invite some potential students to apply the Self-Nomination Scheme to join Central Board or Prefect Board
- 3.1.6. Organise a High Table Dinner for S4-5 students and students from other schools.
- 3.1.7. Hold regular sub-committee meetings face-to-face (e.g. monthly).
- 3.1.8. Offer training to the sub-committee members (e.g. workshop, coaching).
- 3.1.9. Two group leaders are chosen for each Team. More emphasis on unity, teamwork and leadership is put in during the VETAs Orientation program. A clearer work distribution is also suggested for the VETAs.
- 3.1.10. Recruit and train the careers ambassadors in organizing various careers activities.
- 3.1.11. Collaborate with PSA to enhance the exposure and training opportunities for our careers ambassadors.
- 3.1.12. Foster students-led approach by letting careers ambassadors to submit the proposal to school in organizing various activities (including a whole-school activity)
- 3.1.13. Partner with PSA/ external NGO in training students
- 3.1.14. Focus sharing
 - Hold regular meetings/workshops for current school prefects to share their experiences to cultivate leadership.
 - Invite past heads and prefect leaders to share soft skills (e.g. negotiation skills and management skills) and pass on experiences (on self-confidence, communication, decision-making etc, especially common problems in prefects)
- 3.1.15. Provide different opportunities for students, especially junior school prefects to organise workshops or take the initiative to help in organizing Prefect Board-led activities.

- 3.1.16. Offer leadership training opportunities to various students to strengthen students' responsibility and commitment
- 3.1.17. Provide opportunities for student leaders to exercise leadership among peers in different activities
- 3.1.18. Group leaders of Catholics have more opportunity to lead different Catholic activities such as Catholic Rally, Catholic Action Day, leadership training camp and Catholic Camp
- 3.1.19. A training workshop for potential applicants for various external leadership programmes/awards will be held at the beginning of each term
- 3.1.20. Different category of community services training program will be held for different classes to broaden their horizons.

Achievements

1. The SGT implemented the BYOD Scheme and incorporated guiding questions into the class contract. Both class teachers (CTs) and functional teachers (FPs), along with students, found the guidelines easy to follow. The SGT addressed all cases in collaboration with CTs and FPs, met with students to clarify incidents, and accompanied the respective CTs in meetings with parents to discuss the students' progress. CTs and FPs expressed feeling supported by the SGT.
 - 1.1. The SGT identified that some cases involved students lacking effective strategies to manage mental stress. In junior forms, many students demonstrated weak problem-solving skills, leading to the use of inappropriate methods to address peer issues and other challenges. After addressing behavioral problems, we referred these students to the INT for additional support, including regular meetings with school counselors and social workers. In some classes, the school social workers also arranged special visits.
 - 1.2. Most students showed improvement in their behavior following these interventions. To help students understand the potential impact of their actions, the SGT organized two police talks this year. One talk, related to National Constitution Day, was delivered by an alumnus who is a current police officer, while the other focused on the adverse effects of drug use. This approach effectively maintained students' attention and provided valuable learning outcomes.
2. The following initiatives collectively foster an environment conducive to developing and sustaining student leadership through collaboration, hands-on experience, mentorship, and community engagement.

- 2.1. **Strategic Collaborations:** Partnerships with the Parent-Teacher Association (PTA), Past Students' Association (PSA), and NGOs significantly enhanced student leadership and community engagement.
- 2.2. **Student-Led Entrepreneurship:** The initiative "Market de Mariposa" allowed students to develop and sell products, gaining practical marketing and business skills. Training from the Child Psychoecology **Foundation** (CPF) and visits to DHL Express and a lecture at the Chinese University of Hong Kong deepened their entrepreneurial understanding while integrating Environmental, Social, and Governance (ESG) principles.
- 2.3. **Workplace Experience Programme:** Achieving 100% student placement was facilitated by an e-form application process. Students were empowered to arrange their own placements, fostering independence **and** collaboration with the business community, highlighted by PTA visits to workplaces.
- 2.4. **Mentorship Programme & Alumni Engagement:** The PSA played a crucial role in the success of the Mentorship Programme, supported by briefing sessions and a dedicated handbook. A closing ceremony **strengthened** connections, while alumni shared insights and conducted skills workshops.
- 2.5. **Public Dissemination:** Major career events were reported on school webpages, showcasing efforts to nurture future leaders.
3. The CCAT Promoted greater leadership opportunities and training for students.
 - 3.1. CCAT organized the S3 experiential learning programme to replace the learning tour in February. The experiential learning programme reinforced students' understanding of leadership and teamwork. Around 70% of students understood their own strengths and admired others more. The same proportion agreed that the camp improved their ability to collaborate with others. More than half of students agreed that the camp facilitated students to accept own weaknesses and have the audacity to seek help.
 - 3.2. Collaborating with Leadership Training Team, some club excos were selected to receive leadership training, including chairperson, secretary, treasurer and activity coordinator. All chairpersons and activity coordinators agreed that the workshop helped them to reflect on their performance in the last club meeting and boost their confidence in holding activities responding to the aims.
4. ET was excited to have S2 and S3 Cultural Ambassadors being invited to take part in AFS Global Citizenship Education (GCE) Project Competition and among 30 participants, Harriet Leung (3C) and Jade Yau (1A) emerged among the top five winners of the Proposal Competition and will embark on a complimentary study tour focused on sustainability and culture in Egypt. Junior Cultural Ambassadors were in charge of the

Breaking Barriers activities on 18 March 2025, which was acknowledged as the Gold Award for the Racially Friendly Campus Activity Award of the Year.

5. Group leaders of the Catholic Society have been given more opportunity to lead different Catholic activities such as Catholic Rally, Catholic Action Day, leadership training camp and Catholic Camp.

- 5.1. All Catholic leaders or coordinators agreed that they could have ample opportunities to polish their leadership skills while organising activities, the Catholic Society Leadership Training Camp allowed them to learn to be a great leader, and they could demonstrate their leadership skills on Catholic Action Day and Catholic Camp.

6. Eight student teams participated in three different community service programs, achieving impressive results.

- 6.1. JC Volunteer Together Programme (Component C) - Students engaged in community service focused on environmental protection. They won the Championship Award, along with HKD 7,000 in seed funding, which will be used to expand future projects, such as purchasing additional recycling bins and collaborating with NGOs. Additionally, they received the “Best Performance Award,” recognizing them for receiving the highest number of audience votes.

- 6.2. Youth Impact Award 3.0 (2024-2025) - Six groups of students from S.3 to S.5 participated in various workshops and visits prior to submitting their proposals in April 2025. One group received the Bronze Award, while two other groups were shortlisted as finalists.

- 6.3. Hong Kong Outstanding Student Service Ambassadors Award 2024-25 - A group of St. John members participated and will prepare a community service project focused on disease prevention and treatment, scheduled for March 2025.

7. The ENT posted results of all external awards are posted on the school website, either under the “News & Events” or “Achievements (non-academic)”. In total, 25 webnews were posted. Also, some of the awards/programmes with students’ reflections were posted on school anchor 2024-25.

- 7.1. The LTT and ENT co-organised a High Table Dinner on 29 March 2025. Preparations were smooth, including a caterer site visit, confirmation of schools and dish choices, etiquette workshops for S4-S5 students, and event setup by the Pop Band.

- 7.2. 20 students from Wah Yan College Hong Kong and Kowloon attended, along with students from Good Hope School. The Pop Band created a pleasant atmosphere, while past students, including record-holder Chloe Chan and ViuTV host Halie Wu, shared engaging stories about pursuing their dreams, aligning with the theme "Soar

Beyond the Stars, Fuel the Future!" The session captured students' attention and encouraged active listening.

8. In the second term, the CB exco involved the sub-committee members in planning activities (e.g. Film by Evimeria) and executing the activities to a greater extent (e.g. the sub-committee members would send email to the students).

- 8.1. The sub-committee members reflected their views of their experiences in the school year through a survey. In general, over 80% felt that they were involved in the CB activities and the executive committee members are supportive.

9. The VET organized the positive education lessons throughout the year rather smoothly, with S1 and S2 students attending three lessons, S3 two, and S4 participating as well. Key concepts were taught through experiential learning, making the lessons enjoyable for students.

- 9.1. The positive education handouts in the Joyful booklet have been useful for teachers, who benefited from workshops conducted by VET teachers to enhance their use of the booklet in PC lessons and homerooms. These workshops have been reported as effective. Additionally, new cover designs from a competition will update the covers for four forms.

10. Class prefects training workshop was held in the 1st term (19th Nov 2024). Prefect leaders gave an introduction on the roles and responsibilities of class prefects as well as some uniform reminders. Through the game Jeopardy, prefect leaders discussed some potential difficulties class prefects may face when communicating with classmates and provided corresponding solutions.

- 10.1. During the workshops, class prefects were given opportunities to meet class prefects of other forms, allowing them to share experiences with each other. 100% of the prefects understand their responsibilities as class prefects and over 95% of the prefects agreed that the workshop enhanced their leadership skills

- 10.2. After the training workshop, class prefects have gained a deeper understanding of their responsibilities as class leaders through in-depth discussions with other class prefects and leaders of the Prefect Board. The workshop provided them with an opportunity to obtain new leadership perspectives regarding possible challenges they may face, as well as solutions for them.

- 10.3. School prefects training workshop was held in the 2nd term (21st March 2025). School prefects engaged in the game Kahoot and Rapidfire in groups, getting themselves more familiarized with the school rules.

4. Strengthening the sense of community for all GHS stakeholders

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

Strategies Proposed:

- 4.1.1. Review and streamline the workplace experience scheme which connect PSA, PTA and others external parties
- 4.1.2. Partner with PSA in organizing alumni sharing sessions and interviewing skill workshop
- 4.1.3. Invite alumni to share in / host / participate in different types of experiential learning activities to foster unity
- 4.1.4. Encourage clubs to invite alumni to club activities/meetings
- 4.1.5. CCAT to keep a record of alumni invited to any activities
- 4.1.6. Offer a longer coaching period for students joining the Self-Nomination Scheme (SNS) to strengthen the link between exco of 2 sessions
- 4.1.7. Organise a face-to-face meeting between the current and past exco for experience sharing

Achievements

1. The following initiatives of the CGT collectively enhance the sense of community by promoting collaboration, engagement, and shared goals among students, parents, alumni, and local organizations.
 - 1.1. **Strategic Collaborations:** Partnerships with the Parent-Teacher Association (PTA), Past Students' Association (PSA), and external NGOs significantly advanced student leadership and community engagement, fostering a collaborative environment among stakeholders.
 - 1.2. **Student-Led Entrepreneurship:** The "Market de Mariposa" initiative allowed students to develop and sell products, enhancing community ties. Collaborations with the Child **Psychoecology** Foundation (CPF) provided **essential** training, and the project's focus on Environmental, Social, and Governance (ESG) principles supported community welfare through environmental conservation.
 - 1.3. **Workplace Experience Programme:** Achieving 100% placement for S.5 students reinforced community connections. By streamlining the application process and allowing students to arrange their own placements, the program strengthened ties between the school and the business community, with PTA members actively participating in workplace visits.
 - 1.4. **Mentorship Programme & Alumni Engagement:** The partnership with the PSA was crucial for the Mentorship Programme, which included briefing sessions and a **handbook** for mentors and mentees, fostering **community** bonds. The closing ceremony

helped formalize connections, while alumni engagement through sharing and workshops enriched the school community.

- 1.5. **Public Dissemination:** Reporting major career events on school webpages promoted transparency and showcased the school's efforts in nurturing future leaders, reinforcing the sense of community among all stakeholders.
2. The CCAT had nurtured a sustainable link between different members of the Good Hope Community (past, present and future)
 - 2.1. CCAT encouraged clubs to invite alumni to club activities/meetings. Around 30% of clubs did so.
 - 2.2. The house exco training in late August was held in JPC Permanent Activity Centre at Pat Heung, with the help of alumni. Some alumni hosted part of the training programmes to the house excos. There were also alumni in the anti-drug talk to S1, S3 and S4 students.
3. By updating information of the Prefect Board into the Prefect Board Bulletin Board, Prefect Board website and Instagram page regularly, schoolmates are able to have a more detailed view of the mission and work of the Prefect Board.
4. The Prefect Board Bulletin Board includes the theme and photos of students leaders (Head prefects and Prefect leaders), showing how the school trains schoolmates to become young leaders of tomorrow.
5. There were 10 posts and 8 stories posted on our Instagram (@ghsprefectboard), allowing schoolmates to check out news from time to time.
6. After the end of one term, the Prefect Board website was updated so that the content schoolmates read was accurate. 84% agreed that the Instagram posts and stories enhanced your understanding towards the leadership training programmes/activities that the Prefect Board have joined. 96% agreed that they learnt more about PB from the website.

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

Strategies Proposed:

- 4.2.1. Provide academic support for SEN students or students with long-term health issues
- 4.2.2. Review the mentorship programme with PSA and strengthen the briefing and follow up action.
- 4.2.3. Invite and equip current students to take more lead in whole-school activities

- 4.2.4. Invite alumni to share in / host / participate in different types of experiential learning activities
- 4.2.5. Encourage clubs to invite alumni to club activities/meetings
- 4.2.6. CCAT to keep a record of alumni invited to any activities

Achievements

1. The CCAT has positioned our students and alumni much more as ‘partners’ in co-creating a positive learning environment.
 - 1.1. House excos were fully in charge of the inter-house cheering competition and the House Activity Day to practice and strengthen leadership and teamwork. In the former, house excos were given instructions to locate enthusiastic house members and organize a cheering performance within 2 days. In the latter activity, house excos worked from MC to liaising with different parties, like Dance Club and an external NGO of SEN students performing singing to holding activities in different venues.
 - 1.2. Club excos were given opportunities to propose and hold club activities they prefer under the guidance of teacher moderators.
2. Two SEN students used the service provided by the INT to give academic support for SEN students or students with long-term health issues in this academic year. They gained the support from two of our past students.
3. Theme-related activities and Good Hope Corner are held to promote well-being, as well as emphasising the theme of this year’s Prefect Board. Schoolmates actively participated in both activities. In the Good Hope Corner, a total of 53 memos with positive messages were received from schoolmates in 8 days. For the theme-related activities, 28 people signed up for the theme-related activity during the second lunch. 90% of the participants or above agreed or very much agreed that they enjoyed the activity. It shows that schoolmates had understood different activities held by the Prefect Board with active participation.

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

Strategies Proposed:

- 4.3.1. Students’ participation in large-scale external programmes will be posted on the school websites.
- 4.3.2. Results of students’ participation in all external awards will be posted on the school websites

- 4.3.3. Organise an external / joint-school activity (e.g. leadership, community service)
- 4.3.4. Join commendation competition (if available)
- 4.3.5. Active publicity
- 4.3.6. Make good use of different platforms (e.g. Prefect Board Bulletin Board, Prefect Board website and instagram page) to inform the public of leadership training programmes and activities regularly
- 4.3.7. Promoting the delivery of positive education in S1-3 and developing our students into adolescents with resilience.
- 4.3.8. Teach students values through PC lessons and whole-school experiential activities
- 4.3.9. Report all major careers events and post them on the school webpages
- 4.3.10. Invite clubs to showcase good practices and post on school websites
- 4.3.11. To promote Excursion Team website and thus those cultural events led by and took part by Cultural Ambassadors could be better disseminated
- 4.3.12. Catholic Society join Caritas bazaar to hold booth

Achievements

1. All Catholic leaders or coordinators agreed that they could have ample opportunities to polish their leadership skills while joining Caritas bazaar to hold booth activities.
2. The CCAT reported major career events on school webpages promoted transparency and showcased the school's efforts in nurturing future leaders, reinforcing the sense of community among all stakeholders.
3. Concerning disseminating to the public how our school nurtures young leaders of tomorrow, our students were nominated to different outstanding students' awards. In the course of selection, a Film by Evimeria was submitted for the Outstanding Values Education Activity Award. The film provided a chance for current students, teachers and the past students to share memories about their school life through IG, aiming at fostering the value of unity. City Tracing was submitted for and the Outstanding Sustainable Development Activity Award. Also, our Head Girl and Assistant Head Girl were invited to have a short sharing in the prize presentation ceremony, sharing their experience in running the Central Board.

Reflections

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

1. With the emergence of a new IGCSE English Module, the English Panel will establish a regular schedule for curriculum reviews to ensure that both the Literacy Circle and IGCSE programs remain aligned and responsive to student needs. The Panel will foster collaboration among English teachers to share best practices and resources, which can further enhance the effectiveness of the curriculum.
2. In TL, even though 99% of students could find a suitable fashion designer for their assignment but most of the students chose those very renowned ones, e.g. Calvin Klein, Mario Prada. The articles they used were also quite the same. It is suggested that students should be asked to find some famous Chinese fashion designers instead of those from the Western world.
3. In promoting e-learning in order to optimize student learning outcomes, some students did not know how to ask AI questions. They asked some trivial questions, and thus could not get any important information.
4. For the S.3 Food Design under Steam, only 53.8% of students stated that their printed products were quite the same (76-100%) as their original designs. The reasons for designs not being actualized include insufficient height in 3D models, with a recommended height of 3mm, and a progressive understanding of the limitations of using melted chocolate for 3D food printing, which emerged through trial and error, affecting the factors students should consider in their designs. Additionally, there is limited time for students to prepare and receive feedback on their 3D printing files before printing during the TL lesson.
5. In the BAFS Panel, S3 B&T students found that AI chatbots enhance self-learning in double-entry accounting by providing instant explanations and clarifying concepts; however, they noted limitations, including the potential for overly simplistic or incorrect answers, leading them to conclude that a basic understanding of the subject is essential for accurately judging AI outputs. In S4 BM, students explored various product interests, such as plastic straws and smart technology in healthcare, with AI facilitating faster research by generating evaluations on customer acceptance and government measures, which they then analyzed and discussed, proposing additional considerations. Meanwhile, in S4 ACC, students provided diverse answers, though most were inaccurate; while AI helped them grasp basic accounting concepts, unclear sources led to unreliable responses, indicating that teachers may need to instruct students on effectively using AI tools for self-study. For S3 B&T, only 53.8% of students stated that their printed products were quite the same (76-100%) as their original design using 3D modelling.

6. In teaching AI in ICT, students need more examples of what good prompting are to increase the satisfaction rate of the output.
7. The Science KLA thinks that the response provided by AI is still not very reliable and sometimes may be inaccurate, it may be a challenge for students when using it. We have to keep reminding our students to cross-check AI answers with syllabus materials and discuss with teachers when it is necessary. When asking AI to solve a question, the solution can be too detailed or include unnecessary information. We may encourage students to solve problems or explain concepts by themselves before checking with AI, This may help them to be focused on what they need and skip unnecessary information when referring to the response from AI.
8. Physics teachers find that AI responses can be unreliable and sometimes inaccurate, posing challenges for students. It's important to remind students to cross-check AI answers with syllabus materials and consult teachers when needed. Additionally, when using AI to solve questions, the solutions may be overly detailed or include extraneous information. Encouraging students to attempt problems or explain concepts themselves first can help them focus on what's necessary and avoid irrelevant information in AI responses.
9. In CES, The cooperative learning task using AI has significantly increased student engagement and provided opportunities to practise generic skills. Moving forward, the panel aims to leverage AI in designing tiered learning tasks, while at the same time, managing learning diversity. Overall, this initial attempt at integrating emerging technologies has been quite successful. Both teachers and students have adapted well, showing neither resistance nor major difficulties.
10. For CES, the limited English reading resources will continue to be a constraint. While the situation is gradually improving, a lack of suitable materials on very current issues will persist. Consequently, students may need to read about these topics in Chinese, with teachers supplementing the key English terminology needed for assignments and assessment
11. In Chinese History, using AI for learning helps students in grasping simple concepts, as evidenced by their Final Exams. However, this reliance on AI can sometimes lead to misunderstandings of key learning points. For instance, in the S1 class on "The An Shi Rebellion and the Decline of the Tang Dynasty," students concentrated more on song creation than on the essential historical knowledge and concepts. Therefore, it is crucial to complement traditional teaching methods to help students clarify deeper concepts, such as the relationships among the various figures involved in the An Shi Rebellion.
12. The Geography Panel made a Year-end survey to evaluate students' learning outcome. Over 90% of S1 students reported an increased understanding of the topics they studied and demonstrated mastery of map reading skills. Additionally, over 75% of S2 and S3 students expressed a greater understanding of their subjects, particularly regarding China's natural

terrain and resources, while more than 80% of S2 students showed proficiency in the map reading skills they learned.

13. For History, e-learning tools could facilitate the lesson, as students are more engaged. However, some students did not understand the purpose of doing the task, leading to irrelevant answer or work. There could be more collaboration among the panel members. Some are better at exploring different e-Learning tools, while some are better at lesson design.
14. Research-based AI tools are more suitable for Visual Arts. Some AI tools like Picsart sometime limit students' creative expression by providing predefined options for them and it might be unclear how much of the creation comes from the student versus the AI.
15. For Music Panel, the teachers have gained a lot of experience teaching students to use e-learning approach in the Music field. The teachers continue to learn and do research on how to use new softwares and apps to facilitate the teaching process. For students, it is new for them to use e-learning tools on score notating, music editing and music production. e-learning has also allowed them to take a more self-directed learning approach to their musical development. These apps also better prepare the students to enter both the classical and pop music industry. Also, teachers can review and update the assessment blueprint to adapt to the students' needs, music educational trends and technological changes in the music industry. Finally, it is also important to seek feedbacks from students.
16. To enhance our literary initiatives, it is suggested to expand the variety of activities by introducing a broader range of options, including poetry slams, author visits, and literary competitions, to cater to diverse student interests. Additionally, further training and resources for reading ambassadors are recommended to improve their leadership skills and effectiveness in conducting these activities. Finally, implementing regular assessments of the literary initiatives could help gather valuable feedback from students and teachers, allowing informed improvements to be made.

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

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

1. The INT found that S6 students could not join the Mental Health Week since they were on study leave.
2. The Mental Health First Aid Course (Teen Version) was the main focus of the peer counsellor programme and the training sessions had to be conducted by certified trainers from The Mental Health Association of Hong Kong as the Mental Health First Aid

Course (Teen Version). The INT considered that this had weakened the rapport between the peer counsellors and the school counsellor.

3. The course was conducted in December the INT thought that this would inevitably clashed with S6 lesson time and the Mid-year Exams.
4. Although the collaboration with AAC was effective in enhancing students' outcomes in form tours, some modifications might be needed. For example, some students have reflected the assignment requirement in S2 Geography was quite demanding and more manageable tasks would be suggested for the Geography panel.
5. The bulletin board should be updated more frequently, ideally with monthly updates. An ENT teacher should be assigned to oversee this task.
6. Regarding the leadership seminar, S3 students should be asked to complete a survey before leaving the venue to gather more responses. Additionally, to encourage greater interaction during the talk, anonymous Q&A sessions could be implemented, allowing students to submit questions anonymously via their phones.

2. Fostering students with global perspectives

1. The CGT saw significant operational improvements that directly addressed feedback from the previous cycle compared to previous years. The implementation of an e-form successfully streamlined the workplace allocation process, while the option for students to secure their own placements has fostered greater initiative.
2. CCAT would continue organizing and encouraging clubs to introduce and even strengthen understanding of students to local, national and global issues and contexts.
3. CCAT would seek opportunities to collaborate with different parties to keep achieving the goal.
4. The excursion to Japan was cancelled because of poor response. The excursion fee to Japan might be too expensive. Some students might be interested in Europe rather than Asia. More promotion is needed so that more students will understand the content of the excursion. More different agents can be explored.
5. The training workshop can be separated into 2 parts: the past students' sharing will take place at lunch time, while the mock interviews will be conducted after school. Each candidate will have a chance to receive feedback from the interviewee, verbally or in written form in case when time is not enough.

3. Cultivating and sustaining student leadership

1. The SGT will continue to organize mass talks, such as police presentations, to raise awareness among students about their behavior. We will also maintain close collaboration with class teachers (CTs), functional teachers (FPs), and the INT to help students learn from their mistakes and develop positive values. Additionally, we will revise the BYOD scheme and its guidelines.
2. The CGT saw significant operational improvements that directly addressed feedback from the previous cycle compared to previous years. The implementation of an e-form successfully streamlined the workplace allocation process, while the option for students to secure their own placements has fostered greater initiative. The enhancements to the Mentorship Programme—including the new handbook, extra briefing, and closing ceremony—have demonstrably improved structure and engagement.
3. CCAT could see into the possibility of revamping the club exco training so that students feel more at ease when they take up the exco post.
4. CCAT would have more follow-up work with new club moderators was suggested to make new colleagues feel more supported.
5. Due to the increasing number of exchange programs, the workload on Cultural Ambassadors has drastically increased. And the AFS GCE program was originally implemented to help the ambassadors build global awareness and equip them to be globally responsible citizens. However, it was not effective in team building so it has been reflected that Cultural Ambassadors in this cohort were not familiar with one another and thus affected the collaboration and working efficiency. At times, some events organized by other teams may be overlapping with our team such as Diwali.
6. The strategy of giving more group leaders of Catholic Society the opportunity to lead could cultivate and sustain student leadership and students could develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work. The decoration and activities can give opportunity for students to build up confidence and leadership skills. It is because they need to cooperate with each other. More leaders and coordinators are needed so that more students can lead the activities. The number of EXCO members of Catholic Society will increase.
7. The Community Services Ambassadors Scheme only started at 2nd term limited to the time for planning different community services. Many of community service training program was started at the 1st term, the ambassadors missed the change to join.
8. The Community Services Ambassadors Scheme only began in the second term, which limited the time available for planning various community service activities. As many training programs started in the first term, the ambassadors missed the opportunity to participate.

9. CST finds that the JC Volunteer Together Programme's "Becoming a Volunteer" structured lesson training offers students a valuable experience. It includes various activities that help students understand the diverse needs of people in society, making it a worthwhile opportunity for Junior Form students. However, the participation rate for the "Good Deeds Diary" was relatively low, which impacted the continuity of lesson activities.
10. Arranging for Community Service Ambassadors to participate in different programs organized by various NGOs allows students to explore more opportunities and receive better professional support. Nonetheless, guidance from teacher advisers is essential to ensure that teams receive adequate support.
11. For the ENT, the publication of webnews can be more timely if students have better grooming in the prize presentation event, such that photo-editing is not required. In the next school year, ENT teachers will share grooming and attire guidelines in a checklist to help the students to examine if their grooming fits the occasion.
12. For the High Table Dinner, despite prior reminders, some students arrived in inappropriate attire, such as sandals. In future High Table dinners, we may consider limiting participation to student leaders, who must earn the opportunity to attend. This may motivate students to strive harder for the privilege.
13. There is also a need for stronger reminders on social etiquette and grooming prior to similar events. Clearer instructions should be provided regarding photo-taking arrangements. It was observed that students mingled effectively when taking group photos at the photo booth. A structured system where each table is called up during dinner for group photos may enhance both organisation and interaction.
14. Some CB sub-committee members suggested that sub-committee members should have the opportunities to plan and hold events, in addition to helping out the activities; they can take turns to chair their meetings and join some of the exco meetings and observe how the exco prepare the activities.
15. For the CB, there is also a need to balance the quality and efficiency of the tasks. There is a need that some key roles and decisions should be taken up by the exco.
16. Since the booklet has been more widely used by teachers after the promotion of it in the workshop, VET suggested that the booklet can be continued to be a tool in the PC curriculum and the workshop should be organized in the beginning of September.
17. It is suggested to hold a briefing regarding class prefects' roles and responsibilities at the start of the school term, allowing them to be familiarised with their duties and the Prefect Board's policies at the very beginning of their term of service.

18. Apart from the class prefects training workshop on 19th Nov 2024, one more training for class prefects/workshop for grooming ambassadors is suggested to be held in the 2nd term. This can ensure that leaders of the Prefect Board are up to date with the current concerns and challenges of class leaders, and work with them to improve.
19. The bulletin board can be updated from time to time, so when students pass by, they can take a look at the photos that capture memorable moments of the leadership programmes hosted or joined by the Prefect Board.

4. Strengthening the sense of community for all GHS stakeholders

1. Moving forward, the CGT will continue to build on this year's success. We will focus on further streamlining and fine-tuning these established programs to maximize their effectiveness. A key priority will be to continue seeking out and extending our partnerships with different external parties for the benefit of our students. Furthermore, we will begin exploring how AI will affect the future of careers and seek ways to make use of AI to assist in the careers planning of our students.
2. CCAT would send more encouragement to clubs
3. CCAT would keep seeking opportunities to invite alumni to join our activities
4. CCAT would conduct more quality checks of clubs and their respective documents so that information could be more readily available to be disseminated to the public.
5. The ET website has been duly updated, however, the click rates only spiked twice a year – promotion of whole-school excursion and exchange programs in September and promotion of recruitment of Cultural Ambassadors in late May.
6. The hefty administrative workload from preparing for form tours, exchange programs, including both HK visits and going overseas, excursion programs is again inevitably affecting my team members' teaching quality as the team often needs to sacrifice their lesson preparation time or marking time for the sake of the tours. It is hoped that the school can help build a comprehensive student database which includes all students' personal details for any excursions. Besides, it is hoped that the AI-tool devised by Alice which help draft emails for successful, waitlisted and unsuccessful students, arrange interview time slots etc, can help alleviate the team members' workload.
7. For the booths in the Caritas Bazaar, the SPC considered the number of booths is fine that they would keep 6 booths, yet more guidelines could be given to the coordinators so that they would know how to organize it so that logistics could be better arranged. Also the school helpers could be asked to move the stuff after the activity. The checklists or guidelines can be given to the coordinators.

8. The Central Board could not organise a joint-school activity in the school year. City Tracing was planned to be a joint-school activity. However, it was hard to meet the teacher-student ratio in city tracing as student safety is the priority. Compromising two dates that the schools are available is another difficulty, as those days are usually in the long holidays or on weekends. It would be better to organise a joint-school activity requiring a lower teacher-student ratio
9. For the service provided by INT for SEN students, although the students showed positive support for the assistance provided by past students, this service may not be very cost-effective from the school's perspective. This service is intended to offer additional support for students with a long-term absence record or for SEN students who are unable to participate in after-school tutorials due to their special educational needs. However, it is evident that many students do not value this extra help and tend to cancel tutorials casually. We may have to reconsider if we should continue with this service.
10. Some new S1 students were unaware of the communication channels used by the Prefect Board, which may have left them uninformed about important updates. To address this, we could inform them that they can find the latest news through the New S1 Taster Programme.
11. The number of participants can be further increased. By promoting activities through various channels, we can encourage more students to join simultaneously. Good Hope Corner is an initiative that embodies love and care for fellow students and is certainly worthwhile. However, we have also conducted an evaluation of theme-related activities and have agreed that this particular initiative may be discontinued in the next academic year.

Report on Diversity Learning Grant (DLG) for 2024-2025

Domain:	Mathematics
Title:	Enrichment Programmes
Objectives:	- To provide high achievers ample opportunities to learn advanced mathematics content - To equip students with advanced problem-solving techniques and participate in various mathematics competitions to extend their exposure in the subject.
Target students: (No./ level/ selection)	8-10 S4 students having good performance in the previous S.3 Summer Enrichment Programme(s)
Lessons and duration/ Start date:	24 lessons with 3 hours each in 7 months from September to April
Deliverables:	- Practice of challenging Mathematical problems - External competitions
Evaluation:	- Most of scheduled tasks in the 2024-2025 Programme Proposal were completed, except for the six lessons in April and May related to the IMO preliminary contest (HK) training. We were unable to enroll in this training because we missed the deadline for the online application and could not apply individually in its second stage, as the application quota was already full in the first round. - Actual number of participants: 7 S.4 students + 4 S.5 Students (In the period of HKMO training from March to April) A total of 24 three-hour face-to-face sessions were held successfully in the whole school term <u>The average attendance rate is 82.9%.</u> 4 selected school representatives joined the <u>Sing Yin Secondary School Invitational Mathematics Competition</u> 4 selected school representatives joined the <u>True Light Girls' Invitational Mathematics Contest 2024</u> 6 students have participated in <u>The 42nd Hong Kong Mathematics Olympiad</u>

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

Competitions	Prizes
True Light Girls' Invitational Mathematics Contest 2024	2nd Runner-Up (Individual Event) Certificate of Distinction (Individual Event) Certificate of Merit (Individual Event)
Inter-School Mathematics Contest 2025	First-Class Honour (Individual event, Senior Division)
International Competitions and Assessments for Schools (ICAS) 2024 - Mathematics in English	2 High Distinction Awards, 1 Distinction Award, 1 Merit Award, 1 Credit Award
Canadian Intermediate Mathematics Contest	5 Distinction Awards
Galois Contest	Distinction Award + Medal awardee
Hypatia Contest	Distinction Award + Medal awardee
The 42nd Hong Kong Mathematics Olympiad	Kowloon Region One Regional Winner Top 50 schools in the Final Event Second-class Honour (Group Event, Heat) 2 Third-class Honour Certificates (Individual Event, Heat)

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

Expenditure:

Proposed amount:
Tutoring salary for trainer
\$26,350 (\$850 x 31 lessons)

Actual Expenditure:
Total: HKD 20,400 (\$850 x 24 lessons)

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 - 改進學生的寫作技巧，在內容、組織方面，均有進步 - Improve students' writing ability - Train students' creative thinking - Enhance students' writing skills, improve their content and organization.
Target students: (No./ level/ selection)	20 位中四學生 - 中三期末試或中四期中試卷二成績最好的首 15% 學生或獲老師推薦者 20 S.4 students - Students ranking top 15% in S.3 final exam or S.4 mid-year (Paper2) examination or recommended by teachers
Lessons and duration/ Start Date:	- 共 6 節，每節 90 分鐘 1 班 10-12 月 或 2-5 月 6 lessons with 90 minutes each 1 class - October to December or February to May
Deliverables:	- 兩篇散文/片段創作 2 compositions or short paragraph
Evaluation:	能完成 2024-2025 建議書訂下的目標。 課堂順利完成。 學生出席率為 75.8%。整體出席率尚可。 學生須於完成課程後填寫課堂問卷，部分數據整理如下： 100% 學生「十分同意」或「同意」舉行日期、時間合適。 95% 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。 90% 學生「十分同意」或「同意」課程能提高學生創意及思辨能力。 95% 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。 本課程因遷就導師工作及學校活動，只能在四月上旬開辦，學生建議課程在學期初開始，以增加練習及鞏固時間。 建議在下學年（2025-2026）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 2024-2025 proposal were all achieved. All the lessons were completed successfully. The attendance percentage was 75.8%. The attendance was satisfactory. Students are required to complete a course evaluation questionnaire after finishing the programme, some data was shown below: All students “agreed” or “strongly agreed” that the dates and the time of the course were suitable.

	95% 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. 90% students “agreed” or “strongly agreed” that the course could improve students’ creative writing skills and high-order thinking skills. 95% 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. The course was only available in early April to accommodate the instructor's schedule and school activities. Students proposed starting it earlier for more practice and reinforcement time. It is suggested that this course should continue in the coming year 2025-2026 to help students improve their writing ability.
Expenditure:	預期支出：一班，每班\$6500 實際支出：一班，\$6000 Proposed amount:1 class, total \$6500 Actual expenditure:1 class, total \$6000

Domain:	中文 Chinese
Title:	中文精進班(中五)-第一班 Enrichment Programme S5 (Class One)
Objectives:	• 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
Target students: (No./ level/ selection)	• 20 位中五學生 • 中四期末試或中五期中試中文成績最好的首 15% 學生或獲老師推薦者 • 20 S.5 students • Students ranking top 15% in S.4 final exam or S.5 mid-year examination or recommended by teachers
Lessons and duration/ Start Date:	• 共 6 節，每節 90 分鐘 • 1 班 • 上學期 9-12 月 • 6 lessons with 90 minutes each • 1 class • September to December(1st Term)
Deliverables:	• 兩篇散文或片段創作 • Two compositions or short paragraph
Evaluation:	能完成 2024-2025 建議書訂下的目標。 課堂順利完成。 出席率為 92.5 %。整體出席率不俗。 學生須於完成課程後填寫課堂問卷，部分數據整理如下： 100% 學生「十分同意」或「同意」舉行日期、時間合適。 100% 學生「十分同意」或「同意」課程次數適中。 100% 學生「十分同意」或「同意」課程深淺適中。 100% 學生「十分同意」或「同意」課程能提高學生創意及思辨能力。 100% 學生「十分同意」或「同意」課程能提高學生審題、組織材料及深化立意的能力。 100% 學生「十分同意」或「同意」老師講解清晰，備課充足。 建議在下學年（2025-2026）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 2024-2025 proposal were all achieved. All the lessons were completed successfully. The attendance percentage was 92.5 %. The attendance was good. Students are required to complete a course evaluation questionnaire after finishing the programme, some data was shown below: All students “agreed” or “strongly agreed” that the dates and the time of the course were suitable. All students “agreed” or “strongly agreed” that the number of lessons was suitable. All students “agreed” or “strongly agreed” that the level of difficulty of the content was suitable.

	All students “agreed” or “strongly agreed” that the course could improve students’ creative writing skills and high-order thinking skills. All students “agreed” or “strongly agreed” that the course could improve students’ ability to analyze the topic, organize the materials, and deepen the theme. All students “agreed” or “strongly agreed” that the instructor was well-prepared and gave clear instructions. It is suggested that this course should continue in the coming year 2025-2026 to help students improve their writing ability.
Expenditure:	預期支出：一班，每班\$10000 實際支出：一班，\$8550 Proposed amount: 1 class, total \$10000 Actual expenditure: 1 class, total \$8550 (to be charged to the DLG)

Domain:	中文 Chinese
Title:	中文精進班(中五)-第二班 Enrichment Programme S5 (Class Two)
Objectives:	- 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)	20 位中五學生 - 中四期末試或中五期中試中文成績最好的首 15%學生或獲老師推薦者 20 S.5 students - Students ranking top 15% in S.4 final exam or S.5 mid-year examination or recommended by teachers
Lessons and duration/Start Date:	- 共 6 節，每節 90 分鐘 1 班 - 下學期 1- 5 月 6 lessons with 90 minutes each 1 class - January to May (2nd Term)
Deliverables:	- 四次閱讀理解練習或堂上討論 4 Comprehensions or group discussion
Evaluation:	- 能完成 2024-2025 建議書訂下的目標。 - 課堂順利完成。 - 出席率為 81.6 %，整體出席率滿意。學生多因學校事務，如訓練、比賽而請假。 學生須於完成課程後填寫課堂問卷，部分數據整理如下： 100% 學生「十分同意」或「同意」舉行日期、時間合適。 100% 學生「十分同意」或「同意」課程次數適中。 100% 學生「十分同意」或「同意」課程深淺適中。 100% 學生「十分同意」或「同意」課程能通過閱讀文章，習得閱讀技巧，訓練學生高階思維能力。 100% 學生「十分同意」或「同意」老師講解清晰，備課充足。 部分學生建議增加課時，或增加講授文言文的課時。 建議在下學年（2025-2026）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 2024-2025 proposal were all achieved. All the lessons were completed successfully. The attendance percentage was 81.6 %. The attendance was satisfactory. The attendance is affected by other school activities, e.g. training and competition. Students are required to complete a course evaluation questionnaire after finishing the programme, some data was shown below: All students “agreed” or “strongly agreed” that the dates and the time of the course were suitable. All students “agreed” or “strongly agreed” that the number of lessons was suitable. All students “agreed” or “strongly agreed” that the level of difficulty of the content was suitable.

	All students “agreed” or “strongly agreed” that by reading articles, students could acquire reading skills and train their higher-order thinking abilities. All students “agreed” or “strongly agreed” that the instructor was well-prepared and gave clear instructions. Some students proposed extending class time or allocating more hours to teaching classical Chinese. It is suggested that this course should continue in the coming year 2025-2026 to help students improve their reading ability.
Expenditure:	預期支出：一班，每班\$10000 實際支出：一班，\$8550 Proposed amount: 1 class, total \$10000 Actual expenditure: 1 class, total \$8550 (to be charged to the DLG)

Domain:	English
Title:	Youth Leadership Programme (Public Speaking Training)
Objectives:	● 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
Target students: (No./ level/ selection)	● 8 S4 students ● 8 S5 students ● Selected student leaders and external public speaking competition contestants
Lessons and duration / Start date:	● Four 2-hour sessions including small group coaching, workshops for all contestants and feedback from trainers ● Optional sessions for students who are shortlisted to continue the competition in the semi-finals, up to the grand final ● December to April or May (depending on when the Grand Final of the external competition is held)
Deliverables:	● Pre-Contest workshop and rehearsal session ● External competitions
Evaluation:	1. <u>All tasks were fulfilled as in 2024-25 Programme Proposal.</u> All four 2-hour workshops were held successfully. Estimated number of participants: 8 S4 students + 8 S5 students Actual number of participants: 3 S4 students + 5 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 24 students participated in the HKFYG English Public Speaking Contest 2025 but 4 of them withdrew from the contest because of invalid video submission. The results of the remaining 20 were as follows: <u>Junior division (S1-3): 13 participated with 6 District Semi-finalists, 5 of whom became District Finalists.</u> <u>Senior division (S4-6): 7 participated with 5 District Semi-finalists, 4 of whom shortlisted to be District Finalists.</u> 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 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. <u>The programme in general was a successful one and a similar one is recommended next year.</u>
Expenditure	Proposed amount: HK\$18,000 Actual Expenditure: HK\$18,000

Domain:	English
Title:	Hong Kong Schools Mooting and Mock Trial Competition
Objectives:	To provide a platform for students to practice the legal knowledge and skills they have learned from club meetings.
Target students: (No./ level/ selection)	6 S4-5 students - Students having excellent English performance, being recommended by teacher(s) and having good performance in the selection interviews conducted by the teacher(s)-in-charge
Lessons and duration/Start Date:	- Four rounds of 2-hour competition - Two to three 1.5 hour input sessions delivered by the tutor delegated by the organization
Deliverables:	External competition
Evaluation:	3 S4 girls were able to participate in 2 training sessions by the tutor from the organization. Due to the complexity of the competition and the non-existent Mock Trial team, only these 3 girls had the basic skills needed to compete. Due to the reduced size of the competition this year, there was only one preliminary round (knockout). Our girls did not pass the first round but found the experience valuable. It is not recommended to repeat this programme.
Expenditure:	Proposed amount: \$3,000 Actual Expenditure: \$3,000

Domain:	Visual Arts
Title:	Arts making Enrichment workshop
Objectives:	- To provide students a chance to advance their art-making technique - To provide high achievers ample opportunities to learn arts out from normal lesson and syllabus - To provide hands-on experience and community outreach program by local artist - Allow time to build students' confidence through exploration of material and developing their imagination
Target students: (No./ level/ selection)	6 S4 students 4 S5 students 2 S6 students - Students having good past performance and being recommended by teacher(s)
Lessons and duration/Start Date:	4 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. - Costume Creation: Students produced owl costumes featuring unique designs, particularly highlighting the illuminated wings. - Showcase: The costumes were presented during a morning assembly, providing students with an opportunity to display their hard work and creativity to the school community. - To reduce the production cost, students are paired up in a group of two. Given the success of this programme, it is highly recommended to organize similar workshops in the future.
Expenditure:	Proposed amount: \$30,000 Actual Expenditure: \$22,000

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 4 topics ● 1 - 2 talks/topic ● 2 hours/talk ● Topics: Composition, Cantonese opera, pop music, ensemble playing Consultation on composition ● 10 sessions ● 2 hours/session ● 4 student/session																												
Deliverables:	● Input talk ● Small group consultation																												
Evaluation:	1. <u>Tasks scheduled were fulfilled</u> in 2024-2025 Programme Proposal. 2. A total of: one 1.5-hour input talk on composition, three (2-hour, 1.5 hour and 2.5 hour) input talk on Chinese instrumental music; 9.25 hours for composition consultation; 13 hours for lectures on Cantonese operatic music and Chinese Instrumental music, Cantopop music and Western pop music successfully in the first and second term. Details of the Programme were listed in the following table: Composition lessons: <table><tr><th>Date</th><th>Description</th><th>Students Involved</th><th>Duration (Hour)</th></tr><tr><td>29 Oct 24</td><td>composition consultation</td><td>S5: 7; S6: 3 (abs: 1)</td><td>3</td></tr><tr><td>06 Nov 24</td><td>Composition: input talk</td><td>S4: 8</td><td>1.5</td></tr><tr><td>06 Nov 24</td><td>composition consultation</td><td>S5: 2; S6: 3 (abs:1)</td><td>1.75</td></tr><tr><td>19 Feb 25</td><td>composition consultation</td><td>S5: 9</td><td>1.5</td></tr><tr><td>25 Feb25</td><td>composition consultation</td><td>S4: 8</td><td>2</td></tr><tr><td>06 Mar 25</td><td>composition consultation</td><td>S5: 2 (abs:1)</td><td>1</td></tr></table>	Date	Description	Students Involved	Duration (Hour)	29 Oct 24	composition consultation	S5: 7; S6: 3 (abs: 1)	3	06 Nov 24	Composition: input talk	S4: 8	1.5	06 Nov 24	composition consultation	S5: 2; S6: 3 (abs:1)	1.75	19 Feb 25	composition consultation	S5: 9	1.5	25 Feb25	composition consultation	S4: 8	2	06 Mar 25	composition consultation	S5: 2 (abs:1)	1
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06 Mar 25	composition consultation	S5: 2 (abs:1)	1																										

	Cantonese operatic music and Chinese Instrumental music lessons: <table><tr><th>Date</th><th>Description</th><th>Students Involved</th><th>Duration (Hour)</th></tr><tr><td>26 Nov 24</td><td>Cantonese operatic music</td><td>S6: 3</td><td>2</td></tr><tr><td>18 Feb 25</td><td>Chi Instrumental Music (Input Talk)</td><td>S6: 3</td><td>2</td></tr><tr><td>04 Mar 25</td><td>Cantonese operatic music</td><td>S6: 3</td><td>2.5</td></tr><tr><td>12 Mar 25</td><td>Chi Instrumental Music (Input Talk)</td><td>S6: 3</td><td>1.5</td></tr><tr><td>25 Mar 25</td><td>Chinese Instrumental music</td><td>S6: 3</td><td>2.5</td></tr><tr><td>29 Mar 25</td><td>Chinese Instrumental music</td><td>S6: 3</td><td>3</td></tr><tr><td>11 Apr 25</td><td>Chinese Operatic music</td><td>S6: 3</td><td>2</td></tr><tr><td>22 Apr 25</td><td>Chinese Instrumental music</td><td>S6: 3</td><td>1</td></tr><tr><td>17 May 25</td><td>Chi Instrumental Music (Input Talk)</td><td>S4: 8</td><td>2.5</td></tr></table> 3. The average attendance rate is almost 100%. 4. It is recommended to offer a similar programme next year.	Date	Description	Students Involved	Duration (Hour)	26 Nov 24	Cantonese operatic music	S6: 3	2	18 Feb 25	Chi Instrumental Music (Input Talk)	S6: 3	2	04 Mar 25	Cantonese operatic music	S6: 3	2.5	12 Mar 25	Chi Instrumental Music (Input Talk)	S6: 3	1.5	25 Mar 25	Chinese Instrumental music	S6: 3	2.5	29 Mar 25	Chinese Instrumental music	S6: 3	3	11 Apr 25	Chinese Operatic music	S6: 3	2	22 Apr 25	Chinese Instrumental music	S6: 3	1	17 May 25	Chi Instrumental Music (Input Talk)	S4: 8	2.5
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Expenditure:	Proposed amount: Approx. \$35,000 Actual Expenditure: TOTAL: \$33,500 Composition: Total: \$11,500 Cantonese operatic music and Chinese Instrumental music; Cantopop music and Western Pop music; Total: \$22,000																																								

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 Use of Citizenship and Social Development Grant (2021-2024)

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

Report on Promotion of Reading Grant for 2024-2025

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

1. The total budget of the programmes for 2024-2025 is HK\$92,000.00.
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 2024-2025 was HK\$77,441.94.

	Item*	Budget (HK\$)	Actual expenses (HK\$)
1.	Total budget of the programmes	\$92,000.00	
2.	Purchase of Books and Reading Materials		
	-Printed books and reading materials		\$49,877.99
	-e-Books		
	- Online reading materials		
3.	Reading Activities		\$27,563.95
4.	Unspent Balance / (Deficit)	\$14,558.06	

Report on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools for 2024-2025

	Area	Actual Expenses (\$)
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	\$24,294
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	\$0
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	\$8,169
V.	To purchase or upgrade PE/sports equipment in the school	\$29,444
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	\$17,000
viii.	Others (Please specify):	\$0
Total Expenditure:		\$78,907
Unspent Balance:		\$71,093

Report on the Use of Career and Life Planning Grant (CLP) for 2024-2025

Intended Targets / Outcomes	Strategies / Tasks 2024-2025	Timeline	Achievement
1. Enhancing students' exposure to local, national and global issues and contexts.	1.1 Local: organize whole form events with local top universities for S.3, S.5 and S.6. Arrange careers consultation for every students in S.3, S.5 and S.6. 1.2 Mainland/overseas: organize small group's event with mainland/overseas institutions. 1.3 Disseminate and nominate students to participate in different external programmes /summer school offered by varies NGOs/local, mainland and overseas institutions.	Whole Year	- Event organized. - All S.3, S.5 & S.6 students were able to meet the careers teachers for consultation. - Students were informed about different learning opportunities and options for further studies.
2. Promoting greater leadership opportunities and training for students.	2.1 Recruit and train the careers ambassadors in organizing various careers activities. 2.2 Foster students-led approach by letting careers ambassadors to submit the proposal to school in organizing various activities (including a whole-school activity). 2.3 Partner with PSA/ external NGO in training students.	Whole Year 1 st Term Dec & 2 nd Term	Careers ambassadors recruited, submitted their proposal, organized the events and self-evaluated the event.
3. Nurturing a sustainable link between different members of the Good Hope Community (past, present and future).	3.1 Review and streamline the workplace experience scheme which connect PSA, PTA and others external parties. 3.2 Partner with PSA in organizing alumni sharing sessions and interviewing skill workshop.	2 nd Term 1 st Term	- All S.5 students will have a workplace experience. - Organized alumni sharing and interviewing skills workshop.

Intended Targets / Outcomes	Strategies / Tasks 2024-2025	Timeline	Achievement
4. Positioning our students and alumni much more as 'partners' in co-creating a positive learning environment.	4.1 Review the mentorship programme with PSA and strengthen the briefing and follow up action.	Whole Year	Closer bonding and relationship between the mentees and mentors
5. To disseminate to the public how our school nurtures young leaders of tomorrow.	5.1 Report all major careers events and post them on the school webpages.	Whole Year	All major events reported

Suggestions

- This year saw significant operational improvements that directly addressed feedback from the previous cycle. The implementation of an e-form successfully streamlined the workplace allocation process, while the option for students to secure their own placements has fostered greater initiative. The enhancements to the Mentorship Programme—including the new handbook, extra briefing, and closing ceremony—have demonstrably improved structure and engagement.
- Moving forward, the team will continue to build on this year's success. They will focus on further streamlining and fine-tuning these established programs to maximize their effectiveness. A key priority will be to continue seeking out and extending our partnerships with different external parties for the benefit of our students. Furthermore, they will begin exploring how AI will affect the future of careers and seek ways to make use of AI to assist in the careers planning of our students.

Report on Capacity Enhancement Grant (CEG) for 2024-2025

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\$1,048,320.12	HK\$852,231.84

Balance carried forward from the school year 2023-2024	HK\$ 331,582.15
Prior year adjustment	HK\$ (218,488.03)
Adjusted balance carried forward from the school year 2023-2024	HK\$ 113,094.12
Capacity Enhancement Grant for the academic year 2024-2025	HK\$ 935,226.00
Less Expenditure for the year	HK\$ (852,231.84)
Balance for the academic year 2024-2025	HK\$ 196,088.28

One-off Grant for Mental Health at School

Report on the use of the Grant 2023-2025 school year

	Area	Spending (2023-2025)
1	Organising activities and programmes related to enhancing the mental health of students and teachers	\$18,388.14
2	Providing support services related to enhancing the mental health of students and teachers	\$4,000.00
3	Designing and producing school-based learning and teaching resources related to mental health	\$2,378.22
4	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	\$11,424.97

One-off Grant for Mental Health of Parents and Students

Report on the use of the Grant 2023-2025 school year

	Area	Spending (2023-2025)
1	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	\$10,000
2	Promoting information related to the mental health of students and parents, publications or providing resource platforms	\$0
3	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	\$8,000

One-off Grant on Parent Education

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

	Area	Spending (2023-2025)
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	\$0
2	Designing and producing school-based parent education resources	\$0
3	Organising school-based parent education promotional activities to the “Positive Parent Campaign”	\$0

One-off Grant for Promotion of Chinese Culture Immersion Activities

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

	Area	Spending (2023-2025)
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)	\$0
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 <i>Chinese</i> culture	\$0

Financial Summary

Financial Summary for the 2023/2024 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	64.97%	N.A.
School Fees	N.A.	29.35%
Donations, if any	N.A.	0.08%
Other Income, if any	2.19%	3.41%
Total	67.16%	32.84%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	58.58%	
Operational Expenses (including those for Learning and Teaching)	11.87%	
Fee Remission / Scholarship ¹	5.73%	
Repairs and Maintenance	2.17%	
Depreciation	20.48%	
Miscellaneous	1.17%	
Total	100%	
Deficit for the School Year #		
	0.71 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year		
	6.06 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).